**PLATO IV GROUP NOTES**

**GENERAL INTEREST NOTES 1974**

NOTES BEGINNING NOV 22, 1974

FILE ONOTES19 PRINTED AT 12:53 PM ON JUNE 10, 1976

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11/22 08.04 JOHN R READING

*SEEMS TO ME IT'S BEEN MENTIONED BEFORE, BUT....

*HAS ANY THOUGHT BEEN GIVEN TO STORING THESE NOTES IN MOST-RECENT-NOTE-AT-TOP-OF-THE-PAGE ORDER? I FIND IT EASIER TO START WITH THE MOST RECENT NOTE AND GO BACKWARD UNTIL I ENCOUNTER ONE I ALREADY READ THAN TO REMEMBER WHICH NUMBER/NAME I HAD READ BEFORE.

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11/22 09.56 WHANSEN CSA

*IT WOULD BE NICE IF FROM THE DIRECTORY PAGE SOME KEY LIKE NEXT WOULD TAKE ME TO THE MOST RECENT NOTE (OR THE LAST ONE ON THE PAGE). THEN I WOULD NOT HAVE TO WAIT TO SEE THE ENTIRE DIRECTORY.

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11/22 12.13 BERGER USERS

*I THOUGHT THAT, IN THE DISCUSSION, IT WAS SAID THAT THIS SUGGESTION WAS IMPractical IN THE CASE OF CONTINUED NOTES...IE: THOSE THAT WERE MORE THAN ONE PAGE.

---

11/22 13.44 TENCZAR 9

*JOHN'S SUGGESTION SEEMS VERY WORTHY IMPLEMENTATION.... I WILL SEE WHAT CAN BE DONE

---

11/25 15.16 CELIA PSO

*BUT PLEASE MAKE THIS AN OPTION, NOT THE ONLY WAY TO GO THROUGH NOTES. I PREFER SEEING THE DIRECTORY AND THEN CHOOSING WHERE TO START, SINCE THERE ARE FREQUENTLY NOTES WHICH I HAVE READ, BUT WHICH HAVE RESPONSES I HAVEN'T READ.

---

11/22 10.25 JUDY PSO

*A VERY STRANGE THING HAPPENED AT ABOUT 9:15 AM JUST BEFORE
The 10:00 AM RELOAD.

Was working through a lesson "movement" which includes a micro- and an "main-" unit with a "force micro-" *went through the first two parts of the lesson just fine. In the third part of the lesson, it suddenly started behaving as if a totally different micro set were connected to the lesson. *At one point* I got **11/15/74**, instead of the micro from my lesson*. I'm sure it was a micro- because I got strings of letters from single keypresses.

Now at 10:10, the lesson works perfectly. *I haven't touched it* (only looked at hex codes in **inspect only**).

---------- response 1
11/22 10:31 ANDERSEN S

We hope we will have this one fixed very soon....

---------- note 5 SITE DISPLAY

11/22 10:32 DEISS PHAR

Would it be possible to put a help page on the site display to explain the numbers? I don't think I understand them yet, and I know students don't.

For example, just now 3 of our students were on. They were all running the same lesson and going through the same router. But all three had the lesson and router ECS requirements listed beside their name on the site page. *It would be nice if one could type in a station number and press data to get a breakdown of the ECS use in common, storage, etc., and to find out what exactly is being charged against the site.*

STEVE

11/22 11:15 RUTH CHEM

The rules are: A given lesson or common is charged only once to a site, regardless of how many students are using it. A storage block (including router variables) is charged to each user.

(*How do your students see the site display?*)

---------- response 2
11/22 11:23 DEISS PHAR

My mistake.... *I thought they saw it as authors do when they try to sign on and can't, Is there some way to indicate on the site page that several people are sharing the same lesson?*

---------- response 3
11/22 12:15 BERGER USERS
I've been thinking about some problems PLATO is sure to run into as more schools use it to teach course material. It seems to me that the system will have to compete with publishers for the services of respected teachers. Publishers can offer copyrights and royalties, while the unauthorized use of computer software is nowhere near as well protected against. Further, Platon is not now and probably won't be in the future able to pay people like (say) Linus Pauling or Carl Sagan to produce material for system use. Developing course for Platon can be an undertaking as writing a textbook of comparable coverage, and it seems clear that most professionals are going to go where the money is. This may seem crassly cynical, but the competition schools go through to get and keep high-quality teachers should be an indication of what Platon may be in for.

Response 1:

There will be provision for copyright of Platon materials and distribution of royalties for their use. Details are being worked out for one such agreement between the University of Illinois and CDC. Such an arrangement cannot be placed in effect on Platon, however, until the current funding by NSF is completed.

Response 2:

Come to think of it, to whom do the materials already produced belong? Support as they are by government funding of the system on which they were produced? What are the chances of nasty legal hassles of unenforceable copyrights of these materials?

Response 3:

The source of support of the individual involved (including any local arrangements with your own institution) would probably determine ownership of lessons. There is no simple way to generally specify ownership under the wide variety of conditions under which Platon materials have been produced.

Response 4:

The source of support of the individual involved (including any local arrangements with your own institution) would probably determine ownership of lessons. There is no simple way to generally specify ownership under the wide variety of conditions under which Platon materials have been produced.
Then there will be the people who will write for PLATO simply to do it...I am sure that you could get a copyright on works stored in an information retrieval system...since copyrights do protect the copyrighted material from being stored in them without the consent of the holder of the copyright.

Such problems as mentioned in the original note will be around until a very much larger system is available. (Say 10,000 users.) Then the economy of scale (more potential users of any given lesson) will make the royalties worth the time and effort of producing (or supervising the production of) lesson material.

I believe that such systems are being considered as an outgrowth of the PLATO experience.

Perry has essentially the right idea...however the PLATO system as it exists now is not capable of competing with publishing houses since the system is not large enough to make this worthwhile. The problem to which Orpheus addresses himself is one which is in the distant if not nonexistent future considering the cutback in University funds for such things as PLATO.

I've found the responses to this note interesting—and reassuring. It's good to know that thought is being given to this sort of problem before real trouble starts.

Glaucon appears to have little faith in the future of the PLATO system and its ability to eventually become self-supporting, a pessimism which I doubt that many of us share. If we did, the issue I raised would probably be moot because PLATO would not be the stimulating experience.
FOR BOTH AUTHORS AND STUDENTS, THAT IT IS.

*MIKE +RESOSA

11/22  13.11  VOLPE  MFLU

+HOW ABOUT THE SYSTEMS MEN DEVELOPING THE +I+D+ MODE SO
THAT IF AN AUTHOR HAS ALREADY WRITTEN SOME ENTRIES
INTO, SAY +UNIT XYZ+ THAT WHEN THE AUTHOR ENTERS THE
+I+D+ MODE THESE ENTRIES WOULD BE DISPLAYED ON THE
SCREEN SO TO AVOID ANY +TOVER LAPPING+ WITH THE WORK
HE/SHE IS DOING AT THE PREVIOUS TIME ON +UNIT XYZ+/

+T, +VOLPE

11/22  13.34  JUDY  PSO

+S+D+ TO SEE ALREADY-CREATED PORTIONS OF THE DISPLAY.

11/22  13.36  PAUL  MATHA

*THE +S+D+ OPTION GOES TO THE +I+D+ OPTION WHEN IT IS
FINISHED DISPLAYING. *SO, FOR INSTANCE, IF YOU HAVE
ALREADY WRITTEN 10 LINES OF DISPLAY TEXT DISPLAY THEM
USING +S+D+10 AND THEN YOU CAN CONTINUE ADDING MORE TEXT
USING THE FACILITIES OF +I+D+.

11/22  13.46  SHLOSBERG  COM

*AND THIS IS ALL DOCUMENTED IN THE HELP PAGES IN THE
BLOCK EDITOR...

11/22  15.37  FULLER  UIMC

*ALSO +S+S FOR MORE DETAILED DISPLAY WORK AND
EXTENSIVE HELP SECTION...

11/22  14.23  CROOKS  SIU

+HEY, HAS ANYONE SEEN CHARSET RICK
IT CAN BE LOADED BY GOING INTO LESSON *CHARSET*
IN STUDENT MODE..*THEN INSPECTING THE LESSON**
THE CHARSET SEEMS TO ME TO BE A TOTAL WASTE OF
SPACE + TIME... +S+D+ +A+H+I+D+ +C+H+P+E+K +I+T +O+U+T...
**OLD-ERIN**

11/22  14:47  BERGER    USERS

*I FIND THAT CHARACTER SET USEFUL WHEN I NEED A COPY OF A STANDARD CHARACTER. THAT IS REALLY IRRELEVANT.*

*THE REAL QUESTION IS: CAN YOU JUSTIFY THAT ALL THE MATERIAL THAT YOU HAVE PRODUCED AT THIS POINT IS UNIVERSELY USEFUL? IF SO, PLEASE TELL US ALL WHAT IT IS YOU HAVE PRODUCED SO THAT WE MAY ALL USE IT.*

+MB

*INCIDENTLALLY, THE TITLE TO YOUR NOTE IS MISLEADING.*

+I THINK THAT MISLEADING TITLES RENDER NOTES USELESS.*

+ALSO, IF THAT CHARACTER SET REALLY IS A WASTE OF TIME, WHY DO YOU WANT EVERYONE TO GO IN AND TRY IT?/

11/22  15:13  M31    MED

DIRTY COMMIE PLOT, MAKING SUCH A TITLE FOR FURSHLUGINGER NOTE; PROFESSIONAL INTEREST (REPRODUCTIVE PHYSIOLOGIST) MADE ME LOOK.

11/22  16:48  S SHERWOOD  S

+IT SO HAPPENS THAT THE CHARSET WAS CREATED IN THE COURSE OF GENERATING THE CHARACTER SETS IN THE NEWER TERMINALS.*

+IT WAS THOUGHT USEFUL TO MAKE THE CHARSET GENERALLY AVAILABLE EVEN AFTER THE HARDWARE CHANGE AS BERGER POINTS OUT.*

11/22  14:49  ANDERSEN  S

+SEE NEW FEATURES NOTE ON CPU LIMITS*

11/22  15:52  LAYMAN  MATHA

WILL THE ALGORITHM DEPEND ON -TIVE-?
But note that the number of active terminals will affect what effects the algorithm produces... if there are very few low-usage terminals running at a given time, the higher-usage terminals will get more service.

More precisely, it is not the number of active terminals, but what they are doing that will determine the pecking order.

For example, it could happen that all the high-cpu users try to run at night, and a small number of high-cpu active terminals at that time would slow all of them down just as much as a large number of low-cpu users during the day.

What are the dates that the system is going to be non-functional for improvements?/

We expect to be down for a few days starting Dec. 20.

I just got an ex error in aids:

Lesson aids, unit concepts, state judging,
Last command concepts, 2nd command, time slice exceeded,
Join sequence, feature 17
Findunit 20
I had just typed in cpuvars in hopes of getting some info on cpu usage variables,...

Thanks --- that will be eliminated in a few days.
I am currently working on a group notes system that will allow authors in various projects to communicate with one another much the same way authors communicate with each other through GENERAL NOTES. It basically will allow a "group" director to set up a space where he and other members of his group can read/write notes to each other. The group director may specify who can get into his group to read these notes, but anyone may write a note to this group. Another feature that will be added in time will allow students to write notes into the group while they are working in lessons.

I would appreciate all comments/suggestions in this regard. Please send them either as PERSONAL NOTES to myself or as responses to this note. Also, I would like to inspect any notes systems that other groups have already developed. Please inform me of lesson names, etc.

11/23 10:57 ROPER SIU

It sounds like a good idea.

QUETZAL

11/23 11:41 DEISS PHAR

Contact Harlan McDaniel about HealthNotes. We are very interested in something of this type and we could use it as soon as available.

STEVE

11/24 14:10 FRIEDMAN CSA

Lesson CSComments is used by our group for student-to-author communication.

11/25 14:25 MARYM BIOCC

Great idea.

Lesson *HiocNotes* is for community college bio instructors to use in communication with *CNotes*. It is based on a copy of the CC - English Notes Lesson *LANotes*.* Take a look at both.

11/26 08:46 MICHAEL ENGLISH

*LANotes* is directly from *John Risken* excellent *use-able*
NOTE COLLECTION SYSTEM: "READNOTES," DESCRIBED IN LESSON "LIBRARY."

--- NOTE 43 NOTESBUG
11/23 10.12 WALTON HEADING

*JUST NOW, I SIGNED ON, GOT THE LITTLE MAIL DELIVERY MESSAGE ON THE AUTHOR ENTRY PAGE, WENT INTO NOTES, READ MY NEW NOTE (WHICH WASN'T REALLY NEW -- I HAD READ IT BEFORE), DELETED IT, AND WENT ON WITH MY WORK.
*I SUBSEQUENTLY HAD TO BUMP MYSELF FROM ANOTHER TERMINAL AND THEN I SIGNED ON AGAIN; THERE WAS THAT LITTLE MAILMAN. *I SIGNED OFF, WENT TO THE FIRST TERMINAL, AND SAW THE MAILMAN AGAIN. *GOING INTO NOTES FINALLY, THERE WAS THE TELTALTE **M**, BESIDE **PERSONAL **NOTES**, BUT WHEN I LOOKED AT THE NOTES, THERE WEREN'T ANY. *SO I SIGNED OFF AND ON AGAIN, AND *LO*. *THE RECORD SHOWED I HAVE NO NOTES (WHICH IS CORRECT). *I SUSPECT THERE IS A MISSING BIT SOMEWHERE.

*IF THIS WERE BASEBALL, I WOULD SAY CALL IN THE PINCH BITTER.

--- RESPONSE 1
11/23 10.59 ROPER $IU

*QUETZAL

--- RESPONSE 2
11/23 11.28 TEMPA AMES1

*WALTON: FOR THAT YOU**+***SHOULD BE PINCHED**.

*P. HUTCHISON

--- RESPONSE 3
11/23 15.15 OBrien UICC

*I THINK WHAT**5 GOING ON HERE IS THAT WHEN YOU BUMP YOUR RECORDS FROM ANOTHER TERMINAL, YOUR RECORDS INFO IS NOT UPDATED ON DISK. *THIS WOULD INCLUDE THE *YOU HAVE MAIL** FLAG. *THAT FLAG IS NOT CLEARED ON DISK UNTIL YOU ALREADY READ YOUR NOTES (NOTE DELETIONS ARE EFFECTIVE IMMEDIATELY) BY THE WAY). *AND I BACK OFF THE SYSTEM NORMALLY.

*AT LEAST, THIS IS MY UNDERSTANDING.

--- NOTE 52 NEW SIGNON
11/23 15.15 DAVID HEBREW

*VERY NICE, DAVE.

*I CAN NO LONGER UNINTENTIONALLY BACK MYSELF OFF THE SYSTEM FROM THE **AUTHOR**/ **STUDENT** MODE PAGE. *THIS IS AN
IMMENSE improvement.

WOULD I
--- OPTIMIZE ---

LOOK BETTER THAN
--- OPTIMIZE ---

TO YOU? (*SYMMETRY AND WHATNOT...)

11/23 15.25 SELLERS ARIZONA

THE VERY NICE THINGS THAT ARE HAPPENING SUCH AS THE NEW SIGNON MAKE ME VERY HAPPY INDEED FOR PLATO (GERGLE GERGLE <CONTENTED SIGH>).

THINGS ARE LOOKING UP. *I CAN HARDLY WAIT FOR OPTIMIZE TO ARRIVE. *I HOPE IT GETS HERE SOON ENOUGH TO PUT UNDER MY XMAS TREE (WOULD YOU BELIEVE TANNENBAUM?)*.

11/23 17.46 DAWSON ED

I SURE HOPE WE CAN ALL GET USED TO PRESSING DATA TO STUDY A LESSON...THE NEW PAGE LOOKING LIKE THE (OLD?)

STUDENT MODE PAGE HABITS ME TO PRESS NEXT.......

11/23 16.22 GREG STAN

*I LIKE THE NEW SYSTEM ALOT, EXCEPT FOR ONE THING*;

*WHY DO YOU HAVE TO DO A SHIFT-STOP AFTER ENTERING YOUR COURSE? *IT GETS QUITE ANNOYING AFTER BEING USED TO JUST ZIPPING RIGHT THROUGH THAT PAGE TO HAVE TO DO A SHIFT-STOP....COULD THIS BE TAKEN OUT?*

Binar

11/23 15.41 RICK MFLU

*I AM WHOLLY IN FAVOR OF PUTTING THE SHIFT-STOP AFTER THE COURSE RATHER THAN AFTER YOUR NAME, BECAUSE IT BETTER PROTECTS YOUR PASSWORD. *ON THE OLD SYSTEM, IF YOU MISS THE ***EXIT*** KEY AFTER TYPING YOUR COURSE, PEOPLE WHO ARE INCLINED TO WATCH WILL SEE YOUR PASSWORD, OR AT LEAST SOME OF IT. *THIS WAY, YOU HAVE TO BE CAREFUL OR YOU WON'T GET PAST THE ***PAY*** PAYPAKER ***PAY***PAY PAKE PAGE, SO THAT YOU INSURE THAT YOUR PASSWORD WON'T APPEAR ON THE SCREEN.*

*THANKS, SYSTEMS, FOR THE CHANGE.*

Rick
**RESPONSE 3**

11/23 16.12 SHERMAN RHRC

*I really like the new features a lot. At last, things seem to be more organized.*

**RESPONSE 4**

11/23 17.59 FRYE RESEARCH

*And cheer up, you'll get used to pressing *STOP1* after the course pretty soon... it took me awhile before I learned to press it after the name on this version.*

DAVE

**RESPONSE 5**

11/24 11.35 TRAUSCH UIMC

*I love the new system, and I agree with Rick: the *STOP1* protects one's password better in the new version.*

*Of course it will take a while to get used to it...*

**RESPONSE 6**

11/24 12.22 LAYMAN MATHA

*I think the new system is a big improvement too.*

*How about putting back the plot of the time on the author page? It's helpful for people who have to be somewhere at some time... are under the hypnotic spell of all those orange lights flashing on/off.*

**RESPONSE 7**

11/24 14.24 FRIEDMAN CSAA

*Looks like Dave has implemented a lot of the suggestions people have been making. And we think we don't get listened to...*

*Thanks, Dave.*

*Notice that it now remembers what lesson you were last in/*

*I might even eventually remember (without having to look) that *STOP1* plus E gets me to notes...*
ANOTHER VOTE OF CONFIDENCE!!!
I ALSO THINK THAT TIME ON THE FIRST PAGE IS A GOOD IDEA....
THANKS...

ANOTHER VOTE FOR PUTTING THE TIME ON THE MODE PAGE.

NOTE: THE FEATURE THAT REMEMBERS THE LAST LESSON YOU WERE IN DOES NOT YET FUNCTION IF YOU EXIT THE LESSON BY SOME MEANS OTHER THAN -STOP1- (E.G., JUMPOUT 0 OR JUMPOUT RETURN)

I MISS THE MAILMAN... HOW DO YOU FEEL ABOUT HAVING HIM RE-APPEAR ON THE OPTIONS PAGE, RATHER THAN (OR ALONG WITH) THE MODE BY C. SEE +ERRERONAL NOTES....

FOR THOSE WHO ABSOLUTELY NEED THE TIME OF DAY, GET TO THE BLOCK DISPLAY PAGE OF ANY LESSON AND PRESS +TIME+
I ALSO VOTE FOR RESTORING THE TIME TO THE AUTHOR MODE PAGE.

SINCE THERE IS NO STUDENT MODE PAGE IT MIGHT BE A GOOD IDEA TO DUMP THE TITLE; +AUTHOR +MODE +E

A HANDY FEATURE HAS BEEN REMOVED FROM THE PRESENT VERSION OF +PLA+STOP1. THE +STOP1 OPTION FROM THE +CONDENSE ERROR+ PAGE, IT NOW STICKS THE USER IN A PLACE WHICH SAYS +NON-EDITABLE FILE+, AND RETURNS HIM TO +MODER WHEN HE Pesses +EXIT++. CAN THIS FEATURE BE RE-ESTABLISHED TO EITHER RETURN A USER TO THE LESSON HE WAS EDITING OR THE +MODE +PAGE?/

SOMETHING TO ASK ERROR THAT I AM TRYING TO FIX.
THAT FEATURE WILL BE BACK.
11/23 18.44 TIN DANL CSA

+CAN +I GET A RESPONSE TO GEN. NOTE 247: ABOUT BEING ABLE TO
+OBTAIN A PRINTOUT OF JUST CERTAIN BLOCKS OF A DATASET???
+THANKS....MIKE

11/24 16.10 BLOMME $  

+I ASKED +DOUG +BROWN WHO HAS DONE ALL THE WORK ON THE
PRINT ROUTINES TO RESPOND, BUT HE APPARENTLY FORGOT.
THE NEXT PLANNED (FOR SOME TIME) CHANGE IS SOME SORT OF
GENERALIZATION TO THE PRINTING OF COMMON AND DATASETS
TO PERMIT SWITCHING BACK AND FORTH BETWEEN DIFFERENT
FORMATS AND PERHAPS SPECIFICATION OF SPECIFIC BLOCKS...
SORRY, +I HAVE NO IDEA WHEN (OR WHETHER) +DOUG OR ANYONE
ELSE WILL GET AROUND TO WORKING ON THIS.

11/23 19.12 KAUFMAN CSS

AWW COME ON...REQUESTED A PRINTOUT OF YCSLESSONS WITH A
*LIST COMMON +CSLESSONS =322#3* PRINT COMMAND IN
BLOCK A AND GOT A ***** FORMAT DOES NOT EXIST ERROR
MESSAGE IMMEDIATELY FOLLOWING THAT COMMAND ON MY PRINTOUT =
ALL OTHER *LIST=75 WORKED AND +I GOT THAT LINE NUMBER LISTED
AS THE ONLY ERROR ON THE *LIST=75 IN WHICH THER ARE ERRORS=7
PAGE. +HE THINKS THAT THE PROBLEM WAS WITH =7323#3=7 WHICH IS
SORT OF SILLY (AS THAT IS ALLOWED IN A COMMON COMMAND). BUT
IF IT=75 SOMETHING ELSE +I THINK +I=7LL BE EVEN MORE PISSED
(COMMAND WAS SYNTACTICALLY CORRECT ACCORDING TO PRINTAIDS),
WHAT GIVES???

11/23 19.30 BERGER USERS

+I THINK THAT YOU=7LL FIND THAT THE EXPRESSION
IS NOT EVALUATED (322#3) SHOULD BE STATED AT 966.

11/23 20.47 KOOLLEY P

+THE PROBLEM IS THAT THE PRINTER IS A COMPLETELY SEPARATE
PROGRAM FROM THE REST OF PLATO AND DOES NOT CONTAIN
MACHINERY TO EVALUATE EXPRESSIONS* ETC. *THIS WILL PROBABLY
NOT CHANGE.

11/24 13.09 KAUFMAN CSS  

RIGHT
I asked for another printout with 966 instead of 322≠3, as I thought that that was the problem - should be ok now.

--- NOTE 67 ID ---

11/23 20.32 HANSEN CSA

There seems to be a bug in the ID option. I have drawn the same display for the third time now and it still ignores one line. This line shows up for the initial draw but after that it disappears. It seems to be happening at the end of the first rdraw command. Maybe it has something to do with the semicolon or... the code is in block test of lesson examadmin.

--- RESPONSE 1 ---

11/23 21.15 FRANKEL P

This is indeed a bug in ID which I will try to fix soon.

--- NOTE 73 BLK DELETE ---

11/24 14.36 TOM S READING

Would it be possible to have the multiple block delete flags toggle when the block letter is pressed? It is not very elegant to have to press +B+A+C+K and start all over if you accidentally hit the wrong key while marking blocks for deletion.

--- RESPONSE 1 ---

11/24 14.47 FRANKEL P

Yes...will try to put that in after I get the current stuff working right. +THANKS+.

--- NOTE 77 FRANKEL ---

11/24 14.40 RAND RAND

Why can't you pass +AUTH+ with the usual pressing of the +AUTH+ key? +

--- RESPONSE 1 ---

11/24 14.50 BERGER USERS

Because you are now always in author mode. +PLEASE PRESS +HELP+ ON THAT PAGE BEFORE ASKING
It seems better not to queue keys up for displays that you haven't seen--this could be disastrous. In other words, if you are being processed slowly and enter many, many keys, all of which we keep, you could be doing things erroneously on displays you haven't even seen yet. So long as the system keeps up with everything, there is no problem. When there is not enough processing to go around, users are going to be slowed down... and we do not want to bog the system down further by accumulating long queues of keys.

For tomorrow, could we have a sign on the Welcome to Plato page, announcing the change in sign-on procedures? I.e. something on the order of the system prog. at work sign, in the same screen position. The new wording seems clear in all instances except that displayed when the name of a course is misspelled. I would prefer a message like the misspelled name message:

"There is no course on Plato spelled '(show course spelling used by student)' instead of "Course does not exist.""

Is there any chance of the mailman display being kept on when there is a new personal note, instead of just seeing the uninteresting "NOTE"? Thanks.

Yes! I too liked the mailman. It was a nice addition to signon and effective. Did I have cause to complain here here...?

Sure, it was nice, and cute the first few times!
WHAT WE NEED ON THIS SYSTEM IS AN "INTROPLATO", SOMETHING TO TEACH NEW AUTHORS TO PRESS HELP.

*I LIKE THE NEW AUTHOR MODE VERY MUCH.
*IT MIGHT HELP IF THE "HELP" PAGE EXPLAINED THAT ONCE A LESSON IS SELECTED ITS NAME IS REMEMBERED,
(*THUS AFTER RUNNING AS A STUDENT ONE CAN STILL EDIT BY JUST "NEXT".*

AND RERUN BY PRESSING "DATA".

BUT IF YOU "STOP" OUT OF THE LESSON, IF YOU PRESS "DATA" AFTER LEAVING, YOU GET SENT TO A LESSON WHOSE NAME IS WHATEVER HAPPENED TO BE IN STUDENT VARIABLE N1 AT THE TIME. THIS IS ADMITTEDLY A NEAT TRICK, BUT SOMETIMES IN THE NEXT WEEK OR SO, IT WILL PROBABLY BE FIXED SO THAT THE "DATA" AND "NEXT" OPTIONS WORK REGARDLESS OF HOW YOU LEFT THE LESSON.

ANYWAY, I CHANGED THAT "HELP" DISPLAY SO THAT HOPEFULLY IT IS SOMewhat CLEARER (EVEN IF THE "LAST LESSON" FEATURE MIGHT CURRENTLY NEED THE QUALIFIER "SOMETIMES").

SO, I SET MY CPU LIMIT TO 2 SEC AND READ NOTES.
*OCcasionally, I WENT TOO FAST AND WAS DELAYED FOR A WHILE! NO SERIOUS PROBLEM, JUST A NUISANCE.
*WHEN DELAYED BY CPU LIMIT, MY KEY PRESSES WERE LOST.
*FOR EXAMPLE: TO EDIT PREVIOUS LINE I TYPED "R7+NEXT", BUT...
but when I'm signing on, I don't want to be delayed several seconds for the sake of "cuteness." I know, I could abort it by pressing -stop-, but why should I have to?↓

It's served its purpose, it's been admired (and occasionally cursed) by all, so let it go by, please.

---------- response 4
11/25 09:20 BHI MTCC

*AND AT TIMES STOP DID NOT STOP THE DISPLAY.....SO *I ALSO HATE TO SEE IT GO BUT THINK IT SHOULD.*

Bruce

---------- response 5
11/25 10:55 K Mast P

*I TEND TO AGREE WITH *MR. *FRIEDMAN* (AND *I THINK MOST OF THE SYSTEMS GROUP FEEL THE SAME WAY), THAT THE MAIL TRUCK WAS CUTE FOR A FEW DAYS, BUT DOES GET BORING AFTER A WHILE. *PERHAPS IT WILL RE-APPEAR EVERY FEW MONTHS ON SPECIAL OCCASIONS.*

---------- response 6
11/25 12:10 Bowery COMM

*THE SOLUTION TO THE PROBLEM IS TO MAKE ANOTHER VARIABLE IN THE RECORDS OF THE AUTHOR (HEEE HEEEEE) WHICH HE/SHE COULD SWITCH TO SHOW/NOT SHOW THE MAIL MAN* (HOW MANY BITS ARE AVAILABLE (HEEE HEEEEE))

---------- response 7
11/25 14:36 Hody MED

AGREE WITH FRIEDMAN-- IT'S CUTE BUT NOT WORTH THE WAITING TIME...

HOW ABOUT MAKING THE MESSAGE A LITTLE MORE INFORMATIVE FOR NEWCOMERS... SAY

*NEW NOTE FOR YOU* OR SOMETHING...

---------- response 8
11/25 13:08 Layman Matha

*MISSIVE*?

---------- response 9
11/25 13:36 MGS MTCC

*WELL HERE WE GO AGAIN*.

