

Comments on Remote Political Participation by Question No. (800 thru 859)

(800-101-00) Don't need to wait to try out telephone questions from home audiences, 1

(800-101-00) Most important issue is who gets to formulate the questions for audience response when the messages are limited to simple data responses by audience, 2

(800-102-00) I do not know of a case in history where an issue was put before the general public for its opinion, and where that opinion was fairly expressed, without the result being kind, humane and reasonable. People are not so bad as their elected representatives often turn out to be, 3

(800-102-00) So please why are there none in the second round? This could be an interesting topic for further debate, 4

(800-102-00) These issues are philosophical with emotional and political overtones, 5

(800-102-01) How does this researcher know this?

** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace. Torture would have received a lot of votes as a method of investigation, 6

(800-102-04) That depends on the subject,

** Too costly; people are too busy to stop and listen to meetings, 7

(800-102-06) A guess at best. People might be encouraged to participate after seeing the results of a previous poll to which they were earlier apathetic,

** People involved in politics would not be encouraged to use such a service, you have to be involved personally. People not personally involved would not use this service either. They would not be interested, 8

(800-106-00) A capability for presenting summary statistical data to legislators (etc.) such as histograms would be useful, 9

(800-106-00) It would take most of the amateurism (and hence, fun) out of politics for the precinct commiteeman level, 10

(800-106-00) The impact may be great - look at the impact of widespread polling on elections. Instant polling could really affect election day. Protective laws would be needed, Perhaps banned on election day, 11

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- (800-106-00) The same people will use it who now send telegram "books" to legislators. An interesting but not too populous group. 12
- (800-106-00) This might be a healthy counterbalance to industry lobbyists, if carried out properly. 13
- (800-106-03) These could be worked out, Demagogues could find even more harmful aspects. But in balance it would be useful.
 ** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta, But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a air amount of determination. 14
- (800-109-00) Much depends upon whether the politician considers is position as a specialist job (primarily for his own benefit) or a public role (mainly to serve his constituents). 15
- (800-109-00) No single party or person has the "answers". Solutions are to be found only in discussing problems as they affect each of us. 16
- (800-109-00) Survival in our world of electric information demands decentralizing in business and politics alike, whether we like it or not. 17
- (800-109-00) The end of party planks in politics. 18
- (800-109-00) The practical problem would be to save the politician from being "consumed" by his constituents ie. for success to be "free" but also reasonably limited. 19
- (800-109-000) Mere participation and "feedback" are now too slow to keep pace with current fast-changing situations. Only anticipation of the effects before introduction of the "causal" will keep us in charge of our own technologies. To achieve this state of awareness and understanding by using all our wits and senses, without preconceptions is the problem of this age. 20
- (800-111-01) But it needs them.
 ** Not much gain to the existing establishment, it doesn't want new channels of information. 21

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(800-111-01) Disagree

** I think that any "town meeting" concept will be become the domain of the same "joiners" in society who go to meetings now, I am sure it will not involve more of the population, Most people wouldn't give you a cent for it,

22

(800-111-01) Important

** Increasing voter alienation and feelings of powerlessness will create need for such institutional mechanisms to give the individual the feeling of having his voice heard and influencing political decisions. A basic question is whether this will promote beneficial participatory democracy or just an illusion. In particular, can such remote political participation be subverted by power elites who manipulate the masses for their own ends,

23

(800-111-01) Not all politicians,

** The resistance of the politicians,

24

(800-111-01) Probably

** Common-sense

25

(800-111-01) Probably, but infortunate

** Trend to "government by polls" where representatives base many decisions on private or public polls,

26

(800-111-01) This is a problem even without the technology. We must get to grips with it, Suppressing it won't help,

** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace. Torture would have received a lot of votes as a method of investigation,

27

(800-111-01) Too true

** Liking of gimmickry by politicians. Some people will make money out of it,

28

(800-111-01) True enough, but it could offer something if used properly

** Idiot appeal, sounds nifty, trendy, participatory,

29

(800-111-01) With a lot of luck,

** Participative, leading to anticipative democracy,

30

(800-111-01) Yes

** "Consumerism" in the broad sense, i.e, pressures on elected representatives to be responsive,

31

(800-111-01) Yes

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** Dissatisfaction with government and a greater desire to conveniently express one's grievances. 32

(800-111-01) Yes

** We should approach it cautiously. If you think T.V. and mass media has transformed politics in North America, just brace yourself for impacts of this natural extension to 2-way system. 33

(800-111-01) Yes

** Increasing interest in and understanding of government by the electorate. Increasing realization that governments are not infallible. 34

(800-111-02) "This" service?

** Widespread disenchantment with politics as we now have it. Increasing technological capability to provide this service. Generally speaking, more education equals a higher level of political participation. As the education level rises, more of the population will tend to desire participation in the various political processes. 35

(800-111-02) Agreed

** The immediacy of such a system would have advantages. The probability of getting feedback to the different government levels would be greatly increased by making it easier although some of the reactions might be impulsive rather than well considered (This may, or may not be a disadvantage). 36

(800-111-02) No.

** Developing technocracy will make people increasingly reluctant to engage in political activity since they will feel no one pays any attention to their ideas. 37

(800-111-02) Not all politicians are the same

** The politicians themselves who tend more and more to control information by delivering the information they want public. The lack of confidence of the politician in the population and vice versa. 38

(800-111-02) Yes

** The establishment doesn't want participation. Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall political mood. Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act. 39

(800-111-03) Dull = yes. Overload with trivia = need filter. Small minority = who knows?

** Meetings are generally so dull that they would not command the

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attention of any but a dedicated few. Political representatives would tend to be overloaded with trivia. The service would probably be used by a small minority.

40

(800-111-03) So design the filter, rather than discard the technology.

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta. But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupefied, or all four and more. Some kind of filter has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination.

41

(800-111-03) Yes

** Increased leisure time plus increased dissatisfaction with political/social/economic/cultural environment.

42

(800-111-04) Not are others.

** Too costly, people are too busy to stop and listen to meetings.

43

(800-111-06) Complement not substitute. More people may become involved.

** People involved in politics would not be encouraged to use such a service. You have to be involved personally. People not personally involved would not use this service either. They would not be interested.

44

(800-111-06) Maybe

** Increasing interest in government by average people - growing belief in ability of citizens to influence government decision.

45

(800-111-06) Not necessarily.

** Growing dissatisfaction with attempts to communicate by computer - lack of adequate reply, feeling of never having contacted another person, limited range of language available for coding.

46

(800-111-06) Yes

** Finding the right person or department for problem solving or information would be useful.

47

(800-111-06) Yes

** I don't bother much with politics but I do think it would encourage a lot of crackpots. There would also be a time saving on

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the same question being asked but for questions to go in to be answered right away this could really put a politician on the spot. More people may get interested because rather than writing a letter they could just spend in their questions, 48

(800-113-00) The video one way plus reponse facility, should be supplemented with zenith telephone calls would enable to householder to direct specific questions (screened) when required, 49

(800-113-01) Agree
 ** I think that any "town meeting" concept will become the domain of the same "joiners" in society who go to meetings now, I am sure it will not involve more of the population, Most people wouldn't give you a cent for it. 50

(800-113-01) Agree
 ** Problem with control - one vote per person - assuring legality of voters, Pressure on individuals to swing votes, - Influence of cranks, - Interference with equipment (eg, tapping of info data modification,) 51

(800-113-01) Agree (limit the response to a "yes" or "no")
 ** "Consumerism" in the broad sense, i.e. pressures on elected representatives to be responsive, 52

(800-113-01) Agree (limit the response to a "yes" or "no")
 ** Participative, leading to anticipative, democracy, 53

(800-113-01) Agree (limit the response to a "yes" or "no")
 ** Dissatisfaction with government and a greater desire to conveniently express one's grievances, 54

(800-113-01) Agree (limit the response to a "yes" or "no")
 ** Idiot appeal, Sounds nifty, trendy, participatory, 55

(800-113-01) They may want to be watched, After watergate politicians may want to open up to the public and seek their participation.
 **Politicians don't like to be watched,.. Regional governments are the think and they're doing more in isolation from the public than local gov't used to, however, therehas got to be a trade off...I don't know what. 56

(800-113-03) Who determines what's good and bad? A true democracy includes the inputs which, in the eyes of the intelligentsia, may be called "bad".

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta. But in a world of millions, where people shoot politicians with fair regularity and try to even more

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often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination. 57

(800-113-04) Agree

** Too costly, people are too busy to stop and listen to meetings. 58

(800-115-01) Agree

** Increasing voter alienation and feelings of powelessness will create need for such institutional mechanisms to give the individual the feeling of having his voice heard and influencing political decisions. A basic question is whether this will promote benficial participatory democracy or just an illusion. In particular, can such remote political participation be subverted by power elites who manipulate the masses for their own ends. 59

(800-115-01) Agree

** Politicians dont't like to be watched...Regional governments are the thing and they're doing more in isolation from the public than local govt used to, however, there has got to be a trade off...I don't know what. 60

(800-115-01) Agree

** The resistance of the politicians. 61

(800-115-01) Unfortunately, he is probably right

** I think that any "town meeting" conept will become the domain of the same "joiners" in society who go to meetings now. I am sure it will not involve more of the population. Most people wouldn't give you a cent for it. 62

(800-115-03) This could be a real problem.

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta. But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the rcoring device with trivia, nonsense, raving, madness and good ideas. The reresentative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustratdd, stupified, or all four and more. Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on lgislators unless their holders have a fair amount of determination. 63

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(800-116-00) The comments suggest to one a) that this service will be resisted by politicians and civil servants b) no one would want to pay for it and c) it might be most useful on the local level, 64

(800-116-01) Agree

** I think that any "town meeting" concept will become the domain of the same "joiners" in society who go to meetings now I am sure it will not involve more of the population, Most people wouldn't give you a cent for it, 65

(800-116-01) Agree

** We should approach it cautiously, If you think T.V. and mass media has transformed politics in North America, just brace yourself for impacts of this natural extension to 2-way system, 66

(800-116-01) Disagree

** Increasing interest in and understanding of government by the electorate, increasing realization that governments are not infallible, 67

(800-116-01) I agree

** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace, Torture would have received a lot of votes as a method of investigation, 68

(800-116-01) I doubt it

** Participative, leading to anticipative, democracy, 69

(800-116-01) Sceptical

** Trend to "government by polls" where representatives base many decisions on private or public polls, 70

(800-116-03) I strongly agree except for the last sentence.

** This is another service which sounds far-fetched, It might have been fine in Athens or Sparta, But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree, In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas, The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupefied, or all four and more, Some kind of filter has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination, 71

(800-116-06) Agree

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** Finding the right person or department for problem solving or information would be useful.

72

(800-119-03) Closer to the truth than most. How to obtain consensus. How to take 5 x 10 to the sixth views and reduce to one course of action.

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta. But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filter has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holdres have a fair amount of determination.

73

(800-123-00) Politicians want to reach their constituency. They want to speak rather than listening. They also want to target their messages to important segments of their constituency. For example, they would use narrowcasting techniques to reach the farmers rather than broadcasting to a general interest Mass Audience when speaking on Agricultural issues.

74

(800-123-01) Amen

** We should approach it cautiously. If you think T.V. and mass media has transformed politics in North America, just brace yourself for impacts of this natural extension to 2-way system.

75

(800-123-01) Most definitely here already

** Trend to "government by polls" where representatives base many decision on private or public polls.

76

(800-124-01) Absolutely right!

** We should approach it cautiously. If you think T.V. and mass media has transformed politics in North America, just brace yourself for impacts of this natural extension to 2-way system.

77

(800-124-01) I hope not, since poll results would be considered a "mandate" and would severely limit application of special conditions, compromise, technical knowledge and long range consideration to decision making.

** Trend to "government by polls" where representatives base many decisions on private or public polls.

78

(800-132-00) I must apologize for my reaction to round 1 - it was a gut reaction to electronic referenda. Other aspects could be quite

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beneficial - many would not use it but the knowledge and the people watching might make the political process more open. 79

(800-132-00) If the service is sold as technology, or if the technological aspect receives any particular emphasis, then many of these comments will be valid. The service must be emphasized. The HOW's are not really all that important. 80

(800-132-01) Amen - please no voting by this method.
 ** Problem with control - one vote per person - assuring legality of voters. Pressure on individuals to swing votes. - Influence of cranks. Interference with equipment (eg. tapping of info data modification). 81

(800-132-01) Amen! - Hence my gut reaction to round 1
 ** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace. Torture would have received a lot of votes as a method of investigation. 82

(800-132-02) Please a little more trust - not a lot, but a little more.
 ** The establishment doesn't want participation. Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall political mood. Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act. 83

(800-132-03) But surely his/her want on some issue is subject to the same complaint. The filters are his staff.
 ** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta, but in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filter has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination. 84

(800-135-02) Isn't this a good reason for having people participation?
 ** The politicians themselves who tend more and more to control information by delivering the information they want public. The lack of confidence of the politician in the population and vice versa. 85

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(800-135-03) Polling concept only.

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta. But in a world of millions, where people shoot politicians with fair regularity and try to ven more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination.

86

(800-141-00) None: This question is the best yet in exploring the pros and cons of an issue through the use of comments from the panelists. A good debate.

87

(800-201-00) But, participation for most os us means having more than one vote influence through interest group, pluralistic politics, etc. The net effect may be more alienation if pluralism weakens,

88

(800-201-01) Yes

** There probably should be a time lag built into the political process. Real-time (instant) plebiscites may cause instability in that it is too quick for a considered judgement. Then, too democracy requires an educated citizenry. Privacy protection might be a major consideration here too.

89

(800-201-02) But, participation for most of us means having more than one vote influence through interest group, pluralistic politics, etc. The net effect may be more alienation if pluralism weakens.

** The establishment doesn't want participation. Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall political mood. Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act.

90

(800-201-02) Yes

** Developing technocracy will make people increasingly reluctant to engage in political activity since they will feel no one pays any attention to their ideas.

91

(800-201-03) Yes

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta. But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In

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a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination, 92

(800-201-06) Yes
 ** Growing dissatisfaction with attempts to communicate by computer - lack of adequate reply, feeling of never having contacted another person limited range of language available for coding, 93

(800-203-01) Agree
 ** "Consumerism" in the broad sense, i.e. pressures on elected representatives to be responsive, 94

(800-203-01) Agree
 ** Dissatisfaction with government and a greater desire to conveniently express one's grievances, 95

(800-203-01) Agree, true in too many cases
 ** Not much gain to the existing establishment, it doesn't want new channels of information, 96

(800-203-01) Getting info and acting on it is not the same. Decisions must still be made by elected representatives.
 ** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace. Torture would have received a lot of votes as a method of investigation, 97

(800-203-01) I think I would use it more frequently than writing to an M.P. or phoning. If most people won't give a cent for it then it reflects a poor state of affairs for our political processes.
 ** I think that any town meeting concept will become the domain of the same "joiners" in society who go to meetings now. I am sure it will not involve more of the population. Most people wouldn't give you a cent for it, 98

(800-203-01) Possibly
 ** Liking of gimmickry by politicians. Some people will make money out of it, 99

(800-203-01) Tapping could be a problem.
 ** Problem with control - one vote per person - assuring legality of voters, Pressure on individuals to swing votes, - influence of

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cranks, interference with equipment (eg, tapping of info data modification), 100

(800-203-02) Agree

** The establishment doesn't want participation. Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall political modd. Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act. 101

(800-203-02) The real problem will be condensing the information and getting the politician to look at it.

