

SCIENCE

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THE PHYSICS TEACHER'S PROBLEM¹

THAT physical science is constantly rendering most magnificent service to human life was never more dramatically demonstrated than on the occasion of the recent wreck of the steamship *Republic*. That a ship, disabled and hidden in a dense fog, was yet able to summon to its aid another ship a hundred miles away by an inaudible, invisible, yet infallible means of communication, thereby saving many hundred lives, is a feat that would have been pronounced impossible by our grandfathers if not by ourselves but a few years ago. Had Mr. Binns, the operator of the wireless telegraph on the *Republic*, lived near Boston about two hundred and twenty years ago, he would surely have been burned for witchcraft.

So thick and fast have come such contributions of science to our commercial and economic life, that most people now take them as a matter of course. A telephone is at present almost as much of a household necessity as a kitchen stove. The steam engine and the electric motor, since by their aid ten men can do the work of one hundred, are increasing our potential manufacturing population at a rate that must satisfy even President Roosevelt that we are in no immediate danger of dying out as a nation. Musicians are being replaced by arc lights, or by pianolas; and even teachers are being compelled to yield their divine calling to graphophones in the "teaching" of foreign languages. Are we then surprised that this is called a scientific age? Do we wonder that scientists are

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