*IF I MAY* *I'D LIKE TO SPEAK FOR THE MAILMAN DISPLAY.... TODAY WHILE SIGNING ON, *I HADN'T BEEN ADVISED OF THE NEW SIGN-ON PROCEDURE*, *I WAS EXPECTING A NOTE* BUT NOT SEEING THE MAILMAN* DIDN'T EVEN BOther GOING TO NOTES. *I've BEEN ON A WHILE*,
AND ACCIDENTALLY KICKED MYSELF OFF A COUPLE TIMES,
AND IT WAS ONLY THE THIRD SIGN-ON DID I SEE THE
*NOTE UNDERNEATH THE LESSON DEAL.*
*PLEASE BRING BACK THE MAILMAN, WHAT'S A FEW
SECONDS ANYWAYS?* *CERTAINLY NOT A MATTER OF LIFE
OR DEATH.*

11/25  14.29  ROPER  SIU

*I NEVER GOT TO SEE THE MAILMAN...OUR COURSE NOTES WERE
ALWAYS FULL WITH OTHER PEOPLE'S NOTES. *BRING HIM BACK
AND SEND ME A NOTE.*  *QUETZAL

11/25  14.38  MOORE  VIENNA

*I TEND TO AGREE WITH THE SYSTEMS PEOPLE ON THIS ONE....
(WELL, EVEN A BROKEN CLOCK IS RIGHT TWICE A DAY...)
*I LIKED THE MAIL TRUCK AND EVEN SENT A NOTE TO MYSELF ONCE
SO I COULD SHOW IT TO ONE OF MY STUDENTS (HAVE MERCY, *I
WAS OVERCOME WITH ZEAL) BUT *I THINK THE *SURPRISE*
APPEARANCE OF THE TRUCK OCCASIONALLY (OR SOME OTHER
EQUALLY ENTRANCING DEVICE) WOULD BE APPROPRIATE.*
UPWARD AND ONWARD W/PLUTO
MICHAEL J. MOORE

11/25  16.25  WELLS  CERL

*IF YOU REALY WANT TO SEE A CONTROVERSY OVER SUCH TRIVIA
*A DISPLAY ON A SYSTEMS PAGE GO INTO NOTE *CLUTTER UP* ACTUALLY, *I THINK THAT THE MAILMAN IS QUITE AN ATTENTION
GETTER! IF YOU JUST HAVE A SIGN THAT SAYS *MORE* IT'S
HARDER TO SEE. ALSO IF YOU DON'T LIKE IT YOU DON'T EVEN HAVE
TO WAIT FOR THE DISPLAY, YOU CAN SIGN ON WHILE IT'S STILL
PRINTING OUT ON THE PANEL.*

11/25  18.31  STONE  RESEARCH

I THINK THAT PRINTING JUST THE MAILBOX WITH THE
FLAG UP, INSTEAD OF THE WHOLE MAIL TRUCK SEQUENCE
WOULD BE A GOOD COMPROMISE. IT SHOULDN'T TAKE
TOO LONG TO LOAD AND PLOT THE CHARACTER(S).*
MAUREEN

11/25  20.15  DAL  ARLC

*I SURE HATE TO ENTER INTO A CONTROVERSY BUT AFTER DRIVING
THROUGH HEAVY TRAFFIC IN CHICAGO TO GET TO THE TERMINAL, AND
FIGHTING THE WORST OF PEOPLE HERE TO GET A TERMINAL, AND
PULLING MY HAIR OUT OVER NOT BEING ABLE TO VIEW MY LESSON
IN STUDENT MODE BECAUSE OF ECS CRUNCH, I SURE AS HELL
COULD USE SOME LIGHTHEARTED HUMOR i.e., THE MAILTRUCK! I
ONLY HAVE ACCESS TO PLATO TWO EVENINGS A WEEK FOR TWO HOURS
EACH TIME, AND SURE DON'T MIND THE TWO SECONDS IT TOOK THE
LITTLE MAIL TRUCK TO DELIVER. WHAT IS HAPPENING TO OUR
SENSE OF HUMOR ANYWAY? ARE THE LOFTY THOUGHTS OF ACADEMIA
BEGINNING TO TURN AGAINST CUTESIE LITTLE ITEMS? BEsIDES,
WHO THE HELL CAN GET ANY PROGRAMS ON PLATO ANYWAY? AT
LEAST THE TRUCK NEVER EXCEEDED ITS ECS ALLOTMENT.

11/27 18.56 SYFRIG IU

* I TEND TO AGREE WITH SYFRIG. THE MAILMAN DOES NOT WASTE
* THAT MUCH TIME, AND CAN BRIGHTEN SPIRITS UP QUITE A BIT,
* AND WHO WANTS A GRUMPY AUTHOR ON THE SYSTEM? HOWEVER,
* IF HE CAN BE BROUGHT BACK ONCE IN A WHILE, I GUESS THAT'S
* BETTER THAN NOTHING, BUT NOT THE BEST. COMPROMISE,
* ANYONE?...

ROT-NOZZLE

12/05 14.57 DIEBEL MFLU

I TEND TO AGREE WITH SYFRIG. THE MAILMAN DOES NOT WASTE
THAT MUCH TIME, AND CAN BRIGHTEN SPIRITS UP QUITE A BIT,
AND WHO WANTS A GRUMPY AUTHOR ON THE SYSTEM? HOWEVER,
IF HE CAN BE BROUGHT BACK ONCE IN A WHILE, I GUESS THAT'S
BETTER THAN NOTHING, BUT NOT THE BEST. COMPROMISE,
ANYONE?...

NOTE 95 *S*D MODE

11/25 09.26 JUDY PDS

* I AM HAVING TROUBLE WITH THE *S*D OPTION WHILE EDITING,
* I CANNOT GET THE EDITOR TO ACCEPT THE SECOND LETTER OF
THE DIRECTIVE. *S*D9* ALWAYS COMES OUT AS *S*D9*.
* THIS IS NOT CONSTANT. IT HAPPENED TO ME OVER THE WEEKEND
AND AGAIN THIS MORNING. IT IS AS IF THE TERMINAL GETS INTO
A FUNNY STATE WHERE IT WILL ONLY ACCEPT 1 LETTER FOR THE
DIRECTIVE. (OR IS MY *D* KEY GOING BAD?)

11/25 10.11 FRASIER PARK

ONE OF OUR AUTHORS USING *S*D IS HAVING THE SAME PROBLEM.

11/25 10.44 BILL KENNEDY CHA

HAVING SAME PROBLEM AT SITE 10 WITH *S*D OPTION.

11/25 10.47 TAMAR CERLCC

IT COULD BE THE LOSS OF KEY PRESSES DUE TO THE CPU LIMIT.

11/25 21.43 CHAR MATHA
***** ALSO HAVING TROUBLE AT SITE $3 ***** HOWEVER THE
SEQUENCE SEEMS TO BE THAT IT WILL NOT WORK IF YOU USE
THE -ID- OPTION, AND YOU ARE STILL IN THE BLOCK. IT
WILL WORK FOR ME IF I BACK OUT OF THE BLOCK AND RE-ENTER BUT DO NOT USE THE -ID- OPTION FIRST BUT RATHER THE -SD-
DO OTHER USERS SEE THE SAME SEQUENCE?

11/25 21:47 DAVID HEBREW

YES, AND I HAVE REPORTED IT. NOTE THAT IF YOU MERELY
VIEW A DISPLAY AND DON'T ADD ANYTHING, SD STILL
WORKS UPON RETURNING TO REGULAR BLOCK EDITING VIA

11/25 08:55 TINDALL CSA

THIS LOOKS LIKE A BUG IN THE EDITOR:
I TRIED THE -E- OPTION WHILE IN THE MIDDLE OF
A BLOCK. I TYPED -E100 HELP.---
THE EDITOR THEN CREATED A NEW BLOCK FOR ME OK, BUT INSTEAD
OF MOVING ALL THE CODE FROM WHERE I WAS ON THE SCREEN
INTO THE NEXT BLOCK, IT JUST TOOK THE LAST LINE IN THE
BLOCK AND MOVED IT.
THIS WAS REPEATABLE.

11/25 09:29 RICK MFLU

WHAT HAPPENS IS THAT THE LINE NUMBER YOU SPECIFY IS THE
STARTING LINE (BY CURRENT SCREEN POSITION) THAT THE EDITOR
MOVES INTO ANOTHER BLOCK. THIS PROBABLY NOT AN UNCOMMON
MISTAKE. I DID IT TOO, THE FIRST FEW TIMES I TRIED IT, BUT
I EVENTUALLY RESORTED TO PRESSING HELP (HORRORS!) AND
DISCOVERED WHAT WAS GOING ON.

HOPE THIS SAVES SOME CONFUSION FOR OTHERS, TOO.

11/25 09:31 TINDALL CSA

OH--THANKS FOR THE RESPONSE... I GUESS I SHOULD TAKE A LOOK
AT THE HELP PS TOO.------MIKE

11/25 09:45 TAMAR CERLCC

WHILE TRYING THE NEW RECOVERING, I INSERTED TWO UNITS
IN THE LAST BLOCK. ONE OF THEM HAD A BAD LABEL
AND THAT CAUSED THE COMMAND IN THIS UNIT TO BE
EXECUTED AT THE BEGINNING OF THE LESSON EVEN THOUGH IT WAS
THE LAST
FIXING THE BAD LABEL STOPPED THE PROBLEM. I TRIED A
STUDENT RECORD TO USE THE LESSON AND FOUND IT WITH THE
SAME PROBLEM. THE BAD LABELED UNIT WAS EXECUTED BEFORE
BEGINING OF THE LESSON. *Isn't it a problem that needs quick
attention?*

11/25 12:50 WARNER IU

*Probably the lesson never was recondensed. *it stayed
in *ECS* from the flawed disk copy, while you backed out
to use student records. *Then when you came in again,
*PLATO* found a (flawed) copy still in *ECS* and used
that.
This can happen in nonprime hours, to fix it, condense
the lesson by *ST+1+P1 from the author page* before you
back out.

11/25 16:15 TAMAR CERLCC

*I am sorry but the last response doesn't fit what happened.
The author isn't supposed to get the code of the last unit
executed before the first one if there isn't any jump or
partial condense or such.*
*I am afraid that the system pointers from the error message
page were involved in it...*

11/25 12:25 BOWERY COMM

*Pressing *-LAB1- while in edit mode puts you into the
current ECS copy of the lesson. *If the lesson is
not in ECS it will condense. *This is not documented
on either the block directory help or the list help.*
*Please document this as it is a very useful feature
that many people have requested.*

11/25 12:37 BILL KENNEDY CHA

*If looking at a lesson in *INSPECT MODE, pressing *DATA+T+A1 from
the block title page allows for change code to be entered.*
*This is not true with course records. *Any chance that it
will work for course records also?*

11/25 13:09 MCKEOWN COM

*I agree that the *-LAB1- should be documented.*
Next point: *This option should also be available from
inspect mode since it is essentially equivalent to entering
the lesson by pressing *DATA* from author mode page.*

11/25 13:41 FRIEDMAN CSA

*Note that when in a lesson, one can back out to
author mode *DATA*... then hit *DATA+T+A1* (without typing anything).*
AND GO INTO THE LESSON.

--- RESPONSE 4

11/25 15:51 PARRELLA UIKATHA

* BUT WHEN IN INSPECT MODE AND THE LESSON IS IN *E+C*S, *L+A+B1
WILL TAKE YOU RIGHT TO IT. *OTHERWISE IT BACKS YOU OUT
TO AUTHOR MODE PAGE. *FROM THE AUTHOR MODE PAGE, *L+A+B1
TAKES YOU INTO THE LAST BLOCK EDITED IN INSPECT ONLY
MODE. *AND SO ON...

--- NOTE 117 RECOVERY

11/25 13:03 GROHNE PSYCH

* RECOVERING BLOCKS SEEMS TO MESS SOME FLAGS UP. *AFTER DOING
SC., I WENT BACK TO AUTHOR MODE PAGE, PRESSED --*N+I+E+T-- AND
FOUND MYSELF IN BLOCK A. *PRESSING --*N+E*X+T1-- FROM AUTHOR MORE
PAGE RESULTS IN THE SAME THING.

* P.S. *I HAD EVEN DONE EDITING IN THE RECOVERED BLOCK.
* P.S. *I THINK THE THING IS FANTASTIC.

--- RESPONSE 1

11/25 16:25 BLOMHE S

*THE 1ST BLOCK WILL INDEED BE THE LAST ONE CHANGED
(THE DIRECTORY IS CHANGED) IMMEDIATELY AFTER DOING A
RECOVERY. *IF YOU EDIT=MAKE *C+I+M+T+*+G+*+S TO A BLOCK* THEN
THAT BLOCK WILL BE MARKED AS THE LAST ONE EDITED...OR*
ONE SPECIAL CASE (HA)! *IF YOUR EDIT OCCURS WITHIN THE
SAME *M+I+N+U+T+ AS THE RECOVERY* THEN THE *LAST BLOCK PICKER**
WILL PICK THE 1ST ONE IT FINDS. *I ASSUME THAT YOU WILL
FIND THAT EITHER YOU DID NOT MAKE A CHANGE TO THE BLOCK
OR THAT THE TIME OF LAST EDIT FOR IT AND THE DIRECTORY
BLOCK ARE IDENTICAL. *IF YOU CAN ACTUALLY DOCUMENT A
CASE WHERE THE LAST BLOCK EDITED IS NOT FOUND, PLEASE
DO SO.

--- RESPONSE 2

11/25 17:34 OBRIEN UICC

*WHAT HE*SAYS *S+T+LY+T+NAG IS THAT A SIMPLE -*N+E*X+I- PRESS, AND *N*O*T
A -*M+E*X+T1- TAKES HIM TO THE LAST BLOCK EDITED AND NOT TO
THE BLOCK DIRECTORY. *THIS IS WHAT *I UNDERSTAND FROM HIS
NOTE.

--- RESPONSE 3

11/25 17:49 GROHNE PSYCH

*THIS IS RIGHT. *I SIMPLY MADE TWO STATEMENTS IN ONE
NOTE, *I'M AFRAID.

--- RESPONSE 4

11/25 18:00 OBRIEN UICC

* I TRIED THIS AND WASN'T ABLE TO DO IT...COULD YOU GIVE
A LITTLE MORE SPECIFIC INFO AS TO WHAT YOU DID, ETC.*/

---

**11/25 13.08** PETAK ED

*IS THE NEW NO PASSWORDED AUTHOR FEATURE INTENDED*/
*ONE CAN CREATE AN AUTHOR, AND UPON INITIAL
SIGN-IN HE IS TAKEN TO THE CHOICE PAGE FOR PW, REC
AND INFO. *HE MAY CONTINUE TO AUTHOR MODE AND
NEVER HAVE TO HAVE A PASSWORD FROM THEN ON.*
*INTERESTING FEATURE.*

---

**11/25 13.37** BRUCE CHA

*LESSON PLATO HAS NOW COME FULL CIRCLE IN IT'S DEVELOPMENT
TO THE FIRST FEW MONTHS WHEN THE SIGNONS STUDENT AND AUTHOR
ALLOWED ANYONE TO ENTER.*

*THE ONLY IMPROVEMENT I CAN THINK OF IS FOR PLATO TO SKIP
THE PASSWORD STUFF UNLESS SOMEONE ELSE IS TRYING TO USE
MY RECORDS.*

---

**11/25 15.02** PARRELLO UIMATHA

*OR AT LEAST HAVE THE *A+N'S KEY ACTIVE ON THE PASSWORD PAGE
IN CASE YOU FORGET...*

---

**11/25 15.41** BERGER USERS

*HOW ABOUT A SPECS OKSPELL JUST IN CASE YOU DON'T QUITE
REMEMBER WHAT IT WAS?*

---

**12/01 23.26** FULLER UIMC

*BRING BACK SPECS _BEST_*

---

**11/25 13.17** SELINGER SHS

*IF YOUR TERMINAL IS ASSIGNED TO AUTO SIGNON HOW CAN YOU
SIGN ON UNDER A DIFFERENT COURSE???
*YOU USED TO BE ABLE TO PRESS BACK BUT NOT ANY LONGER

---

**11/25 13.39** BRUCE CHA

*SHIFT-STOP FROM THE *PRESS NEXT* PAGE STILL WORKS.*

---

**NOTE 118 PW AUTHOR**

**NOTE 121 AUTO SIGNON**

**NOTE 127 NEW A MODE**
I think the new signon procedure is a pretty good idea.

One thing I would like to see changed, however, is that one be able to type one of the standard options and press *T+A+K* or something to do it instead of having to press *S+H+I+F+T+O+D+A+T+E+A* and then the letter.

--- Response 1

11/25 14:21 P Mast

*DEE*EED, I WILL TRY TO GET YOUR SUGGESTION IMPLEMENTED SOON.

--- Response 2

11/25 22:16 Hody

BUT *S+T+E+A+S+E* DON'T DELETE THE PRESENT MODE OF OPERATION, MANY OF LIKE $S+T+E+A+S+E* IT JUST THE WAY IT IS.

**PS**! THANKS DAVE.

--- Response 3

11/26 22:30 P Mast

*APPEARENTLY THE S+H+I+F+T+E+D LETTER TAKES YOU IMMEDIATELY TO THE OPTION FROM AUTHOR MODE*... THIS SHOULD BE NOTED SOMEPLACE, THOUGH.

--- Note 129 *DELETED

11/25 14:22 Kennedy Cerlcc

*STUDENT DELETED 3 TIMES BETWEEN 12:30 AND 1:00 TODAY IN ROOM 203.

--- Note 133 Seminar

Dr. Morgan of the Dept. of Vet., Phy., and Pharm. suggests a seminar announcement bulletin board on *P+L+A+T+E* for campus-wide coverage. At present notices must be sent out and these are costly. Sometimes they are lost before the seminar. With the seminar program, one could check on
Another interesting value to such a program would be the ability to provide seminars on short notice. For example, a visiting colleague might put on a seminar the following day by having the announcement on PLATO. Otherwise, such a seminar would be impossible because there would not be proper publicity.

George M. Grimes, Coor. CVM PLATO Project

---

**Response 1**

11/25 15.03 B Sherwood Phys

> Associated seminars are announced in notes (and sometimes on some entry page as you sign in). Are you talking about all the other seminars on campus? They are already covered in posted schedules on many bulletin boards. Of course, I often do not read those notices, nor would I if they were posted on PLATO. It is true that quick turn-around would be helpful for spur-of-the-moment seminars. Maybe a general bulletin board would be useful if appropriately cataloged, so I could look just at announcements of seminars in my field.

---

**Response 2**

11/25 18.59 Silver Ve

> Perhaps we can start something as a lesson (next semester) and see how it grows.

---

**Response 3**

11/25 21.25 Carter Comm

>Campus handbills are noted for their effectiveness. Some claim 100 of these are more effective than a small display ad in the DAI. I'm afraid this is one area that PLATO cannot yet compete. If you printing bills are high, try Engineering Publications (reasonable rates).

---

**Note 134 Change Cod**

11/25 15.00 Errol Kka

> Since most authors use the security change code to edit their lessons, it would be nice if we could access the security page by pressing one key as before (we used to press DATA from the author mode page).

---

**Response 1**

11/25 15.13 Parrello Upsilon

> Yes. The one key capability was nice.

---

> Perhaps since we've run out of function keys we could use shifted letters (which I believe aren't allowed in lesson names) corresponding to the ones in the current DAAATA1 index, like A for notes, B for charset, etc.
11/25 15.18  HALVORSEN  CERL

+I AGREE WITH +R+S. +HAVING TO HIT +D+A+T+A1 AND THEN THE
OPTION YOU WANT WILL GET TIRESOME AFTER A WHILE. +HERE+S
ONE VOTE FOR SHIFTED LETTERS THAT CORRESPOND TO THE
OPTIONS NOW. +THE HELP SEQUENCE COULD EXPLAIN THE OPTIONS
 THAT ONE COULD TAKE SIMILAR TO THE LIST NOW OBTAINED ON
THE +D+A+T+A1 PAGE.
+TMH

11/25 16.09  WELLS  CERL

HERE+. HERE +. HALVORSEN+++++

11/25 16.56  HANSEN  55357

+IN REPLY TO ERROL +: 
+ITS JUST AS EASY (MAYBE EASIER) TO TYPE IN THE LESSON NAME.
+IF YOUR CODE DOES NOT MATCH, THEN CHANGE IT AT THAT TIME.

11/25 21.26  DAL  ARLC

FIRST THE MAILMAN AND NOW AN EXTRA STEP IN THE PROCESS;
MY GOD OUR SOCIETY IS SLOWLY DECAYING++. +TAKE HEART+ THE
UNIVERSITY OF SOUTHERN GUAM IS CURRENTLY DOING EXTENSIVE
RESEARCH IN WRITING CODE FOR +S+T+A+T+O BY THOUGHT. +IT IS
ALMOST DEVELOPED AND WHEN COMPLETED WILL ONLY REQUIRE
 MINOR CRANIAL AND FRONTAL LOBE ALTERATIONS FOR AUTHORS.
+THIS SMALL INCONVENIENCE WILL MORE THAN PAY FOR ITSELF
SINCE SIGN ON CAN BE DONE BEFORE ARRIVING AT THE SITE,
MENTALLY: PROVIDED OF COURSE, THERE ARE SUFFICIENT TERMINALS
AVAILABLE. +THE ONLY FORESEEABLE PROBLEM IS THAT IF YOU
EXCEED YOUR +E+T+S ALLOTMENT +P+L+A+T+A+O AUTOMATICALLY DOES A FRONTAL
LOBOTOMY.

11/26 07.01  GALCHER  UIMATHA

+TO ALL:

+SEE NOTE 195 FOR A RESOLUTION TO THIS PROBLEM...

************=Seldon

11/26 08.25  MOORE  VIENNA

TO DAL OF ARLC:
ARE YOU SURE THAT WASN'T THE UNIVERSITY OF SOUTHERN GUANO?

LOVE,

^K^VS^J

11/26 09.18 ERROL KKA

IN REPLY TO HANSEN:

I REALIZE THAT YOU CAN GET TO THE CHANGE CODE PAGE IF
YOU DON'T PUT IN THE SECURITY CODE AT FIRST; HOWEVER,
THIS IS NOT THE CASE FOR FILES THAT DO NOT HAVE ANY
INSPECT CODE.

11/26 13.14 HANSEN CS357

RIGHT. I FORGOT ABOUT THAT ONE.

11/26 15.53 FRIEDMAN CSA

OF COURSE YOU CAN DO IT FOR FILES THAT HAVE NO INSPECT
CODE—JUST PRESS D^{A}\^{T}\^{A}1 ON THE BLOCK DIRECTORY PAGE FIRST.
I'M TOO LAZY TO PRESS D^{A}\^{T}\^{A}1 THEN A LETTER (WHAT LETTER
IS THAT ANYWAY?) ON THE A^{M}\^{T}\^{O}\^{R} M^{O}\^{D}\^{E} PAGE, SO I ENTER MY
SECURITY CODE THIS WAY ALL THE TIME.

11/25 15.28 FARKEL ^ ^ ^ ^ S

I HAVE FOUND BUG.  
CAN YOU FIGURE OUT WHAT IT IS?

11/25 16.00 JIM G READING

THE HONG KONG FLU?  
A SOCIAL DISEASE?  
A COMMONCold?  
A COCKROACH?

11/25 16.10 KELLS CEML

NO JIM LEPROSY.

11/25 21.13 K MASt P

WELL, WE HAVE FIGURED OUT WHAT THE BUG IS, BUT
YOU WERE TOO SMArT IN COVERING UP YOUR TRACKS FOR US TO
TRACE IT. PLEASE COME AND TALK TO US SOMETIME. THANKS.
11/25  21:29  ERIC  WEATHER

HOW DID YOU DO IT?/

11/25  21:39  K MAST  P

+WELL RICHARD+/ *ARE YOU GONNA COME UP AND SEE US+/

11/25  23:15  R GOOCH  MATHA

+YOU DON'T MEAN MESSING DO YOU+/

...ROGO...

11/25  23:43  BOWERY  COMM

+DID YOU HAVE AN +75+ SIGN ON FOR 10 MINUTES ROGO+/

+THE ONLY RICHARD I KNOW THAT WOULD DO SUCH AN INSIDIOUS THING WOULD BE THE GUY WITH A SCREWED UP LEG IN CALF.*

11/26  01:12  K MAST  P

+MA+, WE FOUND IT. +AT LEAST WE FOUND ONE SOURCE OF THE ERROR. +LET'S SEE YOU DO IT AGAIN++

+MAST +SYSTEMS +SERVICES +INC. +YOU FIND +EM+ WE FIX +EM+,

11/26  11:53  D SLEATOR  OLDEDIT

+YES INDEED YOU DID FIX IT+.

+I THOUGHT IT WOULD BE MORE INTERESTING REPORTING IT THIS WAY THAN JUST TELLING YOU ABOUT IT. (+I DISCOVERED IT, AND ROGO HELPED ME IMPLEMENT IT+.)

+BY THE WAY.......HOW THE $5$I DO YOU EDIT LESSON PLATO AND nPLATO+/#/#/#/

11/26  13:32  BERGER  USERS

+YOU SET N1 TO THE NAME OF THE LESSON THAT YOU WANT TO EDIT, AND JUMPPUT TO LESSON EDIT. +OPS+, YOU CAN ONLY DO THAT FROM A SYSTEM LESSON....
11/25 16.09 LAMBERT UIMC

*A MINOR SUGGESTION RE: NEW SIGNON. THE INSTRUCTIONS SAY TO PRESS +S+T+O+P WHILE HOLDING DOWN +S+H+I+F+F+T. LATER THEY REVERSE THE ORDER AND SAY PRESS +S+H+I+F+F+T THEN PRESS +S+T+O+P. MIGHT THIS NOT CONFUSE A NEW AUTHOR, I.E., +S+H+I+F+F+T +S+T+O+P = +S+T+O+P +S+H+I+F+F+T OR IS +S+H+I+F+F+T +S+T+O+P =/+ +S+T+O+P +S+H+I+F+F+T?

11/26 02.03 BLOMME S

THE KEY IS THE PHRASE **WHILE HOLDING DOWN**, THIS SEEMS TO BE ESSENTIAL INFORMATION TO CONVEY; IF YOU CAN WRITE A SIMPLE SENTENCE IN GOOD ENGLISH THAT PLACES THE WORD **S+H+I+F+F+T** IN FRONT OF THE WORD **S+T+O+P** AND CONVEYS THE SAME INFORMATION, PLEASE DO SO. **THE BASIC TEST OF THE WORDING IN THE LONG RUN, OF COURSE, IS SIMPLY WHETHER PEOPLE HAVE ANY TROUBLE UNDERSTANDING THE DIRECTIONS OR NOT.** AND WE REALLY DON'T HAVE MUCH DATA ON THAT YET.

11/26 09.34 PERRY UW

HOW ABOUT:

**WHILE HOLDING DOWN **S+H+I+F+F+T**, PRESS **S+T+O+P**

11/26 10.13 WHANSEN CSA

**MY NOT LABEL ALL BLACK KEYS WITH UPPER AND LOWER CASE, THEN THE MESSAGE COULD SAY PRESS **S+T+O+P**

11/26 15.35 FRIEDMAN CSA

HOW ABOUT **HOLD DOWN **S+H+I+F+F+T** AND PRESS **S+T+O+P**

11/25 16.10 JIM G READING

*IS IT POSSIBLE TO RETAIN THE LESSON NAME TO BE USED BY
THE AUTHOR MODE ARROW THROUGH A MEMORY ALLOCATION EXCEEDED BOMB AFTER A CONDENSE ATTEMPT. IT IS NOT REMEMBERED THROUGH THE MEMORY ALLOCATION - CALL YOUR INSTRUCTOR PAGE.

SO US SLOW FINGERED TYPISTS HAVE TO RETYPE THE NAME TO EDIT OR TRY ANOTHER CONDENSE ATTEMPT. WOULD BE NICE TO HAVE WITH THE CURRENT FEEDS CRUNCH.

---------- response 1
11/25 16:27 FRANKEL p

Yes...this is (probably) coming (probably soon).

---------- response 2
11/25 16:31 ANDERSEN s

Hmmm... no this is not coming ever... the last thing we need is an option which will encourage an author to request condense after condense when there isn't enough ECS for the lesson anyhow. This means a tremendous amount of extra work for the condenser.

---------- response 3
11/25 16:38 FRANKEL p

probably not is what i meant.

---------- response 4
11/25 19:12 STEVE cu

Make up your mind, Dave.... Are you getting senile in your old age?

---------- response 5
11/26 10:11 HANSEN CSA

There is no reason to recondense. The binary should be saved.

---------- response 6
11/26 15:57 FRIEDMAN CSA

Hansen's right, DMA. If someone insists on forcing the condensor to overwork, making it inconvenient isn't going to help the condensor much, and the convenience has other legitimate uses.

---------- response 7
11/27 09:33 PERRY UW

How about sending us back to the editor. At that point I almost always want to shift-p and try again.

There must be some clever way to inhibit the data key at that point.
AS ERASE IS DEFINED: ALL BLANK OR NEGATIVE TAGS DO A FULL SCREEN ERASE. WHAT I PROPOSE IS TO LIMIT ALL FULL SCREEN ERASES TO BLANK TAGS:

ERASE -1
DOES NOTHING, AS WITH ERASE 0

*DOES THIS PLACE A HARDSHIP ON ANYONE? /
*COMMENTS? /

DAVE FULLER

11/25 20.28 BLOMME

*MY 2 CENTS: AS CURRENTLY DONE, A VARIABLE AS A TAG PERMITS A FULL SCREEN TO BE DONE OR NOT CONDITIONALLY-- I.E., ERASE N1 WITH N1 EITHER -1 OR 0 GIVES YOU A CONDITIONAL FULL SCREEN ERASE, WHETHER THIS IS WORTH MUCH, I DON'T KNOW.