** Widespread disenchantment with politics as we now have it. Increasing technological capability to provide this service. Generally speaking, more education equals a higher level of political participation. As the education level rises, more of the population will tend to desire participation in the various political processes. 102

(800-203-03) Real problem here

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta, but in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupefied, or all four and more. Some kind of filter has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination. 103

(800-203-06) The 1st steps is for a representative to ask for info from his constituents. Some do by questionnaires, but too often there are just before elections and are more propaganda than an honest attempt to collect info about feelings of people.

** People involved in politics would not be encouraged to use such a service. You have to be involved personally. People not personally involved would not use this service either. They would not be interested. 104

(800-205-00) Right 105

(800-205-00) Right 106

(800-211-01) Agree

** Increasing interest in and understanding of government by the

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electorate. - Increasing realization that governments are not infallible. 107

(800-211-01) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

** Feelings of being another, insignificant vote, that the public impressions politicians give are not valid. Attempt of officials to play on "popularity", personal-image rather than on actions as an appointed official. 108

(800-211-01) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

** Politicians don't like to be watched .. Regional governments are the thing and they're doing more in isolation from the public than local gov't used to, however, there has got to be a trade off...I don't know what. 109

(800-211-01) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

** The resistance of the politicians. 110

(800-211-01) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

**Not much gain to the existing establishment, it doesn't want new channels of information. 111

(800-211-01) Dangers to be watched.

** A basic question is whether this will remote beneficial participatory democracy or just an illusion. In particular, can such remote political participation be subverted by power elites who manipulate the masses for their own ends. 112

(800-211-01) So what is different!

** Trend to "government by polls" where representatives base many decisions on private or public polls. 113

(800-211-01) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** Comon-sense 114

(800-211-01) These are Reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** I think that any "town meeting" concept will become the domain of the same "joiners" in society who go to meetings now, I am sure it will not involve more of the population. Most people wouldn't give you a cent for it. 115

(800-211-01) These are reasons why it will develop slowly and will be

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an adjunct not substitute for most present forms of participation.

** Problem with control - one vote per person - assuring legality of voters, Pressure on individuals to swing votes, - Influence of cranks, - Interference with equipment (eg, tapping of info data modification,)

116

(800-211-01) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace, Torture would have received a lot of votes as a method of investigation,

117

(800-211-01) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** There probably should be a time lag built into the political process, Real-time (instant) plebiscites may cause instability in that it is too quick for a considered judgement, Then, too democracy requires an educated citizenry, Privacy protection might be a major consideration here too,

118

(800-211-01) This should be its prime justification.

** Participative, leading to anticipative, democracy,

119

(800-211-02) All true- end mostly reasons why remote participation should be introduced - progressively and cautiously.

** Developing technocracy will make people increasingly reluctant to engage in political activity since they will feel no one pays any attention to their ideas,

120

(800-211-02) There are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

**The politicians themselves who tend more and more to control information by delivering the information they want public, The lack of confidence of the politician in the population and vice versa,

121

(800-211-02) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** The establishment doesn't want participation, Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall political mood, Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act,

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(800-211-02) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** The immediacy of such a system would have advantages, The

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probability of getting feedback to the different government levels would be greatly increased by making it easier although some of the reactions might be impulsive rather than well considered, (This may, or may not be a disadvantage), 123

(800-211-03) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

** Meetings are generally so dull that they would not command the attention of any but a dedicated few, Political representatives would tend to be overloaded with trivia, The service would probably be used by a small minority, 124

(800-211-03) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** This is another service which sounds far-fetched, It might have been fine in Athens or Sparta, But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree, In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas, The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupefied, or all four and more, Some kind of filter has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination, 125

(800-211-06) Agree

** Finding the right person or department for problem solving or information would be useful, 126

(800-211-06) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

** Growing dissatisfaction with attempts to communicate by computer - lack of adequate reply, feeling of never having contacted another person, limited range of language available for coding, 127

(800-211-06) All true - and mostly reasons why remote participation should be introduced - progressively and cautiously.

** People involved in politics would not be encouraged to use such a service, You have to be involved personally, People not personally involved would not use this service either, They would not be interested, 128

(800-211-06) These are reasons why it will develop slowly and will be an adjunct not substitute for most present forms of participation.

** I don't bother much with politics but I do think it would encourage a lot of crackpots, There would also be a time saving on the same question being asked but for questions to go in to be

Comments on Remote Political Participation by Question No. (800 thru 859)

answered right away this could really put a politician on the spot, More people may get interested because rather than writting a letter they could just send in their questions, 129

(800-212-01) Disagree. This system would force more responsiveness on part of Govt workers and politicians.

** Liking of gimmickry by politicians, Some people will make money out of it. 130

(800-213-00) Experience at the community level is that the Public doesn't give a damn 131

(800-213-01) good reaction,
** increasing interest in and understanding of government by the electorate. - increasing realization that governments are not infallible. 132

(800-213-01) That's bad?
** We should approach it cautiously. If you think T.V. and mass media has transformed politics in North America, just brace yourself for impacts of this natural extension to 2-way system. 133

(800-213-01) This comment should be given serious thought,
** Somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace. Torture would have received a lot of votes as a method of investigation. 134

(800-213-02) Good and valid reaction,
** The establishment doesn't want participation. Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall political mood. Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act. 135

(800-213-04) Yes,
** Too costly, people are too busy to stop and listen to meetings. 136

(800-216-00) I am not sure that it is good for the average person to be able to observe the detailed workings of government too closely, Politicians will tend to follow courses which make them popular with their constituents, at the time of viewing, which may not be the courses which are in the best long term interests of the constituents or the country. The buffer of news lag is desirable. 137

(800-216-00) I am not sure that it it good for the average person to be able to observe the detailed workings of government too closely,

Comments on Remote Political Participation by Question No. (800 thru 859)

Politicians will tend to follow courses which make them popular with their constituents, at the time of viewing, which may not be the courses which are in the best long term interests of the constituents or the country. The buffer of news lag is desirable. 138

(800-216-00) To avoid the problem of handling millions of messages, much of the feedback should be in terms of yes/no answers to specific questions, or choice of one or several alternatives, or ranking several alternatives in order of desirability. The possibility of asking specific questions or making detailed comments should also be available. 139

(800-218-01) Good, but without access to future predictions and without improved public morality society might simply go on a binge of immediate gratification (as it is to some extent doing now).
 ** "Consumerism" in the broad sense, i.e. pressures on elected representatives to be responsive. 140

(800-301-00) The job of a government is to govern. We have chosen the elected representative system to do this. It would be extremely dangerous to rely or even to be able to rely on instant referenda. The proposed service will undoubtedly emerge, but I fervently hope that I will be incorporated with extreme caution into government decision-making. 141

(800-302-00) The possibility of viewing meetings will be the greatest benefit. The sending of messages to representatives is possible now with minimal effort and should not increase. Referenda are bad generally. 142

(800-302-00) The Resistance of politicians to be seen at work. 143

(800-303-01) Doubtful
 ** Increasing interest in and understanding of government by the electorate, - Increasing realization that governments are not infallible. 144

(800-303-01) How true
 ** somewhat frightening to think of the '68 October crisis and what English Canada through instant referendum would have demanded for French populace. Torture would have received a lot of votes as a method of investigation. 145

(800-303-01) No
 ** Trend to "government by polls" where representatives base many decisions on private or public polls. 146

(800-303-01) Problem with control - one vote per person - assuring

Comments on Remote Political Participation by Question No. (800 thru 859)

legality of voters, Pressure on individuals to swing votes, -
Influence of cranks, - Interference with equipment (eg, tapping of
info data modification,) 147

(800-303-01) Right on

** We should approach it cautiously, if you think T.V. and mass
media has transformed politics in North America, just brace yourself
for impacts of this natural extension to 2-way system, 148

(800-303-01) Yes

** Dissatisfaction with government and a greater desire to
conveniently express one's grievances, 149

(800-303-01) Yes, right on,

** Increasing voter alienation and feelings of powerlessness will
create need for such institutional mechanisms to give the individual
the feeling of having his voice heard and influencing political
decisions. A basic question is whether this will promote beneficial
participatory democracy or just an illusion. In particular, can such
remote political participation be subverted by power elites who
manipulate the masses for their own ends, 150

(800-303-02) Yes

** Developing technocracy will make people increasingly reluctant
to engage in political activity since they will feel no one pays any
attention to their ideas, 151

(800-303-03) Yes

** Meetings are generally so dull that they would not command the
attention of any but a dedicated few, Political representatives would
tend to be overloaded with trivia, This service would probably be
used by a small minority, 152

(800-303-06) Yes

** Finding the right person or department for problem solving or
information would be useful, 153

(800-305-00) I have trouble even gettin my mind around this one.
Random points: a) Drawn in messages b) The ultimate "green file" for
complaints c) Marvellous pastime for cranks, d) May atroly
mechanisms for more precise & orderly response, e) why bother with
elections! 154

(800-305-00) Elected rep, could be inundated and would have to become
callous to survive, As he did so, voters would be further alienated, 155

(800-305-01) Raises point of carrying democracy too far - ie, to the
point where short term emotion governs,

Comments on Remote Political Participation by Question No. (800 thru 859)

** Somewhat frightening to think of the '68 October crisis and what English Canada though instant referendum would have demanded for French populace, Torture would have received a lot of votes as a method of investigation.

156

(800-305-02) Raises good point, Could lead to control of info, going out to influence the volume and type of B.S. coming back, May drive manipulation of the voter, if any, to even more subtle levels than at present.

** The politicians themselves who tend more and more to control information by delivering the information they want public, The lack of confidence of the politician in the population and vice versa,

157

(800-305-03) I agree

** This is another service which sounds far-fetched, It might have been fine in Athens or Sparta, But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree, In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas, The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more, some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination,

158

(800-307-01) Important,

** There probably should be a time lag built into the political process, Real-time (instant) plebis cites may cause instability in that it is too quick for a considered judgement, Then, too democracy requires an educated citizenry, Privacy protection might be a major consideration here too,

159

(800-307-03) Maybe use this only for regional and local politics, -fetched, It might have been fine in Athens or Sparta, But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree, In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas, The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more, Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination,

160

(800-307-06) Those who are interested would at least have a voice of whatever sort,

Comments on Remote Political Participation by Question No. (800 thru 859)

** People involved in politics would not be encouraged to use such a service. You have to be involved personally. People not personally involed would not use this service either. They would not be interested, 161

(800-504-00) This service, in my opinion, will only serve to increase general disenchantment with politics. 162

(800-505-00) People would be able to see what is going on in their town or country whenever they wanted to. 163

(800-505-04) I disagree with this student, if people want to they will find time to listen to meetings and sometimes they will enjoy them very much. 164

** Too costly; people are too busy to stop and listen to meetings. 164

(800-602-00) Human nature being what it is, there would be too many individual complaints (e.g. how is such and such going to affect me) rather than what would be the best thing for the majority. 165

(800-602-01) I am afraid this is what would happen - if all politicians were dedicated to their work there would not be the need for more citizen participation than there is now.

** Increasing voter alienation and feelings of powerlessness will create need for such institutional mechanisms to give the individual the feeling of having his voice heard and influencing political decisions. A basic question is whether this will promote beneficial participatory democracy or just an illusion. In particular, can such remote political participation be subverted by power elites who manipulate the masses for their own ends. 166

(800-604-00) But I do feel that people should have a better view of what's being discussed and how it's solved. Such surveillance by the public is bound to make politicians do their best. 167

(800-604-00) Politicians should be free to decide issues on the basis of information provided them and their own good sense, not "popularity polls". What's popular is not always right. 168

(800-604-01) Honest politicians would welcome interest, so that people could see just how hard they work, how well informed they are, and how complex the issues are.

** Politicians don't like to be watched...Regional governments are the thing and they're doing more in isolation from the public than local government used to, however, there has got to be a trade off...I don't know what. 169

(800-604-01) People will be aware of the complexity of each issue. If

Comments on Remote Political Participation by Question No. (800 thru 859)

- they follow debate, they might realize the many sides to be considered and be more tolerant when government moves slowly.
- ** Increasing interest in and understanding of government by the electorate, - increasing realization that governments are not infallible. 170
- (800-604-04) Published agendas and edited meetings could be provided.
- ** Too costly; people are too busy to stop and listen to meetings. 171
- (800-604-06) Good.
- ** Finding the right person or department for problem solving or information;oupbm useful. 172
- (800-607-00) I don't think this service would go well with the politicians, as they would demand privacy. 173
- (800-608-00) Such a service would widen the gap between those whose education and skills enable them to participate in a real way and those whose lack of political know-how creates passivity and low expectations. 174
- (800-608-01) Good
- ** Problem with control - one vote per person - assuring legality of voters, Pressure on individuals to swing votes, - Influence of cranks, - Interference with equipment (eg, tapping of info data modification). 175
- (800-608-01) Good
- ** There probably should be a time lag built into the political process. Real-time (instant) plebiscites may cause instability in that it is too quick for a considered judgement. Then, too democracy requires an educated citizenry, privacy protection might be a major consideration here too. 176
- (800-608-01) Good
- **Increasing voter alienation and feelings of powerlessness will create need for such institutional mechanisms to give the individual the feeling of having his voice heard and influencing political decisions. A basic question is whether this will promote beneficial participatory democracy or just an illusion. In particular, can such remote political participation be subverted by power elites who manipulate the masses for their own ends. 177
- (800-608-02) Is the level of education rising or merely creating a mediocrity which is available to more people?
- ** Widespread disenchantment with politics as we now have it, increasing technological capability to provide this service, Generally speaking more education equals a higher level of political

Comments on Remote Political Participation by Question No. (800 thru 859)

participation. As the education level rises, more of the population will tend to desire participation in the various political processes, 178

(800-608-03) Good

** This is another service which sounds far-fetched. It might have been fine in Athens or Sparta, But in a world of millions, where people shoot politicians with fair regularity and try to even more often, it would invite verbal assault to an extraordinary degree. In a world of articulate people the result would be inundation of the recording device with trivia, nonsense, raving, madness and good ideas. The representative would not have time to listen, and if he had the time he would be bored to tears, enraged, frustrated, stupified, or all four and more. Some kind of filtre has to exist to make sure that good or bad ideas are not inflicted on legislators unless their holders have a fair amount of determination, 179

(800-616-00) Anyone involved in politics at a lower "grass roots" level is usually there because of a personal interest, i.e., better use of local taxes, fending off large corporations, etc. These people would be involved and interested no matter what, 180

(800-616-00) People who are politically oriented would not be interested and others would not be encouraged by this type of participation. Being directed to the right department to solve problems would be a small degree of help, 181

(800-620-00) I would think there could be advantages, being able to get more true information on all forms of Government, and the characters who are running our country, 182

(800-620-00) If any person entering the political field, is not able to stand up to this type of thing, they shouldn't be in the job! 183

(800-620-01) If they don't want to be watched then let them get out. It's our money that is being wilfully wasted. Once any one takes a public office - they then must know they no longer have private lives. They are supposed to be working for me, and so every move they make is "My business".

** Politicians don't like to be watched,,Regional governments are the thing and they're doing more in isolation from the public than local gov't used to; however, there has got to be a trade off... I don't know what, 184

(800-620-02) People should be ready and willing to listen before it's to late,

** The establishment doesn't want participation, Easy response mechanism greatly facilitates pressure group response and may therefore skew the validity of overall response with actual overall

Comments on Remote Political Participation by Question No. (800 thru 859)

political mood. Growth of feeling that no one is listening and more importantly that those who listen don't hear and those who hear don't act. 185

(800-620-03) We should be dissatisfied - and be in a position to nail it down.!

** Increased leisure time plus increased dissatisfaction with political/social/economic/cultural environment. 186

(858-102-00) Presumably a good thing. 187

(859-132-50) Perhaps 4 - I changed my mind. 188

MIKE 29-MAR-75 10:15 32222

Comments on Remote Political Participation by Question No. (800 thru
859)

(J32222) 29-MAR-75 10:15;;; Title: Author(s): Michael T.
Bedford/MIKE; Sub-Collections: NIC; Clerk: MIKE;

Comments on Home Surveillance by Question No. (900 thru 959)

- (900-102-00) One must recognize that false alarms must be paid for. If one obtains a zero false alarm rate there is probably also a finite LOST ALARM RATE. Gaming strategy can be employed here to advantage. 1
- (900-102-01) The correct answer of course, Now one must find parties prepared to accept such responsibility. 2
 ** By charging the expense to the responsible party.
- (900-106-00) No comments 3
- (900-106-00) No comments 4
- (900-106-00) No comments. 5
- (900-106-00) People have to make too many assumptions to answer the question - that's why answers vary. 6
- (900-111-00) No. 7
- (900-111-01) Yes 8
 ** 1) Certify the supplier of systems, 2) Make tests compulsory.
- (900-111-01) Yes 9
 ** By charging the expense to the responsible party.
- (900-111-01) yes 10
 ** Class action suits against the vendor of the service, if the vendor is legally negligent.
- (900-111-01) yes 11
 ** If voice, computer, and video channels provided as standard for each household (installation now being tested in Japan), redundant signals could be used on separate chans for important protective functions; gen. alarm for total system failure, requiring instant svc. by telephone company "Flying squad" equipped for appropriate action.
- (900-111-01) Yes 12
 ** Provides a means of sending in another alarm signal to alert the central facility that the first alarm was accidental - provide functions to allow users to activate them only when homes were unoccupied, - Levy a charge for excessive false alarms for any reason.
- (900-111-01) Yes 13
 ** Reduced premiums from insurance. Provided as built-ins in new buildings.

Comments on Home Surveillance by Question No. (900 thru 959)

- (900-111-02) An option to be evaluated,
 ** Don't install the damned things, 14
- (900-111-02) Doubtful
 ** Only rely on "keys" but have sensing devices that would recognise the "smell" of those living in the house and sound an alarm if others entered except with permission - a system would have to be worked out for this but with a computer it could be done. 15
- (900-111-02) Yes
 ** Active or inactive state made evident to householder by visual devices; "over-rides" through coded signal, 16
- (900-111-02) Yes
 ** BY making the proper preliminary pilot studies and tests, 17
- (900-111-02) Yes
 ** Design of fail/safe system, 18
- (900-111-02) Yes
 ** Have town or city governments pay major portion of the installation of this system, 19
- (900-111-02) Yes
 ** You obviously don't expect a facetious answer so; make the equipment as foolproof as possible; put triggering devices well out of reach of children and dogs ==; remind householders at regular intervals to check the equipment; forbid smoking, Human nature you won't change, so accidental trippings of the alarm will continue as long as children can climb on stools, cabinets, other furniture; cooks forget that they have pots on the stove while they talk on the telephone and parents lock out teen age kids, 20
- (900-111-03) Yes
 ** By sending a follow up "false alarm" signal activated by a personal identification card or key, or simply located in a hidden place, 21
- (900-111-05) Yes
 ** Some form of penalty could be imposed for frequent false alarms e.g. extra service charge imposed, 22
- (900-113-00) Eliminate false alarms, but maintain a higher level of service (police, fire etc.) than without the house surveillance system, 23
- (900-113-00) Insurance Co. 24
- (900-113-03) This is hard to do, Initial alarm in the home should go

Comments on Home Surveillance by Question No. (900 thru 959)

through two steps.

** By sending a follow up "false alarm" signal activated by a personal identification card or key, or simply located in a hidden place. (This would require that members of household are present).

25

(900-115-01) Agree

** Provides a means of sending in another alarm signal to alert the central facility that the first alarm was accidental - provide functions to allow users to activate them only when homes were unoccupied, - Levy a charge for excessive false alarms for any reason.

26

(900-115-05) Agree

** Some form of penalty could be imposed for frequent false alarms e.g. extra service charge imposed.

27

(900-122-01) Best suggestion

** If voice, computer, and video channels provided as standard for each household (installation now being tested in Japan), redundant signals could be used on separate chans for important protective functions; gen. alarm for total system failure, requiring instant svc. by telephone company "Flying Squad" equipped for appropriate action.

28

(900-122-01) Good

** Provides a means of sending in another alarm signal to alert the central facility that the first alarm was accidental - provide functions to allow users to activate them only when homes were unoccupied, - Levy a charge for excessive false alarms for any reason.

29

(900-132-01) If their fault

** Make the cable company liable, for damages.

30

(900-132-01) Most overrides could fail or be used by criminals. Administrative means are probably better.

** Provides a means of sending in another alarm signal to alert the central facility that the first alarm was accidental - provide functions to allow users to activate them only when homes were unoccupied, - Levy a charge for excessive false alarms for any reason.

31

(900-132-01) Sure

** Class action suits against the vendor of the service, if the vendor is legally negligent.

32

(900-132-02) Too complex - visitors, friends staying with one etc.

** Only rely on "keys" but have sensing devices that would recognise the "smell" of those living in the house and sound an alarm

Comments on Home Surveillance by Question No. (900 thru 959)

if others entered except with permission - a system would have to be worked out for this but with a computer it could be done, 33

(900-132-05) Amen

** Some form of penalty could be imposed for frequent false alarms e.g. extra service charge imposed, 34

(900-132-05) Yes, if too frequent, Question: How frequent?

** Some form of penalty could be imposed for frequent false alarms e.g. extra service charge imposed, 35

(900-135-00) Require voice check by member of household to central control - voice patterns (prints) would be compared with that on file, 36

(900-135-02) Worse.

** You obviously don't expect a facetious answer so; make the equipment as foolproof as possible; put triggering devices well out of reach of children and dogs; remind householders at regular intervals to check the equipment; forbid smoking, Human nature you won't change, so accidental trippings of the alarm will continue as long as children can climb on stools, cabinets, other furniture; cooks forget that they have pots on the stove while they talk on the telephone and parents lock out teenage kids, 37

(900-201-00) Guess I'm an optimist, 38

(900-201-02) Right! (was that me?) Sorry, I don't want this much security, thank you.

** Don't install the damned things, 39

(900-203-01) Agree. There should be a hierarchy of systems brought into play.

** If voice, computer, and video channels provided as standard for each household (installation now being tested in Japan), redundant signals could be used on separate chans for important protective functions; gen, alarm for total system failure, requiring instant svc. by telephone company "Flying squad" equipped for appropriate action, 40

(900-203-01) The only comment which made sense was #2 researcher.

** If voice, computer, and video channels provided as standard for each household (installation now being tested in Japan), redundant signals could be used on separate chans for important protective functions; gen, alarm for total system failure, requiring instant svc. by telephone company "Flying squad", equipped for appropriate action, 41

(900-203-02) Possibly but such analysis would be very complex. In general the human nose is a tremendous sensing device in terms of

Comments on Home Surveillance by Question No. (900 thru 959)

range and minute quantities it can smell & identify. This is no easy problem to work on.

** Only rely on "keys" but have sensing devices that would recognise the "smell" of those living in the house and sound an alarm if others entered except with permission - a system would have to be worked out for this but with a computer it could be done.

42

(900-203-02) Your "E" group is not very creative!

** Don't install the damned things.

43

(900-203-02) Your "E" group is not very creative!

** You obviously don't expect a facetious answer so; make the equipment as foolproof as possible; put triggering devices well out of reach of children and dogs; remind householders at regular intervals to check the equipment; forbid smoking. Human nature you won't change, so accidental trippings of the alarm will continue as long as children can climb on stools, cabinets, other furniture; cooks forget that they have pots on the stove while they talk on the telephone and parents lock out teen age kids.

44

(900-203-03) Over-ride

** By sending a follow up "false alarm" signal activated by a personal identification card or key, or simply located in a hidden place.

45

(900-205-00) Possibilities.

46

(900-205-00) These suggestions make sense.

47

(900-205-01) Good

** 1) Certify the supplier of systems 2) Make tests compulsory.

48

(900-205-02) Oh boy!

** Only rely on "keys" but have sensing devices that would recognise the "smell" of those living in the house and sound an alarm if others entered except with permission - a system would have to be worked out for this but with a computer it could be done.

49

(900-211-01) Possibilities that no doubt will be investigated!

** By charging the expense to the responsible party.

50

(900-211-01) Possibilities that no doubt will be investigated!

** Class action suits against the vendor of the service, if the vendor is legally negligent.

51

(900-211-01) Possibilities that no doubt will be investigated!

** Make the cable company liable, for damages.

52

(900-211-01) Possibilities that no doubt will be investigated!

Comments on Home Surveillance by Question No. (900 thru 959)

- ** Reduced premiums from insurance, Provided as built-ins in new buildings, 53
- (900-211-01) Possibilities worth investigation,
 ** Provides a means of sending in another alarm signal to alert the central facility that the first alarm was accidental - provide functions to allow users to activate them only when homes were unoccupied, Levy a charge for excessive false alarms for any reason, 54
- (900-211-02) Agree
 ** Design of fail/safe system, 55
- (900-211-02) Future possibility
 ** Only rely on "Keys" but have sensing devices that would recognise the "smell" of those living in the house and sound an alarm if others entered except with permission - a system would have to be worked out for this but with a computer it could be done, 56
- (900-211-02) Possibilities that no doubt will be investigated!
 ** Have town or city governments pay major portion of the installation of this system, 57
- (900-211-02) Possibilities worth investigation,
 ** Active or inactive state made evident to householder by visual devices; "over-ride" through coded signal, 58
- (900-211-02) True
 ** You obviously don't expect a facetious answer so; make the equipment as foolproof as possible; put triggering devices well out of reach of children and dogs; remind householders at regular intervals to check the equipment; forbid smoking, Human nature you won't change, so accidental trippings of the alarm will continue as long as children can climb on stools, cabinets, other furniture; cooks forget that they have pots on the stove while they talk on the telephone and parents lock out teen age kids, 59
- (900-211-03) Possibilities worth investigation,
 ** By sending a follow up "false alarm" signal activated by a personal identification card or key, or simply located in a hidden place, 60
- (900-211-05) Possibilities that no doubt will be investigated!
 ** Some form of penalty could be imposed for frequent false alarms e.g. extra service charge imposed, 61
- (900-216-00) Avoiding false alarms (including some means of immediate cancellation) is the only practical way, since somebody has to pay, and confidence will be lost in a system with frequent false alarms, 62

Comments on Home Surveillance by Question No. (900 thru 959)

- (900-216-00) It should be possible to reduce false alarms due to equipment malfunction to insignificant levels, so that the main process will be accidental triggering. 63
- (900-216-00) N/C 64
- (900-216-00) N/C 65
- (900-301-00) But alarm set off by intruder must be non-cancellable. 66
- (900-302-00) The cost would appear to be high. The proportion of homeowners will diminish in the future and this groups should in equity bear all the cost of such a system. 67
- (900-303-01) No 68
- (900-303-01) Yes
 ** Class action suits against the vendor of the service, if the vendor is legally negligent. 69
- (900-303-01) Yes
 ** Make the cable company liable, for damages. 70
- (900-303-01) Yes, keep lawyers employed and courts jammed.
 ** By charging the expense to the responsible party. 71
- (900-303-02) Yes
 ** Don't install the damned things. 72
- (900-303-03) That sounds reasonable
 ** By sending a follow up "false alarm" signal activated by a personal identification card or key, or simply located in a hidden place. 73
- (900-305-00) No additional comment. 74
- (900-504-00) The system should be designed so that it can be turned on or off in the home as needed. This would greatly reduce "false alarms". 75
- (900-505-00) Such a system of cancelling false alarms is useless, because by the time the error is detected it is usually too late to do anything about it. 76
- (900-505-02) Don't put the triggering device out of reach of children, they may have a good and valid reason to trigger it at some time.
 ** You obviously don't expect a facetious answer so; make the equipment as foolproof as possible; put triggering devices well out

Comments on Home Surveillance by Question No. (900 thru 959)

- of reach of children and dogs; remind householders at regular intervals to check the equipment; forbid smoking. Human nature you won't change, so accidental trippings of the alarm will continue as long as children can climb on stools, cabinets, other furniture; cooks forget that they have pots on the stove while they talk on the telephone and parents lock out teenage kids, 77
- (900-602-02) Right one,
 ** By making the proper preliminary pilot studies and tests, 78
- (900-604-01) Even if it is the user,
 ** By charging the expense to the responsible party, 79
- (900-604-02) I think this system would only appeal really to those in isolated areas and to the elderly, who are prone to accidents, and, unfortunately robbery. Most of us have a neighbour 10 ft. away to call upon. I do believe all homes should have smoke sensors to rouse sleepers before they're overcome by the fumes.
 ** Don't install the damned things, 80
- (900-607-00) A trial run of this system for a period of time, 81
- (900-607-00) Redirect the cost to the company, 82
- (900-607-00) This system would most certainly have to be made foolproof, 83
- (900-612-00) None, 84
- (900-612-03) I agree with the consumerist,
 ** By sending a follow up "false alarm" signal activated by a personal identification card or key, or simply located in a hidden place, 85
- (900-620-00) I'm sure the bugs could be worked out on this - believe me 100 false alarms are better than one fire, 86
- (900-620-02) Educator No. 1, has not travelled this road or his or her thinking could not be so biased,
 ** Don't install the damned things, 87
- (901-132-00) The crime rate is disturbing - the U.S. scene (which we know best but on which we get inadequate information) is a forerunner of our urban life. The "fortress" complex could overflow here ie, the problem is one of perception not necessarily one of substance, the latter is yet improved although in fact may be proven, 88
- (901-141-00) Perhaps the crime rate aspect is more a question of perception than real data. One fundamental here is the security and

Comments on Home Surveillance by Question No. (900 thru 959)

peace of mind aspect even though the system may never be used. If people perceive crime to be a problem then they will feel better having this type of system.