BRAND MATHA

*THERE IS ONE LESSON IN THE *EL. *MATH *CURR. THAT DEPENDS SOLELY ON THIS FEATURE... IT WOULD TAKE AN INCREDIBLE AMOUNT OF TIME AND HAIR PULLING TO CHANGE IT...SINCE THE AUTHOR IS OUT OF THE COUNTRY... *

*IN OTHER WORDS, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, PLEASE, 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I think that a lesson that depends solely on erases would be fascinating. I wonder if I could know the name of the lesson, especially to see if I could tell when it was done with.

11/26 21.35 BRAND MATHA

Very funny... what of course was meant was that most of the erases in the lesson are with conditional erases, whose value is then set to -1...

11/25 21.25 CAMPAINI MFL

Systems-please see help note $366

11/29 22.03 SHERMAN RHRC

They*, *what happened to the time(CLOCK) which used to be on the author page. *I really miss it, *was this just an oversight, or is it for real?/

11/26 09.44 KOVARA J CCCS

*Stop*, next from the author page gives you a very nice time of day display......(only kidding)

J. KOVARA

11/26 17.26 SHERMAN RHRC

*Yeah, but you still have to press next (from press next to begin page).

12/12 11.12 GAST CERL

*If you really get desperate, get to the block display page of any lesson, and press the -LAB- key, *it will tell you the current time of day. (*Retch solution - *i agree with you when you ask to have it reinstated to *AUTHOR MODE page )

11/26 00.52 BOWERY COMM

*And yet another suggestion* (question)

*Could essential *ECS DATA (IE: MALLOT = MUSE) be made more easily available?*

Or to rephrase- *is this data important enough to enough people to make it appear on or accessible from (via function
KEY TO THE "ADD TO BLOCK DIRECTORY"

+THIS MAY RESULT IN A DECREASE IN LOAD FOR THE
CONDENSOR RESULTING FROM AUTHORS MAKING FUTILE ATTEMPTS TO
(RE)CONDENSE THEIR LESSONS.

+JIM ROWEY

---

11/26 09:06 WARNER IU

+THIS IS AVAILABLE UNDER "SHIFT-DATA" (WHAT USED TO BE SITE). IT'S AT THE TOP OF THE FIRST PAGE. I HAD AGREED WITH THE PREVIOUS USERS. THOSE OPTIONS ARE RELATIVELY INACCESSIBLE. WHY NOT ALLOW "SHIFT-FILE" TO HAVE THE SAME EFFECT AS "SHIFT-DATA"?

---

11/26 16:44 MARYM BIOCC

+I WISH IT WOULD BE AVAILABLE WITH A KEY PRESS FROM THE "WELCOME TO PLATO" PAGE (E.G., "SHIFT-DATA"). IT WOULD HELP INSTRUCTORS ALOT WHILE RUNNING THEIR STUDENTS IF THE ECS INFO WAS MORE READILY AVAILABLE. +SYSTEMS PEOPLE...ANY RESPONSE TO THIS? +THANKS.

---

11/27 19:35 GALCHER UIMATHA

+MALAS,
+SEE NOTE 191 IN ANSWER TO THIS QUERY

---

11/26 00:57 ROWELL STAN

RE: GEN NOTE 118 BY GROHNE
AK NOT SURE EXACTLY WHAT SEQUENCE PRODUCED IT, BUT AT TIMES I WAS TAKEN TO BLOCK A RATHER THAN THE BLOCK DISPLAY PAGE. ONCE THIS STATE OCCURRED, WITH NO EDITING IN BETWEEN, IT WAS POSSIBLE TO ENTER ANY OF MY LESSONS, EVEN THOSE REQUIRING A CHANGE OF SECURITY CODES, AND GO STRAIGHT TO BLOCK A. I WILL CONTINUE TO ATTEMPT TO RECREATE THE SEQUENCE.

---

11/26 01:28 BLOMME S

+THANKS...ALL THE RECENT CHANGES HAVE PRODUCED SEVERAL DIFFERENT PROBLEMS THAT ARE BEING ELIMINATED AS QUICKLY AS WE CAN TRACK DOWN THE CAUSES.
11/26  01.37  BLOME

A change has been made so that the ^S^H^I^F^T^E^D^ letters
of the various options will work directly from the
^A^U^T^H^O^D^R^ ^D^I^S^P^L^A^Y^L^S^.
Unfortunately, at this moment some problems with
normal edit features have shown up that we hope to clear
up by tracking down who made changes where and why.
We hope everyone will bear with us for a few days as
all the bugs get ironed out of the new arrangement.

11/26  07.11  WALTON

Just now, I tried to get into notes using ^N^N^D^D^ but the
arrow would not judge the capital ^N^N^D^ until I pressed
^N^N^E^X^T^ (I was able to type ^N^E^T^O^E^S^D^ for instance).
The error was not duplicable after I went into notes
and out again. As we always say about a perplexing
thing, *HMMMMHMMMMMMMMMMM.*

11/26  09.20  ERROL

Many thanks for the additions, Rick!!!!!!
They help considerably.

11/26  09.41  WOOLLEY

The shifted letters will not work if you have typed
something and then erased it before using them.
That is, they will not work on one keypress. They will
still work if you press ^N^E^X^T^ after the letter.

11/26  10.19  DEISS

Thanks for this change.

11/26  02.44  MCDONALD
At 1:40 a.m. your time, I was in the process of editing a basic tutor block. After returning to the block title page, I noticed that one-half of a charset that I had previously created was missing. I tried to delete the remaining half using HELP1, which didn't work, and was told that I had an error in my lesson. I was then told that I should let system personnel know by using NOTES which I'm presently doing. Hope you know what it's all about since my lesson space is inoperable at present. Please let me know what's going on.

Thanks,

Bill McDonald

P.S. THIS IN REFERENCE TO LERN9.

11/26 03:44 ROWELL STAN

SAME IN CHEMENG3...DELETING 13 BLOCK COMMON LEFT ONE BLOCK THAT HAS THE STAYING POWER OF METHUSELA + THE SAME PROBLEM WITH CHARSET.

PS. I CANT GET INTO IT EITHER

11/26 06:52 MIDDEN P

YOU CAN DELETE THEM NOW, THANK GOODNESS.

11/26 08:20 WALTON READING

AM I GOING BANANAS...OR IS THE E OPTION IN THE EDITOR MISSING...THE HELP PAGES STILL LIST IT...

11/26 08:31 NAGEL VU

SURE IS MISSING...JUST TRIED IT MYSELF....
THIS SHOULD BE IN A HELP NOTE...WILL PUT IT THERE.

11/26 08:57 FRANKEL P

I'LL BE BACK SOON...SORRY.

11/26 09:58 MUELLER RHRC

I HAVE ANOTHER ERROR IN SERVICE....I ENTERED SERVICE USING SS AND GOT AN ERROR TOO MUCH CODE SS7DA...I PLOTED THE SCREEN AND RETURNED TO THE BLOCK WITH LAB...I THEN ENTERED SS AND GOT AN ERROR LINE NOT RECOGNIZED...UPON GOING BACK TO THE BLOCK I DISCOVERED THAT SEVERAL LINES HAD BEEN
REPLACED WITH GARBAGE...THE BLOCK IS IN LESSON MUELLER6.
REPLACED WITH GARBAGE...WAS NOT ABLE TO REPEAT THE ERROR...
THE BLOCK IS IN LESSON MUELLER6, BLOCK = S*ERROR
+DAVID MUELLER

---------- response 1
11/26  12.11  MIDDEN       P

+AMHA+,
*I THINK *I MIGHT HAVE FOUND THE BUG*;
THANKS, AND SORRY YOU LOST YOUR DISPLAY.

---------- response 1
11/26  10.05  JIM           PSO

THANKS FOR THE ^SOMEONE ELSE IS CALLING^ MESSAGE WHEN
YOU ARE ALREADY ^TALKING^ ON ^P*L*A*T*O^.
THAT S ONE UP ON ^M*A*BELL^.

JIM GHEQUIERE

---------- response 1
11/26  10.17  GLASS         AERO

+NOPE, +YOU CAN GET IT WITH ^M*A*BELL TOO^.

---------- response 2
11/26  10.16  WARNER        IU

+FOR $5 A MONTH EXTRA+, ^THANKS TO THE DEDICATED SERVICE OF OUR ^P*L*A*T*O FOLKS^,
WE GET THE EXTRAS FREE^.

---------- response 3
11/26  12.36  BERGER        USERS

$ 2.00 / MONTH EXTRA GIVES YOU CALL WAITING
WHICH LETS YOU ACCEPT THE SECOND CALL WHILE PUTTING
THE FIRST ON HOLD, EVEN WITH ONLY ONE LINE^.
+WHEN CAN WE DO THAT ON PLATO^?

---------- response 4
11/26  16.17  HODY          MED

SINCE WHEN IS PLATO ^F*REE*^?

---------- response 5
11/27  17.18  ERIC          WEATHER

I DONT WANT TO BE PUT ON ^HOLD^... I WOULD RATHER THAT THE
PERSON I CALLED JUST BE TOLD THAT I CALLED HIM... IN OTHER
WORDS, IT S FINE THE WAY IT IS... AND ^THANKS^.

HERE IT IS ^THANKSGIVING AND ^I AM THINKING THOSE PEOPLE ON
THE SYSTEM WHO HAVE HELPPED ME SINCE *CORNELL GOT THEIR FIRST
PLATO TERMINAL THIS YEAR* THE ASSISTANCE HAS BEEN LIKE NO
OTHER COMPUTER SYSTEM I HAVE EVER WORKED ON... JUST GREAT**
*KEEP UP THE GOOD WORK PEOPLES*.

RESPONSE 6

12/01 23:42 FULLER UIMC

*FREE IN DOWNTOWN SPRINGFIELD* ALSO YOU CAN RE-ROUTE
CALLS TO ANOTHER ADDRESS... Hey *DAVE*** SUPPOSE... NAH***
*DF*

RESPONSE 7

12/02 20:48 DAL ARLC

*MA* *BELL HOWEVER CAN ALSO ARRANGE FOR YOU TO TALK TO *B+O+T+H*
PEOPLE AT THE SAME TIME PART OF THE TWO BUCKS A MONTH*
WHICH ALSO COVER FORWARDING THE CALL FROM YOUR OWN PHONE
TO ANY OTHER PHONE YOU CHOOSE... *SURE WOULD BE NICE TO HAVE
*DF* *IS THAT CHALLENGES RING UP ON MY HOME PHONE AT 24100 *A,M.*

NOTE 215 INSTR-FILE

11/26 11:09 KENNEDY CERLCC

*THIS MORNING ON SITE NETWORK I ADDED 6 STUDENTS TO A COURSE
AND TEMPLATED THE RECORDS FROM A PREVIOUS STUDENT IN
INSTRUCTOR MODE... I THEN TRIED TO CHECK ONE OF THEM TO
BE SURE THAT EVERYTHING WAS ALL RIGHT... *I GOT THE MESSAGE
THAT AN ERROR HAD OCCURRED... I WENT BACK TO LOOK AT THE
ROSTER AGAIN AND THE STUDENTS *I HAD JUST ENTERED AND TEMPLATED* WERE NO LONGER THERE... *THIS WAS REPEATABLE AND
EXTREMELY ANNOYING...* P.S. *I CHECKED IN RM*203B NOW
AND ALL THE RECORDS LOOK OK NOW, SO THE PROBLEM SEEMS
TO OCCUR WHEN CHECKING THE CURRICULUM OPTION ON A RECORD
WITH A HEAVY ECS USAGE.*

NOTE 217 EXEC ERROR

11/26 11:55 TINA PSO

EXECUTION ERROR:

LESSON EDIT
UNIT ISAVE
REGULAR STATE
LAST COMMAND STOLOAD
5TH COMMAND
BAD LENGTH

I HAD JUST SAVED 14 LINES OF CODE FROM ONE LESSON AND WAS
INSERTING THEM INTO ANOTHER LESSON.

RESPONSE 1

11/26 12:46 FRANKEL P

OK... STILL A FEW BUGS KICKING AROUND... THANKS
The problem that I mentioned yesterday is repeatable and pretty dangerous.

I had block b closed with p option.

Then:
1. Deleted block b.
2. Recovered by ao+a+a. The deleted block appeared as block m.
3. Inserted at the beginning of that recovered block a write command.
   (There was unit name there with a bad label.)
4. Now condensed the lesson *it started with the write command from the last block*.
   *(The recovered one that was block b before deletion and was closed by p option there.)*

Result:
Students get the code from the last block as a part of their initial entry unit... (It didn't have unit name).

--- Response 1 ---

I will try to check this all over with you in person.
The recover option brings back blocks with (usually) all sorts of garbage in them that must be deleted before you can use the lesson again—perhaps this is related to your trouble.

--- Response 2 ---

The problem was solved thanks to Rick Blomme! *(It wasn't result of the recovering).*

--- XMyLesson ---

What happens to the *x* lessons created after the last crash?

--- Response 1 ---

They will go away probably without advance notice.

--- Response 2 ---

Please may I have a system response to help note 347? *I would not like to type the note a third time if it's avoidable.*

--- Y+IR+IW ---

GROHM PHARMUS
Is there any chance that the "remember the last lesson" feature could be expanded to remember courses, too?

Not a biggie, I'll admit.

---------- note 229 missing
11/26     14.02     Dotson       Arizona

What happened to the general notes between the dates of Nov. 10 through Nov. 21

---------- response 1
11/26     14.47     Mast

They disappeared with the great disk crash of Nov. 13-14. I don't know if they will ever be restored.

---------- note 230 1RM 203a
11/26     14.42     Robert       Matha

Are the terminals in 203a going to be changed to a different location in CERL or is it going to still stay at the same place?

---------- response 1
11/26     18.23     Golden       S

203 stays as it is. Terminals in 203b move to the first floor on Wednesday. I don't know where 203a is.

---------- response 2
11/26     20.09     Sah

Yes I mean 203.

---------- note 232 vocabs
11/26     15.17     ECS       Shpeast

Would it be possible to modify -vocabs- so that a synonym could be used either singly or in a phrase? For example, the following is flagged: (states, united*states), presumably because *states* is duplicated. There are many cases in which a word should be allowable both alone and in a phrase.

P.S. Will -endings- ever apply to -answer-?

---------- response 1
11/26     15.58     Celia       FSD
The same word can be used both singly and in a phrase.

My test on (states, united*states) works fine. Could it be that you included the * in the tag of the -concept-, as well as in the -vocabs-?

11/26  16.28  golden    S

Thursday, Thanksgiving Day, will not be considered prime-time.

There will be no preventive maintenance in the morning, and some system tests may be conducted during the day; however, we expect to be up most of the day.

PLATO will follow its usual schedule on Wednesday, and starting again on Friday the 29th.

11/26  16.23  body    med

Really weird error

Was editing course records and monitoring a student--pressed back (or shift stop don't remember which) to stop monitoring student and was taken back to the clock page but trying to try on that page to sign back in, writing appeared at about 3005 instead of the arrow... and are you ready for this???? shift-stopped and was returned to course records... students running page with no intermediate stops... did not pass go, did not collect $200, have not been eating mushrooms or smoking funny smelling cigarettes...

Needless to say -- not repeatable.

I hope this has happened to someone else also... holy hallucinations!... Need to say -- not repeatable.

11/26  19.49  rowell    stan

Shouldn't that be **body hallucinations**?

11/26  20.20  judy    pso

Could it be that the student you were monitoring signed off and that you saw his clock page, then shift-stop-ed to release, yourself, and returned to students running?

11/26  20.42  body    med

My first reaction was:

*yeah judy... that must've been it
I swore off the weed for nothing! My dealer will love you.

But then reason reasserted itself...

Judy: How can you monitor a student after they have signed off and are back to the clock page?

* I see to remember from a previous note (about 9/74) that in the monitor mode you are tied into the other person's terminal and remain so tied until you release. Never mind what he does. A better answer could, no doubt, be obtained from the person who wrote the monitor thing.

* About 19 people have played with the monitor stuff (including myself). I think there are some problems kicking around that I'll try to fix maybe. You were indeed seeing the other student's clock page.

This is ridiculous. I can't find anything. If there is going to be a major system change, how about some general instructions? Has it ever occurred to you clowns that old habits are hard to break without a fight? I am more than angry. State your rules, then let us play the game. Are you out there, Paul?

I believe you will find that pressing HELP liberally will supply the general instructions. Personally, I think they have done a decent job of simplifying movement within the system.

* My gosh! Haven't you ever heard of the HELP key? It seems to me that when in doubt, or in need of general instructions, it is only natural to press HELP to find out what is going on. Just to make sure that HELP works, we just signed in, pressing HELP on every page. Only...
Once did it fail to elaborate on the subject. In general it seemed to explain the proper course of action very well.

The new displays may take a lot of getting used to. (I'm still editing a lot of lessons that I'd rather view as a student!), but I certainly don't think the new system is confusing. A great deal of time was spent by many people to insure that comments such as yours would not occur. Where did we fail?

+Kim +Mast / Marshall +Midden

11/26 20.15 Mody RED

It sure would help if you warn people ahead of time though.

Like maybe a week or two ahead.

11/26 21.43 Syfrig IU

Also, when you are used to doing something one way, you don't think about the help key. When something as extraordinary as a complete revision on the author maneuvering occurs on you suddenly, thank goodness I was warned in advance. Since I was on at non-prime time when they decided to do the first experimental runs of the new system so on the signon page, they did it at that time. Read the help pages, why they didn't do that when the system was actually permanently put on, I don't know. Oh well, such is life. I do think the note was a valid comment, though.

+Nate +Syfrig

11/27 01.27 Randy PHAR

Some of you guys might also be inclined to use the shifted letters to get to the stuff that you want to go to, i.e., ^a for notes, ^u for users etc. Now really people is it all that hard to learn a new trick?

11/27 07.01 Avner SS

A warning message was displayed during the first day of operation. Sorry, we just assume that everyone else spends their life on PLATO too (the message got to be a grind after the first 20 hours). We also assumed that most users would have seen the testing of this revised
FORMAT FOR THE WEEKPRIOR TO ITS IMPLEMENTATION (DONE
DURING NON-PRIME HOURS) OR WOULD HAVE READ THE EXTENSIVE
INTERCHANGE OF NOTES THAT TOOK PLACE ON THE SUBJECT SEVERAL
WEEKS AGO.

11/27 08.58 JOHN R READING

"UNLESS THEY CAN'T READ, I'M NOT CERTAIN HOW PEOPLE
FRANTICALLY LOOKING FOR GENERAL INSTRUCTIONS COULD MISS
THE "HELP AVAILABLE" MESSAGE."

11/27 13.33 FULLER UMC

"SOME AUTHORS CAN'T READ, OF THIS I AM SURE..."

11/27 14.16 MOORE VIENNA

"HEAR+, HEAR+, <SIC>

LOVE,
*MV<_J

11/27 15.41 GILPIN PEER

"TO LHN OF MTCC+:"
"IN FAMILIAR LOOKING SITUATIONS, ONE NATURALLY
MAKES HABITUAL RESPONSES, AND IT CAN BE EXCEEDINGLY
FRUSTRATING WHEN THE USUAL RESULTS AREN'T OBTAINED."
"BUT NOW THAT YOU HAVE, PRESUMABLY FOUND YOUR WAY AROUND,
WHAT DO YOU THINK OF THE NEW PROCEDURES RELATIVE TO THE
OLD ONES? I WOULD PREFER A COUPLE THINGS TO BE DIFFERENT
FROM WHAT THEY ARE. BUT ALL AROUND I THINK THE NEW WAY
HAS TO BE CONSIDERED A BIG IMPROVEMENT. DON'T YOU?"
"IF SO, PLEASE SAY SO. AS HAS BEEN POINTED OUT, DAVID
FRANKEL, RICK BLOMME, AND SEVERAL OTHERS PUT A LOT OF EFFORT
INTO TRYING TO IMPROVE THINGS. A WORD OR TWO OF APPRECIATION
TO THEM, IF GENUINELY FELT, WOULD BE NICE."
*JOHN GILPIN

11/27 16.35 BLOMME S

"ACTUALLY, I FEEL MUCH RELIEVED NOW--THIS BUSINESS OF
A UNIFORMLY FAVORABLE RESPONSE FROM OUR USERS WAS REALLY
GETTING TO ME."

------------------------------ RESPONSE 12
PERSONALY, +NO% THAT +I+M USSED TO THE CHANGES +I LIKE THEM.
+I THINK IT+SS AN OVERALL IMPROVEMENT IN THE SYSTEM. +HOWEVER
+I THINK THAT SOMEONE OUGHT TO DESIGN AN +INTROPLATO+ LESSON
TO TEACH USERS HOW TO PRESS HELP... +BILL +WELLS

---------- RESPONSE 13

12/01  23.47  FULLER   UIMC

+I WAS BEGINNING TO GET A CREEPY FEELING, TOO. +RICK.
+D+F

---------- RESPONSE 14

12/02  10.07  BEGER   USERS

+THAT LESSON IS CURRENTLY IN THE PLANNING STAGES
(INTROPLATO) AT LEAST FOR ONE GROUP OF AUTHORS.

---------- RESPONSE 15

12/02  16.52  WELLS   CERL

GOOD +I+7D CERTAINLY BE GLAD TO SEE IT

---------- RESPONSE 16

12/02  21.30  DAL     ARLC

+ACTUALLY, +I WOULD LIKE TO SEE A GRASS ROOTS (IF NOT HONEST TO +GOD OFFICIAL) POLL OF HOW MANY PEOPLE DON'T SPEND HALF
THEIR LIVES ON *PL+*T+L+D*, BUT DO AUTHOR ONCE OR TWICE A WEEK
IN THEIR FREE TIME. +I FOR ONE WAS A *PL+*T+L+T+O FANATIC WHEN +I
WAS AT THE +U OF +I AND COULD TELL YOU SYSTEM'S CHANGES ALMOST
THE MINUTE THEY OCCURRED; BUT NOW TEACHING IN THE REAL WORLD
HAS LIMITED MY TIME. +PERHAPS IF IT COMES OUT THERE ARE MORE
PEOPLE WHO ARE NOT ON *PL+T+L+T+O 20 HOURS A DAY, WE WILL SEE
BETTER LINES OF COMMUNICATION BETWEEN SYSTEMS, PSD* AND
AUTHORS. +I LOVE *PL+T+L+O MADLY, BUT FIND +I CAN ACCOMPLISH
LITTLE WORK IN MY FOUR HOURS A WEEK BECAUSE IT TAKES ME
THREE AND A HALF HOURS A WEEK TO SEARCH OUT AND READ ALL THE
NEW NOTES, SYSTEM CHANGES, ETC, ETC. ETC*
+STAND*I +STAND*I +THANK*I +THANK*I +THANK*I +THANK*I

---------- NOTE 253 FONT LOCKS

11/26  20.23  CAMPANINI  MFL

+DOES ANYBODY OUT THERE KNOW THE DIFFERENCE BETWEEN
USING *MICRO* +ACCENT* AND *ACCENTS* +FOONAT* IN A MICROTABLE
SEQUENCE TO PREVENT THE ERASURE OF A FONT WHICH PRECEDES
NORMAL CHARACTERS.

++AIDS++, SUGGESTS THAT THE TWO ARE IDENTICAL.
+IS IT CORRECT THAT THEY HAVE THE SAME FUNCTION
IN THIS CASE ALTHOUGH THEY ARE DIFFERENT KEYS?/
+THE INTERNAL KEY CODES APPEAR TO BE THE SAME.)
YES, THEY'RE THE SAME.....

PART OF THE REASON FOR THE CONFUSION IS THAT, FOR A LONG TIME, THERE WERE PLACES WHERE THE +MICRO+ KEY WAS NON-FUNCTIONAL. SO IF YOU WANTED TO PUT IN AN ACCESS CODE (076) YOU HAD TO PRESS SHIFT-SQUARE, WHICH WAS CALLED +ACCESS+.

THE MICRO KEYS SS+6+6 NOW FUNCTIONS IN THE MICRO TABLES+6+6+6+6.

EDITOR, SO I GUESS WE SHOULD REWORD THAT SECTION OF AIDS.

I THINK +MICRO+ AND +ACCESS+ ARE FINALLY CLEAR IN MY MIND WITH MUCH THANKS TO +JUDY+.

ALSO, I TRIED JUDY2 INSTRUCTIONS WITH NO PROBLEMS, SO IT'S MIGHTY CLEAR TO USE THIS HANDY SCHEME IN DESIGN OF NEW MICROTABLE.

I WILL TALK TO +DCN +LEE ABOUT ERASE AFTER VACATION.

THANKS AGAIN.

WHILE BACKING OFF SYSTEM AT 0844
EXECUTION ERROR - LESSON SYSLIB
UNIT - CONSSET
CURRENT STATE - REGULAR (PRE-ARROW)
LAST COMMAND - STOLOAD
3RD COMMAND (NOT COUNTING COMMENTS OR CONTINUATIONS)

THANK YOU.

THIS MUST BE AN EXAMPLE OF WHAT THEY MEANT IN THE OP. SYSTEM COURSE BY THE TIME-SPACE TRADE OFF. WE HAVE ALL THIS ECS--55K WORDS--SO TO BALANCE IT OFF THE SYSTEM IS GOING DOWN TO RESTRICT THE CPU. RIGHT?

NAH.
The Control Corporation has confirmed that they will ship one million words of E*C*F to us on December 20. It should arrive here three or four days later.

The exact dates for PLATO to be off are not set. Our original plan was that we would be off three or four days of the week before Christmas. It is now possible, but not certain, that we will instead be down three or four days of the week following Christmas.

An exact schedule will be published as soon as we know it.

Response 1

12/01 09.32 Wells CERL

Hurray for Control Data!!!!!!

Response 1

11/27 10.27 Errol KKA

I wonder if the message seen by a student not in a restricted course is correct. It says something about "Try another terminal." I think it should say that "At this time your course is not scheduled for this site.""

Response 1

11/27 11.11 Judy PSG

Well... except there are mixed sites, too.

Response 2

11/27 11.31 Errol KKA

Judy, "Try another terminal" response should still indicate what the problem is. Telling a student to try another terminal at "mixed" sites is still a very "hit or miss" thing. What about site directors writing their own message? If none written, then the system response prevails.

Response 3

11/27 12.20 Med

The worst part of the problem is in the case of a misspelled course name... then the student is really confused.

Someone a while back made the suggestion that the unacceptable course name should be displayed for the student along with the comment that the trouble might be one of spelling... that seems like a great...
An interesting piece of confusion exists due to the amalgamation of the author and student mode pages. When you type the name of a course and press \*\*E\*x\*t, the page appears saying \*\*You do not have the proper security code! etc. (assuming you do not). But if you type the course name and then hit \*\*\*A\*t\*a (as you might do accidentally) a message pops up which says \*\*Does not exist\*\*, so that this message means both \*\*\*Lesson does not exist\*\* and \*\*\*Not a \*\*\*\*Lesson\*\*\*, but some of the new people express amazement at the sight of a \*\*\*Lesson\*\*\* appearing and disappearing depending on which key you press. Can that message be changed to \*\*\*Not a \*\*\*\*Lesson\*\*\* or can it take you to course records anyway if you press \*\*\*A\*t\*a? 

Response 1

Personally, I would prefer that \*\*\*A\*t\*a be interpreted the same as \*\*E\*x\*t if the named file is not a Lesson. This would apply to courses, datafiles, datasets, etc.

Response 2

Your change, Silas, would negate the definition of file vs lesson that people upstairs have tried to build.

Note 278: x-lessons

All back-up copies (\*\*x-lessons\*\*) of the files which were damaged in the disk controller failure will be destroyed Monday, Dec. 2. If you still need the copy, please leave me a personal note (Maureen Hoffman).

Note 280: prints

The print box has been moved out of the \*\*PLATO\*\* room 257 and into room 166, the PLATO operators' new office. Ask the operator on duty for your prints.

Note 282: new room

The Varian copier has also moved to the operators' office. Unfortunately, we still do not have paper for it.
The CERL PLATO classroom, Room 165 will open for general use on Friday morning, November 29. The computer operators will be in Room 166 across the hall from the classroom.

Distribution of printouts will be handled by the operators from Room 164.

Regulations regarding the priorities for use of the new classroom will be enforced by the operators. There will be no food or beverage consumption allowed in the new classroom.

Tebby Lyman, Site Director

---

11/27 23:13  a mast  p

Happy Thanksgiving!

Special animation on the welcome page is courtesy of Silas Warner.

---

11/27 23:43  warner  iu

For further stuffing on the same theme, see lesson algprob, option number 6.

---

11/28 10:32  b sherwood  phys

Maybe everybody but me knows this trick, but here is a useful and not obvious way to use -ansv/-wrongv:-

\[
\text{arrow} \quad 1215
\]

\[
\text{store} \quad x
\]

\[
\text{ansv} \quad 52
\]

\[
\text{wrongv} \quad x+1+\{x<0\}
\]

\[
\text{write} \quad \text{Your answer is negative!}
\]

\[
\text{wrongv} \quad x+1+\{2\text{int}(x/2)\neq x\}
\]

\[
\text{write} \quad \text{Your number is not an even integer.}
\]

---

The logical expressions in brackets are -1 when true, cancelling the +1, leaving +wrongv x+, to match against the student's number, which is also x.