- ** 1) Certify the supplier of systems 2) Make tests compulsory, 89
- (901-213-00) Disagree. 90
- (901-213-20) In large cities it will increase as crime does. 91
- (901-301-00) Please separate out U.S. from Canadian respondents for this one!. 92
- (901-505-00) I think another explanation is personal preference towards this type of service. 93
- (901-608-00) The type of community which truly needed this service would not be one in which I would wish to live. At present, the idea seems impractical, and if implemented, would be guilty of producing one more manufactured "need", like second cars and backyard swimming pools. 94
- (901-612-00) If this system is not too expensive I feel most people would like to have it. I think most of this would depend on cost. 95
- (901-620-00) For example, one fire would more than cover cost - as for break and enter and theft, having had both I feel there are great benefits to be derived from something like this. 96
- (902-116-00) This is a poor question since different demographic patterns would have different effects. 97
- (902-141-01) Multiple sensors using various types of inputs controlled by a cheap LSI micro computer to determine whether there is a real problem or not would solve this problem. The alarm would be sent out only when a logical pattern was determined by the micro computer (within seconds, of course)
- **If voice, computer, and video channels provided as standard for each household (installation now being tested in Japan), redundant signals could be used on separate chans for important protective functions; gen. alarm for total system failure, requiring instant svc. by telephone company "Flying squad" equipped for appropriate action. 98
- (902-141-01) Perhaps the crime rate aspect is more a question of perception than real data. One fundamental here is the security and peace of mind aspect even though the system may never be used. If people perceive crime to be a problem then they will feel better having this type of system.
- ** 1) Certify the supplier of systems 2) Make tests compulsory, 99

Comments on Home Surveillance by Question No. (900 thru 959)

- (904-111-20) Why the difference? I don't know. 100
- (904-203-00) Odd! Can't explain 101
- (904-213-06) I don't understand the housewife reaction since the research shows the housewife has major concern over crime. 102
- (908-102-00) One might obtain data on false alarms from Dominion Electric, Motechai or Universal Alarm Limited (for example). 103
- (908-111-20) Assuming false alarms cost the householder something. What about intentional, malicious false alarms? 104
- (908-116-00) If other respondents are correct, thsi would be a strong discouragement. 105
- (908-201-00) Look at the record, Police departments want out now - the stuff misfires in every storm. 106
- (955-132-00) Depends upon the surveillance, 107

MIKE 29-MAR-75 10:16 32223

Comments on Home Surveillance by Question No. (900 thru 959)

(J32223) 29-MAR-75 10:16;;; Title: Author(s): Michael T.
Bedford/MIKE; Sub-Collections: NIC; Clerk: MIKE;

aera paper, Washington, 1975

paper presented as part of a symposium entitled: PBTE: PROBLEM
SOLVER OR PROBLEM MAKER?

aera paper, Washington, 1975

This is a paper to be presented at the annual meeting of the American Educational Research Association, Washington, D. C., March 31, 1975.
(origin)

1

METHODOLOGICAL PROBLEMS AND ISSUES

2

Precise figures on the number of teacher education programs currently attempting the transition to a competency-based approach are not available. Some idea of their number may be gained from the fact that approximately thirty states had by the time of this writing mandated such a change, either through legislative action or through the certifying power of the state education agency.

3

This symposium, like most such symposia, has more in common with a proposal than with the kind of reports found in textbooks -- that is, it asks more questions than it answers. In it we present what we have learned in a two-year collaborative research effort between the Teacher Behavior Research Group and the Intern Teaching program at Temple University and attempt to point some directions for the future.

4

Two years ago, in an AERA symposium which I also organized, I outlined a design for a research and development approach to managing the transition to a competency-based teacher education program. This transition has at its foundation the idea that teachers should be trained to do those things that cause or facilitate educational growth in their students. No one, however, really knows as yet what these teacher behaviors (or performances, skills, or competencies) are. This lack of a firm knowledge base has been recognized and lamented by virtually everyone involved in or affected by the movement, for it represents a dilemma that must be resolved if competency-based teacher education is ever to become anything more than another educational fad.

5

There is a real need for a systematic, large-scale research effort aimed at discovering the linkage between patterns of teacher behavior and student change. Without such research, CBTE cannot hope to answer those critics who claim it is a mechanistic, simplistic approach that cannot hope to comprehend the essence of real teaching (cf. Broudy, 1972).

6

The other side of the dilemma is the real and immediate need of teacher educators for ways to improve the teacher education process today. Many teacher educators, recognizing the problems inherent in traditional approaches to teacher education, have already begun to move their programs and courses toward a competency base. These educators, while they need data-based knowledge about the linkages between teacher behavior and student behavior, have a more real and immediate need for techniques to permit them to assess the skills their trainees possess and provide training in those skill areas where the trainees' performance is inadequate.

7

The resolution of this dilemma lies in a comprehensive research and development effort aimed at the production and validation of competency-based training and assessment modules. With such an approach, the development of assessment strategies and procedures so urgently needed by teacher educators becomes an integral part of a basic research program for specifying and validating teacher skills.

8

The addition of a research component to the development activities already taking place was not proposed on purely pragmatic grounds. In fact, the opposite is more the case; the two are so intimately related as to be virtually inseparable. The process of defining in behavioral terms the precise nature of teaching performance is part and parcel of the process of developing assessment procedures. An assessment procedure cannot be developed without a clear description of a skill, nor can testing the relationship of the skill to student outcomes be done unless one has first developed procedures for assessing both teacher performance and student achievement. Furthermore, the relationship between teacher behavior and student outcomes cannot ultimately be tested without simultaneous development of training modules for each teaching skill to be studied.

9

Competency-based teacher education rests on the assumption that a causal relationship exists between teacher behavior and student growth. This relationship cannot be examined at all without first defining and describing in behavioral terms the nature of the teaching performance to be studied, so that we can at least tell when the behavior has occurred -- in other words, we must at least be able to measure teacher behavior at a nominal or categorical level. In addition, we must be able to measure student outcomes in a reliable, objective manner. These measures could include not only lower level cognitive objectives but also measures of higher level cognitive functioning, as well as affective or attitudinal measures.

10

These two steps -- the development of reliable and objective measures of teacher behavior and of student outcomes -- will allow us to examine the relationship between what the teacher does and what happens to the students. However, we will not know whether this relationship is a causal one until we have conducted experimental studies in which teacher behavior is manipulated and consequent changes in student growth are measured. But what the experimental psychologist calls an experimental manipulation is closely related to what the educator calls training. In both cases, the goal is the same: shaping teacher behavior in a specific way. Thus, procedures which the educational researcher uses to test hypotheses about the relationship between teacher behavior and student outcomes are tools that can readily be adopted by the teacher educator to help teachers acquire specific teaching skills. Teacher educators can, without disrupting their role as educators, make substantial contributions to educational research.

11

What I was suggesting two years ago was that the needs of the CBTE movement could best be met by a programmatic research and development effort aimed at the production of competency-based training and assessment techniques. Such a research and development program would provide a solid empirical base on which to rest the growth of the movement. On the one hand, it would provide empirical evidence on the linkage between patterns of teacher behavior and student growth; on the other, it would provide teacher educators with the training and assessment techniques they so urgently need.

12

Nor are these aspects independent, for the training and assessment techniques developed would meet with an unprecedented level of acceptance. They would be accepted not because of a publisher's promotional efforts or because of the developer's reputation; rather, they would be accepted because they work -- because they had demonstrated their effectiveness in training teachers in skills whose validity had been established in sound research. Such techniques would be accepted as the means through which competency-based education can fulfill its promise of improving education by improving the quality of the training received by prospective teachers, and by providing mechanisms for carrying out the formative evaluation and training of inservice teachers.

13

The research program which is the focus of this symposium was designed to implement the ideas outlined above. The faculty and staff of the Intern Teaching Program was beginning the process of transition to competency-based teacher education. In so doing, they sought an alternative to the developmental models which were being implemented in other teacher education programs across the country. Specifically, they wanted to proceed slowly and surely to develop both a firm knowledge base and training and assessment techniques based on them.

14

At that time (early in 1973), the Teacher Behavior Research Group was refining the research methodology that would be needed in the programmatic effort described above. In a series of studies directed by F. J. McDonald, microteaching had been adapted from its original training function to serve as a research and development assessment device. Operating procedures, including lesson topics and content suitable for the 20-minute microteaching format, student outcome measures, teacher and student rating forms, and videotape technology had been developed and refined in field research. We were ready to move on to apply these procedures in a full research program.

15

The collaboration of the two groups was a result of the meshing of their respective needs, skills, and interests. Both groups wanted to build a programmatic research and development effort aimed at the production and validation of competency-based teacher training and assessment techniques. The Intern Teaching Program had a faculty, staff, and students; the Teacher Behavior Research Group had a research staff and support. This project was the outcome of their collaboration.

16

The basic design of the research is quite simple (pre-post, control-experimental); 17

- (1) All interns were pre-tested in a microteaching situation, which was videotaped or audiotaped for subsequent coding; 17a
- (2) The intern population was divided into experimental and control groups; 17b
- (3) Experimental group(s) receives and works through the experimental module, while the control group receives and works through an alternate, unrelated module; 17c
- (4) All interns take a performance posttest in a microteaching format like the one used for the pre-test; 17d
- (5) student achievement is measured in all microteaching sessions, and other student measures (student rating forms) are also used; 17e
- (6) Intern teaching performance on criterion behaviors in the microteaching sessions is coded from the tapes, and performance is then compared across experimental and control groups; 17f
- (7) Differences in teacher behavior are correlated with differences in student achievement. 17g

This paradigm should allow causal inferences to be drawn about the effectiveness of the training procedures (was the teacher behavior actually shaped as the trainer-experimenter intended?). In addition, and even more important, it also permits causal inferences to be drawn regarding any observed relationships between criterion teacher behaviors and student achievement. 18

I should like to be able to report that we have solved all the problems which have bedevilled teacher educators since the serpent taught Eve how to handle Adam. Unfortunately (as you may have guessed), such is not the case. As a matter of fact, I must admit to having felt some initial discouragement as I dug through much of our data. This is of course not the proper forum for any extensive discussion of research results; let it suffice, then, to say that not only have we had little luck in demonstrating any significant relationship between teacher behavior and student achievement, but we've also had difficulty finding any meaningful effects of training on teacher behavior. 19

Confronted with such depressingly uninformative findings, we did what any researcher would have done: we figured out why this was exactly what should have happened, and decided that more research was clearly needed. And it is. If we had it all to do over again, I personally have no doubt that we would once more dig in and work much as we have for the past two years. Our procedures might be different, for I think we've learned quite a bit -- but try again we would.

20

Just what, then, have we learned?

21

Basically, I think we've learned not to expect our methods to surpass their own limitations. We remain convinced of the value of the microteaching method as an essential part of a research and development approach to managing the changeover to a performance-based teacher education program. In this context, it is invaluable as a training technique and as a tool for gathering meaningful data on teacher behavior. But I think that to ask it to provide useful information on teacher behavior-student achievement linkages is to stretch the method perilously close to the breaking point.

22

There are several problems inherent in experimental microteaching studies of teacher behavior when student achievement is the dependent variable.

23

1. Lesson content: A microteaching lesson is a pretty unusual piece of educational business. If it is to be useful as a research device, its content must meet several qualifications:

23a

a. It must be at least moderately interesting to the students. There is no use making teacher and student alike merely plod through an exercise in boredom and futility. Microteaching students typically know that their destiny is not likely to be heavily influenced by their performance in one twenty-minute microteaching session; if the topic is tedious, they will at best sit there looking politely attentive while silently counting away their twenty-minute sentences. (Any resemblance to students in "real" classrooms is purely coincidental and irrelevant, and no one with any finesse would mention it anyway).

23a1

b. It must be a topic with which the vast majority of the students are unfamiliar. If student achievement is to be the dependent variable, either we must have both a pre-test and a post-test to demonstrate growth, or else we must be able to defend the assumption that all the students started from zero, and any achievement above that level constitutes growth. Pre-tests are hard to handle in the context of a twenty-minute microteaching session, and anyway bring their own problems (e.g., sensitization of teachers and students to criterion items or knowledge); that leaves us trying to come up with lessons which deal with content to which students have not been exposed. This is harder than cynics might think, especially if the lessons are also supposed to be interesting.

23a2

c. It must be a topic which allows objectives toward which the teacher behaviors under study might logically be directed. Kids may not know much about the art of folding paper, and they may be fascinated by it (well, they might be); but if our teachers are supposed to be demonstrating their ability to lead group discussions, something else is clearly needed.

23a3

2. Selection of objectives/measurement of student achievement: To be useful in a microteaching session, objectives must perforce be limited in scope, and they must be clearly and precisely defined. It is difficult (though probably not impossible) to reach a higher-order, relatively abstract objective within the context of a twenty-minute microteaching session; the job gets easier as the level of the objective drops. The measurement of student growth is subject to the same problem -- the more basic the objective, the easier it is to measure its attainment.

23b

If the microteaching format limits the teacher's ability to reach higher-order objectives, it puts even more severe constraints on those who would measure student growth. It is not easy to build an achievement test which: (1) is short enough to be administered as a part of our research design; (2) taps the objectives of the lesson, and only those objectives; (3) measures higher-order objectives (e.g., appreciation, inferential reasoning); (4) is reliable.

23c

3. Variations in teaching style: A true experimental study of relationships between specific teacher behaviors and specific kinds of student growth requires that we systematically manipulate the occurrence of teacher behavior X across randomly selected experimental and control groups. What we manipulated, however, was not the occurrence or non-occurrence of specific teacher behaviors, but rather the interns' ability to use these behaviors. We could manipulate the behaviors themselves by telling teachers to behave in specific ways, but this is inconsistent with both good training and good teaching. We believe that to constrain a teacher's behavior so much, for example, as to tell him to "ask 12 questions of type X during the lesson" is likely to cramp his style so much that the entire lesson may become strained and artificial. This would not only be bad as a training technique; it would also be bad research, simply because our experimental manipulations would have affected not only the independent variable (questioning behavior), but also an unspecified number of unknown variables which might also be expected to have a significant impact on the dependent variable.

23d

All of these problems are related to the use of the microteaching method in experimental studies in which student achievement is the dependent variable. Educationally, of course, this is ultimately inescapable. For us teacher educators, however, the dependent variable of immediate interest is teacher behavior. True, all the changes which we seek in the classroom behavior of student teachers have the growth of their students as the ultimate goal. But the question facing us is not the growth of our students' students; rather, it is the teaching behavior of those whom we train. What do they look like as teachers? Most important, can they do the things we said we'd train them to do? If they can, if they do, then we can proceed to study the relationship between their classroom behavior and the educational growth of their students. But if they cannot, our efforts have been wasted.

24

What it all boils down to -- what we're trying to tell you today -- is that we think it's worth the effort. The addition of a research component to the Intern Teaching Program's efforts to change over to a performance base has not been without problems, but we believe that the results justify the effort. The techniques which we have been using may not answer all the questions which we hoped they would; but they enable us to evaluate objectively the change in classroom behavior which our training techniques bring about in Temple's interns. Without these techniques, we could ask for testimonials from satisfied users, or we could argue our expert opinions against anyone else's; with them we have data, data which can be used to sharpen and refine both the performance of the interns and that of the program as a whole,

25

DAP 30-MAR-75 17:20 32224

aera paper, Washington, 1975

(J32224) 30-MAR-75 17:20;;; Title: Author(s): David A. Potter/DAP;
Distribution: /DAP([ACTION]) ; Sub-Collections: NIC; Clerk: DAP;

Additional Users for Office-1

Jim, I think you are aware of the contractual effort we are setting up to have IBM look at NLS for us and analyze its applicability to modern programming practices. In order to give IBM a fair shot at doing a good job with this, we would like to furnish them with a slot on Office-1 for approximately 7 months beginning in June. At the same time training will be needed for two IBMers who will be working on this effort in NLS and L10 and equipment in the form of a display and line processor display station must be set up for them in Gaithersburg, Maryland. I just wanted to remind you about this, so that if there are any problems on your side, we may begin working on them now.