---

11/28 14:27  gilpin  peer

Thanks for pointing out this nice approach. For those who have not yet gotten their hands on Bruce's book...do it. It contains many more gems like this one.
I don't know if others have encountered this problem but here it is. Sometimes not always I will type U or A or N and I will not get users aids or notes? It will just sit there till I press next*. It will do this once or twice and quit. Yes it is **CAPITAL LETTERS** I am using.

Bruce Nevins

---

Response 1

If you first type something at the arrow and erase it and then type in U or A or whatever it is necessary to press *LF* could this be your problem?

Bruce Nevins

---

Response 2

YEP just checked it out and that's it thank you. I was beginning to go bananas.

Bruce Nevins

---

Note 295 Loglabels

***FEATURE NOT IN PRIME-TIME VERSION YET***

Have finally tracked down obscure glitch in Graphpack which caused log-scale labels to foul up below 10^0 often. Will be on prime-time version in a few days hopefully. New ms/s limits are causing occasional time/slice errors in complicated labels. Am trying to alleviate but in meantime try putting -catchup- or -return- just before offending -label- command.

Barb

---

Response 1

Thanks much.....

Barb

---

Response 2

Keep up the good work, Don*. We at Cereal miss you.

Kevin FAA

---

Note 297 Password
When a new author first signs on, he doesn't need a password. He receives a page that says to press LAB to change his password or NEXT to go on. If he presses NEXT, he is never asked for a password. If he presses LAB and assigns himself a password, he has to use the password from then on. If he never assigns himself a password, he never needs one.

---

**RESPONSE 1**

11/29 10:24 FRANKEL

**THANKS... THIS ERROR IS FIXED IN THE NEXT VERSION (WHICH WILL BE OPERATING SOON).**

---

**NOTE 299** ERRTYPE=3

11/29 14:37 JOHN R

**AN INTERESTING BUT APPARENTLY UNDOCUMENTED FEATURE**

*A routed student thrown out of a lesson thru a shift=stop condense gets the system flag *ERRTYPE=* SET TO 3 = MEANING *MEMORY ALLOCATION EXCEEDED*.* IT HAPPENS TO BE A USEFUL THING TO HAVE HAPPEN AS FAR AS OUR ROUTER IS CONCERNED BUT IS IT INTENTIONAL*/ PERMANENT*/

BOB YEAGER / JOHN RISKEN

---

**RESPONSE 1**

12/04 11:12 CHABAY

**SEE RESPONSE TO NOTE 446.**

---

**NOTE 300** BLOCK1

11/29 21:39 D SLEATOR

*I HAVE FIGURED ONE THING THAT CAUSES THE EDITOR TO THROW ME INTO THE FIRST BLOCK AUTOMATICALLY.*

*IT IS THE +O OPTION.* +O +QXX.* +PRESS NEXT1 FROM AIDS.*

*BACK OUT OF YOUR LESSON.* +PRESS NEXT....

*PRESTO,** YOU ARE EDITING THE FIRST BLOCK.*

---

**RESPONSE 1**

11/29 21:58 FRANKEL

**CORRECT**! **THANKS**... **I HAVE PUT A FIX WHICH WILL BE IN EFFECT TOMORROW**.

---

**NOTE 303** COM BACKUP

11/30 03:13 GREG

**WHY DOES THE COMMON ALWAYS GET ZEROED WHEN THE SYSTEM CRASHES?** *I HAVE GONE HOME AND COME BACK THE NEXT DAY WITH THE COMMON BEING BACKED UP 2 DAYS.*
AND I LOSE A LOT OF INFORMATION BECAUSE MY COMMON IS BEING CHANGED FREQUENTLY... IS THERE ANY WAY TO PREVENT THIS COMMON BACKUP?

---------------------------------------------------------- RESPONSE 1

11/30 05.11 BLOMME S

COMMON WILL NOT (OF COURSE) BE UPDATED IF THE SYSTEM CRASHES, BUT IT IS HARD TO BELIEVE THAT IT COULD BE ZEROD BY/IN/DURING/AFTER A CRASH (SURELY NOT IN ANY REGULAR WAY). YOU CAN ALWAYS RETURN COMMON *BY HAND* (VIA ONE OF THE OPTIONS AVAILABLE FROM *AUTHOR MODE DISPLAY*) IF IMPORTANT CHANGES HAVE OCCURRED, AND IT WILL ALWAYS BE UPDATED WHENEVER THE LAST PERSON REFERRING IT LEAVES THE LESSON HE IS IN. AS FOR SYSTEM CRASHES, THEY ARE OBVIOUSLY UNWELCOME TO US ALL AND WE KEEP TRYING OUR BEST TO AVOID THEM.

---------------------------------------------------------- RESPONSE 2

11/30 09.21 STAN CHEM

YOU CAN ALSO *CHECKPT* YOUR COMMON TO MINIMIZE LOSSES FROM A *CRASH*.

---------- note 305 AUTHORHELP
11/30 07.43 FALK CU

DOES ANYONE KNOW OF ANY LESSONS TO INSTRUCT POTENTIAL AUTHORS IN THE ART OF USING TUTOR EFFECTIVELY? *HAVING GONE THROUGH MANY OF THE LESSONS ON TUTOR I THINK SOMETHING LIKE THIS IS SORELY NEEDED.*

*I BELIEVE THAT TOO MUCH STRESS HAS BEEN PUT ON GETTING A LARGE QUANTITY OF LESSON MATERIAL WRITTEN* AND NOT ENOUGH STRESS ON THE QUALITY OF THIS MATERIAL. *RARE IS THE AUTHOR WHO EMPLOYS ANY SIGNIFICANT AMOUNT OF RESPONSE JUDGING FOR WRONG ANSWERS IN ADDITION TO THAT FOR RIGHT ANSWERS.* The power of the TUTOR LANGUAGE FOR SEQUENCING A STUDENT THROUGH A LESSON IS ALSO RARELY USED TO MUCH ADVANTAGE OUTSIDE OF AN OCCASIONAL HELP UNIT OR TWO.

*I THINK A LESSON ON TECHNIQUE* WOULD BE VERY BENEFICIAL IN IMPROVING THE QUALITY OF LESSONS CURRENTLY BEING WRITTEN.

---------------------------------------------------------- RESPONSE 1

11/30 09.31 STAN CHEM

ESTER STEINBERG AT CERL HAS PREPARED A VERY GOOD PAPER ON WRITING TUTOR LESSONS.

---------- response 2
11/30 09.42 BECKER READING

*TRY LESSON STYLE.*
THERE WILL BE SOME IDEAS ON "TEACHING TECHNIQUES" IN A+I+D+S WITHIN A MONTH.

FOR A COPY OF ESTHER STEINBERG'S PAPER, MENTIONED IN THE FIRST RESPONSE, SEND A PERSONAL NOTE TO ESTHER OF PEER. PERSONS WISHING CONSULTATION ON LESSON DESIGN QUESTIONS ARE WELCOME TO CONTACT ANYONE IN PEER. SIGNS ARE: AVNER/S, GILPIN/PEER, SIEGEL/PEER, ESTHER/PEER.

*TYPE IN THE KEYWORD TO GEN NOTE 300 PRODUCES INTERESTING RESULTS. I TRIED TYPING IN 0 AND -1 AT THE ARROW BUT THESE WERE IGNORED.

*IT SEEMS THE 3 IN THE TITLE CAUSES THE NOTES PROGRAM TO LOOK FOR THE NOTE WITH A NUMBER ¬<3. IN THIS CURRENT VERSION OF NOTES THE NOTE REFERENCED IS NUMBER 1. besides typing ^ERRTYPE=3 & P filing ^NEXT & X AT TO GET NOTE NUMBER 1 YOU CAN JUST TYPE 3 AT THE ARROW TO GET NOTE NUMBER 1.

*TRY TYPING IN THE KEYWORD TO THIS NOTE AND SEE WHAT HAPPENS*.  

HOW ABOUT LOADING THE LAST LESSON EDITED INTO THE COPY
Buffer*

--- RESPONSE 1 ---

12/01 20:15 0 SHERWOOD

YOU DO REALIZE THAT JUST PRESSING *+NEXT+* TAKES YOU TO THE 
LAST LESSON EDITED*?*

--- RESPONSE 2 ---

12/01 21:52 BECKER  READING

SURE LESSONS ARE ALL NUMBERED AND SOMETIMES (NOT OFTEN BUT 
SOMETIMES) *I ASK FOR ONE *I DON’T REALLY CARE TO EDIT. *IT 
WOULD BE NICE TO HAVE THE UNDESIRABLE IN MY COPY BUFFER 
SO *I COULD TRANSFORM IT INTO A DESIRABLE. *I DO NOT DENY 
BEING LAZY.

--- NOTE 314 AIDS ZAP* ---

11/30 16:20 ROWELL  STAN

*GOT IT*, THE BUG WHERE YOU PRESS NEXT TO GO INTO THE 
EDITOR AND INSTEAD IT TAKES YOU INTO BLOCK A.

ENTER A LESSON*

GOTO AIDS*

DO ANYTHING OR NOTHING.... MAKES NO DIFFERENCE 
PRESS NEXT!

EXIT THE LESSON*

ENTER ANY LESSON WHERE YOU WERE THE LAST AUTHOR 
(OR WHERE YOU HAVE INSPECT CODE) 
(DOESN'T MATTER IF YOU HAVE TO CHANGE YOUR SECURITY CODE) 
(IF YOU ARE IN INSPECT, AND *+U+*+A+*+T+*+A1 TO CHANGE SECURITY CODE, 
THE CONDITION IS CORRECTED) 
(IT ALSO DOESN'T MATTER IF BLOCK A WAS LAST BLOCK EDITED) 
BAM*! YOU ARE IN BLOCK A.

WORKS EVERY TIME.

HOPE IT HELPS IN TRACKING THIS ONE DOWN.

--- RESPONSE 1 ---

11/30 17:33 BLOMME

*THANKS--SEE ALSO NOTE 301*

--- RESPONSE 2 ---

11/30 18:21 FRANKEL

*THANKS ANYWAY FOR THE GREAT DOCUMENTATION OF THE ERROR***++*

*AS THEY SAY, KEEP UP THE GOOD WORK***

--- RESPONSE 3 ---

11/30 19:42 ROWELL  STAN

GRIN...... DIDN'T EVEN SEE IT.....

OH WELL........
I really like the new continued notes...
ALSO, THE NEW WAY OF RESPONDING...EVEN RESPOND TO A DIFFERENT PERSON WITHOUT LOSING YOUR PLACE IN YOUR OWN NOTE (THIS IS NEW, OR AM I BEHIND IN THINGS?)

HOWEVER, THE FIRST TIME I READ A CONTINUED NOTE AND TRIED TO DELETE IT ON THE FIRST HALF (AFTER READING THE WHOLE THING) IT JUST PLAYED DUMB, AND SAT THERE...BUT THAT WASN'T REPEATABLE AT ALL, SO DON'T WORRY ABOUT IT, ANYONE.

ONE MORE THING...IF YOU CAN EDIT AND/OR DELETE NOTES THAT HAVEN'T BEEN RESPONDED TO IN GEN., OR HELP NOTES, WHY CAN'T YOU DO THE SAME TO PERSONAL NOTES THAT HAVEN'T BEEN LOOKED AT, Etc.

*HAPPY SNOW TO ALL US PEOPLE WITH BICYCLES THAT LIVE OFF CAMPUS*...

12/01 14:24 K MAST

WE HAVE NO WAY OF TELLING (AT THE PRESENT) WHEN A PERSONAL NOTE HAS BEEN LOOKED AT, SOME IMPROVEMENTS WILL BE MADE ALONG THESE LINES SOME DAY, BUT I DON'T THINK IT IS REALLY AN URGENT NEED.

12/02 14:07 TENZCAR

ALSO, WE ARE TRYING TO MODEL PERSONAL N+D+T+E+S AFTER THE +U+S MAIL...ONCE YOU SEND A LETTER, IT IS A FEDERAL CASE TO GET IT BACK...THIS HAS ONE NICE PROPERTY...IT MAKES PEOPLE THINK BEFORE SENDING A QUESTIONABLE LETTER

12/04 10:00 FRIEDMAN

PLEASE, PAUL, PICK A MORE EFFICIENT MODEL THAN THE +U+S +MAIL+

12/01 18:45 KAUFMAN

I NOTICED THAT THE BULLETIN BOARD SAID THAT ALL++S+*+6+6+6 PRINTOUTS SHOULD NOW BE PICKED UP AT ROOM 166 *CE*+*+M (I ASSUME THAT THIS ONLY APPLIES TO UNADDRESSED ONES...) — IF THIS IS INDEED TRUE, THEN THE HELP PAGE AVAILABLE IN THE +P+7 OPTION OF DATA FROM +A+U+T+E+M +M+O+D+E PAGE SHOULD BE CHANGED TO READ TRUDELY

NITPICKINGLY YOURS
12/01 19.05 WETSTONE  CONN
JUST GOT AN OUT ERROR
  0
  0

---------------------------------- RESPONSE 1
12/01 19.06 SHADOWFAX  STAN
SAME HERE.
OUT ERROR
  0
  0

---------------------------------- NOTE 326 SYSREQUEST
12/01 19.07 RDR  HUM

---------------------------------- NOTE 327 SYSERROR
12/01 20.01 RDR  HUM
HEEEEEEERE+7S DICKIE+
  0
  0

---------------------------------- NOTE 336 DRAW+MAP
12/02 08.44 BAKER  STPETER

*DOES ANYONE KNOW OF A LESSON WHICH HAS ALREADY BEEN
WRITTEN WHICH INCLUDES +TUTOR+CODE TO DRAW OUTLINE MAPS
SUCH AS CONTINENTS OF THE WORLD, COUNTRIES, ETC.
SIMILAR TO THAT IN LESSON +Network+++? THANK YOU VERY MUCH

---------------------------------- RESPONSE 1
12/02 10.16 BERGER  USERS

*LEAVE A PERSONAL NOTE TO SCOTSE OF UICC

---------------------------------- RESPONSE 2
12/02 13.26 MICHAEL  ENGLISH

*OR RUSTY OF PDG*

---------------------------------- RESPONSE 3
12/04 11.13 BAKER  STPETER
Thanks to all who responded... I will be contacting above-mentioned people. Thanks again.

---

THE LIST OF SYSTEM FEATURE NOTES IN THE BULLETIN BOARD SHOWS THE MOST RECENT ENTRY AS BEING MADE ON 11/31. THIRTY DAYS HATH SEPTEMBER.

---

12/02 09:38 SHLOSBerg com

---

NOTE 337 NOV WHAT?/

---

12/02 20:31 Layman Matha

---

RESPONSE 1

---

12/02 11:37 Tebby FSO

---

NOTE 340 OFF-HOURS

---

12/02 11:40 Crooks SIU

---

NOTE 341 PLATO

---

12/02 12:25 Berger Users

---

response 1

---

Note 337: November 30th?

---

There is a list of system feature notes in the Bulletin Board. The most recent entry was made on November 31st. Thirty days hath September.

---

Response 1 from Layman Matha:

Don't knock it -- where do you think our CPU time is coming from?

---

Note 340: Off-Hours

---

Now that the CERL PLATO classroom has been moved to the first floor of the building, it will no longer be necessary for non-laboratory personnel to go to other floors during off-hours. From time to time during off-hours, the computer operators will check to see that all corridor doors on the second, third, and fourth floors are locked and that only persons authorized to have laboratory corridor keys are using the author room, Room 257.

OFF-HOURS:
- Weekdays: 12am-8am, 5pm-12am
- Weekends: All 24 hours

Thank you for helping us observe this procedure.

Tebby Lyman

---

Note 341: Plato

---

What is lesson Plato? Why does the word disappear when a button is pressed?/

---

Note 341: Plato

---

Response 1 from Berger Users:

---
See "judge ignore" in aids...

12/02 15:51 WARNER IU

Also try jumping out to Plato and see where you go...

12/02 11:40 CROOKS SIU

What is lesson plato?/

12/02 13:16 JIM G READING

What is a "LESION" ANYHOW?/

12/02 13:31 BOWERY COMM

Lesson Plato is the lesson you are in when you are at the Author Mode arrow. When you type Plato at that arrow and press next you are requesting to edit a system program (lesson). If you press data you are attempting to jumpout to the lesson you are in which is kind of stupid seeing as how you are at the first arrow anywho.

12/02 15:02 BERGER USERS

Actually, Jim, that arrow is in lesson edit. Lesson Plato contains the sign on sequence* among other things.

The reason for the "judge ignore" at that arrow is so people don't attempt to jumpout to system lessons that they have no business in.

12/02 11:51 NAGEL VU

How about making the lab key active when typing in a security code for a lesson so that you can go to inspect only mode without backing out again?/

12/03 19:02 JPG MTCC

-"Lab+" already has a use on that page (don't ask

12/02 13:04 SCOTese UICC

---------- response 2

---------- note 342 Plato

---------- response 1

---------- response 2

---------- response 3

---------- note 343 Security

---------- note 345 Olorin
TO Olorin,

I tried to send you a personal note, but your course was full.

Regarding the map of Spain, a very fine one has been done by A. Armengol and B. Dutton of Urbana. You can get a look at it via the sample language router: under "Spanish", if you cannot get a hold of either of them, contact me again and I'll give you what I have.

My map would only be of coastline, (about 90 points).

Hope I've been of some help.

C. Scotese UICC

(TO CROOKS SIV)

12/03 09.53 JIMMI STUDIO

--- RESPONSE 1 ---

HOW ABOUT PUTTING THIS IN THE HELP NOTES SECTION NEXT TIME?

12/02 13.16 HODY MED

WE WOULD LIKE TO HEAR FROM ANYONE WHO IS PLANNING TO GO TO THE JANUARY MEETINGS OF THE ASSOCIATION FOR THE DEVELOPMENT OF COMPUTER-BASED INSTRUCTIONAL SYSTEMS (CHARLESTON) APPX 28 JANUARY... IF ENOUGH PEOPLE ARE INTERESTED IN DOING SO, WE MAY BE ABLE TO ORGANIZE A DEMONSTRATION OF PLATO COURSEWARE AND PERHAPS COORDINATE SOME TRANSPORTATION ARRANGEMENTS.

ALL THOSE INTERESTED PLEASE LEAVE ME A PERSONAL NOTE...

(THIS IS NOT AN OFFER OF TRAVEL $)

12/02 13.54 FRYE RESEARCH

--- NOTE 350 USEMORE ---

CONCERNING THE "USE" COMMAND:

WHEN YOU HAVE TWO BLOCKS IN A "USE" LESSON, AND THEY HAVE THE SAME NAME, IT WOULD BE HANDY IF BOTH BLOCKS COULD AUTOMATICALLY BE "USE"... THAT WAY, YOU COULD NAME A WHOLE SET OF BLOCKS THE SAME, THEN HAVE "ON" "USE" TO REFERENCE THEM ALL... AS IT IS NOW, ONLY THE FIRST ONE WITH THAT NAME IS USED.

12/02 17.43 FULLER UIMC

--- RESPONSE 1 ---
*QUESTION*+ What order should it condense them?+

*POINT IN CASE*:

*LET US HAVE 3 BLOCKS*:

**IN LESSON CLOWN**:

A = ZAP
B = BOZO
C = ZAP

AND ALONG THE DRIVER LINE WE SAY**:

USE CLOWN, ZAP
USE BOZO

*WHAT SHOULD IT DO*/ CONDENSE:

1) ZAPV1 2) ZAPV2 3) BOZO*

OR:

1) ZAPV1 2) BOZO 3) ZAPV2/**

YOUR OPTION, DAVE... WHICH DID YOU MEAN/**

----------------------------------------------------------------------- RESPONSE 2

12/02 20.40 FRYE RESEARCH

*COMMAND OF THE FORM*:

USE LESSON, BLOCK1

COULD USE ALL BLOCKS OF LESSON LABELED **BLOCK1**, IN SEQUENTIAL ORDER:

----------------------------------------------------------------------- RESPONSE 3

12/03 16.01 PARRELLO UIMATHA

OR ALL CONSECUTIVE BLOCKS, OR SOMETHING**:

----------------------------------------------------------------------- NOTE 354 EXACTC

12/02 16.58 CAMPANINI MFL

*REPETITION OF NOTE LOST IN CRASH*:

COULD SOMEONE PLEASE EXPLAIN WHY THE DELIMITER CONVENTIONS FOR THE "EXACTC" AND THE "WRITEC" ARE DIFFERENT?*

WE OFTEN HAVE OCCASION TO USE THE TAG MATERIAL OF A "WRITEC"
IN A ROUTINE REQUIRING AN "EXACTC". IN THIS CASE THE INTERNAL PUNCTUATION SOMETIMES INCLUDES BOTH COMMAS AND SEMI-COLONS, AND THE "EXACTC" WILL NOT ACCEPT THE UNIVERSAL DELIMITER (**)! THE OPTION OF USING THE END OF THE LINE AS A DELIMITER REQUIRES RETYPING ALL THE MATERIAL.

----------------------------------------------------------------------- RESPONSE 1

12/02 20.26 TENCZAR 5

ALL WE CAN SAY IS SORRY AT THIS TIME...THE "->" DELIMITER APPEARED ON THE SCENE ABOUT 2 1/2 YEARS AFTER THE EXACTC ROUTINES WERE WRITTEN...WE DO INTEND TO IMPROVE THE SITUATION SOMEDAY...HUT WITH THE CRUNCH OF WORK NEEDED TO RUN LARGE NUMBERS OF TERMINALS BEARING DOWN ON US, WE
HAVE NOT BEEN ABLE TO MAKE THIS CHANGE YET...

BUG IN THE CHARSET EDITOR:
SELECT THE EDIT A CHARACTER OPTION (EITHER SINGLE OR
MULTIPLE) AND TRY TO TYPE IN AN ACCESS CHARACTER
(E.G. (*C) OR (A).)
THE ACCESS IS NOT ACCEPTED...

RESPONSE 1

WORKS FINE:
PRESS "MICRO", THEN THE LETTER TO GET THE "*A*C+E+S+S"
CHARACTER ASSOCIATED WITH THAT LETTER, I.E. "MICRO-A"
WILL GIVE "(A)"...ETC.

DAVE

RESPONSE 2

TRY USING THE MICRO KEY INSTEAD OF THE ACCESS KEY.
THE ACCESS KEY IS BEING SLOWLY DONE AWAY WITH

RESPONSE 3

OH NO, *WE'VE HAD SOME REALLY GOOD TIMES TOGETHER, *A*C+E+S+S
AND *I.....

RESPONSE 4

*DOESN'T THAT MAKE YOU A SQUARE?++

(SORRY)

RESPONSE 5

THERE ARE MANY TIMES WHEN THE MICROTABLE LOADED DOES NOT
HAVE CERTAIN CHARACTERS IT MIGHT BE NICE TO HAVE THE ACCESS
KEYS FOR DOING THINGS LIKE:*R

P IN TERM-CALC IN A LESSON INVOLVING HEAVY
COMPUTATION ... OR XX-0.

RESPONSE 6
12/07 16:19 TONY UNI

-<I-<I-<I-<I-<I-
OR -<I-<I-<I-<I-<I-
IF YOU DON'T WANT TO WEAR YOUR THUMB OUT
FROM BOUNCING ON THE -<I-<I-<I-<I-<I-
-<I-<I-<I-<I-<I-

NOTE 367 OUT-ERROR
12/02 21:21 GILES MED

GOT THIS AFTER SUDDENLY BEING BACKED OUT FROM EDITING
MY LESSON TO THE -<I-<I-<I-<I-<I-
WHEN I SIGNED ON AGAIN, I NOTICED THAT THE TIME DISPLAY
HAS BEEN RESTORED TO AUTHOR ENTRY PAGE.

DID THIS HAVE ANYTHING TO DO WITH THE ERROR? MAYBE?

RESPONSE 1
12/02 21:33 BOWERY COMM

THE ERROR YOU GOT IS A FREquent ONE. IT HAPPENS EVERYTIME
YOU PRESS -<I-<I-<I-<I-<I- WHILE -PLATO- IS BEING BROUGHT UP AFTER
A CRASH OR RELOAD.
IF YOU GET AN OUT ERROR WITH SOMETHING OTHER THAN
0 0
THEN YOU WILL HAVE SOMEthing (OR SOMEone WILL) TO WORRY
ABOUT.

RESPONSE 2
12/02 21:52 GILES MED

I UNDERSTAND CORRECTLY, THEN, THAT IT IS UNNECESSARY
(NOT TO MENTION A WASTE OF SPACE HERE IN NOTES) TO REPORT
OUT-ERRORS OF THE 0 TYPE.

[IIF THAT IS THE CASE, WHY NOT REVISE THE INSTRUCTIONS SEEN
UPON ENCOUNTERING ANY OUT-ERROR TO REQUEST REPORTING OF
THE ERROR -<I-<I-<I-<I-<I- IT IS OF THE 0 TYPE (IN WHICH CASE IT CAN
BE IGNORED).
SEEMS THIS WOULD SAVE US THE TROUBLE OF WRITING THESE NOTES;
AND ALSO SAVE US THE TROUBLE OF READING THEM! IN ANY CASE PASE/

RESPONSE 3
12/02 22:43 MIDDEN P

YES, SOME SYSTEM PERSONAL RECONDENSED ONE OF THE SYSTEM
LESSONS THAT PEOPLE FREQUENTLY USE. IT WOULD APPEAR
That maybe there is a bug with doing this. At least this error has some reasoning behind it.

At initial load this error also occurs (might be thought of as a jumpout failing because of stop 1 being pressed and it kinda thinking you are already signed in). The message at initial load of Plato should be ignored, but all other occurrences should be reported.

Thank you for reporting this one, Marshall Midden

---

12/02 23:25 Frankel

The time is now available on the Author Mode display by pressing shift-T.

---

12/03 10:21 Jim G Reading

What can I do but use that well worn phrase:

\*\*Thank you, Dave\*\*

---

12/03 12:45 Beringer ARLC

I wonder if just for the sake of consistency, \*T\* could be made an option on the \*D* \*T* \*A* option page.

---

12/03 01:22 Lou Stan

A problem (perhaps) with the new ways of getting around between editing, testing, etc?

If you can get into a lesson as a student (eg thru sample or other index lesson) and if that lesson has no inspect code, you can find out the name of the lesson.

I thought this was not supposed to be possible.

---

12/03 07:21 Frankel

That was true in the old system too (but the problem still remains).

---

12/03 07:27 Nagel VU

I don't think that it is a problem... if the author doesn't want anyone to know the name he can put an inspect code on the lesson... some authors are very much in favor of giving out file names just to
MAKE IT EASIER TO TRY OUT THE LESSON. (SOMETHING LIKE CATALOG BUT WITH FILE NAMES AND DESCRIPTIONS.)

---------------------------------------------------------- RESPONSE 3

12/03 08:59 MICHAEL ENGLISH

It seems strange that an author would not mind if his lesson could be inspected by others yet mind if the name is known.

No es verdad?

---------------------------------------------------------- RESPONSE 4

12/04 10:17 FRIEDMAN CSA

Speaking only for my group, I don't care! In fact, we refer to our lessons by their Plato names in our catalog, so anyone using one of our lessons probably knows its name anyhow.

---------------------------------------------------------- NOTE 381 CHANG CODE

12/03 11:21 LEDERMAN CERLCC

Is there any reason why the XXXX's do not appear when one changes the change code of a course?

Seems that security here is also very important?

Just wondered.

BARB

---------------------------------------------------------- RESPONSE 1

12/03 12:25 FULLER UIMC

Different lesson, different mode of operation is the best I can say...

When you are in editing records, you are in a different lesson (records) than the editor (edit thru edit2) and, since different people wrote them, many things may be different... perhaps the record editor authorities (whoever they may be) can rectify this...

ADF

---------------------------------------------------------- RESPONSE 2

12/04 12:37 LEDERMAN CERLCC

I understand that, thank you......but the intention of the note was to ask if it would not also be a good idea for the security code of a course to be typed in amid a string of XXXXXXXX?

BARB

---------------------------------------------------------- NOTE 382 COURSENOTE

12/03 11:25 ROOPER SIU
What ever happened to the idea about setting up a file for notes within each course that everyone in that course and only that course could read? It sounded like an awfully good idea.

*GUETZAL*

------------------------- RESPONSE 1

12/03 12:14 K MAST P

+PATIENCE*, ITS ON ITS WAY.

------------------------------- NOTE 387 IRRITATION

12/03 14:51 WARNER IU

CAN THE HELP PAGES IN SD BE MODIFIED SO THAT PRESSING BACK ON ANY ONE OF THEM ERASES THEM AND GOES BACK TO THE DISPLAY? IT IS AN UNBELIEVABLE PAIN IN THE NECK TO FIND WHAT YOU ARE LOOKING FOR ON THE SECOND PAGE. TRY TO USE IT, AND LOSE ABOUT TEN KEYPRESSES WHILE THE THIRD PAGE WRITES AND ERASES.