1

Additional Users for Office=1

(J32225) 31-MAR-75 07:45;;; Title: Author(s): Joe P. Cavano/JPC;
Distribution: /JCN([ACTION]) DLS([INFO-ONLY]) ; Sub-Collections:
RADC; Clerk: JPC;

monday, 31 march 1975

(author) Journal documents authored

1

PWF2 28-MAR-75 13:45 32209

Location: (JJOURNAL, 32209, 1;W)

*****Note: Author Copy*****

1a

PWF2 28-MAR-75 12:26 32206

billllllll

Message: lets have another para.

*****Note: Author Copy*****

1b

PWF2 28-MAR-75 12:18 32205

show bill

Location: (JJOURNAL, 32205, 1;W)

*****Note: Author Copy*****

1c

PWF2 31-MAR-75 11:16 32227

monday, 31 march 1975

(J32227) 31-MAR-75 11:16;;; Title: Author(s): Patrick W.
Foley/PWF2; Distribution: /HMH([ACTION]) ; Sub-Collections: NIC;
Clerk: PWF2; Origin: < DSDC-SC, PWF2,NLS;5, >, 31-MAR-75 11:05
PWF2 ;;;;####;

31 mar again with comma

this is a file to play games with. the data contained herein exists solely for teaching and demo purposes,

1

this is just another paragraph. it will be nice to use for adding text, deleting words, changing data content etc.

2

lets have another para.

3

fmore,inish it up right here, tra la la la.

4

this paragraph added the day following the day this file was created, i will now do an update of this modification,

5

31 mar again with comma

(J32228) 31-MAR-75 12:18;;; Title: Author(s): Patrick W.
Foley/PWF2; Distribution: /HMH([ACTION]); Sub-Collections: NIC;
Clerk: PWF2; Origin: < DSDC-SC, TEACHUHLIR,NLS;6, >, 28-MAR-75
13:24 PWF2 ;;;;###;

Plans for Slots and Terminals

First a general question...Do you have a long range planning document (that I can look at) that talks about the future of NLS inside and outside NSW, where the applications group fits in, what part of the market you're going to try for, etc?

1

We are currently going through the agony of "program call", where proposed FY-76 efforts are being battled over. The prospects for NLS look better than they ever have before. The financial picture is also good. I have a couple of items which have survived section, branch and division review and should interest you. I need inputs from you on the probabilities of Office-2, and your current policy on procuring workstations for Utility customers.

2

Slots--I am proposing to increase the Office-1 slots from 5 to 8...to start next Jan. They would be used to bring up Nelson's section, who would use it in much the same way as Mac's, but have the additional goal of implementing a Language Control Facility and a S/W Error Analysis Facility. These facilities are in the design stage, but I feel that NLS is very saleable, in terms of supporting the functions that are necessary in each. If Office-2 were to be available sooner, then we could start sooner...

2a

We (Joe Cavano) have also programmed a slot for Defense Mapping Agency (DMA) in St Louis, as part of a larger project with them. This slot might be required before next Jan.

2a1

There is also the effort with IBM (Joe Cavano) to evaluate NLS in light of their Structured Programming approach to S/W development. A slot is definitely needed before next Jan, provided there is no breakdown in final contract negotiations.

2a2

We have also thrown in 50K for NSW computer support in '76. This could very well mean NLS time on some NSW machine. How would you fit into that picture?

2a3

Terminals--I have made a review of existing terminals and planned user population, and have come to the conclusion that we need 23 DNLS terminals (two with graphics options) to adequately cover the Branch and Division offices. We have the 3 IMLAC's now, leaving 20 to be acquired. There is some possibility that we can pick up a few with loose year-end money, the rest with '76 money. From our viewpoint, use of the Workshop Utility Contract is the easiest procurement route. How does this grab you? What's the current procedure within the applications group at the ARC for procuring them? Lead time required, etc.

2b

What is the possibility of getting a lineprocessor and CRT on "loan". It would be for installation in the Division office. Col Krutz is definitely biting hard...a CRT would "set the

Plans for Slots and Terminals

hook". I have mentioned it to him, but he was reluctant to scoop up one of the IMLAC's for himself (and of course, I didn't insist!!). He was impressed by the relative low cost of the lineprocessor setup, and I'm sure wouldn't feel bad about tying up one of those. The loan would only be until we could purchase our own.

2b1

Plans for Slots and Terminals

(J32229) 31-MAR-75 12:32;;; Title: Author(s): Duane L. Stone/DLS;
Distribution: /JCN([ACTION]) EJK([INFO-ONLY]) JPC([INFO-ONLY]
) JLM([INFO-ONLY]) ; Sub-Collections: RADC; Clerk: DLS;

Some Thoughts on the IS Program and My Future in It

I know there has been considerable effort over the past few weeks in analyzing the technical program and the organization of the division. My interest in my career and the NLS/ARPANET/NSW area leads me to submit the following unsolicited comments in the hopes that they will help in your deliberations and my future.

1

I've been actively involved in NLS since '69, the ARPANET since '71 and NSW since '74...longer than anyone else in IS. I feel that I had a fundamental role in making each of these areas a part of the R&D program within IS.

2

I put together the original plan for experimental use of NLS and saw it through many lean years. Its potential is starting to be tapped by ISI and is just being discovered by others around the ARPANET.

2a

I did the analysis which led to RADC joining the ARPANET and fought it through, not only as a more cost effective means of accessing NLS, but because I felt it offered IS greater R&D opportunities than concentration on the local computers.

2b

One of these R&D opportunities is now opening up. Through my contacts on the ARPANET and activity with NLS, I was able to move quickly to get IS involved in the NSW effort.

2c

I feel a strong commitment to the philosophy underlying NLS, which stated very simply is that:

3

the important work in this country in the future will be done by people called "knowledge workers";

3a

it is therefore vitally important to augment the core activity of these knowledge workers;

3b

interfaces to other "special purpose" augmentation systems will need to be made.

3c

The NSW is an extension of this philosophy to a particular application, which has been envisioned by NLS "freaks" for some time. It is no accident that the NSW designers turned (and continue to turn) to NLS people and their approach when they seek to reduce their thoughts to operating systems. NLS is a product of evolutionary thinking, based on a sound philosophy and tempered by practical experience aimed at augmenting knowledge workers, which includes programmers and their managers as a subset.

4

I believe that NLS in general and NSW in particular are NOT just programs that are currently in vogue and will pass when the political winds blow from another quarter, but rather the forerunner of the way

Some Thoughts on the IS Program and MY Future in It

the AF will be doing business in the future. I feel that IS, if it wants to play a significant role in that future, needs to place considerably more emphasis on the general area included by NLS/NET/NSW. I see it now as being severely limited by lack of a leader, organizational identity and manpower.

5

I feel that I have the background, maturity, interest and technical knowledge that will make it possible for IS to accomplish something significant in the area. If a section covering the above areas emerges from your current deliberations, I would like to be considered for the position of section chief. I would welcome the opportunity to discuss any of the above points with you at your convenience. I am preparing a file, containing what I feel to be my past contributions in the above areas. I also would like to discuss a management technique that I acquired from a USC course, that could be useful in organizing the IS research program. The text of it is contained in (,11380,); available on-line or from the PSO.

6

DLS 31-MAR-75 20:08 32230

some Thoughts on the Is Program and My Future in It

(J32230) 31-MAR-75 20:08;;; Title: Author(s): Duane L. Stone/DLS;
Distribution: /RDK([ACTION]) ARB([ACTION]) JLM([INFO-ONLY])
; Sub-Collections: RADC; Clerk: DLS;

New Face in User Services

User Services has a new person, Pamela Allen. She will be learning NLS in preparation for teaching OFFICE-1 clients. Welcome!

1

SGR 1-APR-75 08:55 32231

New Face in User Services

(J32231) 1-APR-75 08:55;;; Title: Author(s): Susan Gail
Roetter/SGR; Distribution: /SRI-ARC([INFO-ONLY]); Sub-Collections:
SRI-ARC; Clerk: SGR;

group session

we are training to send messages to those listed above, please overlook any mistakes. information concerning classes will be sent to you in the mail.

1

group session

(J32232) 1-APR-75 09:46;;; Title: Author(s): Susan Gail
Roetter/SGR; Distribution: /JOAN([ACTION]) NDM([ACTION]) DEE([ACTION]) ; Sub-Collections: SRI-ARC; Clerk: SGR;

training group

training session now in progress.

training group

(J32233) 1-APR-75 09:56;;; Title: Author(s): Susan Gail
Roetter/SGR; Distribution: /SGR([ACTION]) DEE([ACTION]) NDM([ACTION]) POCH([INFO-ONLY]) ; Sub-Collections: SRI-ARC; Clerk:
SGR;

nl5 class

The nl5 class is going quite well.

nls class

(J32234) 1-APR-75 10:01;;; Title: Author(s): Susan Gail
Roetter/SGR; Distribution: /DEE([ACTION]) SGR([INFO-ONLY]) ;
Sub-Collections: SRI-ARC; Clerk: SGR;

ACCOUNT # CHANGE

please switch Mikes account charge from 700 to 880, which is the
packet project he will be working on...Thanks Glenn

1

GAS2 1-APR-75 10:57 32235

ACCOUNT # CHANGE

(J32235) 1-APR-75 10:57;;; Title: Author(s): Glenn A.
Sherwood/GAS2; Distribution: /FEED([ACTION]) MAP2([INFO-ONLY])
KLM([INFO-ONLY]) ; Sub-Collections: NIC; Clerk: GAS2;

trying on tuesday

this is a file to play games with, the data contained herein exists
solely for teaching and demo purposes, 1

this is just another paragraph, it will be nice to use for adding
text, deleting words, changing data content etc. 2

lets have another para. 3

fmore,inish it up right here, tra la la la. 4

this paragraph added the day following the day this file was created.
i will now do an update of this modification. 5

trying on tuesday

(J32236) 1-APR-75 11:11;;; Title: Author(s): Patrick W. Foley/PWF2;
Distribution: /HMH([ACTION]) ; Sub-Collections: NIC; Clerk: PWF2;
Origin: < DSDC-SC, TEACHUHLIR,NLS;6, >, 28-MAR-75 13:24 PWF2
; ; ; ; ;

User Productivity Group Report for 31 Mar 75

If you have a TI 720 or can use some DEX support, this may be of particular interest.

User Productivity Group Report for 31 Mar 75

User Productivity Group Report for 31 Mar 75*

While we are looking at overall productivity in a number of different ways, some immediate support can be set in operation to assist productivity during this system service crunch.

Current activities:

DEX stations are set up in the south end of room J2028. This area is the most convenient in terms of location (access), facilities, and minimal work interruptions. The two door access adds the touch for a "Word Processing Center".

One DEX station is intended for PSD use, and the other for use by ARC staff for DEX or TNLS.

Two temporary support persons have been hired to run DEX and assist in the window office.

One person will be available for DEX. The intent is to provide this support with as fast a turn around as a fully dedicated person can provide. It is recommended that someone be made available who can load the DEX tapes into NLS.

A DEX course was given by Jeanne Leavitt to our temporary hire (Dee Stead) while the trainers looked on in preparation for teaching DEX courses here and for Utility Clients.

Two Techtrans were found to be operational.

The second temporary hire (Laurel Davis) is relieving Joan of the phone answering, sorting and distributing Journal and other printouts from Office-1, and distributing printouts from AI and ELF that are placed on the hall table. She will also be available for any other support work that is needed by ARC persons.

Joan Hamilton will coordinate all support work except that for RWV which will be handled by his new secretary. When support is needed, ARCers need to get clear with Joan on due dates, format, etc.

Plans and Needs

This immediate support activity is dependent upon having facilities available.

Room J2028 is recommended for the Support Services area.

User Productivity Group Report for 31 Mar 75

(south end). Currently there is a conflicting use of the room as an office by our remote staff visiting home. 1b3a1

The use of the window office for support services does not work well due to a high number of interruptions by phones, etc. and lack of space. 1b3a1a

Equipment is necessary and in short supply. We do not have enough modems to go around, and it is recommended that the terminettes have modems as well as any TIs in the work area. MEH has recommended that all TI 720s be replaced with 725s which have built in couplers. Rene is checking with those who have 720s to arrange the trade. This should solve the modem problem. 1b3a2

The modems were removed from the various terminal locations for testing purposes by MEH. 1b3a2a

It is intended to have more TIs available for use in the ARC work area. When these are set up, they can serve all staff only if they are left intact where they are set up. 1b3a3

A person is needed (preferably one knowledgeable in NLS) to load the DEX tapes during low load times on respective hosts. 1b3a4

Interviews have been very informative and will continue. Each person adds something unique that will be made available in UPGs summary of findings. 1b3b

DEX courses and TNLS clinics are recommended as soon as trainers and trainees can coordinate times. 1b3c

UPG meetings were suspended Mon and Tues (31 and 1) -- it is recommended that there be one Wed, at 4 as originally planned. 1b3d

*Other reports Journalized to date: 1b3d1

JHB 28-MAR-75 13:00 32207
User Productivity Group Report for 28 Mar 75
Location: (JJOURNAL, 32207, 1;w) 1b3d1a

JHB 27-MAR-75 11:41 32201
User Productivity Group Report for 26 Mar
Location: (JJOURNAL, 32201, 1;w) 1b3d1b

Comments: Categorized interview data to 26 March. 1b3d1b1

User Productivity Group Report for 31 Mar 75

(J32237) 1-APR-75 11:52;;; Title: Author(s): James H. Bair/JHB;
Distribution: /DCE([ACTION]) JCN([ACTION] equipment & room)
SRI-ARC([INFO-ONLY]) ; Sub-Collections: SRI-ARC; Clerk: JHB;
Origin: < BAIR, MAR31UPG-REPORT.NLS;4, >, 1-APR-75 11:21 JHB
;;;####;

test message

John Enck says hello, Don't forget him Wed, morning,

1

FGB 1-APR-75 12:49 32238

test message

(J32238) 1-APR-75 12:49;;; Title: Author(s): Frank G.
Brignoli/FGB; Distribution: /ILA([ACTION]) ; Sub=Collections: NIC;
Clerk: FGB;

strategy

The following assessment represents as clearly as possible the current picture of Level 66 and all the players in the WWMCCS arena. 1

A meeting with Honeywell has indicated that they currently have a proposal into JTSA to work directly with the government in the development of Level 66 hardware and software to specifically meet the government's security requirements. Essentially the proposal calls for the government to provide a team of experts to review Honeywell's Level 66 development over the next nine months in regard to security with the end result being a fully government approved functional specification that assures the Level 66 will meet the government's security requirements. 2

In addition to this proposal both Honeywell and JTSA are currently looking for a test site for both the hardware modifications to upgrade a H6000 series processor to the Level 66. This modification supposedly can be made in the field and will essentially provide a processor that is functionally equivalent to a Level 66 processor. All the software that executes on the Level 66 will also execute on the upgraded H6000. The basic difference will be in speed of execution. An upgraded Level 66 processor does not now currently exist and only a prototype version is currently being constructed at Phoenix. 3

Honeywell has indicated that they have close contact with Dr. Painter, who is currently the technical director of JTSA. Dr. Painter is currently looking for support from outside organizations in the area of the Level 66 and virtual machine monitors. However it

strategy

is not clear if he is just looking for bodies or someone who can provide long-term assistance in an exploratory research area. 4

In order to define a role for IS it is clear that we do not have the manpower to commit people heavily to JTSA support in a number of these areas. Basically our role should be to develop programs which can assist H6000 users in any guidance necessary for an upgrade to fourth generation hardware and software architectures. This essentially means that our 6.2 efforts in the area of exploratory research can certainly be of benefit to an organization like JTSA without their complete takeover of our manpower. Therefore the role of IS can possibly be utilized as a complement to the current areas that JTSA is now addressing. For instance, JTSA is currently heavily involved in attempts to solve the security problem. However there are many requirements in the operating system and language area that are not being addressed. For instance, known problems exist in the real-time processing area and the data management area. 5

Our previous experience in these areas along with our Honeywell knowledge certainly makes efforts in these areas a natural. For instance in the development of security features for the Level 66 operating system we certainly cannot compete with the experts JTSA can assemble to try to solve the security problem. However the development of other areas of the operating system must still be addressed in an exploratory research environment. Our previous experience with real-time systems and data management should be utilized here, by knowledgeable people. 6

strategy

It appears that the decision on the second processor system IS will procure will be linked directly to a policy IS wishes to play in this area. If this second processor is a H6080 instead of a H6180 it will be possible to provide a field upgrade to this processor to make it a functional equivalent to a Level 66. With this possibility, Honeywell has indicated they will be willing to release preliminary copies of the Level 66 software to IS as a field test site. This would put IS in the position as a laboratory of examining advanced hardware and software and making recommendations for modifications prior to release to users. IS would be in a position as a laboratory to examine a vendor's hardware and software with fourth generation architectures, and report on the utility of the product prior to actual release.