------------------------- RESPONSE 1

12/03 15:46 FRANKEL P

*OK...WILL FIX SOON.*

------------------------------- NOTE 388 *U COMMAND

12/03 14:54 MBS MTCC

WHILE EDITING MY LESSON TODAY, I WAS LOOKING FOR A PARTICULAR UNIT, BUT NOT REMEMBERING WHICH BLOCK IT WAS IN. I HAD TO SEARCH THROUGH EACH BLOCK UNTIL I FINALLY FOUND IT. WOULDNT IT BE POSSIBLE TO COME UP WITH A WAY THAT BY USING THE *U* UNIT SEARCH COMMAND IT WOULD AUTOMATICALLY SEARCH THROUGH ALL THE BLOCKS AND THEN BRING THAT BLOCK WITH THE UNIT CALLED FOR ON THE SCREEN? IT SEEMS TO ME THAT IT COULD BE DONE.

------------------------- RESPONSE 1

12/03 15:13 K MAST P

THIS HAS BEEN DISCUSSED BEFORE, IT CERTAINLY IS POSSIBLE TO DO, BUT THE LOAD ON THE SYSTEM WOULD BE FAR TO GREAT TO ALLOW EVERYONE THIS PRIVILEGE. ONE OTHER POINT THAT I BELIEVE BRUCE SHERWOOD BROUGHT UP BEFORE IS THE FACT THAT THIS MIGHT PROMOTE THE IDEA OF AUTHORS SCATTERING UNITS AROUND IN THEIR LESSON HAPHAZARDLY.

------------------------- RESPONSE 2

12/03 15:18 FULLER UIMC
RIGHT... IT'S CERTAINLY LESS OVERHEAD FOR 20 SYSTEMS PEOPLE TO BE ABLE TO DO IT THAN 500 AUTHORS...
HOW I GRIND MY TEETH AT TIMES... BUT...

DF
---------- response 3
12/03 15.23 AL MFLU

WHEN YOU TYPE UNITNAME IT STORES IT IN A BUFFER, IF THE UNIT ISN'T FOUND YOU CAN GO INTO THE NEXT BLOCK AND JUST PRESS NEXT INSTEAD OF RETYPING THE COMMAND. THIS WORKS WITH ALL SUCH EDITOR COMMANDS I THINK.

TAFL
---------- response 4
12/03 15.31 RDR HUM

YES INDEED*, IT DOES WORK* THANKS FOR TELLING ME ABOUT A VALUABLE TIME SAVER*,
+DICK +ROSENBLATT

---------- response 5
12/03 16.09 K NORTROP EE260

ALSO, TO SPEED THINGS UP* DO A +L1 BEFORE TYPING IN THE UNITNAME, *THIS IS SAVED ALSO*, AND WILL ONLY DISPLAY THE FIRST LINE (UNTIL YOU FIND YOUR UNIT* AT WHICH TIME YOU CAN RETURN IT TO +L8* THIS SAVES Plotting TIME.*

---------- response 6
12/03 16.09 BRADLEY IU

AND BEIDES* YOU WONT IT EVER NEED TO HUNT IT DOWN MORE THAN ONCE BECAUSE OF THE +NEXT1 OPTION*...

---------- response 7
12/03 16.51 STONE RESEARCH

IT IS POSSIBLE TO LIMIT THE TIME FOR EACH DISK ACCESS SO THAT A COMPLETE LESSON SEARCH WOULD TAKE NO MORE DISK ACCESSES/SEC THAN TO DO IT BY Hand*. AFTER ALL*, IF YOU HAVE TO EXHAUSTIVELY SEARCH, YOU WILL MAKE THE SAME NUMBER OF ACCESSES ANYWAY., OR, IF THIS IS STILL SOMEHOW UNACCEPTABLE*, THEN AT LEAST GIVE US USERS THE FACILITY OF PRESSING NEXT1 TO GO TO THE NEXT BLOCK (LIKE THE SYSTEM STAFF ALREADY HAS). I DISAGREE WITH BRUCE THAT EITHER OF THESE CHANGES WOULD CAUSE SLOPPIER CODING*, I MOST OFTEN NEED THEM WHEN I AM TRYING TO DEAL WITH SOMEONE ELSE'S CODE*, OR SOME VERY OLD STUFF OF MY OWN I KNOW ALL THE TRICKS FOR DOING A +FAST* SEARCH BY Hand*, BUT I WOULD PREFER TO SIT BACK AND LET THE
Thanks Maureen,

*I'd wait a whole minute, rather than go through each block, pressing -next-, -next-, -next-, until finally I've found the missing unit.*

And please don't suggest that my coding was done haphazardly, believe me it wasn't. With numerous different units, each doing it's own job, it is *quite* easy to forget where each one is!!

Thanks for the suggestions, though.

*SCHMUCK

---

Only one problem with setting the *L* to 1.... if your unit is the first command in the block you will get a "not found...

STARRY

---

It's incredible how this conversation repeats!! Systems, please*! Note that every time the question (a terribly obvious one) is brought up, the same responses are made. *Note also, please, that the same rebuttal (valid, I think) is also made. (a) No one ever contradicts the rebuttal; (b) nor does anyone follow through and change his opinion. (c) Mat *saying is* if the rebuttal (limit the disk accesses, as Maureen has suggested) is invalid; how about pointing out the fallacy? *And if it's valid, how about a commitment (maybe not immediate) to produce for authors?* Use the requested feature?

---

One method to find unit *xyz* would be to enter the line

UNIT xyz

As the first line of your lesson. *When you condense the
Lesson, the condense error message will tell you what block the unit you are looking for is in.

Note: this method is not recommended.

---------- Response 12

12/06 16:23 Friedman CSA

*So what about a recommended method? *Larry*/

---------- Note 394 Spec CHAR

12/03 15:49 O'Brien UICC

*I will shortly be given the opportunity to write a complete special characters*, storage/loading/editing package for our new PDP-11 system (running under U*X*X), since we are using plasma panel terminals with read/write character memories.

*I am hereby inviting one and all to suggest/grype/fantasize in personal notes to *obrien* of *uicc* regarding how you think special characters could be handled differently than the way *plato* handles them. *On U*X*X, within certain broad limits, anything is possible, since we do not have the disk/cpu restrictions as severely as *plato* does.*

*Fire away, people!*

---------- Response 1

12/04 09:18 Bruce Cha

*I'll respond here cause I'd really like to see this work on *plato*.

*How about a joint micro/charset editor? normally when we create a multiple character it is quite nice to be able to use a micro to type it in the lesson. *so when creating a multiple character why not automatically create a micro on the first key of the character which will properly position the parts of the character. *It would also make it possible for someone not familiar with the charset to inspect the contents of the charset.*

*I'll admit that if implemented this may lead to very unorganized charsets....

---------- Response 2

12/04 11:51 Judy PSD

*Showing a larger number of characters than 3#2 would be nice for multiple character design.*

*Also the ability to blank out or fill in just 1 of the characters from a multiple character group would be handy.*

---------- Response 3

12/04 22:22 Eric Weather
AND HOW ABOUT THE ABILITY TO CREATE CHARACTERS WITH THE TOUCH PANEL? IT WOULD MEAN THE GRID WILL BE THE HEIGHT OF THE SCREEN BUT IT WOULD BE SO MUCH EASIER (FOR ANYONE WHO HAS A TOUCH PANEL ON HIS TERMINAL, THAT IS.) MAKE IT AN OPTION IN THE CHARSET EDITOR.

EXEC ERROR IN LESSON EDIT1:
UNIT GET3
LAST COMMAND: JUDGE 1
ERROR TYPE: POST PAUSE
I WAS TRYING TO COPY 20 BLOCKS FROM ANOTHER LESSON
(BLOCKS NUMBERED 2 THRU 21). ON A SECOND TRY, IT WORKED.

RESPONSE 1

*THANKS...THIS ERROR WILL BE CORRECTED SOON. SORRY FOR ANY TROUBLE.

Strange things are happening...
*I pressed *N*E*X*T*I* to get out of *A*I*D*S* AND
**WAITING TO CONDENSE**
FLASHED ON THE SCREEN BRIEFLY.
*IT HAD TO CONDENSE THE EDITOR**+

RESPONSE 1

*P. Hutchison

Note 399 CONDAIDS*

No, the base lesson for the AIDS series.

RESPONSE 2

The *A*I*D*S* LESSONS ARE ACTUALLY SEVERAL LESSONS. TO RETURN TO THE *A*I*D*S*, ONE MUST RETURN TO LESSON *A*I*D*S* ITSELF, THEN GO TO THE MAIN MENU LESSON *A*I*D*S*, IS USUALLY IN *E*C*S (OR IN A FORM WHERE IT DOES NOT HAVE TO WAIT FOR THE CONDENSE). HOWEVER, THERE ARE A FEW TIMES WHEN LESSON *A*I*D*S* MUST BE RE-CONDENSED. WHEN THE SHORT **WAITING TO CONDENSE** MESSAGE IS SEEN, ONE IS ACTUALLY WAITING FOR LESSON *A*I*D*S* TO BE CONDENSED. WE TRY TO KEEP THIS TO A MINIMUM.

Jim Ghesquiere

Note 400 REST ROOMS
FRIDAY NIGHT, DECEMBER 6TH, THE THIRD FLOOR MEN'S JOHN WILL BE CONVERTED TO A WOMEN'S JOHN. A SIGN ON THE DOOR WILL NOTE THIS TEMPORARILY UNTIL THE PHYSICAL PLANT IS ABLE TO MAKE THE OFFICIAL CHANGE.

THIS WILL GIVE A PUBLIC JOHN FOR BOTH WOMEN AND MEN AS WELL AS LOCKED JOHNS FOR THE PROTECTION OF BOTH MALE AND FEMALE PERSONNEL AT NIGHT. (SOMEONE WAS ATTACKED LAST JULY AT NIGHT IN THE FIRST FLOOR JOHN.)

WHILE THIS CHANGE WAS APPROVED SOME TIME AGO, THE PHYSICAL PLANT HAS NOT BEEN ABLE TO MAKE THE CHANGE AS YET. ACTION IS EXPECTED BY JANUARY 1ST AT THE LATEST.

(CONTINUED IN FIRST REPLY.)

WE HOPE THIS WILL INVOLVE A MINIMUM OF INCONVENIENCE.

PLEASE LEAVE A PERSONAL NOTE TO ONE OF THE FOLLOWING PEOPLE IF YOU HAVE ANY QUESTIONS OR COMMENTS:

KEITH S MATHA
BONNIE MATHA
FRASIER PARK
STONE RESEARCH
DAVE MATHA
LEDERMAN CERLCC
TAMAR CERLCC

AM I GLAD THAT MY FIRST NAME IS ALLAN AND NOT (SHUDDER) JOHN.

HOORAY FOR WOMEN'S LIB!

WHAT'S THIS WORLD COMING TO? A DECENT SOCIOPATH LIKE MYSELF CAN'T EVEN HAVE A LITTLE FUN FLIRTING WITH A CHICK OR TWO IN THE RESTROOM WITHOUT SOMEONE GETTING ALL EXCITED ABOUT IT. I GUESS I CAN GO BACK TO ELEVATORS AND STAIRWAYS.
Speaking of elevators, why are the ones at CERL so goshawful slow?

I have a modest proposal for a new command. While watching another author designing a display, I noticed the trouble he had to go through to produce a dashed line. To do away with this hassle, I suggest the following:

\[\text{DRAWD } x, pva, pvb, pv\ldots\]

Where \(x\) is the length of each dash in dots and the following arguments are point specifications after the fashion of the much-loved \textit{draw} command. For the same of consistency, the command might be named \textit{drawb} after the fashion of the broken circle command.

Mike Besosa

Far away!! Here is a vote for the new command. Mike

You can, of course, implement such a command by writing your own tutor unit to accomplish this, and it would, depending on how well it was programmed, work as fast as a similar tutor command... I believe that Judy Sherwood has a routine already written to do this...

Basically, the \textit{draw} command takes advantage of the terminal line generator, which will draw a line between two specified points. A broken line would require sending two points for each piece of line, in addition to other necessary screen commands (details not important here). Suppose you had a broken line with 8 pieces...

This is to show that broken lines represent a lot of delay in displaying, and could not be as fast as a regular line.

Dave
I'm not convinced by Frye's arguments. Sized writing is slow too, but I don't think anyone would argue that it should have been implemented. Besides, later versions of the PLATO terminal will probably be capable of doing this sort of thing much faster--just as they will be able to do sized writing much faster. There are a lot of features of this system that have been implemented for convenience, not for efficiency. As someone once said in another note on another subject, this isn't IBM.

+Mike B

12/04 11.58 July P50

Yes.. I have in fact, 3 slightly different versions of broken line routines, all in lesson +judy1+, +help yourself+.

A +drawb- command might come unless the +new+ improved terminals, come first. Plans are that the new terminals should include a broken line generator. Last time I talked to Jack Stifle about it, he was thinking about a line like this: --------------------------. You would probably have to do your own coding for variable dash length and dash/space ratio.

12/06 16.35 Carter Comm

Anybody remember +lineb+? /

12/06 19.36 Andrew Uni

Yes.. and circleb. Ah, for those simple days.

4AAA

12/07 15.46 Look CS357

I think that is a fantastic idea.. I could use that myself.

12/07 16.36 Tony Uni

You mean there was a +lineb+? (/there still is a circleb, isn't there?)

12/03 16.41 Don Daniel UIMC

Since we can now save a note from personal notes and insert it into a lesson, is there any chance of reversing this?
Sometimes I want to temporarily save a note to send somewhere else at a later date. However, I usually want to keep my notes file down so that others can receive notes. Thus, I must delete it and rewrite later. If we could insert the personal notes, this admittedly small problem would be solved.

---

12/03 16:55 CELIA
PSO

Such a feature would also facilitate putting tutor code in notes. Since a lot of notes deal with programming questions, it sure would be nifty.

---

12/03 19:21 ERIC
WEATHER

YES, PLEASE.

---

12/03 23:11 KM A ST
P

YES, SOMEDAY.

---

12/10 20:45 DAL
ARLC

HERE HERE.

---

12/03 16:54 LIEBER
M

How about adding repair and testor to the options from the author mode page?

---

12/03 17:19 HARRY
TCOURSE

In a certain sense all lessons are options to be had from the author mode page. The more you have as options the more complicated the way in which you invoke those options. So pretty soon you have to use the whole name, i.e., "testor", "repair", to start the lesson. Do you call testor so often that a shift-tes (shift-t is already used) as an option would simplify your life considerably?

---

12/04 07:43 AVNER
S

One vote for option "f" (request a terminal be fixed) on the author mode page. It could then be removed from the notes display. "Lesson" "testor" is a bit too specialized to rate its own quick access code.

---

Note 410 Lazy
12/04 09.51 O'Brien UICC

"Repair" always has lagged a little... it does indeed belong with the rest of the options.

--- Response 4 ---

12/07 23.13 Wells CERL

I don't see why you should put a special access to repair. There is already a request for repair lesson in notes...

--- Bill ---

12/03 17.23 Hody HEO

Thanks for the time option...(on author choice page)

...however I believe you haven't yet announced it in the HELP sequence or SHIFT-DATA list of options for the page.

--- Response 1 ---

12/03 17.26 Golden S

See also note 372.

--- Note 413 Time OP ---

12/04 16.31 Grohne Psych

PLATO will be off from noon to 5:00 PM on Sunday, December 8.

At that time, some greatly needed spare parts will be installed in our present ECS.

--- Response 1 ---

12/04 16.31 Bradley IU

Hooray.

--- Note 414 Plato Off ---

12/03 18.02 Norman Dillier Park

Any computerized ping-pong on Plato?"
You'll find a version of the video table tennis game programmed for the intelligent terminal located on the third floor of CERL.

Leave a personal note to Stone - research for details.

What is the intelligent terminal? Some special interface? Or a completely different system? Or a pinball type machine?

Would you believe a terminal with an IQ > 150? I didn't think you would.

A little bit about the intelligent terminal can be found in AIDS, Author Resources, the section on hardware research.

This is not the place for such notes. Try HelpNotes next time.

Thanks,

Shoe

Definition: Rather vague though...
Stupid term referring to any object that does more than act like an ordinary terminal. This term is stupid because it confuses distinctions. Some intelligent terminals have extra circuits for various purposes others have their own built in mini-computer. Still others are regular terminals connected to front-end programs.

Note 420 -I -do-

Congratulations to Tamar of CERLCC -> Weaver of Matha on their recent marriage -- this being an enlightened age Tamar will not be of Matha
CONGRATULATIONS TO BOTH ON BEING JOINED IN HOLY MATRIMONY.

LESSON, PARRELLA, IF YOU DON'T STOP WITH THOSE STUPID PUNS, I'M GONNA GET SOMEONE TO JUMP ALL OVER YOU.

LET US PAUSE TO ALLOW THIS CONCEPT TO SINK IN BEFORE WE JUDGE WRONGLY OF THIS ENTRY INTO SUCH AN ENBRIDING OF LIVES IN A COMMON COURSE.

AS THESE TWO JUMPED IN A LEAP OF FAITH TO END THEIR SEARCH FOR A MATE, WE CAN ONLY HOPE THAT THE FIND THEIR GOAL. DO NOT INHIBIT CUPID'S ARROW, ROUTE YOUR EMOTIONS TO SOME END THAT WILL BE OF HELP TO ONE AND ALL.

MAY THE CIRCLE BE UNBROKEN.

YOU HAVE A FIND COMMAND OF TUTOR!

THAT'S THE WRONG ANSWER, BERGER.

PARRELLA, I'M BECOMING ADDLED AT YOUR ARGUMENTS.

I THINK THAT YOU'RE OUT OF TOUCH WITH REALITY, AND THOSE PUNS SHOW THAT YOU'RE BEGINNING TO SLIDE. JUST FOR THE RECORD, LET'S RETURN TO MY PREVIOUS NOTE. MY ARGUMENT IS THAT YOU'RE OFF BASE. ALLOW THE FORMER PUN. AT LEAST WE HAVE COMMON GROUNDS HERE. OF COURSE, WE COULD CALL THIS A DRAW, BUT I THINK THAT I CAN FORCE YOU TO A CLOSE FINISH. I DON'T NEED TO SHOW YOU THAT THERE'S NO RETURN NOW. YOU MAY AS WELL PACK AND LEAVE NOTES, NEVER TO RETURN. IF YOU STEP OUT OF LINE AGAIN, I'LL SHARPEN MY AXES AND COME OUT SWINGING. OUT!

RIGHT, SO YOU'D BETTER CHANGE FAST. I'VE ALREADY
MODE ME SO ANGRY, MY COLOR IS RED. IF YOU STILL WANT TO PLAY, I'LL PUT YOUR PUNS DOWN SO HARD THEY'LL BE BUMPED OUT OF BOUNDS. YOU'LL HAVE NO CONCEPT OF WHAT IS HAPPENING, AND YOU'LL BE CALLING FOR HELP.

-WEY- +.

--- RESPONSE 7

12/04 02:00 SYFRI6 IU

Could somebody explain what a punwar is doing in such an uplifting note as the happiness of a couple of PLATO personnel? ANSWER ME THAT, RIGBY AND RAS++.

--- RESPONSE 8

12/04 12:09 JUDY PSO

CONGRATULATIONS TAMAR ++ CHARLIE++

--- RESPONSE 9

12/04 13:59 KGS MTCC

I DON'T UNDERSTAND IT ALL++

--- RESPONSE 10

12/04 15:20 BOMERY COMM

CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++ CHIRP++

--- RESPONSE 11

12/05 09:31 WRK MTCC

--- RESPONSE 12

12/07 00:36 TAMAR SEKLCC

THANK YOU, JUDY AND ALL THE PEOPLE THAT WERE SO NICE TO CONGRATULATE US IN NOTES OR IN PERSON.

CHARLES AND TAMAR.

--- NOTE 425 CHARSET ER

12/03 18:47 HONNIE MATHA
After backing out of a charset, I repeatedly found myself in a regular tutor block (block k). There were 3 charsets in this lesson; this occurred after entering all 3 charsets.

However, now I can't get it to happen. Sorry.

---------- response 1
12/03 20:26 FRANKEL

*Hmm... I believe you anyway, and will try to find a bug.*

---------- note 426 STOREN*/*.
12/03 18:49 RAT

WHAT**S WITH THE STOREN COMMAND/**

UNIT TESTOREN */ BEGINNING OF CODE
ARROW 2005
STOREN V1
STOREN V2
OK
WRITE -0AT+2105-1-05+V1-1 -05+V2-1
** END OF CODE
** WATCH THE ABOVE GET RUN
**+ -3 -2 OK ** INPUT FROM USER
**0.3 0.2 ** PLATO**S RESPONSE (NOTICE A MISSING */*+/*)
**+ SHI+FPT+5+T0+P ** END OF SHOW
**BUT */*-0.2**, FOR THE SECOND INPUT WORKS*.
**NOW, IF THIS ISN'T A BUG IT**S A DISCREPANCY (BUT DON'T TAKE IT ALL TOO SERIOUSLY)....RAT

---------- response 1
12/03 20:24 ROWELL

FURTHER TESTS SHOW THAT ALL STOREN**S AFTER THE FIRST ONE THAT ARE OF THE FORMAT**-** (ANYTHING) ARE THE NEGATIVE OF WHAT THEY SHOULD BE.

+2 -2
+2 0-2
-2 -+2
-2 ++-2
-2 --2
-2 -1+2
-2 -1-2

Strange.......

---------- response 2
12/04 10:13 B SHERWOOD

*Sigh... ok, will look into. The sad thing is that I think somebody showed me something like this a long time ago, and it never got looked at. Thanks for the
LAST YEAR IN ENGINEERING OPEN HOUSE, MY COMPUTER SCIENCE TEACHER (HIGH SCHOOL) WAS SHOWN AN INTELLIGENCE TESTING LESSON ON PLATO, WHICH WORKED BY SHOWING A TWO DIMENSIONAL ARRAY TO THE PARTICIPANT. SHE WAS TO GUESS WHERE AN INVISIBLE OBJECT WAS BY BEING TOLD HOW CLOSE OR FAR AWAY SHE WAS BY SELECTING TAKING SHOTS AT PARTS OF THE ARRAY. MY TEACHER WOULD LIKE TO KNOW HOW INTELLIGENCE WAS JUDGED BY THIS LESSON, AND WOULD APPRECIATE KNOWING THE LESSON NAME OR THE AUTHORS SINCE SHE WOULD LIKE TO LOAD THE LESSON ON THE IBM AT THE HIGH SCHOOL. IF YOU KNOW ANYTHING ABOUT THIS, PLEASE LEAVE A PERSONAL NOTE FOR ME.

---

**RESPONSE 1**

12/03 21:42 MD

*I BELIEVE THE PROGRAM YOUR TEACHER SAW WAS ON XLQRTS, NOT PLATO. IT IS WRITTEN IN FORTRAN AND IS ALREADY IN USE ON THE IBM 360/75 AT IBM. SEE YOUR NOTES FILE FOR MORE...* MD

---

**RESPONSE 2**

12/10 21:59 MIDDEND P

*PERHAPS IT WAS ONE OF THE PHYSICS GAMES...* MIDDEND P

---

**NOTE 436 CURIOUS**

12/03 21:30 MEDY MED

*THOSE OF YOU WHO ARE NOT SITE DIRECTORS BUT WHO WANT TO SEE WHICH GAMES ARE EATING YOUR ECS, PLEASE CONDENSE LESSON INTERGRAF.* MEDY MED

---

**RESPONSE 1**

12/04 09:39 MICHAEL ENGLISH

*HOW DO YOU DETERMINE WHAT LESSONS GO IN YOUR LIST OF GAME LESSONS? I NOTICE THAT YOU CLASSIFY INTERGRAF AS A GAME LESSON...INTERESTING...* MICHAEL ENGLISH

---

**RESPONSE 2**

12/04 10:17 PERRY UW

*ALSO INTERESTING IS THAT A CERTAIN LOCATION ON SITE NETWORK HAVE A MULTIPLE THAT HAS ACCESS TO PAD.* PERRY UW

---
+INTERESTING+.

+THANKS HOED, THIS SHOULD MAKE LIFE A LITTLE MORE ENJOYABLE ON SITE NETWORK.

12/04 11.08 HOED MED

INTERGRAF IS LISTED AS A GAME SIMPLY TO CHECK THE ROUTINE IN THE EVENT NO OTHER *GAME* IS FOUND.**

THE LIST IS MADE OF MOST COMMON GAMES (ABOUT 200 NAMES INCLUDED).—MANY HELPED WITH THEIR CONTRIBUTIONS... ANYONE WISHING TO ADD TO OR SUBTRACT FROM THE LIST IS WELCOME TO WRITE ME A PERSONAL NOTE*. A SIMILAR LESLIST IS USED TO SUPPLY... GAMES TO MEDICAL STUDENTS (AFTER ECS, TIME AND SITE/STATION CHECKS ARE PASSED).*

12/04 14.23 D DENNIS UNI

JUST CURIOUS.. HOW DID YOU DO THE CHECK TO SEE IF THE LESSON WAS IN *ECS*/

12/04 14.27 BOWERY COMM

-LESSIN <VAR> WHERE VAR IS THE NUMBER OF THE LESSON IN THE LESLIST. HE SCANS DOWN IN A LOOP. (I ASSUME)

12/04 16.39 LORD CU

FAR OUT.

12/04 21.41 HOED MED

ANYONE IS WELCOME TO INSPECT THE CODE (WHICH WAS DONE TO LEARN ABOUT LESLISTS AND SUCH MAINLY AS A PROGRAMMING EXERCISE)... JUST LEAVE ME A PERSONAL NOTE***

12/03 22.40 BOWERY COMM

*I MADE THIS SAME SUGGESTION ABOUT 6-6 MONTHS AGO AND IT RECEIVED SOME SUPPORT. I THINK IT BEARS REPEATING IN THESE (OR SOON TO COME) TROUBLED TIMES OF CPU SHORTAGES.

*IN ORDER TO MINIMIZE CPU USAGE IN LESSONS THAT MAKE USE OF ROTATED GRAPHS* TRIG GRAPHS AND A MIRIAD OF OTHER USES OF TRIG FUNCTIONS WHERE ACCURACY IS NOT OF THE ESSENCE, ONE OF TWO THINGS (OR BOTH) COULD BE DONE:
1) Keep resident in ECS a table of trig functions which could be interpolated to an accuracy of 1 part in 512 for any given angle.

2) Create a set of trig functions which would have a low default accuracy, or an optional accuracy.

*I wonder what percentage of the trig references in *C*+AI need the full floating-point mantissa accuracy that *C*+*D*C provides. *Comments?*

--Jim Bowery

--- RESPONSE 1 ---

12/03 23.12 Shifer VU

*I answered your previous note soon after, but perhaps you missed it. After some investigation I found that a table lookup would save time, it would not save ECS since it would add to system routines plus the amount of space the tables took up. I answered then that I was mildly interested in going into this further but did not consider it of urgent priority. *Have not changed mind since. *Hope this helps. *Don S.*

--- RESPONSE 2 ---

12/04 13.37 Bowery COMM

*For a lack of data on the amount of CPU saved, the amount of ECS used, and how critical the CPU shortage is in comparison to the ECS shortage weighing the above data, I'll accept your response without argument.*

*Thanx*

--- RESPONSE 3 ---

12/05 12.46 Judy PSO

*If you are doing a large plot, a table look-up saves a lot of CPU time--it's quite visible as the plot is drawn.*

*There are tables around... *Zielinski* of *Matha* has one of sine and cosine. *It is stored in common and referenced by defined variables.*

*One thing you may be able/forced to do is to actually draw the plot, once you have selected the one you like.*

*Bob *Zielinski* has lovely spheres, but they are slow, even with the table look-up. *I messed around and decided on a basic size that we used over and over and just drew the thing with -*pot*- and -*circle*- commands. *The savings in time are striking.* *And, of course, we are still able to use his routine for non-standard spheres.*

--- NOTE 445 NOTE $300 ---

12/04 08.37 John R Reading

*System response to note $300, please.*
12/04  11.11  CHABAY

*DO NOT COUNT ON THIS BEING PERMANENT.  *LESSON DELETED
OUGHT < -ERRTYPE- TO RETURN A DIFFERENT VALUE OF <MEMORY SPACE EXCEEDED> SOMEDAY THIS WILL BE FIXED.

12/04  16.26  JOHN R

THANK YOU.

12/04  09.43  KRIVIT

TEST YOUR POWER OF MEMORY AND HELP ME COLLECT DATA
FOR A PSYCH EXPERIMENT.  *SEE LESSON CALC10.
THE EXPERIMENT SHOULD GO VERY FAST.

THANK YOU,
JEFF KRIVIT

12/04  13.46  SYFRIG

WILL TRY IT.  EXCEPT AT THE MOMENT, ECS IS PROBABLY TOO
TIGHT.  *OH WELL, I WILL TRY IT TONIGHT, THEN.*

12/04  13.55  SYFRIG

**ELL, I JUST TRIED IT.  *WOW, DID I SCORE ROTTEN ON THE
THING???*  *OH WELL, CAN'T WIN THEM ALL, I GUESS.*

12/06  11.19  KRIVIT

THANKS AGAIN FOR THE HELP.....