7

The role IS can play depends on a number of factors some of which are listed below:

8

1. IS manpower is very limited and must be augmented by both money and outside contractors. This raises a number of problems in regard to JTSA's willingness to give IS money to monitor possible efforts in complementary areas.

8a

Our current DAR for a second processor from Honeywell specifies a H6180 processor. If a H6080 processor were substituted this may cause negotiation problems. Also, the H6080 processor will not be able to execute MULTICS. This therefore implies that a dual processing system for MULTICS will not be feasible. The ramifications of this must be examined.

8b

strategy

2. The fact that new hardware and software is involved may cause disclosure problems with Honeywell in the Level 66 area. However JTSA currently has contractual efforts with SDC in regard to Level 66 and security.

8c

3. A whole host of problems arise because of our relation and our role in regard to the WWMCCS SP0, AFSDDC, and AFSC. Our current PMP proposal is bogged down somewhere. In conversations with the AFSDDC, it appears they might be willing to listen to planned efforts we might have in the exploratory development area. This link and the relation of AFSDDC and the WWMCCS SP0 must be clarified. Our conversation with the WWMCCS SP0 have indicated that they have given ADP requirements for now problems to the AFSDDC.

8d

4. Our previous efforts in this area have indicated we are clearly no match for the number of political problems that might arise. Therefore from experience we should procede slowly until a clear role for IS has been established which can substantiate our position as a laboratory performing exploratory research.

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The above analysis indicates that IS's role in the system support area should procede intelligently and caustously. We should clearly try to indicate just what role we are trying to achieve and what are the resources we have available to achieve it.

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It appears that the best approach is to define a number of complementary efforts to JTSA which can offer the most beneficial results in terms of long range solutions. IS should definitely

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10

strategy

(J32239) 1-APR-75 13:05;;; Title: Author(s): Ray A. Liuzzi/RAL;
Distribution: /RFI([ACTION]) ; Sub-Collections: RADC; Clerk: RAL;
Origin: < LIUZZI, WWSTRAT,NLS;1, >, 1-APR-75 12:40 RAL ;;;####;

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strategy

(J32240) 1-APR-75 13:34;;; Title: Author(s): Ray A. Liuzzi/RAL;
Distribution: /JLM([ACTION]) ; Sub-Collections: RADC; Clerk: RAL;
Origin: < LIUZZI, WWSTRAT,NLS;1, >, 1-APR-75 12:40 RAL ;;;;####;

Level 66 Backup info

The evolution of Honeywell's large computer systems which begins with the H635 and the H645 processors is an important development which highlights the role and continued utilization of Honeywell hardware and software by current users such as WWMCCS. Currently all WWMCCS sites are utilizing H6000 systems with a WWMCCS Operating System that is basically a GCOS Operating System. The inability of the GCOS operating system to be responsive to the following user problems:

- | | |
|-----------------------------------|----|
| (a) Security | 1a |
| (b) On-line interactiveness | 1b |
| (c) Restart and Recovery | 1c |
| (d) Communications and Networking | 1d |

has been a continuing problem of WWMCCS users in meeting their specified requirements. As a result users have resorted to building their own subexecutives. This has resulted in costly duplicative efforts each trying to achieve the same basic capabilities. If however these same users decide that the current GCOS operating system cannot ever meet their requirements a change in the operating system environment will be warranted.

Based on this choice WWMCCS users will face the following alternatives regarding a hardware and software system upgrade if they choose to remain with Honeywell software:

- | | |
|---------------------------|----|
| (1) Series 66 (GCOS IV) | 3a |
| (b) Series 68 (MULTICS) | 3b |
| (c) virtual Mhine Monitor | 3c |
| (d) Other | 3d |

Level 66 Backup info

The decision on which path to choose is most critical and requires an in-depth study.

The following chart traces the evolution of Honeywell's GCOS and MULTICS Operating System on HIS hardware.

The top line on this chart represents the basic GCOS evolution from the H600 to the H6000 to the currently contemplated Series 66. The basic difference between the 600 and 6000 are integrated circuits, speed and the extended instruction set. The GCOS operating system on the H6000 is basically the same as that on the H600. There are differences in machine macros and EIS instructions, but the basic philosophy of GCOS remains the same. WWMCCS GCOS which also operates on the H6000 retains the same GCOS philosophy as H6000 GCOS, but adds a security package, WWMCCS unique user provisions and the WWMCCS data management system WWDMS.

If we evaluate each of the above options the following assessments can be made. With regard to option (a), Honeywell's current philosophy regarding its commercial users is to insure that in any upgrade from the H6000 to the Series 66, complete upward software compatibility will be maintained. This insures that those programs which operate under GCOS III will also execute under GCOS IV.

Level 66 Backup info

Therefore if WWMCCS chooses to upgrade to a Series 66 all of its current software developed will not become obsolete. 11

The architecture of the Series 66 hardware and software is being designed to address current user problems with the GCOS III Operating system on the H6000. Most notably, the current design for GCOS IV on the Series 66 offers the following new GCOS features: 12

- (a) Shared procedures 12a
- (b) Distributed memory management 12b
- (c) Hardware controlled access 12c

The following schedule indicates the current schedule for the evolution of GCOS IV: 13

Date	Series 66	H6000 Commercial	H6000 WWMCCS	
	SR1	G	WW 6.0	17
	SR2	H	WW 7.0	18
	SR3(level 66 GCOS) 4(internal release)	I(6000 GCOS)	WW 8.0(WWMCCS GCOS)	19 20
Jan 77	SR5			21 22 23

First Quarter 1977 System Release (SR/5) on Series 66 will be the first GCOS release to begin to take advantage of the series 66 architecture. At this point in time the GCOS III on the H6000 and the GCOS IV on the Series 66 will not be compatible. 24

Level 66 Backup info

If WWMCCS chooses to upgrade to a level 66 processor at any time during this transition IS will no longer be in a position to operate WWMCCS software on-site. In addition IS will not be able to evaluate the level 66 architecture on-site prior to a WWMCCS upgrade for evaluation purposes.

25

Basically GCOS IV will operate in a static paging environment. As a result, a program must be completely loaded into core (although not necessarily contiguous) prior to execution. At this point in time there are no plans for a demand paging environment.

26

A segment description register will designate access rights for programs to individual pages. If a program tries to write into a read only area a hardware fault will occur. Programs will be loaded into hardware protected areas known as work spaces. These work spaces will serve a function similar to that of the MULTICS ring concept for achieving security. That is a program executing in work space 1 will not have access to procedures or data in work space 0. Each of these segments loaded can be shared by more than one program if so desired. This will allow two programs to share a pure procedure or two programs access to common data.

27

28

As a result of the transition from GCOS III to GCOS IV, Honeywell is planning changes to both the FORTRAN and COBOL compilers to generate code which can execute on the series 66. There are no current plans to perform similar changes to either the JOVIAL or ALGOL compilers.

29

A study of this architecture has been completed by a team of government and contractor personnel under a study contract by JTSA

Level 66 Backup info

and System Development Corporation (SDC). This study basically examined the Series 66 architecture and its functionality regarding security. The study basically recommended that the Series 66 architecture can provide a suitable base to achieve an effective level of protection. However, the study also observed that the GCOS IV software design,, as currently proposed, does not demonstrate that it will provide an effective level of protection,

30

Our involvement with WWMCCS users and other H6000 GCOS users has given IS a good understanding of the GCOS operating system. ISIM has currently a number of efforts related to improvements of GCOS because of known problems in areas of:

31

- (a) On-line interactiveness
- b) Data Management
- (c) Communications
- (d) Security

31a

31b

31c

31d

Basically because the understanding of problems in these and other areas, in any redesign of the GCOS operating System it would be fortunate if we could be in a position to influence any new software. Once the level 66 Software becomes available we will not be able to evaluate its effectiveness with regard to hardware utilization,

32

Therefore based on the results of the JTSA/SDC study and the results of a recent RADC trip to Honeywell in Phoenix, it is imperative that an in depth evaluation of the Series 66 architecture is made. This evaluation must relate the capabilities required of this new hardware

Level 66 Backup info

and software in meeting the user requirements of on-line interactivity, restart and recovery,, distributed communication,, and security. This evaluation can be accomplished as a result of direct experimentation with programs that can operate in both architecture modes. An effort must be started which can integrate the current design goals of the vendor Honeywell with the complex command and control requirements. Such an effort will enable RADC to closely monitor evolutionary development of the Series 66 hardware and software.

33

In regard to option (b) which involves an upgrade to the MULTICS Operating System the analysis can be made.

34

If we go back to our original chart and look at the evolution of the H645 we find the basic difference between the H6000 and the H6180 is the virtual memory and ring hardware. The basic difference between the H6180 and the H6880 will be the addition of a cache memory and the utilization of Metallic Oxide Semiconductor (MOS) memory. Thus the upgrade from a H6180 system which will reside at RADC to a level 68 will not be difficult.

35

However the basic difference between a H6880 and a H6680 is that the H6880 will run H6000 GCOS but will not be able to run level 66 GCOS. Thus under option (b), IS has and is continuing to evaluate the MULTICS Operating System software.

36

The next option (c) refers to a new technological concept known as a Virtual Machine Monitor. The basic idea of a VMM is to construct a software package which can execute on a given hardware processor

Level 66 Backup info

(Series 66 or Series 68) and basically extends an unlimited number of interfaces to that same processor. The concept allows for more than one copy of an operating system to execute simultaneously or two different operating systems executing concurrently. A number of unique advantages are immediately available when utilizing such a concept:

- (1) The use of VMM notions as organizing principles for very reliable systems, 37
- (2) The use of VMM's as software tools to influence program development productivity, 37a
- (3) The use of VMM's in meeting Air Force real-time operating system requirements, 37b
- (4) The utilization of VMM's as a technique for the development of modular operating systems, 37c

An effort is currently being programmed with Harvard University under the direction of Dr. Ugo Gagliardi to perform research in the area of virtual machine monitors. A study performed by SDC for JTSA recommended the VMM approach as a solution to the WWMCCS security problem under the GCOS III Operating System. The rationale for a performance study and architectural design in this area are prominent. Under this concept it would be possible to run multiple copies of GCOS or MULTICS concurrently. The basic question to be answered are the degradation effects of running in such a configuration. A complete performance analysis of an existing VMM could be performed on the RADC H6180 if reports that indicate that

Level 66 Backup info

such a software package exists at Honeywell are true. In any case a performance analysis of this technology and follow on recommendations concerning a machine architecture are certainly warranted. An effort in this area would be beneficial to any Honeywell user of either GCOS or MULTICS and would be particularly valuable to the WWMCCS community.

38

RAL 1-APR-75 13:37 32241

Level 66 Backup info

(J32241) 1-APR-75 13:37;;; Title: Author(s): Ray A. Liuzzi/RAL;
Distribution: /JLM([ACTION]) ; Sub-Collections: RADG; Clerk: RAL;
Origin: < LIUZZI, GE/66.NLS;1, >, 14-FEB-75 11:09 RAL ;;;;###;

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In regard to option (b) which involves an upgrade to the MULTICS Operating System the analysis can be made.

34

If we go back to our original chart and look at the evolution of the H645 we find the basic difference between the H6000 and the H6180 is the virtual memory and ring hardware. The basic difference between the H6180 and the H6880 will be the addition of a cache memory and the utilization of Metallic Oxide Semiconductor (MOS) memory. Thus the upgrade from a H6180 system which will reside at RADC to a level 68 will not be difficult.

35

However the basic difference between a H6880 and a H6680 is that the H6880 will run H6000 GCOS but will not be able to run level 66 GCOS. Thus inder option (b), IS has and is continuing to evaluate the MULTICS Operating System software.

36

The next option (c) refers to a new technological concept known as a Virtual Machine Monitor. The basic idea of a VMM is to construct a software package which can execute on a given hardware processor

Back-up info

(Series 66 or Series 68) and basically extends an unlimited number of interfaces to that same processor. The concept allows for more than one copy of an operating system to execute simultaneously or two different operating systems executing concurrently. A number of unique advantages are immediately available when utilizing such a concept:

(1) The use of VMM notions as organizing Principles for very reliable systems.

37

37a

(2) The use of VMM's as software tools to influence program development productivity.

37b

(3) The use of VMM's in meeting Air Force real-time operating system requirements.

37c

(4) The utilization of VMM's as a technique for the development of modular operating systems.

37d

An effort is currently being programmed with Harvard University under the direction of Dr. Ugo Gagliardi to perform research in the area of Virtual machine monitors. A study performed by SDC for JTSA recommended the VMM approach as a solution to the WWMCCS security problem under the GCOS III Operating System. The rationale for a performance study and architectural design in this area are prominent. Under this concept it would be possible to run multiple copies of GCOS or MULTICS concurrently. The basic question to be answered are the degradation effects of running in such a configuration. A complete performance analysis of an existing VMM could be performed on the RADC H6180 if reports that indicate that

Back-up info

such a software package exists at Honeywell are true. In any case a performance analysis of this technology and follow on recommendations concerning a machine architecture are certainly warranted. An effort in this area would be beneficial to any Honeywell user of either GCDS or MULTICS and would be particularly valuable to the WWMCCS community.

38

Back-up info

(J32242) 1-APR-75 13:44;;; Title: Author(s): Ray A. Liuzzi/RAL;
Distribution: /RFI([ACTION]); Sub-Collections: RADC; Clerk: RAL;
Origin: < LIUZZI, GE/66.NLS;1, >, 14-FEB-75 11:09 RAL ;;;####;

This is a paper to be presented at the annual meeting of the American Educational Research Association, Washington, D. C., March 31, 1975.
(origin)

1

METHODOLOGICAL PROBLEMS AND ISSUES

2

Precise figures on the number of teacher education programs currently attempting the transition to a competency-based approach are not available. Some idea of their number may be gained from the fact that approximately thirty states had by the time of this writing mandated such a change, either through legislative action or through the certifying power of the state education agency.

3

This symposium, like most such symposia, has more in common with a proposal than with the kind of reports found in textbooks -- that is, it asks more questions than it answers. In it we present what we have learned in a two-year collaborative research effort between the Teacher Behavior Research Group and the Intern Teaching Program at Temple University and attempt to point some directions for the future.