JK

12/04  11.28  KEITH S

IT APPEARS THAT A LESSON RESERVED IN ECS VIA OPTION 2 OF
THE SITE PACKAGE IS NOT PROPERLY GAUGED BY THE "LESSIN"
COMMAND.  A VALUE OF -1 FOR ERROR IS RETURNED FOR SUCH A
LESSON, INDICATING THAT THE SITE IS NOT CURRENTLY BEING
CHARGED FOR THE LESSON.  *THE "LESSIN" COMMAND SHOULD BE
UPDATED TO REFLECT THAT A LESSON HAS BEEN RESERVED THROUGH
THE SITE OPTION.*
What does anyone think about a new feature for authors similar to an alarm clock.

*The way I picture it, when an author signed in, he/she could set the alarm to page him at a given time. This would help us by not having to check our watches so often.

*When activating this, it would give the current time and ask when the author wished to be paged... it might, perhaps, page for 15 secs or until stopped (somehow).

*Respectfully submitted,

Dan Zweig

---

Try condensing lesson - alarm - and see if that is what you want.

Joe Kaufman

---

That is a very nice feature. I wish I would have known about it before.

*Question: How is the alarm signal sent?

FANTASTIC!!!!!!!!!!!

M. Dotson
I hope so. It looks great!!!

It is a definite "Author Resource". (hint hint -ps0-)

'Alarm' is currently an 'unannounced' but working feature. Since it is unannounced, it may change and access to it may be restricted. After it is officially announced (through system notes) it may then be documented in aids and any major changes will require advance notification of users.

Please, give us advance notice if alarm changes. It is the best thing to come along yet. It needed something like that. Thank you for it.

As stated in the system response note, this is not yet announced, and may change in any way. It is indeed likely that the present form is what will be available, but we reserve the right to study such proposed new features to see that they work properly, do not interfere with other operations, and have the features people want.

This is the reason for holding back new features from general announcements.

I think it operates with a 'send' command, but that command is restricted to system lessons only.

This feature is one of the best conveniences around.
Many a night I have spent in front of a terminal, only to look at my watch and discover that it is 4:00 AM, when I have an 8 AM class. The features are perfect as is (at least for me). Thanx

Jon Harris

---

Response 11

12/05 10:37 Sellers Arizona

How about a slightly different version of the same idea which can be used by another program. One could send a message to a student telling him that he has been on long enough.

We've had a problem here because the terminal use is sometimes so much that we only let some people work an hour on the terminal before they have to give it up to someone else. The alarm would be very useful for this.

---

Response 12

12/05 10:49 K Mast P

Try contacting Larry (White of P) for info, as I think he might have a solution to your problem sometime in the near future.

---

Response 13

12/05 13:13 #65 MTCC

FRIGHTENING ORDERING TENDENCIES +F+R+O+R

---

Response 14

12/05 16:46 Zweig IU

Well well.
I'm glad I asked.

---

Response 15

12/10 09:45 Jimmi Studio

For someone like me who likes to work until all
HOURS, THE ALARM IS A
GODSEND. IT LOOKS FINE
TO ME AS IS BUT THE MOD-
IFICATION TO SEND TO STU-
DENTS WOULD HELP FOR SURE.

--- NOTE 476 INSTRUCTOR

12/04 14.22 KENNEDY CERLCC

COULD I GET A SYSTEMS RESPONSE TO NOTE 216? THE SAME
THING OCCURRED THIS MORNING.

--- RESPONSE 1

12/04 16.15 CHABAY P

THIS DOES SOUND LIKE A BUG -- WE'LL TRY TO TRACK IT DOWN.
I LEFT A FEW QUESTIONS FOR YOU IN PERSONAL NOTES.
THANKS FOR YOUR INFORMATION.

--- NOTE 480 OH SHOOT

12/04 14.55 MEERS WRIGHT

I JUST WROTE MY FIRST CONTINUED NOTE AND THEN SENT
A COPY TO MYSELF ONLY TO DISCOVER THAT THE LAST PART IS THE
ONLY PART SENT. THE FIRST TWO ARE LOST AND FORGOTTEN.

IS THERE ANY REMEDY UP AND COMING FOR THIS?

I KNEW I COULD WRITE ANOTHER LETTER TO THE SAME PERSON
AND ASK HIM TO SEND ME A COPY BUT WILL IT SOON BE POSSIBLE
TO DO IT THE WAY I THOUGHT IT WAS DONE?

--- RESPONSE 1

12/04 15.46 AULD MFLU

THE SAVING OF NOTES WORKS THE SAME WAY THE EDITOR'S
SAVE OPTION WORKS. IF YOU STORE SOMETHING AND THEN TRY TO
STORE SOMETHING ELSE IT FORGETS THE FIRST THE THING STORED.
OK?

WARREN

--- RESPONSE 2

12/04 15.51 MEERS WRIGHT

WELL, NOW THEY HAVE APPEND AND THAT IS MORE THE LINE
I AM SPEAKING OF.

--- RESPONSE 3

12/05 00.31 K MAST P

THE CONTINUED OPTION WAS PUT IN ONLY AS A
CONVENIENCE FOR SENDING NOTES TO ONLY ONE OTHER PERSON.
Thus, if you want to send continued notes to more than one person, you should first send it to yourself, than send copies to everyone else with the &S+DATA option while reading your note. I doubt this will be changed as you request anytime in the near future.

---

**Note 481**: Step ECS+/

**12/04 14:57 Layman Matha**

While in step mode are we charged for the step ECS+? While in step I got bounced off w/8K wds available—*the lesson was 2.5K wds long.*

**Response 1**

12/04 16:19 Andersen S

No charge for ECS used in step mode.

---

**Note 488**: Weird

**12/04 16:38 Shorty Law**

*Weird* I was condensing my lesson and I received the message *your lesson is in use* etc. I pressed data to see who was there when I was hung up. I pressed the usual panic buttons (stop! next back) and term was the only one that worked. Well I pressed back to get out of term and nothing happened for about a minute, then the term went away. Now I've heard of long auto breaks but this......

Anyway, here I am hung up and I get something like *indicates student currently in router*.....?(! I can't remember the whole thing). Well, I pressed the usual panic buttons and got the same junk above, except this time instead of *indicates* I got *press data to recover lost blocks* etc. Well the usual panic buttons again and after a while pressing next gave the space left and time just like in the regular block page. *Weird*≤≤≤≤≤¬↑^VVV

**Response 1**

12/05 06:48 Walton Reading

Gee, and just yesterday, I pressed tried to recondense a lesson (not a router) and got the *lesson cannot be deleted* message. Again trying to recondense, I was informed my lesson was in use and the problem seemed to be fixed.

**Response 2**

12/05 12:19 D Sleator Update

*Lesson cannot be deleted if someone has just condensed it and is looking at the condense error page.*

**Response 3**

12/05 15:33 Shorty Law
Yeah, and then the student proceeded into the lesson and you got the 'Your lesson is in use' etc. message.

*Note 496 Copiersite

12/04  17.53  Tamar  Cerlcc

The Varian copier downstairs is on the same site with the classroom. No one noticed how bad it is because it is out of paper since it moved downstairs, but this terminal should have more chances to get ecs; otherwise we won't be able to condence the copied lessons.

*Response 1

12/04  19.13  Golden  $

Taint so*++*

*Response 2

12/04  21.00  Judy  PSO

You mean it finally has *P*+*P*+*R* /++++/

*Response 3

12/05  12.26  Rader  $

**C**+

*Response 4

12/05  19.06  Manoka  ED

When is the proposed date for paper refill, and is *A*+*R*+*L* ordering enough paper to last awhile and is *A*+*R*+*L* putting in a continuous (SP) order so we won't have these long delays?*

Mike

*Response 5

12/06  09.28  Perry  UW

Pressing *A*+*P*+*R*, on the author page, and then *F*+++ will answer you first question.

*Response 6

12/07  00.22  Tamar  Cerlcc

I am sorry about that mistake. I got the wrong information from someone who confused the physical site with the logical one.

*Note 501 Micro

12/04  20.24  Desaria  CSS
There seems to be a bug in the micro editor. I was inspecting a micro table in lesson typeface in inspect only mode. After pressing a key to inspect the micro, I pressed NEXT and the screen went blank. I tried another letter, which the editor accepted, but without the normal display at the top of the page. Pressing BACK gets you out of the mess again to the block directory page. The error is repeatable. Hope this helps.

12/05 07.19 FRANKEL

THANKS...I WILL LOOK INTO IT.

12/04 21.35 MATHA

THE FOLLOWING RESULTS FROM TRYING TO COPY ALL THE BLOCKS OF ONE 3 PART LESSON TO ANOTHER 3 PART LESSON...

ERROR IN EDIT1
UNIT CP4
MATCH
7TH COMMAND
ERROR TYPE -- (BLANK)

12/05 07.19 FRANKEL

THANKS...SHOULD BE FIXED SOON.

12/04 22.44 HODY

THE WINTER MEETING OF THE
+A+D+C+I+S

WILL BE HELD IN CHARLESTON, S.C., ON THE 28, 29, AND 30 OF JANUARY WITH A POSSIBLE PREMEETING FOR HEALTH SCIENCE USERS A DAY BEFORE. INTERESTED PARTIES ARE INVITED TO CONTACT THE CONFERENCE HOSTESS:

DR. KAREN DUNCAN
OFFICE OF COMPUTER RESOURCES
COLLEGE OF DENTAL MEDICINE
MEDICAL UNIVERSITY OF S.C., CAROLINA
800 BARNES STREET
CHARLESTON, S.C. 29401
803-792-3211

ANYONE INTERESTED IN EXHIBITING PLATO COURSEWARE, PLEASE LEAVE ME A PERSONAL NOTE IF YOU HAVE NOT ALREADY DONE SO, AND CONTACT DR. DUNCAN FOR RESERVATIONS AND INFORMATION.

NOTE: THE U OF I IS AN INSTITUTIONAL MEMBER OF A+D+C+I+S
12/05     08.36     BILL CANNON       FAA

Would like more information about ADCIS. Is it primarily concerned with medical training? Would it be meaningful to FAA technical training authors? How does the FAA Academy become an institutional member? Would appreciate any information anyone has...

---------- response 2

12/05     09.40     PERRY       UW

Shouldn't the state be South Carolina?

---------- response 3

12/05     09.45     HODY       MEU

Sorry about that (blush)... make it S as in South Carolina!!!

ADCIS is indeed oriented to computers in education generally and although it has a strong health sciences interest group, medicine and health are only a small subset of its activities...

For further information of ADCIS apart from the winter meetings please write: ADCIS PO Box 1403 Los Gatos, CA 95030.

---------- response 4

12/05     10.11     LHN       MTCC

I think you are underestimating the proportion of persons in ADCIS with an interest in medicine/health. George...

In any case, that interest group seems to have the most attractive female reps, which is more important than the subject matter (at least from the point of view of my interest group).

---------- response 5

12/05     11.59     FRASIER       PARK

These notes are supposed to be of general interest.

I doubt if the sexual immaturity of LHN of MTCC is of interest to many on this system.

---------- response 6

12/05     12.01     CELIA       PSO

You're right, Frasier. Thanks for saying it.

---------- response 7

12/05     19.12     JIM G       READING
Yeah well you can't cure sexism with a computer no matter how advanced it is. I hope the vicarious thrill he got out of writing that note was worth the loss of respect for him by liberal minded plato users.

Like Rodney Dangerfield, "I don't get no respect"). It is just that the last couple of days well I won't say, because I'll just lose more respect.

(P.S. Actually, I do leave some notes of value sometimes ((I think)).

There also seem to be a lot of knee-jerk liberals around.

Almost every convention I have ever heard of is primarily composed of people interested in things not the ostensible object of the gathering. Among such are drinkers, job-hunters, name-droppers, goof-offs and libidinous members of all three sexes. Ya pays yer money and ya takes yer choice.

Bye the bye, why is it A+D+C+I+S/= aren't acronyms supposed to be acronymonious? Why not A+C?B+I+S?/ Chuck Gant

Three sexes? Why not 4?/ Chuck Gant

What do you suggest beyond male, female and convertible?/ Chuck Gant

How about calling the new class the knee jerk reactionaries?/ Chuck Gant

Note 517 endings

UNLESS I'M WRONG (A DISTINCT POSSIBILITY)
PART OF A PHRASE CANNOT HAVE -ENDINGS- ATTACHED TO THEM.
THUS, (SMOKE, SMOKE/*CIGARETTES) GETS FLAGGED BECAUSE OF THE
*SMOK/0*. *IS THIS INTENTIONAL OR CAN IT BE CHANGED?*

---------- RESPONSE 1

12/05 14.42 LARRY NORTH P

*YOU ARE CORRECT, AT THE MOMENT ENDINGS IN PHRASES DO NOT
MIX. THIS INCIDENTAL NOT INTENTIONAL. I WILL TALK TO
PAUL TENCZAR ABOUT THE POSSIBILITY OF IMPLEMENTING THIS.*

---------- RESPONSE 2

12/05 15.44 TENCZAR S

*BUT LET IT BE KNOWN THAT THE PROBLEMS OF IMPLEMENTING
ENDINGS-IN-PHRASES ARE FORMIDABLE*. *ONLY LOTS OF THINKING
TIME CAN SOLVE THIS ONE.*

---------- NOTE 520 CHANGESTOP

SOME OBSERVATIONS ON THE CHANGE, STOP AND STOP* COMMANDS:
1) *CHANG*ING STOP TO XXX HAS TWO INTERESTING FACETS:
   A) THE XXX DOES NOT ACT AS A STOP, AND
   B) THE XXX DOES NOT FLAG AS A CONDENSE ERROR.
2) *CHANG*ING 999 TO STOP CAUSES ANY OCCURRENCE OF 999
   (AS A STATEMENT LABEL) TO ACT AS AN ACTUAL STOP.
3) *CHANG*ING STOP* TO XXX HAS THE EXPECTED RESULT OF
   MAKING ANY OCCURRENCE OF XXX TO ACT AS A STOP*.
4) *CHANG*ING 999 TO STOP* ALSO HAS THE EXPECTED EFFECT
   OF CAUSING STOP* TO ACT AS 999.

COMMENTS, ANYONE? (SYSTEMS?)

---------- RESPONSE 1

12/05 12.21 WALTON READING

*SOUNDS LIKE JEFF HAS A LOT OF SPARE CHANGE.*

---------- RESPONSE 2

12/05 13.26 BERGER USERS

*COME ON, NOW, ROB, STOP THAT... *
*OH-OH, LET'S NOT START THIS AGAIN*.

---------- RESPONSE 3

12/05 15.23 ROWERY COMM

*I THINK THAT THE CHANGE COMMAND IS VIEWED AS SOME WHAT
OF A JOKE BY SOME SYSTEMS PERSONEL.
*I HAD A SIMILAR PROBLEM WITH THE USE COMMAND AND
ATTEMPTED TO TALK TO ONE ABOUT IT, THE ATTEMPT WAS
FRUITLESS SINCE IT WAS NOT WORTH HIS/HER TIME.
*I DON'T EXPECT MUCH ATTENTION TO BE PAID TO THIS PROBLEM.*

---------- RESPONSE 4

12/05 15.48 TENCZAR S
TRUE... THE CHANGE COMMAND DOES NOT FUNCTION PROPERLY WITH THE STOP AND START COMMANDS (ALTHOUGH IT DOES WORK WITH THE STOP* COMMAND). THE REASONS ARE RATHER ESOTERIC AND WILL EVENTUALLY BE FIXED.

ESOTERIC:
1. CHANGE CAME AFTER STOP/START
2. STOP/START PERHAPS IS NOT IMPLEMENTED IN THE BEST WAY (AT LEAST FOR USE BY THE CHANGE COMMAND)

DO NOT EXPECT ANY CHANGES FOR A LONG WHILE...

---

12/05 15:16 TIGRAK PARK

*GOT MESSAGE *+THERE IS A SYSTEMS ERROR CALL A SYSTEMS PROGRAMMER AS SOON AS POSSIBLE. WHEN I TRIED TO KICK MYSELF OFF FROM ANOTHER TERMINAL, NEXT TIME IT WORKED FINE. *THE ONLY THING I CAN COME UP WITH IS THAT I HAD PREVIOUSLY SET MY CPU LIMIT TO 2 MILLISEC/SEC.

**AS THIS WHAT CAUSED THE PROBLEM */

---

12/05 16:00 FRANKEL P

*YES, IT PROBABLY IS. *THANKS FOR POINTING OUT THE PROBLEM; WE WILL TRY TO GET IT FIXED SOON.

---

12/05 15:46 BASKIN RHRC

*EXECUTION ERROR IN AIDS. *THE FOLLOWING PRODUCES THE ERROR ABOUT 50% OF THE TIME. *GO INTO AIDS FROM THE AUTHOR PAGE AND QUICKLY PRESS DATA. *NOW TYPE IN ALARM AND PRESS NEXT. *THE RESULTING ERROR IS TIME SLICE ERROR ON A CONCEPT COMMAND. *I WAS ABLE TO PRODUCE THE ERROR MORE THAN 5 TIMES AT ABOUT 3:30.

---

12/05 16:00 FRANKEL P

*THIS IS A SYSTEMS ERROR THAT WILL BE FIXED SOON.

---

12/06 01:29 FRYE RESEARCH

*QUESTION *+A RECENT CHANGE IN THE +A+U+I+H+O+R +M+O+D+E DISPLAY REFLECTS *CPU USAGE IN TERMS OF MACHINE INSTRUCTIONS PER SECOND *I BELIEVE THIS INFORMATION IS NOT ACCURATE, AS THE AVERAGE OF AN AVERAGE MACHINE INSTRUCTION ON THIS MACHINE IS +M+O+T F 1 MICROSECOND.

*/ IT WOULD SEEM THAT THE PROBLEM IS ONE OF DISPLAYING USAGE OF YOUR LESSON RELATIVE TO A TYPICAL +I+U+I+G+R LESSON.
There appear to be a couple of solutions to this:

A) Display CPU usage relative to an AVERAGE TUTOR lesson, and/or
B) Display CPU usage relative to the 2 msec/sec "limit" recently discussed.

I'm not trying to be overly critical of the change; however, I do want to see a correct representation of this information -- and the figure as it stands is wholly inaccurate.

---

Response 1

12/06 08:32 Kovara J CCCS

The msec/sec time...or whatever is of greatest use to the author, something a little more explicit available to the author would be nice, especially when trying to make a lesson more efficient. Such as 1) the number of executable instructions in the lesson, and/or 2) the average CPU time per instruction (could be calculated given 1)

Or give an author some indication of what goes on at the condensed level, so as to give him an idea how to code efficiently. This would not necessarily appear every time the lesson was executed, but possibly an option by which tutor would be put into a "data collection" or "statistics" mode for collecting data on program performance.

Thank - J. Kovara

---

Response 2

12/06 09:42 Layman Matha

As long as you using the instruction/sec data how about shortening the message - K for thousand -- (Or maybe "KIPS") TomL

---

Response 3

12/06 11:37 Tenczar S

To set straight an error in Frye's note...

It is not as simple as using the average machine instruction execution time.

What is needed is the average time used by an average sample of machine instructions as used in the APL*PLUS/PLUS+PLUS operating system...

Let me assure everyone that in the hundreds of times I did this exercise in the last 5 years...the number in question is indeed very close to 1,000,000 instructions per second per central processor unit on a **Star** 73 (indeed, as recent as 02/130 I evaluated a 15 machine instruction loop in concept judging at 20 microseconds!!)

Serious consideration will be made of the second point...namely, we should state something much easier to understand such as...your lesson is fine...your lesson is twice as bad as the average...your lesson is far out...
12/06 12:43 BOWERY COMM

*THE TEXTUAL DATA SHOULD NOT TOTALLY REPLACE THE DIGITAL.
GOOD IDEA EXCLUSIVE OF THAT POSSIBILITY.*

12/06 17:32 GILPIN PEER

*I MUST BE MISSING SOMETHING OBVIOUS HERE—WHAT DID
THE *MSEC/SEC*, MESSAGE FAIL TO TELL US (THAT IT'S USEFUL TO
KNOW) THAT THE NEW MESSAGE DOES TELL US?*

*PROVIDED ONE KNOWS THE BREAK POINT(S) IN THE *MSEC/
SEC*, MESSAGE WOULD SEEM TO TELL THE AUTHOR, ABOUT AS WELL
AS ANY MESSAGE COULD, JUST WHAT HE NEEDS TO KNOW ABOUT HOW
HIS LESSON WILL FAIRE IN THE *CPU* COMPETITION. *

*NOT SO*/

12/06 19:38 BLOEME S

*FIRST, SAMPLING MEASUREMENTS ON THE *TUTOR* EXECUTOR
CONSISTENTLY SHOW THAT THE *CPU* IS RUNNING AT 1 MILLION
INSTRUCTIONS PER SECOND WITH A MARGIN OF ERROR ALMOST
CERTAINLY LESS THAN 10%. *THE EXACT NUMBER OF INSTRUCTIONS
EXECUTED BY ANY ONE LESSON DOES OF COURSE DEPEND UPON
THE **MIX** OF INSTRUCTIONS THAT LESSON USES.
*SECOND, IT IS IMPORTANT THAT USERS NOT EXPECT THAT
THEMSELVES OUT OF THE MAINFRAME BUSINESS BY 1980 AS A RESULT
OF THE TROUBLES THEY HAVE HAD WITH THE *8600*, *STAR* ET CETERAS
(ieee 11-15-74). *PREMISABLY MAINFRAME BUSINESS WOULD
BE SOLD, PERHAPS TO *ACOR*, WHETHER THEY WOULD RECOGNIZE THE
IMPORTANCE OF SUPPORTING AN ECS-LIKE MEMORY IS UNKNOWN.*

12/07 09:43 CARTER COMM

*INFORMED SPECULATION HAS IT THAT *CDC* MAY PHASE THEMSELVES OUT OF THE MAINFRAME BUSINESS BY 1980 AS A RESULT
OF THE TROUBLES THEY HAVE HAD WITH THE *8600*, *STAR* ET CETERAS
(IEEE 11-15-74). *PRESUMABLY THE MAINFRAME BUSINESS WOULD
BE SOLD, PERHAPS TO *ACOR*, WHETHER THEY WOULD RECOGNIZE THE
IMPORTANCE OF SUPPORTING AN ECS-LIKE MEMORY IS UNKNOWN.*

12/07 11:35 HODY MED

THE ALLEGATIONS OF THE ARTICLE IN *FORBES* HAVE BEEN
VIGOROUSLY DENIED BY *ACOR* MANAGEMENT AND SOME CLAIM
THAT A RETRACTION WILL BE PRINTED.
However, with niceties like a 10% pay cut, forced vacations and the like all because of a poor year, I think that some head scratching is going on Minneapolis way...

--DF

I would like to get in touch with K. Nortrup but do not know what his course is. Can someone tell me?

Thanks.

KJ Wigton

Names are **K Nortrup**, in courses **-uni-** or **-ee260-**...

Thanks...

He called me.

KJ

Taking into account the fact that alarm is still not a systems feature, I'd like to make a suggestion for the implementation it may have in the future.

Currently, when you get an alarm, it seems that it stops after a keypress. Since the message looks sort of like the **-TERM talk-** message, why not run something sort of parallel to it? Perhaps you get an alarm, the only way to turn it off is to do something like, perhaps...

**-TERM alarmed-**

Similar to **-TERM talk or reject-** to get the talk message off of your screen.

Comments, criticisms, adverse remarks, anyone?

Criticism: There are simply times when you don't want
TO GET AWAY FROM YOUR PRESENT ARROW (BECAUSE WHEN RETURNING
FROM A TERM-ED FEATURE, YOU LOSE WHAT WAS TYPED THERE).

"IT WORKS WELL AS IT IS.

12/06 12:56 FRANKEL P

PRESSING A KEY DOES NOT STOP THE ALARM -- IT STOPS AFTER
IT FLASHES A FEW TIMES.

12/06 14:39 COPELAND PFW

GOOD IDEA RICKberapa...
AFTER ALL IF YOU WANTED TO FINISH THE ARROW THE MESSAGE
WOULD STAY UNTIL ACKNOWLEDGED...
HOW ABOUT IT? CAN THIS BE IMPLEMENTED SOON?/

THE WIZARD

12/06 18:35 ORPHEUS CU

I'D GO ONE STEP FURTHER--IF ITS CONVENIENCE YOU
WANT, HOW ABOUT MAKING -ALARM- A -TERM-?
THAT WAY, YOU
COULD SET AN ALARM WITHOUT HAVING TO LEAVE THE LESSON YOU
ARE IN WHEN YOU DECIDE YOU NEED ONE.

MIKE

12/07 17:15 OBERPRILLER VALERN

GOOD IDEA, MIKE B. ALARM- AS A -TERM- WOULD BE VERY
USEFUL. MANY TIMES HAVE I GONE INTO A LESSON AND
REMEMBERED THAT "I WANTED TO SET AN ALARM- AND HAD TO
BACK OUT TO DO IT. IT'S USED OFTEN AT THIS SITE
SINCE A CURRENT TERMINAL SHORTAGE MAKES IT NECESSARY
FOR SOMEONE USING A TERMINAL TO RELINQUISH IT AFTER
A SPECIFIED TIME. DOJO

12/09 11:30 ELAND CSA

I AGREE WITH THE IDEA THAT THE ALARM MESSAGE SHOULD NOT GO
AWAY UNTIL EXPLICITLY CLEARED...

12/09 15:22 TIGRAK PARK

HOW ABOUT HAVING THE OPTION OF SETTING YOUR SLIDE PROJECTOR
TO FLASH +/- I THINK THAT WOULD BE A GOOD ALARMER++. JUST USE
IT AS AN OPTION++. DO YOU WISH A FLUSHING ALARM +/- ???
ETC. WHATCHA THINK ?

IAN

RESPONSE 8

12/15  21:17  BROADUS  CS109

I WAS JUST ABOUT TO ASK THAT MYSELF...
IT SOUNDS LIKE A GREAT IDEA.
I COULD REALLY USE IT SOMETIMES LATE AT NIGHT WHEN I CAN'T EVEN FIND THE KEYBOARD
FROM BEING SO TIRED...

-------- note 553 MANY KEYS

12/06  11:36  GOLDEN  S

FROM TIME TO TIME VISITORS AND USERS ASK ABOUT THE EXTENT OF USE OF +P*L+A*T+O. HERE ARE SOME STATISTICS GATHERED YESTERDAY:

+DURING PRIME TIME YESTERDAY, +P*L+A*T+O PROCESSED 5 MILLION KEYPRESSES AND CLOKED 3000 TERMINAL HOURS OF USE.*

-------- note 558 -IN- AGAIN

12/06  12:30  BOWERY  COMM

TO REPEAT A SUGGESTION MADE BY LITTLE T OF EM:

IN  STATION-#
  #OR (WITH MY MODIFICATION)
  IN  STATION-#LESSON  $LESSON- AN OPTIONAL TAG

RETURNING THE APPROPRIATE VALUE IN -ERROR-.
THE FIRST VERSION OF THE COMMAND WOULD BE USEFUL TO KEEP POINTERS STRAIGHT IN THE EVENT OF A SYSTEM CRASH WITH OUT THE VULGARITIES OF -PRESS- (IE. 1 SECOND PAUSE).
THE SECOND VERSION WOULD BE USEFUL FOR ROUTERS AND LESSONS THAT ARE DEPENDANT UPON OTHER LESSONS FOR THEIR OPERATION.
IN MY MODIFICATION, A CHECK FOR JUMPOUT CODES COULD BE DONE AND IF THE CODES DO NOT MATCH, AN APPROPRIATE VALUE WOULD BE RETURNED IN ERROR.