4

Two years ago, in an AERA symposium which I also organized, I outlined a design for a research and development approach to managing the transition to a competency-based teacher education program. This transition has at its foundation the idea that teachers should be trained to do those things that cause or facilitate educational growth in their students. No one, however, really knows as yet what these teacher behaviors (or performances, skills, or competencies) are. This lack of a firm knowledge base has been recognized and lamented by virtually everyone involved in or affected by the movement, for it represents a dilemma that must be resolved if competency-based teacher education is ever to become anything more than another educational fad.

5

There is a real need for a systematic, large-scale research effort aimed at discovering the linkage between patterns of teacher behavior and student change. Without such research, CBTE cannot hope to answer those critics who claim it is a mechanistic, simplistic approach that cannot hope to comprehend the essence of real teaching (cf. Broudy, 1972).

6

The other side of the dilemma is the real and immediate need of teacher educators for ways to improve the teacher education process today. Many teacher educators, recognizing the problems inherent in traditional approaches to teacher education, have already begun to move their programs and courses toward a competency base. These educators, while they need data-based knowledge about the linkages between teacher behavior and student behavior, have a more real and immediate need for techniques to permit them to assess the skills their trainees possess and provide training in those skill areas where the trainees' performance is inadequate.

7

The resolution of this dilemma lies in a comprehensive research and development effort aimed at the production and validation of competency-based training and assessment modules. With such an approach, the development of assessment strategies and procedures so urgently needed by teacher educators becomes an integral part of a basic research program for specifying and validating teacher skills.

8

The addition of a research component to the development activities already taking place was not proposed on purely pragmatic grounds. In fact, the opposite is more the case; the two are so intimately related as to be virtually inseparable. The process of defining in behavioral terms the precise nature of teaching performance is part and parcel of the process of developing assessment procedures. An assessment procedure cannot be developed without a clear description of a skill, nor can testing the relationship of the skill to student outcomes be done unless one has first developed procedures for assessing both teacher performance and student achievement. Furthermore, the relationship between teacher behavior and student outcomes cannot ultimately be tested without simultaneous development of training modules for each teaching skill to be studied.

9

Competency-based teacher education rests on the assumption that a causal relationship exists between teacher behavior and student growth. This relationship cannot be examined at all without first defining and describing in behavioral terms the nature of the teaching performance to be studied, so that we can at least tell when the behavior has occurred -- in other words, we must at least be able to measure teacher behavior at a nominal or categorical level. In addition, we must be able to measure student outcomes in a reliable, objective manner. These measures should include not only lower level cognitive objectives but also measures of higher level cognitive functioning, as well as affective or attitudinal measures.

10

These two steps -- the development of reliable and objective measures of teacher behavior and of student outcomes -- will allow us to examine the relationship between what the teacher does and what happens to the students. However, we will not know whether this relationship is a causal one until we have conducted experimental studies in which teacher behavior is manipulated and consequent changes in student growth are measured. But what the experimental psychologist calls an experimental manipulation is closely related to what the educator calls training. In both cases, the goal is the same: shaping teacher behavior in a specific way. Thus, procedures which the educational researcher uses to test hypotheses about the relationship between teacher behavior and student outcomes are tools that can readily be adopted by the teacher educator to help teachers acquire specific teaching skills. Teacher educators can, without disrupting their role as educators, make substantial contributions to educational research.

11

What I was suggesting two years ago was that the needs of the CBTE movement could best be met by a programmatic research and development effort aimed at the production of competency-based training and assessment techniques. Such a research and development program would provide a solid empirical base on which to rest the growth of the movement. On the one hand, it would provide empirical evidence on the linkage between patterns of teacher behavior and student growth; on the other, it would provide teacher educators with the training and assessment techniques they so urgently need.

12

Nor are these aspects independent, for the training and assessment techniques developed would meet with an unprecedented level of acceptance. They would be accepted not because of a publisher's promotional efforts or because of the developer's reputation; rather, they would be accepted because they work -- because they had demonstrated their effectiveness in training teachers in skills whose validity had been established in sound research. Such techniques would be accepted as the means through which competency-based education can fulfill its promise of improving education by improving the quality of the training received by prospective teachers, and by providing mechanisms for carrying out the formative evaluation and training of inservice teachers.

13

The research program which is the focus of this symposium was designed to implement the ideas outlined above. The faculty and staff of the Intern Teaching Program was beginning the process of transition to competency-based teacher education. In so doing, they sought an alternative to the developmental models which were being implemented in other teacher education programs across the country. Specifically, they wanted to proceed slowly and surely to develop both a firm knowledge base and training and assessment techniques based on them.

14

At that time (early in 1973), the Teacher Behavior Research Group was refining the research methodology that would be needed in the programmatic effort described above. In a series of studies directed by F. J. McDonald, microteaching had been adapted from its original training function to serve as a research and development assessment device. Operating procedures, including lesson topics and content suitable for the 20-minute microteaching format, student outcome measures, teacher and student rating forms, and videotape technology had been developed and refined in field research. We were ready to move on to apply these procedures in a full research program.

15

The collaboration of the two groups was a result of the meshing of their respective needs, skills, and interests. Both groups wanted to build a programmatic research and development effort aimed at the production and validation of competency-based teacher training and assessment techniques. The Intern Teaching Program had a faculty, staff, and students; the Teacher Behavior Research Group had a research staff and support. This project was the outcome of their collaboration.

16

The basic design of the research is quite simple (pre-post, control-experimental): 17

- (1) All interns were pre-tested in a microteaching situation, which was videotaped or audiotaped for subsequent coding; 17a
- (2) The intern population was divided into experimental and control groups; 17b
- (3) Experimental group(s) receives and works through the experimental module, while the control group receives and works through an alternate, unrelated module; 17c
- (4) All interns take a performance posttest in a microteaching format like the one used for the pre-test; 17d
- (5) Student achievement is measured in all microteaching sessions, and other student measures (student rating forms) are also used; 17e
- (6) Intern teaching performance on criterion behaviors in the microteaching sessions is coded from the tapes, and performance is then compared across experimental and control groups; 17f
- (7) Differences in teacher behavior are correlated with differences in student achievement. 17g

This paradigm should allow causal inferences to be drawn about the effectiveness of the training procedures (was the teacher behavior actually shaped as the trainer-experimenter intended?). In addition, and even more important, it also permits causal inferences to be drawn regarding any observed relationships between criterion teacher behaviors and student achievement. 18

I should like to be able to report that we have solved all the problems which have bedevilled teacher educators since the serpent taught Eve how to handle Adam. Unfortunately (as you may have guessed), such is not the case. As a matter of fact, I must admit to having felt some initial discouragement as I dug through much of our data. This is of course not the proper forum for any extensive discussion of research results; let it suffice, then, to say that not only have we had little luck in demonstrating any significant relationship between teacher behavior and student achievement, but we've also had difficulty finding any meaningful effects of training on teacher behavior. 19

Confronted with such depressingly uninformative findings, we did what any researcher would have done: we figured out why this was exactly what should have happened, and decided that more research was clearly needed. And it is. If we had it all to do over again, I personally have no doubt that we would once more dig in and work much as we have for the past two years. Our procedures might be different, for I think we've learned quite a bit -- but try again we would.

20

Just what, then, have we learned?

21

Basically, I think we've learned not to expect our methods to surpass their own limitations. We remain convinced of the value of the microteaching method as an essential part of a research and development approach to managing the changeover to a performance-based teacher education program. In this context, it is invaluable as a training technique and as a tool for gathering meaningful data on teacher behavior. But I think that to ask it to provide useful information on teacher behavior-student achievement linkages is to stretch the method perilously close to the breaking point.

22

There are several problems inherent in experimental microteaching studies of teacher behavior when student achievement is the dependent variable.

23

1. Lesson content: A microteaching lesson is a pretty unusual piece of educational business. If it is to be useful as a research device, its content must meet several qualifications:

23a

a. It must be at least moderately interesting to the students. There is no use making teacher and student alike merely plod through an exercise in boredom and futility. Microteaching students typically know that their destiny is not likely to be heavily influenced by their performance in one twenty-minute microteaching session; if the topic is tedious, they will at best sit there looking politely attentive while silently counting away their twenty-minute sentences. (Any resemblance to students in "real" classrooms is purely coincidental and irrelevant, and no one with any finesse would mention it anyway).

23a1

b. It must be a topic with which the vast majority of the students are unfamiliar. If student achievement is to be the dependent variable, either we must have both a pre-test and a post-test to demonstrate growth, or else we must be able to defend the assumption that all the students started from zero, and any achievement above that level constitutes growth. Pre-tests are hard to handle in the context of a twenty-minute microteaching session, and anyway bring their own problems (e.g., sensitization of teachers and students to criterion items or knowledge); that leaves us trying to come up with lessons which deal with content to which students have not been exposed. This is harder than cynics might think, especially if the lessons are also supposed to be interesting.

23a2

c. It must be a topic which allows objectives toward which the teacher behaviors under study might logically be directed. Kids may not know much about the art of folding paper, and they may be fascinated by it (well, they might be); but if our teachers are supposed to be demonstrating their ability to lead group discussions... something else is clearly needed.

23a3

2. Selection of objectives/measurement of student achievement: To be useful in a microteaching session, objectives must perforce be limited in scope, and they must be clearly and precisely defined. It is difficult (though probably not impossible) to reach a higher-order, relatively abstract objective within the context of a twenty-minute microteaching session; the job gets easier as the level of the objective drops. The measurement of student growth is subject to the same problem -- the more basic the objective, the easier it is to measure its attainment.

23b

If the microteaching format limits the teacher's ability to reach higher-order objectives, it puts even more severe constraints on those who would measure student growth. It is not easy to build an achievement test which: (1) is short enough to be administered as a part of our research design; (2) taps the objectives of the lesson, and only those objectives; (3) measures higher-order objectives (e.g., appreciation, inferential reasoning); (4) is reliable.

23c

3. Variations in teaching style: A true experimental study of relationships between specific teacher behaviors and specific kinds of student growth requires that we systematically manipulate the occurrence of teacher behavior X across randomly selected experimental and control groups. What we manipulated, however, was not the occurrence or non-occurrence of specific teacher behaviors, but rather the interns' ability to use these behaviors. We could manipulate the behaviors themselves by telling teachers to behave in specific ways, but this is inconsistent with both good training and good teaching. We believe that to constrain a teacher's behavior so much, for example, as to tell him to "ask 12 questions of type X during the lesson" is likely to cramp his style so much that the entire lesson may become strained and artificial. This would not only be bad as a training technique; it would also be bad research, simply because our experimental manipulations would have affected not only the independent variable (questioning behavior), but also an unspecified number of unknown variables which might also be expected to have a significant impact on the dependent variable.

23d

All of these problems are related to the use of the microteaching method in experimental studies in which student achievement is the dependent variable. Educationally, of course, this is ultimately inescapable. For us teacher educators, however, the dependent variable of immediate interest is teacher behavior. True, all the changes which we seek in the classroom behavior of student teachers have the growth of their students as the ultimate goal. But the question facing us is not the growth of our students' students; rather, it is the teaching behavior of those whom we train. What do they look like as teachers? Most important, can they do the things we said we'd train them to do? If they can, if they do, then we can proceed to study the relationship between their classroom behavior and the educational growth of their students. But if they cannot, our efforts have been wasted.

24

What it all boils down to -- what we're trying to tell you today -- is that we think it's worth the effort. The addition of a research component to the Intern Teaching Program's efforts to change over to a performance base has not been without problems, but we believe that the results justify the effort. The techniques which we have been using may not answer all the questions which we hoped they would; but they enable us to evaluate objectively the change in classroom behavior which our training techniques bring about in Temple's interns. Without these techniques, we could ask for testimonials from satisfied users, or we could argue our expert opinions against anyone else's; with them we have data, data which can be used to sharpen and refine both the performance of the interns and that of the program as a whole.

25

DAP 1-APR-75 18:44 32243

(J32243) 1-APR-75 18:44;;; Title: Author(s): David A. Potter/DAP;
Sub-Collections: NIC; Clerk: DAP; Origin: < POTTER, AERA,NLS;3,
>, 31-MAR-75 10:16 DAP ;;;####;

new userprog?

Dear Dean,

1

How hard would it be to write a program like <user=prog,letter>
that would format a file into standard memorandum format? For
example:

2

< POTTER, MEMO2,NLS;1, >, 18-MAR-75 20:09 DAP ;;;;

2a

new userprog?

Memorandum for: MR. MESSICK

2a1

cc: Mr. Elford
 Mr. Forehand
 Mr. Majetic
 Mr. Manning
 Mr. Maslow

2a2
 2a3
 2a4
 2a5
 2a6

Subject: Replacement for Dave Krathwohl Date: 1
 APR 75

2a7

From: David A. Potter

2a8

Here are three possible replacements for Dave Krathwohl on the External Advisory Committee for the Job Analysis of Teaching Project, ordered in terms of what I must admit is a weak personal preference:

2a9

Phil Jackson

2a10

Don Medley

2a11

Bob Soar

2a12

Reactions? Other suggestions?

2a13

I'd like to be able to use such a program in the same way I currently use LETTER; that is, put the body of the memo into a file, load and run the program, inserting the distribution list (which should include both action and (as options) information copies. The above memo illustrates the format pretty well, although the "From" block <2a8> should really be directly under the date block to conform to standard ETS format, and (I think) one of the names on the distribution list prints a little out of line in this particular memo, and of course it shouldn't.

3

Please let me know if you can help with this, or if you need any more information.

4

Thanks,

Dave Potter

5

new userprog?

(J32244) 1-APR-75 19:10;;; Title: Author(s): David A. Potter/DAP;
Distribution: /NDM([ACTION]) FEEDBACK([INFO-ONLY]) DAP([INFO-ONLY]) ; Sub-Collections: NIC FEEDBACK; Clerk: DAP;

RMS2 2-APR-75 06:39 32245

EQUIPMENT/TRAINING REQUEST

Please take action on this as soon as You can.... PLEASE

EQUIPMENT/TRAINING REQUEST

About 2 weeks ago I sent you a Journal item (.32128) and asked about several things that concerned both equipment and training for new people in Albuquerque N.M. I have not yet received any reply and time is getting tight and the training situation is getting rather critical. When you consider that it took almost 1 month to set up new directories and its been an additional 2 weeks trying to get some response from you, time is getting short and you are putting some unnecessary strains on the users.

1

I would appreciate You looking into that Journal item again and coming up with some response to it, the equipment situation is also getting to be a problem. What do you want me to do with the old DNLS display unit ,Delata Data 5000 ?

2

In case you lost track of the original request, here is a copy of it again.

3

Because of the expanding users group within the MIT Seismic allocation it has become necessary to consider expanding our equipment inventory. In addition to the increased number of users at Lincoln Laboratory there are people that have been added to the growing list of Office-1 users that will, or may, need equipment such as the DNLS setup. What this note is all about is to try to do some "horse trading" in order to clear up some of our equipment deficiencies (such as a non working Techtran) and improve our ability to operate at Office 1 more effectively.

3a

It is my understanding that we are allowed the following equipment,

3b

1 DNLS package

3b1

2 TI silent 700 terminals

3b2

2 Techtran cassette recorders

3b3

With all this in mind let me expand on the trading and questions that concern Lincoln Labs and Office-1.