-------- note 562 **** OPS

12/06  13:18  LITTLE T  EM

*I'M MISTaken OR IS THERE SUPPOSED TO BE AN OPERATOR ON DUTY AT ALL TIMES ESPECIALLY DURING +P*R+I+M+E  +I+M+E+/
*I CAME IN TO PICK UP A PRINTOUT AND FOUND THE MESSAGE;
**P*I+T+O  *L*U*NT*O. **I NOW WILL HAVE TO WAIT UNTIL NEXT MONDAY BEFORE **I CAN PICK UP MY PRINTOUT**. **THIS IDEA OF MOVING THE PRINTOUTS TO THE OPERATORS ROOM DOESN'T/seem like PROGRESS TO ME**.
**TODD**

12/06  15:08  LARRY NORTH  VE

*I HAVE EXPERIENCED THE SAME PROBLEM AS *LITTLE.*  
*CAN SOMETHING BE DONE ABOUT THIS?*

*PERHAPS THE PRINT BOXES SHOULD BE IN A PUBLIC AREA AND 
AN OPTION ADDED TO *REQUESTS* THAT ALLOWS YOU TO SPECIFY 
THAT YOUR PRINT SHOULD BE HELD BY THE OPERATOR RATHER THAN 
PLACED IN THE PRINT BOX.  THIS WOULD PROVIDE EASY ACCESS 
OR SECURITY AS DESIRED.*

12/06  16:26  GOLDEN  S

*I HAVE HAD PRINTS IN PUBLIC AND SEMI-PUBLIC AREAS FOR YEARS 
THE LOSS RATE IS SIMPLY TOO HIGH.*

*NORMALLY, WE HAVE TWO OPERATORS DURING THE DAY, BUT ONE IS 
ON VACATION NOW.  IT IS MY EXPERIENCE THAT THE OPERATORS 
NEVER LEAVE FOR MORE THAN A FEW MINUTES AT A TIME, USUALLY 
JUST TO GO PICK UP SOME MORE PRINTS.  THE LUNCH BREAK IS, 
OF COURSE, ANOTHER RESULT OF *GEORGE *MYERS BEING ON VACATION.*

12/06  15:13  PARRELO  UIMATHA

*STRANGE THINGS IN *$D* MODE-- LIKE, IT LOADS THE STANDARD 
MICROTABLE ON YOU (ALTHOUGH, WHEN YOU BACK OUT OF *$D* MODE, 
THE ORIGINAL MICROTABLE YOU HAD IS BACK AGAIN). *IDO DOESN'T 
DO THIS* AND BEING AN AVID FAN OF MICRO* --I THINK IT WOULD 
BE NICE IF *$D* WERE CHANGED TO CONFORM TO *IDO*.  * THAT WAY, IF 
*I AM FORCED TO LEAVE IN THE MIDDLE OF A DISPLAY, I AM NOT 
DENIED MY MICROTABLE WHEN I RETURN.*

12/06  18:26  FRANKEL  P

*OK.*

12/06  21:16  PARRELO  UIMATHA

*THANKS.*

**ROPER**

12/07  09:09  ROPER  SIU

*A STRANGE THING HAPPENED THE OTHER DAY...  
I WAS WRITING A JUMPOUT FOR SIU3 WHICH WAS WORKING (MORE 
OR LESS) REGULARLY.  THEN *I ATTEMPTED A JUMPOUT TO SIU2, 
*I GOT A VERY NICE PICTURE OF A FROG SITTING IN A POND*
OF RUSHES WITH THE TEXT CROAK SAID THE FROG. WHEN I TRIED ENTERING FROM THE AUTHOR PAGE LATER, I GOT THE TERM OPTION PAGE IN THE PROGRAM, NOT THE FROG. I KNOW THE GUY WHO WROTE IT AND HE DIDN'T HAVE A CHANCE TO CHANGE THE CONDESE FLAGS ON THE LESSON IN BETWEEN, SINCE WE ONLY HAVE ONE TERMINAL AND IT WAS ON IT FOR THE WHOLE TIME.

*ANYBODY KNOW WHAT WOULD CAUSE THIS SORT OF THING*/ *OVERTALK

**P.S.** WHAT IS THE NEW JUMPOUT CODE WHEN YOU ARE USING A JUMPOUT WITH A VARIABLE TAG AND NO LESLIST? AIDS IS NOT QUITE CLEAR. *THANKS*

---

12/07 09:18 WARNER IU

**TWO THINGS CAN CAUSE THIS...ONE IS A FROM COMMAND IN THE LESSON THAT ROUTES PEOPLE NOT FROM THE AUTHOR PAGE TO A SPECIAL SECTION. THE OTHER IS AN IEU THAT MAKES A DISTINCTION BETWEEN AUTHOR AND STUDENT ENTRIES. THIS IEU WILL BE EXECUTED ANYTIME ANYONE ENTERS THE LESSON.

**THE CODE FOR VARIABLE JUMPOUTS WITHOUT A LESLIST IS...**

*NONEXISTENT*

**THIS FACT WAS A SORE SPOT AMONG PLATO USERS FOR MANY MONTHS BEFORE THE LESLIST FEATURES WERE INTRODUCED.**

---

12/07 10:06 GOLDEN S

**SCHEDULE FOR THE INSTALLATION OF MORE ECS**

**THE ECS WILL ARRIVE, AND ECS WILL BE TURNED OFF ON DECEMBER 23.**

**IN ADDITION TO INSTALLING THE ECS, EXTENSIVE CHANGES IN OUR AIR AND WATER COOLING APPARATUS WILL BE MADE. BECAUSE OF THESE CHANGES AND THE SEVERAL DAYS LOST TO HOLIDAYS, ECS WILL BE OFF LONGER THAN SUGGESTED EARLIER.**

**WE WILL TURN ECS ON AS SOON AS POSSIBLE, BUT THAT MAY BE AS LATE AS JANUARY 2, 1975.**

---

12/07 15:09 CAROL LEVEL3

*WHEN ON THE 25TH DOES ECS GO DOWN -- AM OR PM?*/

---

12/07 15:42 FRANKEL P

**AM.**

---

12/10 17:39 BRADLEY IU

*COULD I HAVE SOME INFORMATION ON OTHER PLATO SYSTEMS?*/
*CONSIDER THE FOLLOWING*:

LESLIST LESSON\LIST
JUMPOUT <1>\UNIT

*IF COMMON CODEWORDS DO NOT MATCH*; YOU GET AN EXECUTION ERROR TO THE EFFECT OF *NO LESLIST*, WHICH IS RATHER VAGUE; *I THINK YOU WILL ADMIT.*

*IT MIGHT MENTION THAT ERROR=-2 MEANS MISMAPIED CODEWORDS IN A LESLIST COMMAND, BUT MAKES NO MENTION OF WHICH CODEWORDS MUST MATCH.*

+COMMENTS, ANYONE+

12/08 14.49 SILVER VE

*THE COMMON CODEWORDS MUST MATCH FOR THE LESLIST COMMAND TO SUCCEED.*
*INCIDENTALLY, THIS TIES SOME SERIOUS PROBLEMS.* ONE CAN EASILY HAVE UNRELATED LESLISTS AND COMMONS; THEY SHOULD NOT BE PROTECTED BY THE SAME CODEWORD. *FOR EXAMPLE*, A LARGE GROUP OF LESSONS MAY HAVE TO SHARE THE SAME LESLIST; SOME OF THE LESSONS MAY HAVE THEIR OWN, UNRELATED COMMONS. *THERE ARE INVITING PROBLEMS TO HAVE TO PUT THE SAME COMMON CODEWORD ON ALL THESE UNRELATED COMMONS; BUT THAT'S WHAT YOU HAVE TO DO TO SHARE THE SAME LESLIST.*

THE SAME PROBLEM OBTAINS WITH DATASETS.

+PLEASE, SYSTEMS, WE NEED SEPARATE CODEWORDS FOR COMMON, LESLIST, AND DATASET+.

12/09 09.14 FRIEDMAN CSA

*IT'S NOT CLEAR WHICH IS WORTH MORE -- THE CONVENIENCE OF A SEPARATE CODEWORD OR THE RELATIVE SIMPLICITY OF NOT HAVING THE CODEWORD.* *I HAVE NO DOUBT*, HOWEVER, THAT MOST EXPERIENCED TUTOR AUTHORS ASSUME THAT THEY WILL GET A CONDENSE ERROR IF CODEWORDS DO NOT MATCH. *AND THEY DON'T.* *THUS ROUTER LESSONS HAVE BEEN CONDENSED WITH MISMATCHED CODEWORDS*; MY PROGRAMMERS WHO THOUGHT THEY HAD DONE ALL NECESSARY TESTING. *EVEN TWO LESLISTS ARE AN EXECUTABLE COMMAND.* IT SHOULD GIVE A CONDENSE ERROR -- THE EXTRA LOAD ON THE SYSTEM IS WORTH IT, IN MY OPINION.

*AT THE VERY LEAST, THE WRITE UP IN AIDS SHOULD MAKE THE SITUATION CLEAR. *PRESENTLY* IT DOESNT.*
-ERROR- gets set (and someone may choose not to check it),
or that an execution error is given. To give both possibilities would require a syntax something like:
LES_LIST LESSON+BLOCK+FLAG
where flag is a variable into which an error indication is put; flag would be optional, and if not coded, an execution error would be given. Thus, an author could check for the problem, or leave it to the system, as he chose.

---

12/08 19.10 ROWELL STAN

Once again.....
Could we please have some variable (error would be ideal) that we can exam in the unit reached by an IFERROR so that we can see what kind of calc error occurred? Currently, you have to pull the IFERROR, recondense, and try (pray) that you blow up in the same place..... All of this just to see array error, exponent error, etc....

This must already exist somewhere in order for the system's exec. error page to write out. Please+/+

+To whom it may concern (in advance)

+Thanks

-------- RESPONSE 1

12/08 19.23 MIDNIGHT P

FORMOK+

-------- RESPONSE 2

12/08 21.25 STEVE CU

*I think he is referring to, say, if you have a piece of code like:
CALC NC(N1)+3

and N1 has 0, so that is an array error, that there be some system variable like FORMOK that will tell what type of error was encountered when the IFERROR unit is done.

*I think this is a good idea. We already have such variables for JUMPOUT, CHARSET, etc., and the calc error is an often occurring one.

-------- RESPONSE 3

12/09 00.28 MIDNIGHT P

There is.
FORMOK in the IFERROR unit will be set to 0 to indicate N1=0 in your example. There isn't any words to tell what unit the error was or what line the error was in.
Can error page show formok on array err exit?  

The problem is that formok, is mostly for compile-type errors (like 3/5, (3+a), and such like). Only one formok setting is for execution errors...just one global setting for array errors, neg. square roots, etc. Pete is saying is that the exec. error page is able to differentiate between these, but formok is not. This is a real bear to debug.

You got it*. If I check formok in my iferror unit, it tells me I had an execution error.....gee, *what else is new*/

It is ungodly trying to debug a lesson using leslists... could we have an option to return them to disk like with common/* thanks... 

How about an option to abort them, too/*

*This I mentioned long ago as a much needed feature... and never got a response from systems as to yes, no, etc... *C*D*M*E*N*T*S*/

One feature which would be very useful would be:
storage user='instructor',322,0

This would allow in a router for an instructor to initiate dataset transfers without having students be tagged with an unnecessary 322 words. While not a return to an executable storage command, which I realize is unreasonable, this calls for the evaluation of system variables at condense time. This would save having to put nearly identical routines in
SEPARATE LESSONS, THUS CALLING IN EXTRA *ECS* AND A JUMPOUT.

ARE THE VALUES OF SYSTEM VARIABLES KNOWN AT CONDENSE TIME?/*
COULD THEY BE?*/ MAYBE IN THE FUTURE THE CREATION OF A
SPECIAL CLASS OF CONDENSE TIME VARIABLES COULD BE DONE SO
THAT CERTAIN PARAMETERS OF THE LESSON COULD BE ALTERED
WITHOUT CREATING SEPARATE COPIES. Admittedly, AFFECTING
THE AMOUNT OF STORAGE ALLOCATED IS THE ONLY USE I CAN SEE
AT THE MOMENT.

12/09 10.37 WOOLLEY

PREVIOUSLY AT CONDENSE TIME YOU WOULD WANT THE VALUE
OF -USER- TO BE SET ACCORDING TO WHO WAS CONDENSING.*
THEN ANYONE WHO CAME INTO THE LESSON LATER WOULD EITHER
GET STORAGE OR NOT GET STORAGE DEPENDING ON WHO
ORIGINALLY CONDENSED IT...
DOES NOT SEEM VERY PRACTICAL.*

12/09 10.56 MICHAEL ENGLISH

NO! You would want user set for each person who enters,
as it is now. Thus storage is allocated for that user
dependent on his user type. Say the system variable
*USERT* EXISTED WITH VALUES OF:

Non-Routed Student  =-1
Student             =0
Multiple            =1
Author              =2
Instructor          =3

Then, at entry to lesson:

STORAGE USERT,0,25,0,25,322

Get its use now? Not exactly condense time variables,
but entry time variables.*

12/09 12.57 BECKER READING

That implies executable storage. However seeing as storage
is added to ecs for every person entering a lesson with
storage there is no reason that I can see not to make
it executable. The algorithm that decides if there is room
for you to enter an already condensed lesson could assume
the maximum storage tag (which would have to available at
condense time).*

12/09 13.19 MICHAEL ENGLISH

It would not imply executable storage on the user level,
only at the system level, which I believe already exists.*
I.E., NOT EXECUTABLE AS THE OLD STORAGE COMMAND WAS.

12/09 10.35 SUSAN CERL

*PEOPLE NEEDING MICROFICHE FOR NEXT SEMESTER MUST GET THEIR SLIDES TO ME THIS WEEK. *IF YOU HAVE ANY QUESTIONS ABOUT SLIDES FOR NEXT SEMESTER PLEASE CONTACT ME BY PHONE (333-6210).
*ALSO, PEOPLE NEEDING AUDIO DISCS AND SLIDE INSERTS SHOULD CONTACT PAT STOLASKI (333-6211) ANY AFTERNOON FROM 2 TO 5. SHE WORKS IN THE LIBRARY.
SUSAN RANKAITIS

12/09 10.37 JONES RHRC

*WHEN READING A LESSON, IT WOULD BE NICE TO BE ABLE TO READ DIRECTLY OVER LESSON BLOCK BOUNDS INSTEAD OF HAVING TO BACK OUT TO THE LESSON INDEX AND TYPE THE LETTER OF THE NEXT BLOCK. *MAKE THE **NEXT** KEY COULD ADVANCE TO THE BEGINNING OF THE NEXT BLOCK AND SAVE CHANGES IN THE PREVIOUS BLOCK IF NOT IN INSPECT ONLY MODE.*

12/09 10.59 FAYE RESEARCH

*THIS HAS BEEN SUGGESTED BEFORE... *THE SYSTEMS PROGRAMMERS DO INDEED HAVE SUCH AN OPTION (SAME KEYPRESS EVEN), BUT APPARENTLY THERE IS SOME REASON WHY SUCH A FEATURE COULD NOT BE AVAILABLE TO USERS. *I'M AFRAID I DON'T KNOW WHAT THAT REASON IS... *

12/09 11.38 JONES RHRC

DO THEY ALSO HAVE **BACK** TO BACK UP FROM THE BEGINNING OF ONE BLOCK TO THE END OF THE PREVIOUS BLOCK? THIS WOULD ALSO HELP... **NEXT** TO **NEXT** ETC ETC ETC ETC **NEXT** TO **NEXT** ETC ETC ETC ETC ETC ETC...

12/09 12.36 KEITH S MATHA

*PLEASE SEE NOTE #510 OF OLD GENERAL NOTES FOR AUGUST 18 - SEPTEMBER 7 OF 1974 FOR FURTHER DISCUSSION OF THIS REQUEST.

12/09 13.09 BECKER READING

*BETTER YET: LOOK AT GEN. NOTE #389 IN THESE CURRENT NOTES. *PAY PARTICULAR ATTENTION TO THE RESPONSES BY MAUREEN STONE AND PROF. FREDMAN. *PAY NO ATTENTION TO THE LACK OF OFFICIAL SYSTEMS RESPONSES TO SAME.*
This note is not about an all-lesson unit search; it is about backing up and moving forward from block to block without going back to the directory page. However, the notes mentioned by Mr. Slaughter and Mr. Becker are about an all-lesson unit search (and similar all-lesson command searches, etc.).

So, as long as this is still an open question...

The fear is the same as the other options: that it would be an option that would entice more disk accesses than are used on the average now... and that some may abuse (horror) it by running rampant through lessons.

Personally, as stated before, I question that the gains would be so ill; considering the overhead that can be created by average user-iterative next-back-press a letter, etc. methods of Y and Z search, etc., certainly if systems still feared abuse, these options and their disk accesses could be paused such that the time that it took to, say, go between blocks in a search or next would be no less than what presently has to be done, and the processing required would be less... not to mention my amicability on such occasions.

*Systems* speak your peace!

OK. I must come to the defense of those brave enough to make the suggestion that they were relevant.

They were relevant, the possibility of what I want was raised, and arguments were presented for and against what I want. Stone (+I think) made correct remark that the same number of disk accesses would be made by people backing out to the index to go to the new block as using +next+next+. As to how free access to +next+next+ would encourage scattering of units at random (as one of the others suggested) I have not the faintest idea.

Scattering of units, as well as lack of documentation, is, so to say, unavoidable in lessons large enough to make scattering of units and lack of documentation highly undesirable. Eventually we all come to the point where we must play that old game of kill-the-comments-and-shuffle-
THE UNITS TO MAKE ENOUGH ROOM IN BLOCK N TO ADD ANOTHER UNIT

ROULETTE...

12/09  16.33  ROGER  SIU

*AT*E*N*...  +QUETZAL

12/09  16.11  MCNEIL A  UICC

*HOW ABOUT A COMPROMISE, A NEW EDIT COMMAND IE. AT*E*N* WHICH WOULD TAKE YOU TO BLOCK N WITH OUT GOING TO THE BLOCK DIRECTORY PAGE?  
*AT*E*N* WOULD BE A NON REMEMBERED COMMAND SO IT WOULDN'T WIPE OUT YOUR *C OR *U SEARCHES.

12/09  16.15  FRYE  RESEARCH

*THAT'S MORE KEYPRESSES THAN BACKING OUT TO THE DIRECTORY.*

12/10  09.18  LAYMAN  MATHA

WOULD THE ALL-FILE SEARCH BE MORE EFFICIENT IF THE BLOCK WASN'T RETURNED TO DISK, BUT WAS JUST OVERWRITTEN IF THE SEARCH YIELDED A *NOT FOUND* - IF SOMEONE *IS* GOING TO SEARCH A FILE MANUALLY, THE BLOCK THAT FAILED WILL GET SENT TO THE DISK WHEN ONE PAGES OUT (UNLESS THERE'S SOME FLAG THAT *I* DON'T KNOW OF THAT INDICATES A CHANGE HAS BEEN MADE TO THE BLOCK). MAYBE THE SYSTEM PEOPLE COULD RELEASE A TEMPORARY VERSION # THE ALLFILE SEARCH # KEEP SOME STATS ON IT JUST TO HAVE SOME DATA ON DISK ACCESSES (MORE OR LESS) - THE ONLY REAL WAY TO TELL IF IT'S SUBJECT TO ABUSE IS TRY IT OUT. IT'S HARD TO SECOND GUESS HOW THE AVERAGE AUTHOR WILL USE OR ABUSE SUCH A FEATURE.  --TOM*L

12/10  18.46  JIM G  READING

*DUU TO SMARTS ON THE PART OF THOSE WHO ORGINATED THE EDITOR, A BLOCK IS NOT WRITTEN BACK TO THE DISC UNLESS SOME CHANGE IS MADE TO THE CONTENTS. IT DOES SEEM THE LOGICAL AND INTELLIGENT WAY TO DO THINGS. WHY INCUR AN EXTRA DISC ACCESS FOR NO REASON?*

12/11  12.35  U SLEATOR  ULSEDIT

*IT IS JUST A CASE OF THE *HAVE*S, VS. THE *HAVE NOT*S...*  
*THE *HAVE NOT*S WANT IT, AND THE *HAVE*S WANT TO
KEEP THEM FROM GETTING IT.

*THE HAVEVES* ARE DELAYED TRYING TO FIND A RATIONAL REASON THAT THE HAVE NOTS SHOULD NOT BE ABLE TO GET IT; AND THUS, NO SYSTEM RESPONSES TO THIS NOTE.

12/09 11:15 RADER 9

*THE PAPER HAS COME IN FOR THE VARIAN COPIER; SEVERAL LARGE USERS HAVE SCHEDULED-blocks OF TIME TODAY (*MONDAY), WE DO NOT EXPECT TO HAVE TO SCHEDULE PAST TODAY.*

12/09 11:14 FRYE RESEARCH

RECENT NOTES ABOUT EXECUTION ERRORS ON MICRO COMMANDS PERSUADED ME TO INVESTIGATE THIS -- IT APPEARS THAT AN INVALID MICRO NAME CAUSES AN EXECUTION ERROR - UNLIKE THE CHARSET COMMAND WHICH SIMPLY DOESN'T LOAD THE UNFOUND CHARSET. COULD THIS BE CHANGED TO ALLOW A FLAG FOR THE MISMATCHED MICRO? LIKE SETTING ERROR, FOR INSTANCE? THIS WOULD, IT SEEMS TO ME, BE MORE CONSISTENT WITH CURRENT TUTOR COMMANDS (AGAIN IN REFERENCE TO THE CHARSET COMMAND).

12/09 16:05 PARRELLO VIMATHA

WHAT ACTUALLY HAPPENS IS THAT ERROR IS SET TO 0 FOR A GOOD MICRO, -1 FOR A BAD ONE, AND THE EXECUTION ERROR OCCURS ONLY WHEN BOTH ARGUMENTS ARE 0...

12/09 12:59 ORPHEUS CU

*SUGGESTED TUTOR DIRECTIVES DEPARTMENT*

HOW ABOUT A NEW TAG FOR THE ERASE COMMAND:

ERASE N

WHERE N IS A LINE NUMBER COUNTING DOWN FROM THE TOP OF THE SCREEN. THIS WOULD OBLIVITE THE NECESSITY OF USING AN AT COMMAND TO ERASE A GIVEN LINE OF TEXT.

12/09 13:25 MICHAEL ENGLISH

LIKE *

ERASE 10

IT ALREADY EXISTS, BUT A LATER!
at 1010
ERASE 10

*EFFECT OBVIOUSLY DIFFERENT; I LIKE*

ERASE 1010:10

*E., ERASE 35 WIDE, 10 DOWN, STARTING AT 1010.

RESPONSE 2
12/09 14.08 FRYE RESEARCH

*THE FACT REMAINS THAT YOU ARE STILL DOING THE *AT*, BUT IT IS IMPLIED IN THIS CASE -- IT SEEMS LIKE AN INTERESTING SHORTCUT, BUT I PERSONALLY DON'T THINK IT'S ALL THAT NECESSARY. OTHER OPINIONS*/

DAVE

RESPONSE 3
12/09 14.19 CURLY IU

*I HAVE FOUND MYSELF WISHING FOR SUCH A OPTION SEVERAL TIMES AND ONCE SUGGESTED THAT EMBEDDED AT COMMANDS BE ALLOWED, BUT THIS VERSION SEEMS MORE REASONABLE AND I THINK IT SHOULD BE IMPLEMENTED(ALTHOUGH I AGREE THAT WE CANSSS666666 GET ALONG WITHOUT IT).*

CURLY

RESPONSE 4
12/09 14.22 PARRELLO UIMATHA

*THIS HAS ALREADY BEEN SUGGESTED AND REJECTED.*

RESPONSE 5
12/09 18.92 RED TCOURSE

*WHEN I ENCOUNTERED THIS PROBLEM I WROTE A LITTLE SUBROUTINE TAKING THREE ARGUMENTS:

UNIT ERASES(V90,V91,V92)
AT V90
ERASE V91+V92

THUS, *DO ERASES(1010,35,2)* WOULD ERASE 35 CHARS FOR TWO LINES STARTING AT 1010.*

RESPONSE 6
12/10 09.31 LAYMAN MATHA

BALONEY SAUSAGE++ --THE EMBEDDED AT TAKES UP MORE ECS -- IS SLOWER----- THIS IS AN EX-EMBEDDING FREAK SPEAKING--I'VE SEEN THE ERROR OF MY WAYS + CLEANED MY LESSONS UP (EXCEPT FOR THE WRITECS BUT THOSE ARE FOR MEDICINAL PURPOSES)--AMPERSANDS
ARE LOTS MORE FUN ANYHOW --* --*TL

--------- note 639 REST ROOM
12/09 15:57 KEITH S MATHA

*THE +C+E+R+L REST ROOM CHANGE HAS BEEN MADE.

WHAT USED TO BE THE THIRD FLOOR +M+E+N+7S REST ROOM
IS NOW THE THIRD FLOOR +M+C+E+N+S REST ROOM.

THIS CHANGE IS NOTED BY A TEMPORARY SIGN.
THANKS TO ALL FOR THEIR INPUT ON THIS ISSUE.

--------- note 644 L COMMAND
12/09 19:04 CROOKS SIU

DURING EDITING HOW DOES THE L COMMAND WORK*/
FOR DISPLAYING LINES THAT IS*/

--------- response 1
12/09 19:45 MIDDEN P

IT DISPLAYS A LINES OF TEXT.
*L3 DISPLAYS THREE LINES OF TEXT.
*READ HELP PAGES FOR EDIT*/

--------- response 2
12/09 20:40 ALVIN SIU

IS THERE A SPECIAL SEQUENCE OF BUTTONS*/
WE CANT GET IT TO WORK.........

--------- response 3
12/09 21:26 CHABAY P

IT WORKS FOR ME* TO DISPLAY 3 LINES ONLY, TYPE *L3* PRESS
*E+T+X+T* AND THEN REPLOT YOUR SCREEN -- FROM THEN ON ONLY
3 LINES WILL BE DISPLAYED.

--------- response 4
12/10 01:02 AL MFLU

THE L COMMAND DOESNT DO ANYTHING VISABLE. THAT IS WHY
YOU PROBABLY DIDNT THINK THAT IT WORKED. WHAT IT DOES
IS RESET THE MAX LINE DISPLAYED TO WHAT EVER YOU TELL IT.
IT IS ORIGINALL Y.
IT IS USEFUL WHEN SEARCHING THROUGH A LESSON FOR A CERTAIN
UNIT WHEN YOU DONT KNOW IN WHAT BLOCK IT RESIDES. SET
THE LINE LIMIT TO 1 WITH *L1 AND THEN DO YOUR SEARCH STARTING
FROM BLOCK A. THE *NOT FOUND* WILL BE DISPLAYED QUICKER
since you won't have to wait for 7 more lines to print.

12/10 08.54 ALVIN SIU

OK... THANX, NOW WE CAUGHT ON TO WHAT IT DOES.......
WE JUST COULDN'T SEEM TO COMPREHEND WHAT IT DID BEFORE.

DAVESSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSUNIT
WAIT
PAUSE 3
GOTO 10
FLAG=SET*X,WAIT
LOOP COULD EAT UP 56.7 MILS/*K INS-SEC***

DF
DEAR SYSTEM PEOPLE...

I THINK NOTES IS HAVING A NERVOUS BREAKDOWN TODAY*** OR AT LEAST IS GIVING ME ONE*** THE SEQUENCE OF EVENTS:
1. I WENT INTO PERSONAL NOTES AND HIT SHIFT LAB TO RESPOND TO A NOTE
2. I WROTE RESPONSE AND SENT IT
3. I HIT NEXT TO CONTINUE READING***DELETED THE NOTE TO WHICH I HAD WRITTEN RESPONSE***READ ONE ADDITIONAL NOTE THAT WAS THERE
4. WENT BACK TO AUTHOR MODE PAGE AND SAW NOTICE THAT I HAVE A NOTE
5. SUSPECTED PLATO OF PLAYING GAMES WITH ME SO I WENT BACK IN AND WROTE NOTE TO SAME PERSON ASKING IF HE RECEIVED THE NOTE MENTIONED IN (2) ABOVE.
6. SENT THE NOTE AND WAS SENT TO PAGE WHERE I WAS TOLD THAT LAST NOTE HAD BEEN SENT TO LDF OF MTC.
7. I THEN HIT NEXT AND MY NAME APPEARED AS NEXT PERSON TO WHOM I WANTED TO SEND A NOTE. I HIT NEXT AGAIN AND MY NAME APPEARED IN THAT SLOT...THIS HAPPENED AT 8:40 TODAY***

P.S. JUST FOUND OUT THAT THE ORIGINAL NOTE HAD IN FACT BEEN RECEIVED***

ALSO FORGOT TO SAY THAT THERE WAS NO NEW NOTE WAITING FOR ME WHEN I WENT IN AGAIN AFTER MAKING THE FIRST RESPONSE MENTIONED.
I notice that the auto-fill of the "course" variable also works on the term "talk" option.

Do a term "talk"
Type in some name
Then for course, simply press NEXT

Result: paging is done of person w/ that name who is also in your own course.

Nice feature to have around... thx

---

Yesterday afternoon Plato went through a short crash... ok!
That's cool. I was in AIDS at the time. When Plato came up again I immediately sought AIDS... only to wait several minutes for it to condense. I certainly understand the initial overload following a crash, but couldn't AIDS, a system's lesson of great magnitude and connected to the editor, be given a priority condense? Should it not be one of the lessons loaded immediately following a crash?

Just a thought.....

---

TO: golden

AIDS includes several dozens of lessons. Do you really want your students to wait for their lessons while we condense all of AIDS?

---

BUT WHY NOT JUST HAVE THE SAVED BINARY AVAILABLE?

---

TO: golden

In that light, sir, I do see your point. Thanks for adjusting my point of view.

A mental apology to the student population...
REPLY TO LATER QUESTION:
BINARIES CANNOT BE SAVED ACROSS CHANGES IN EXECUTOR, SUCH
A CHANGE WAS FORCED BY THE CRASH.

ANNOYING PROBLEM IN ID/SD OPTIONS... BLANK LINES ARE
NOT RECOGNIZED... EXAMPLE: T FOR TEXT; THEN
1. ITEM ONE
2. ITEM TWO
COMES OUT:
AT WHEREVER
WRITE 1. ITEM ONE
2. ITEM TWO

*TIS A PUZZLEMENT!

AN ADDITIONAL QUESTION, POSSIBLY ANSWERED EARLIER, BUT IF
SO I MISSED IT; WHY CAN'T YOU DO AN S550 AND NOT GET THE
UNRECOGNIZABLE STATEMENT AND WHY CAN'T YOU INSERT
BEFORE THE TOP LINE?/

CHUCK GANT

ABOUT ID... THAT ONLY HAPPENS SOMETIMES... I'LL TRY TO FIX
IT SOON.

YOU CAN INSERT BEFORE THE TOP LINE... I0 HAS DONE
THE JOB FOR ME EVERY TIME.