3c

DNLS DISPLAY EQUIPMENT

3c1

We just received the DNLS display unit the Datamedia 2500. Would it be possible to get another DNLS unit like this in exchange for some of our allocated equipment. Namely, can we trade 1 TI 700 and 1 Techtran for 1 DNLS Datamedia 2500? There is also the distinct possibility that some other users with the MIT Seismic allocation will want a Datamedia 2500.... How much will it cost to lease 1 Unit for a year and what arrangements can we make to this effect?

3c1a

EQUIPMENT/TRAINING REQUEST

TI 733 ASR WITH UPPER AND LOWER CASE

3c2

Can we trade the second TI and the second Techtran for a TI 733 ASR with upper and lower case? This trade will enable use to try the DEX system. As it stands now, the Techtran that you sent us will not work with any of the TI 700's that we now have. I will be sending that unit back to you shortly.

3c2a

DNLS FOR USE WITH TEKTRONIX 4014-1 DISPLAY TERMINAL

3c3

Would you have any idea if it could be possible to connect a Lineprocessor (keyset and mouse) up to a Tektronix 4014-1. We have 2 of these units and they provide us with the capability to display at least 4-5 times the number of lines pre display page then do the Deltadata or the DataMedia. This is a requirement for some people and it would be a very powerful tool if we could get a Lineprocessor tied into the unit. Can you give me some idea of the complexity of this operation/?

3c3a

USE OF "MOUSE" ON OUR COMPUTER <INDEPENDANT OF OFFICE-1 WORK>

3c4

We would like to adapt the concept of the "MOUSE" to some of our work, both within the MIT Seismic allocation and within our own environment on the PDP-11's and the PDP-7's. In order to do this we would have to obtain a diagram of the Lineprocessor board that does the A/D for the mouse and some idea of output values and power requirements for the unit. Would it be possible to obtain enough information about the mouse (including cost and boards) to make an evaluation of this idea?

3c4a

TRAINING FOR USERS AT ALBUQUERQUE, NEW MEXICO

3c5

We are bring up some new users of NLS at Office-1. These people are located at the Kirtland Air force base in Albuquerque, New Mexico. What arrangements can we make to have some training persons from SRI visit them for about 2 days of NLS training?

3c5a

Also, in connection with these new people I have ask feedback to set up 4 new directories for me OVER TWO WEEKS AGO. Why do I have to wait that long for new directories to be setup? Is there anything that Jim Norton can do to help get these new directories started? I would appreciate any help I can get with this problem ... it is getting to be serious at this point.

3c5b

RMS2 2-APR-75 06:39 32245

EQUIPMENT/TRAINING REQUEST

(J32245) 2-APR-75 06:39;;; Title: Author(s): Robert M.
Sheppard/RMS2; Distribution: /JCN([ACTION]) MEH([ACTION]) DCE([
INFO-ONLY]) ; Sub-Collections: NIC; Clerk: RMS2; Origin: <
SHEPPARD, NORT.NLS;2, >, 2-APR-75 06:37 RMS2 ;;;;####;

PUBLISH Probs, (TOC)

Generate Table of Contents in Subsys PUBLISH doesn't want to work for my file. Attached is the results of 1st the TOC generation and 2nd the Copy plex 1 filtered with viewspecs x. I deleted a couple extraneous statements from both branch 2 and 3.

	1
Table of Contents	2
Purpose of C"R0>u&r&r"R0>+P'.....	2a
Approach C"R0>u&r&r"R0>+.....	2b
Phase I Installation of IMPs&r"R0>.....	2c
Phase I Applications Processors&r"R0.....	2d
Protocol Applications Processors&r.....	2e
Terminal Accesstions Processors&.....	2f
Network Operational Management.....	2g
Performance.....	2h
Application.....	2i
Result of a filtered Copy plex 1	3
Purpose	3a
Approach	3b
Phase I Installation of IMPs	3c
Phase I Applications processors	3d
Protocols	3e
Terminal Access	3f
Network Operational Management Services	3g
Performance specifications	3h
Applications	3i
Jess Hill	4

JNH 2-APR-75 08:13 32246

PUBLISH Probs. (TOC)

(J32246) 2-APR-75 08:13;;; Title: Author(s): Jesse N. Hill/JNH;
Distribution: /FEEDBACK([ACTION]); Sub-Collections: NIC FEEDBACK;
Clerk: JNH; Origin: < HILL, TOCERRS,NLS;2, >, 2-APR-75 08:11 JNH
;;;####;

suggestions for next version of Courses I & II (see also--32137,)

This is a response to Susan's <IJOURNAL, 32137,> on the further development of the basic and second courses, and includes my own suggestions. The parenthetical expressions beginning paragraphs below are links to Susan's document.

1

BASIC COURSE

2

<32137,2a> I agree it would be best to move the definition of OK from section titled "Bbasic TNLS" (p.5 in the outline) to the "Definitions" section, possibly under TYPEIN's definition.

2a

<32137,2a> Contrary to what Susan says, in the Show Directory command, CR should only appear twice because you need only type it twice, but the OK: appears on your terminal printout 3 times. This is the way it starts:

2b

... (of) T/OK:

2b1

Then when user hits CR the OK: echoes to show which he chose (which I think is unfortunate use of CML, though that's irrelevant right here). Then another OK: appears to prompt the user's second CR, and it looks like:

2b2

... (of) T/OK: OK: OK:

2b3

Thus what is printed in the Basic course outline needs the addition NOT of another CR, but of T/OK: after (of) ie, it should read:

2b4

... Directory (of) T/OK: CR OK: OK: CR

2b4a

<32137,2b> Definitely describe EYE command (or Break Links) in the section on Linking! I always add this to the course when using it, because I have to get users out of anything I get them into, in order to go onto the next section.

2c

<32137,2c> skipping Around

2d

The number of sections marked (2) that I include in the course the first time through depends on how each group is responding to the basic material, and on how the course time turns out to be divided up into lecture and workshop, ie, whether their first login session can be long or short, whether I have to talk it through before they go off to their terminals. I have to be pretty flexible with this because each group of users and environment is so different. I have not received any complaints about my skipping; in fact, the groups who are slowest to pick up the material would rather I only gave them a few things out of each section. And I usually skip the things

Suggestions for next version of Courses I & II (see also--32137,)

in sections on inserting, printing, and editing marked (2) until I finish the addressing section. This is what has worked for me.

2d1

SECOND COURSE

3

<32137,3A> Agreed

3a

<32137,3B> Agreed

3b

Note: On the subject of the recognition of this command, I think it would be a good idea to decide on a consistent Tenex command recognition scheme to use in this course: at some places in the second course, we have the person type part of the word followed by <ESC>, and in others we have them type the whole or part of the word and then a space.

3b1

<32137,3C> Yes, add the command Set Viewspecs under a heading such as "Changing Viewspecs", and a phrase telling user that viewspecs can be changed in any command with a VIEWSPecs field, ie, after the prompt V:. I always teach Set Viewspecs first, so that they can practice using the listed viewspecs, and then I have them practice using them in fields in other commands.

3c

<32137,3D> Agreed

3d

In the Addressing section:

3e

Switch commands Jump (to) Word Next and Jump (to) Word First, and Jump (to) Content Next and Jump (to) Content First, with the comment about CTRL-B following one of the "Next" commands.

3e1

Section: "To go back to previous files":

3e2

The note should say "type an N instead of Y for ANSWER--next filename..."
instead of "type an N instead of second OK..."
since typing N for the second OK is too late after you've already given ANSWER.

3e2a

Section: "Addressing between files and directories":

3e3

Should include a reminder statement about what links are WHEN THEY'RE IN FILES. I suggest that this section should read (after the section heading above):

3e3a

*ADDRESSING in and among files with LINKS

3e3a1

Suggestions for next version of Courses I & II (see also--32137,)

*A link is a reference to another location which may be included in a file 3e3a1a

In a file it looks like: 3e3a1a1

(DIRECTORY, FILENAME, ADDRESS :VIEWSPECS)
OR 3e3a1a1a

(FILENAME, ADDRESS ;VIEWSPECS) OR 3e3a1a1b

(ADDRESS :VIEWSPECS) OR 3e3a1a1c

(ADDRESS) ETC, 3e3a1a1d

To find and take a link that's in a file, use this element in an ADDRESS: 3e3a1a2

.1 link [find & jump on the next link]
[an 1 preceded by a period] 3e3a1a2a

The next section: "LINKS for addressing . . ." is confusing and unnecessary since we already have taught them in the first course that an ADDRESS (A;) can include the DIR and FILENAME besides the infileaddress. Here we can point out the similarity between a link and an address: they really aren't very different, only in a file does a link need the parens. Jump to Address and Jump to Link are exactly alike. I suggest this branch be used to tell them how to type in a link for direct addressing purposes with the Jump to Link command, moving out the section that is higher on the page "TO JUMP TO AN ADDRESS OR LINK" (especially since they aren't prepared for it at that point) and including that command here, like so: 3e3b

*Typing in a LINK for addressing: 3e3b1

*JUMP (to) Link CONTENT OK 3e3b1a

[Type in any link for CONTENT, and you will jump directly to that location. You can type in this link for addressing purposes just as you would use an ADDRESS. See the list of possible kinds of links above; the parentheses are optional when typing in a link with this command.] 3e3b1a1

This whole page on linking is very confusing, I've found; I've had more success with explaining it on the chalkboard as I've written above. Just for clarity, this is what I think page 8 should look like: 3e3c

Suggestions for next version of Courses I & II (see also--32137,)

<page 8;>	3e3d
*TO JUMP BY STRUCTURE:	3e3d1
*Jump (to) Origin DESTINATION VIEWSPECS OK	3e3d1a
*Jump (to) End (of Branch) DESTINATION VIEWSPECS OK	3e3d1b
ADDRESSING BETWEEN FILES AND DIRECTORIES:	3e3e
*ADDRESSING in and among files with LINKS	3e3e1
*A link is a reference to another location which may be included in a file	3e3e1a
In a file it looks like:	3e3e1a1
(DIRECTORY, FILENAME, ADDRESS ;VIEWSPECS) OR	3e3e1a1a
(FILENAME, ADDRESS ;VIEWSPECS) OR	3e3e1a1b
(ADDRESS ;VIEWSPECS) OR	3e3e1a1c
(ADDRESS) ETC,	3e3e1a1d
*To find and take a link that's in a file, use this element in an ADDRESS:	3e3e1b
.l link [find & jump on the next link] [an l preceded by a period]	3e3e1b1
*Typing in a LINK for addressing:	3e3e1c
*Jump (to) Link CONTENT OK	3e3e1c1
[Type in any link for CONTENT, and you will jump directly to that location. You can type in this link for addressing purposes just as you would use an ADDRESS. See the list of possible kinds of links above; the parentheses are optional when typing in a link with this command.]	3e3e1c1a
In the Editing section, the line on CTRL=E follows the Insert STRING command, therefore, to reduce confusion, I think it should read:	3f
CTRL=E instead of OK puts you in the Insert STATEMENT mode, CTRL=X to get out,	3f1

Suggestions for next version of Courses I & II (see also--32137,)

omitting the beginning phrase "continue to insert" because, in order to continue to insert in the Insert STRING command, you would use CTRL-B rather than CTRL-E (while CTRL-E after Insert STRING or any other editing command puts you in the Insert STATEMENT command). Therefore, I think we should avoid the words "continue to" when speaking of CTRL-E; instead use "insert mode" or "insert Statement mode" saving the word continue for when we introduce CTRL-B (by the way, when's that?).

3f2

<32137,3e> Agreed,

3g

<32137,3F> Agreed,

3h

<32137,3G> Yes, I always move right into the EDITING section after explaining file structure. The structure explanation moves very naturally right into the STRUCTURE nouns and up & down for inserting. Only one time (the first time) did I try to introduce the new printing & viewspecs and addressing stuff after the file structure, and I found that they had forgotten much of file structure by the time they got to use it in editing, and also that introducing the new material of viewspecs to them before they've had a chance to practice & absorb file structure was just too much new stuff on the heels of the last. So I've never done it that way again, rather I do Editing before Printing, then Addressing, then Communicating. Susan, would you like the outline to follow that order too?

3i

JMB 2-APR-75 11:25 32247

Suggestions for next version of Courses I & II (see also--32137,)

(J32247) 2-APR-75 11:25;;; Title: Author(s): Jeanne M. Beck/JMB;
Distribution: /JHB([ACTION]) SGR([ACTION]) RH([INFO-ONLY]) ;
Sub-Collections: SRI-ARC; Clerk: JMB; Origin: < BECK,
COURSES.NLS;5, >, 2-APR-75 11:14 JMB ;;;####;

Comments o on Objectives

Larry, Here are comments on your note.

Comments on Objectives

NEW BRANCH

1

BACKGROUND

1a

The NLCC directed the Navy Labs to form a computer network and perform an experiment to determine what would be needed for fully operational network and the advisability of building such a network.

1a1

The Navy Lab Computer Networking Group was set up with Dr. Cuthill as the chairman. There were three subgroups namely: Implementation, Applications, and Management,

1a2

The applications group was assigned the task of finding applications for which the network was a necessity, not only for lower communication costs but for applications which could not be done otherwise. The management group was assigned the task of determining how to charge the labs for their share of network usage and the implementation group was to implement a system which would meet the applications and allow management to collect revenues.

1a3

NEW 5J, K, & L

2

After evaluating our own needs and the capabilities provided by ELF I, an operating system which allowed ARPANET access via PDP 11's, we decided that with upgrading to support memory management for the PDP 11/40 ELF would form an adequate base for our operations.

2a

We later decided that ELF II might be more suitable since it did provide memory management together with a more sophisticated operating system.

2b

At this time, we are evaluating alternative possibilities some of which include: augment ELF I as originally planned, modify ELF II, try to incorporate those modules of ELF II (or I) which we need into one of the standard DEC supported operating systems.

2c

FGB 2-APR-75 14:14 32248

Comments o on Objectives

(J32248) 2-APR-75 14:14;;; Title: Author(s): Frank G. Brignoli/FGB;
Distribution: /ILA([ACTION]); Sub-Collections: NIC; Clerk: FGB;

NDM 2-APR-75 15:15 32249

COM measurements (e.g. type size)

Answer to message of 17-Mar. sorry I'm so tardy!

COM measurements (e.g. type size)

17-MAR-75 1345-PDT MATTIUZ: format library

Distribution: MEYER, mattiuz

Received at: 17-MAR-75 13:46:00

1

Dean, I was just looking at the various ones listed and why is there a 9pts TIMES ROMAN when there is no such thing in the OUTPUT PROCESSOR guide? there is an 8 with the double columns which is the one I am interested in. Inez

1a

Inez: The samples in the back of the Output Processor Users' Guide are just that: samples. Type size (and any measurement on COM) may be set in increments of 1/1000th of an inch. (You may specify size in thousandths, inches, points, or centimeters.) Of course I couldn't provide a sample of every possible type size! Let me know if you do not understand how to set COM measurements... Hi to all up there!

--Dean

2

NDM 2-APR-75 15:15 32249

COM measurements (e.g. type size)

(J32249) 2-APR-75 15:15;;; Title: Author(s): N. Dean Meyer/NDM;
Distribution: /IMM([INFO-ONLY]) RA3Y([INFO-ONLY]) FEEDBACK([INFO-ONLY]) ; Sub-Collections: SRI-ARC FEEDBACK; clerk: NDM;