TO ANSWER THE ORIGINAL QUESTION;
HIT THE SPACE BAR ON THAT BLANK LINE; IT WILL THEN BE
SAVED.

12/10 12:48 MOODY
12/10 14:22 CRG
12/10 16:13 FRANKEL
12/11 02:20 STEVE
12/11 09:29 PERRY
12/11 09:36 CRG
I never said I didn't work. I was always speaking of so. I periodically want something at the beginning of a block.

Note 667 New ECS

As an optimist:
I'm overjoyed to know that we have a firm delivery date on the new ECS. Running lessons (and debugging during the day) should now be easier.

As a pessimist:

Just how much better? By how much will the available ECS be increased after taking the installation of new terminals into account? I understand peak usage might reach 500 terminals, but it is likely that the number of lessons condensed will not increase by that much but there is still the minimum requirements for each terminal.

How much better will things really get?

Mike

Response 1

Lesson Platopress tends to answer your questions.

Response 2

Roughly: with 2 million words of ECS we will be able to afford a lesson buffer of around 1.5 million words - this will be sufficient to guarantee 1500 words to each and every one of the 1000 terminals that can possibly be connected. This figure can almost certainly be made larger (not all 1000 terminals are likely ever to be on at the same time), but we intend to proceed with caution and only forward this time. Note that at present the allocation on a per terminal basis is around 700 words, so site ECS allocations will grow by around a factor of 2 as soon as the new ECS is installed, tested, and working reliably (only guesses are currently available as to when that might be - but hopefully early in January).

Response 3

Just a minor correction - with the installation of terminals after ECS supplies were 'cut off', many sites have much less than 700 words per terminal. Example site MED has 32 terminals and guaranteed 8 *K which is about 562 words per terminal. Sites which were favored in terminal deliveries also got a
Better deal with respect to ECS per terminal in the last scrunch. *Taint Fair***...Really***.

**Response 4**

12/10 19:54  Elston  RHRC

*Just to keep the math straight that's 18K (not 8K).*
*Which does figure out to approximately 562 words per terminal.*

**Response 5**

12/11 14:42  Hody  REO

Thanks Elston --

Mah finger slipped*, lapsus keyi i guess...15*68* K indeed

**Note 669 Bumped**

12/10 13:40  Crane  CEO

*I think that when a site director tells you he is going to bump you in order to gain more ECS for other users he ought to give you at least three to five minutes to straighten out what you are doing.*
*On several occasions I have been informed that I was going to be removed and then after only about 30 seconds I get bumped off the screen.*
*I think that it is important that people be at least allowed to get what they are working on in some sort of order so that when they come back to it they will not have lost their train of thought. *Any suggestions would be appreciated.*

**Response 1**

12/10 13:55  Shlossberg  COM

I think that when an author is working in a room that has been reserved for classroom use he should be aware that he is a low priority user. When in fact he need not be allowed to use the terminal at all, any use he is granted should be appreciated. It is uncomfortable to be running classes and have to ask people to back out so that the scheduled students can get around in their assigned lessons. It would be much easier just to course restrict the room for the entire class period...but it has generally been our policy to allow general usage of the terminals as long as the class is not disturbed or hindered in their work.

In most cases 3-5 minutes is too long a time to help the students move around freely...they too are on a limited time schedule...

**Response 2**

12/10 14:13  Paggs  LAW

*Personally I would be as opposed to giving an author any grace period where my students were concerned as I would
be opposed to letting a bunch of outsiders use the seats for 5 minutes in a classroom where I was scheduled to teach a regular class. However, I do think the site director should have available software which would let him make and enforce his own policy on author usage just as a router lesson lets the course director make and enforce policy on student usage.

--- RESPONSE 3

12/10 16:49 KODY MED

IT IS POLICY OF THE SITE USERS COMMITTEE ON SITE 22 (+MED++) TO ALLOW THREE MINUTES FOR ANY LEGITIMATE USER WHEN THE SPACE IS NEEDED FOR A HIGHER PRIORITY ACTIVITY. IF YOU WERE BUMPED QUICKER, MAYBE YOU WERE IN A GAME. IN ANY CASE SITE 22 USERS ARE URGED TO CONTACT THE MEDICAL COMPUTING LABORATORY AND THE SITE DIRECTORS IF THEY HAVE ANY COMPLAINTS ABOUT SITE MANAGEMENT.

--- RESPONSE 4

12/10 17:42 DONELLY CSS

PERSONALLY, THE ONLY TIME THIS HAS SEEMED PROBLEM HAS BEEN WHEN THE DIRECTOR DID NOT GIVE ME TIME TO EVEN MAKE A CHANGE IN THE CONDENSE FLAGS FOR THE LESSON I WAS EDITING. THIS HAS FORCED ME TO RUN AROUND TO DIFFERENT SITES ON SEVERAL OCCASIONS JUST TO SIGN ON LONG ENOUGH TO GET THE WORKING PART OF THE LESSON AVAILABLE ONCE MORE.

*WHEN FORCED TO LEAVE BEFORE FINISHING WRITING A ROUTINE THAT I HAVE THOUGHT OUT, I HAVE JUST LEARNED TO WRITE NOTES ON PAPER FOR LATER REFERENCE. IT IS A NUISANCE SOMETIMES, BUT AUTHORS ARE LOW PRIORITY USERS (AS WAS ALREADY POINTED OUT).

*BRUCE E. DONELLY

--- RESPONSE 5

12/11 07:42 NAGEL VU

*ALL YOU HAVE TO DO IS TO FIND A SITE TERMINAL.....AUTHORS ARE NEVER BUMPED ONCE ON. MANY OF THE AUTHORS EVEN SAY THAT THEY DO THE BEST AUTHORING DURING PRIME TIME.....THEY FREQUENTLY HAVE MORE THAN 1/2 OF THE AVAILABLE ECS.!!!!

*DO THIS. STAY UP. STAY UP AND WORK

*HOPE THINGS IMPROVE WITH MORE ECS FOR THE STUDENTS ON SITE 0.

--- RESPONSE 6

12/11 14:46 GOLDEN S

*AUTHORS ARE NEVER BUMPED +BY +THE +SITE +DIRECTOR +ON +SITE 0. BUT THEY CAN SELDOM CONDENSE MORE THAN 1500 WORDS. THE SYSTEM SEEMS TO THAT.
Is there any way to tell if a personal note I have sent has been received?

12/10 15:06 CELIA

No, there's no way to tell. You just have to have faith!

12/11 15:04 K MAST

No.

12/10 14:53 STATE

Pardon me, but isn't Hanuka spelled with 2 'n's? (Hannuka)

Nothing vital, just thought I'd mention it.

12/10 15:20 AL

No, the preferred spelling of the Jewish holiday is Chanukah. Did I ask as to what this has to do with Plato? Did we have a menorah on the signon page and I missed it or something? If we haven't yet you might consider it systems. Even a dreidel would be nice, the side on which it lands determines the fate of your records.

Gimel - terminal grabbed by greedy 3 year old tankwar pro
May - Plato down for half a century
Shin - you might ≤≤≤≤≤ _____ get in (ECS, you know)

12/10 15:56 JONES

All right you game authors get going with the new game!

12/10 16:20 RICK
It's always been hard to transliterate between two languages, especially when some sounds don't exist in the object language. For the technically-minded, here is an algorithm in Bacchus Normal Form for the spelling:

```
<holiday> ::= <initial> a <n> u <k> <final>
<initial> ::= Ch ¬I H
<n> ::= n ¬I nn
<k> ::= k ¬I kk
<final> ::= a ¬I ah
```

My preferred spelling is Chanukah (about as close to the Hebrew spelling as you'll ever get).

12/10 16.30 WARNER IU

I don't know. But wasn't this note originally about Mike Chanukah of Ed?/

12/10 16.58 WEAVER MATHA

Yes, Virginia, there is a dreidel lesson.

12/10 17.25 AL MFLU

The competition grows. Another version of the famous original "roulette wheel" is now here. Lesson California Block Chanukah. Sorry for the inconvenience but you may have to partial in that block manually. (It's worth it!). Anyone got an extra lesson space for me?

12/10 18.14 FLORY MFL

If you look hard enough, you will find that there is a menorah on the signon page. It just takes some doing to get. (It was still there this afternoon.)

M. FLORY

Maybe we need a new command (see below) that would

- faith n1
- or
- creed n1

Put the religious preference (established when the records are set and changeable like the password) into the
VARIABLE IN THE TAG, THIS WAY WE COULD HAVE DISPLAYS SUITED TO THE RELIGIOUS PREFERENCE OF THE USER SO AS NOT TO OFFEND ANYONE AT TIMES WHEN RELIGIOUS HOLIDAYS COINCIDE.

--- RESPONSE 9

12/10 19.21 EMG MTCC

JUST TO CLEAR UP ANOTHER POINT, BACKUS IS SPelled THUSLY AND HAS NOTHING TO DO WITH BACCHUS OR CHANUKA, NOR DID HE APPEAR IN REBEL WITHOUT A CAUSE, (THAT HAS THE OTHER BACKUS), AND PETER'S LAST NAME IS NAUR NOT NORMAL (AND HE WASN'T IN THE MOVIE EITHER).

--- RESPONSE 10

12/10 19.56 EISENBERG PSYCH

THERE IS A LITTLE MENORAH AT THE BOTTOM OF THE INDEX PAGE IN THE HEBREW ROUTER LESSON, LESSON KEBROUTE-.- (WE ALSO HAVE CHANUKAH SPelled CORRECTLY)

ARTWORK BY LEE FILLMAN (THANKS, LEE+)

--- RESPONSE 11

12/11 06.46 STEVE CU

BUT, THE NOTATION IS REFERRED TO AS BACKUS NORMAL FORM, EVEN THOUGH NAUR DID WORK ON IT, THIS HAS BEEN A SOURCE OF CONFUSION TO ME, AS I ALWAYS FIGURED THAT NORMAL WAS A GARBLING OF NAUR, BUT I HAVE SEEN IT REFERRED TO AS NORMAL IN TOO MANY PLACES.

--- RESPONSE 12

12/11 09.05 RDR HUM

THE SIGNON PAGE HAS A VERY HANDSOME MENORAH WHICH IS BEING LIT PROPERLY AS HANNUKA PROGRESSES.

THANKS AND APPRECIATION TO THE ARTIST AND SYSTEMS PEOPLE FOR THEIR THOUGHTFULNESS.

CHAG SAMEACH

DICK ROSENBLATT

--- RESPONSE 13

12/11 09.23 JOER CONN

HI FOLKS --GOTTA THROW IN MY LINES SINCE I DID THE ARTISTRY ON THE MENORAH (MOST OF IT)-THANX TO THOSE SYSTEMS PEOPLE WHO PUT IT ON THE SCREEN-IT DISPLAYS 1/8 ACCESSES AND WILL BE PRESENT FOR THE ENTIRE HANNUKA (I USE 2 N'S) FESTIVAL.

LAST COMMENT IS IF YOU WANT TO SEE A GOOD DREIDEL SPIN LOOK AT UC13 (THANX TO WETSTONE/CONN) HOPEFULLY THE FLAGS ARE OK

GLAD TO HEAR YOU LIKE THE MENORAH

JOE

--- RESPONSE 14

12/11 10.21 LHN MTCC
This is all very nice, but what will be done for St. Stanislaus Day?

How about random ¬6s like on Halloween only these will be plates of *food*, *golumpki*, a plate of potatoes, a plate of pierogi, a couple bottles of Drewry's...

Now I know what Dr. Frankenstein felt like!!!!

Thanks to whoever (*I lost track around the 12th response*) gave us the correct 1) spelling 2) spellings 3) all of the above 4) none of the above (please circle your choice).

Congrats to the fine artwork on the menorah (did *I* spell that right?!) and kindly disregard any other comments *I* make about spelling. *Happy Hanuka, Merry Christmas*, and a *Happy New Year* to all.

Just as a matter of curiosity...

Are there any SF authors (published or otherwise) on the PLATO system? *Sometimes it would be nice to get together in minitalko or talkomatic. *I* still unpublished but *I* trying hard.

Thanks,

Quetzal
A GOOD START, IF YOU WOULD TAKE TIME TO READ THE PAGES OF EXCELLENT VERBOSITY WITHIN HIS LESSON ‘GALAXY’......

LET’S TRY TO GET TOGETHER SOME TIME.

GEE, THIS MAY ALMOST WARRANT A NOTES FILE....

STARKHAN

12/13  23.20   BAKER  CS109

I SHOULD BE SO GOOD???, UNFORTUNATELY I CAN’T PUT MY WEIRD PLANS ON PAPER, (+OH+, +OR+, +A WHERE ARE YOU WHEN +I NEED YOU+/)

12/14  17.17   WELLS  CERL

SAME HERE.........

BILLY

12/15  19.55   TURNIER  UALRN

ME +T+0+0+ + + ME +T+0+0+ + +

R.

12/10  21.20   MCKEOWN  COM

THIS SHOULD BE A QUICK ITEM TO FIX (SOMEDAY)++

IT WOULD BE NICE TO HAVE A MESSAGE IN COURSE RECORD AT THE BOTTOM OF THE FIRST PAGE OF LESSONS COMPLETED (OPTION 5 UNDER INDIVIDUAL STUDENT CURRICULUM) INDICATING THAT MORE LESSONS APPEAR ON THE FOLLOWING PAGE. WHEN CHECKING THAT PAGE, IT IS EASY TO BE UNAWARE OF THE ABSENCE OF THE ‘END OF LIST’ AND MISS THE SECOND PAGE.

THANKS.

12/11  10.29   JOHN R  READING

ONE OF OUR LESSONS CONDENSED FAULTILY THIS MORNING.

A “CHARSET” APPARENTLY FAILED TO WORK, AND WE (REPEATABLY) GOT A LESSON WITH A RANDOM SET OF CHARACTERS. RECONDENSING THE LESSON WITHOUT MAKING ANY CHANGES IN IT CURED THE PROBLEM.

12/11  11.22   STEVE  CU

SOMETIMES WHAT CAN HAPPEN IS THAT THE CHARSET ID IS LOADED BUT THE CHARSET IS NOT. THIS WILL CAUSE THE PROGRAM TO THINK IT HAS THE RIGHT CHARSET. IF YOU TRY LOADING A DIFFERENT CHARSET, AND TRY YOUR LESSON AGAIN,
IT USUALLY WORKS.

*however, if you didn't load any charsets between the 
time it didn't work, and when it did, then something may 
have been wrong with the condense, but I doubt it.*

RESPONSE 2

12/11 11:47  JOHN P  READING

Doubts expressed by the systems staff would be much more meaningful.

RESPONSE 3

12/11 13:08  CLARKSON  IU

NO DOUBT YOUR RIGHT.

RESPONSE 4

12/12 02:09  STEVE  CU

*Is this to say that non-systems people aren't allowed 
to attempt to answer questions posed in notes?*  *Is there 
some law that says that only system responses are 
meaningful?*  *I like to be helpful, and give my ideas on 
someone else's problem.*  *I certainly hope my efforts are not 
considered a waste of disc space.*

RESPONSE 5

12/12 09:20  BOB Y  READING

DEAR STEVE (AND ALL YOU OTHER FRUSTRATED NON-SYSTEMS PEOPLE)

YOU SAY YOU'D LIKE TO BE HELPFUL. HERE ARE A FEW SUGGESTIONS:

1) Read a note before you respond to it with your instant 
analysis. We said that the failure repeatedly happened 
and that a re-condense cured it. Does that sound like a 
bad charset flag?

2) Don't proliferate misinformation. Notice that they now 
seem to set the charset flag at the end of loading a 
charset. Line errors might knock out part of the 
loading of a charset (despite system protection against 
that) but it's not likely that the whole charset could 
be lost (so that we would report random characters?)

*AND* that the charset flag would be set. *I can see a 
neophyte programmer reading your note and concluding 
that it's why his charset doesn't load.*

RESPONSE 6

12/12 09:30  BOB Y  READING

YES, STEVE: I'M UPSET ABOUT RESPONSES LIKE YOURS (AND MINE, TOO) 
HAS HAD TOO MANY SUCH RESPONSES IN RECENT DAYS.

YOU HAVE SUCCEEDED IN MUDDYING THE WATERS. WE STILL DO NOT 
HAVE A RESPONSE TO OUR PRIMARY POINT. IT SEEMS THAT THERE

Was an error in the condensing of a lesson. Has a systems person noted our example? Do the systems people accept that as a possibility?

...And now, Steve, here's where you come in: could other users corroborate our findings? Could they add details about what commands might have been zapped or what time of the day such bad condenses might have happened?

12/11 12:46 RDC MTCC

*IS THERE SOMEWAY I COULD ACCESS A FORTRAN COMPILER? I WOULD LIKE TO WRITE A PROGRAM ANALYZING DATA SAVED IN COMMON BUT IT SEEMS IMPOSSIBLE IN TUTOR BECAUSE ONE CAN'T DIMENSION A TWO DIMENSIONAL ARRAY. IF ANYONE CAN TELL ME HOW TO ACCESS THE FORTRAN COMPILER I WILL MAIL THEM A DOLLAR.

*P.S. A CANNED PROGRAM COMPILER LIKE BMD OR SPSS WOULD BE EVEN BETTER.

12/11 13:19 JUCY PSO

*I DON'T KNOW ABOUT THE FORTRAN COMPILER BUT...

*IF YOU KNOW AHEAD OF TIME THE DIMENSIONS OF YOUR ARRAY, YOU CAN VERY EASILY DEFINE A TWO- (OR MORE) DIMENSIONAL ARRAY:

DEFINE MINE
X(I,J)=V(10(I-1)+J) WHERE J→1'2''''10
AND I → UNTIL YOU RUN OUT OF SPACE

*YOU CAN PUT SEGMENTED VARIABLES INTO ARRAYS:
SEGMENT P=1
X(I,J)=P(10(I-1)+J)

*NOTE THAT SEGMENTED VARIABLES MUST BE IN INTEGER FORMAT.

12/11 14:06 FRIEDMAN CSA

*THERE'S NO FORTRAN COMPILER YOU CAN USE IN THIS SYSTEM FOR GENERAL PURPOSE COMPUTING. THERE IS A FORTRAN COMPILER IN THE LESSON SYSTEM (FORTCOMP), AND I THINK THERE IS ANOTHER IN THE CALCULUS SYSTEM (WITS) BUT THESE ARE FAIRLY LIMITED, BEING INTENDED FOR SMALL STUDENT PROGRAMS.

*GIVE THE DOLLAR TO YOUR FAVORITE BONA-FIDE CHARITY.

12/11 14:10 KOVARA J CCCS

*BY SCALING FLOATING PT. QUANTITIES, YOU CAN HOLD THEM IN SEGMENTED VARIABLES.
\[ 123,456 = \frac{123456}{1000} \]

*Just depends on how much precision you are willing to sacrifice*

**Response 4**

12/11 14:54 Parrello UIMATHA

*I will take the dollar if Prof. Friedman doesn't want it...*

**Response 5**

12/11 16:23 Friedman CSA

*Are you a bona fide charity*, *bruce* (*maybe your red sweater is wearing out*)

**Response 6**

12/11 16:40 Shirer VU

*Contact me (talk: Shirer VU) if you want preview of forthcoming Tutor Matrix stuff. Don Shirer.*

**Response 7**

12/11 16:42 Fuller UIMC

*Bruce needs all the help he can get... the publishers of *Int* + *Don't pay much...*

**Response 8**

12/11 16:54 Shorty LAW

*This has nothing to do with it... but isn't it surprising that Marty MFL hasn't complained about the Hanukkah sign-on?*

**Response 9**

12/11 18:50 Oberpriller Valern

*Are you sure all this junk belongs in *8+*E+++*E+++L+++++++*6+*6+*6+*6+*6+*6+*NOTES+++* DJO

**Response 10**

12/11 21:38 Parrello UIMATHA

*Am *I a bona fide charity?*

**Response 11**

12/11 22:51 Syfrig IU

*Yes, your red sweater is getting old and faded, decayed, etc... except... except... I am more a bona-fide charity...*
CONSIDERING THAT MY NOZZLE IS ROTTEN

---------- RESPONSE 12
12/11 23.37 OBERMILLER VALERI

*I STILL THINK THAT THIS DOESN'T BELONG IN GENERAL NOTES!!!
DJO

*OMG* BY THE WAY.....
*PROULICHE* *EINACHTEN*

---------- RESPONSE 13
12/12 01.00 ROWELL STAN

ACTUALLY, YOU DON'T EVEN NEED TO KNOW THE ARRAY SIZE
AHEAD OF TIME, AS LONG AS YOU CAN MAKE A ROUGH GUESS AT
THE LARGEST SIZE (IN ORDER TO ALLOW ENOUGH VARIABLES)

*DEFINE X(I,J) = NCI(I-1)*JDIM + J
*WHERE JDIM IS THE NUMBER PER ROW. IF YOU WANT YOUR ARRAYS
ORDERED ALFA-FORM-TET-RAH, JUST SWAP I AND J ON THE RIGHT SIDE
OF THE EQUALITY.

GOOD LUCK

---------- RESPONSE 14
12/12 09.06 JUDY PSO

RDG ORIGINALLY ASKED FOR A FORTRAN COMPILER.
*THEN* GEORGE TALKED ABOUT A FORTRAN COMPILER IN
THE CS LESSONS. *IS THIS FORTRAN COMPILER THE SAME AS
FORTRAN COMPILER?

---------- RESPONSE 15
12/12 09.43 KOVARA J CCCS

*YES...A SLIP OF THE FINGER. UNLESS IBM HAS SPRUNG ANOTHER
INCOMPATIBILITY ON THE COMPUTER WORLD RECENTLY*

---------- RESPONSE 16
12/12 11.46 D SLEATOR OLDEDIT

*I DON'T KNOW IF THIS IS AN ANNOUNCED FEATURE, BUT
BY GOLLY GEORGE THERE IS A FORTRAN COMPILER ON THE SYSTEM*
*OF COURSE YOU CAN'T ACCESS COMMON WITH IT AND YOU HAVE
TO HAVE A SPECIAL FILE TO USE IT,
*AND IT IS RESTRICTED TO A FEW PRIVILEGED COURSES.*

---------- RESPONSE 17
12/12 22.26 STAN CONN
WHAT CHANUKAH SIGN ON?

----------------------------------------- RESPONSE 18

12/18  13:31  KDC  MITCC

THANK EVERYONE FOR ALL YOUR RESPONSES. JUDY PSO REALLY SAVED MY CHANUKAH AS DID LDF OF MTCC.

JUDY PSO ALSO MISPELLED FORTTRAN. THIS INDICATES TO ME IT IS A SIGN OF INTELLIGENCE TO MISPEL FORTTRAN.

THANK YOU, AGAIN.

MERRY CHRISTMAS

----------------------------------------- NOTE 720 ENGRAF

12/11  13:13  PHIL  CU

I'M WRITING A LESSON IN ENGINEERING GRAPHICS CALLED ENGRAF, AND I REALLY APPRECIATE IT IF THE AUTHOR COULD GIVE ME THE INSPECT CODE FOR ENGRAF.

THANKS.

----------------------------------------- RESPONSE 1

12/11  13:20  LEDERMAN  CERLCC

THE TITLE PAGE OF ENGRAF SAYS BEN LATHAN WROTE IT. YOU COULD CONTACT HIM THROUGH LATHAN@MAC.

----------------------------------------- RESPONSE 2

12/11  13:24  WARE D  VE

JUST GOT A DISK I/O ERROR WHEN I TRIED TO READ THE REPLY TO THIS NOTE.

DM

----------------------------------------- RESPONSE 3

12/11  16:16  BRADLEY  IU

YOU MEAN A DISK I/O ERROR?

----------------------------------------- RESPONSE 4

12/11  16:54  COPELAND  PF

ONE WOULD CERTAINLY HOPE SO.

THE WIZ

----------------------------------------- RESPONSE 5

12/11  17:54  JORDAN  ENGLISH
If you have problems contacting Ben Latham at *Malcolm */x in Chicago, I will be glad to act as a contact person. I go up there about once a week and am in daily communication with the site.

Pauline Jordan (jordan, english)
252 ERL UofI, Urbana, Ill. 61820 (217-333-7450)

---------- response 6
12/11 22:53 SYFRIG IU

hmm.... *50 *GEN. *NOTES IS NOW VICTIM OF *FREUDIAN SLIPS***

---------- response 7
12/12 11:38 STUDY IU

IS THAT SUPPOSED TO BE HUMOR SYFRIG/* IF IT IS KEEP IT OUT OF VALUABLE SPACE*

---------- response 8
12/13 10:21 WARE FORESTRY

ãã COMON YOU GUYS I SLIPPED OK*//*/...
SHHEESSH ANYONE CAN MAKE A MISTAKE***
YE SOF COURSE I MENT *A†SMK ERROR*** NOT ALL OF US ARE PREVERTS*** (MISSPELLING INTENTIONAL)

---------- note 730 LASTAUTHOR
12/11 16:07 DESABIA CSS

*I JUST ENTERED MY LESSON TO EDIT IT AND GOT THE MESSAGE
*LAST AUTHOR DESABIA CSS, ETC. *I THOUGHT THIS MESSAGE ONLY APPEARED IF THE PERSON EDITING THE LESSON WAS *NOT THE LAST AUTHOR. *HAS THIS BEEN CHANGED AGAIN?*

---------- response 1
12/11 15:47 MCKEOWN COM

*THIS FEATURE HAS NOT BEEN CHANGED, *BUT* THE SYMPTOMS YOU DESCRIBE CAN OCCUR WHEN THE SIZE OF THE COURSE YOU ARE IN HAS BEEN CHANGED. *THAT IS*, IF THE NUMBER OF RECORDS IN COURSE CSS HAS BEEN CHANGED, *I THINK THIS IS BECAUSE THE LAST AUTHOR ROUTINE PICKS UP THE POSITION OF YOUR RECORD IN THE DISK. *THIS POSITION CAN CHANGE IF COURSE SIZE IS CHANGED. *HAVING HAD THAT HAPPEN TO ME A FEW TIMES, *I KNOW IT CAN BE A REAL PAIN IF YOU REGULARLY EDIT MANY LESSONS.*

---------- response 2
12/11 16:26 FRIEDMAN CSA

*PROF. MCKEOWN'S RIGHT. *THE SIZE OF COURSE CSS HAS BEEN CHANGED. *AS FAR AS *I KNOW, THE EFFECT YOU HAVE SEEN IS THE ONLY EFFECT YOU WILL SEE FROM THIS CHANGE. IT SHOULD
AFFECT YOU IN NO OTHER WAY.

**NOTE 731 **MAPS

IN ANSWER TO SEVERAL QUESTIONS:
THE POPULATION DYNAMICS GROUP HAS DEVELOPED A FULL LESSON
OF WORLD AND REGIONAL MAPS IN LESSON "PINCONE". ONCE THIS
COULD BE REACHED THROUGH OUR GENERAL ENTRY PROGRAM AND
THIS MAY BE POSSIBLE IN THE FUTURE. MEANWHILE YOU CAN SEE
THEN BY WAY OF LESSON "PREGION". IF YOU HAVE AN OPERATING
TOUCH PANEL YOU CAN CHOOSE REGIONS BY TOUCH...IF NOT, SEE
DIRECTIONS AT PAGE BOTTOMS.

**RESPONSE 1**
12/11 15:25 RUSTY PDG

"VERY NICE"...
ARE THERE PLANS FOR FURTHER SUBDIVISIONS (STATES, PROVINCES,
CANTONS, ETC.?)
ARE THE DISPLAYS HARD CODED OR WAS A POINT STORING FORMAT
USED?

**RESPONSE 2**
12/12 08:51 MOORE VIENNA

"ANY THANKS, PEOPLE. NEXT QUESTION...CAN WE BORROW?"/

**RESPONSE 3**
12/12 12:46 RUSTY PDG

"NO FURTHER SURDIVISIONS PRESENTLY PLANNED.
THE POINT COORDS ARE PACKED IN A COMMON, ARE CALLED OUT
AND USED BY A GENERAL "GDRAWING" ROUTINE.
THEY MIGHT BE USABLE BY OTHERS...NOT YET DECIDED.

**NOTE 734 **ECS DISP

"SITUATION": ONE ATTEMPTS TO CONDENSE A LESSON, BUT GETS
THE DREADED MESSAGE "CALL YOUR INSTRUCTOR -- MEMORY
ALLOCATION EXCEEDED".

"PROPOSED": IN SOME MANNER, DETERMINE THE AMOUNT OF ECS THAT
WOULD BE REQUIRED FOR A SUCCESSFUL CONDENSE AND
INCLUDE THIS ON THE DISPLAY."
**Response 1**

12/12 07:15  Pagel

I don't think that would be possible... until the lesson is completely condensed. There is no way to know how much space a successful condense will take.

**Response 2**

12/12 08:04  Kovara J  CCCS

Isn't there a condense buffer in which all lessons are brought into to be condensed? Is the buffer space charged against the ECS of the site from which the lesson is condensed? If it is not, then the system would first have to condense the lesson. Then, if it didn't fit in the available ECS, you would get the memory allocation message, but the system has already determined the lesson's size. Unless the last condense length of the lesson is checked against available ECS, or if the condense is aborted as soon as the lesson length exceeds available ECS... could someone please explain?

Thanks

**Response 3**

12/12 09:21  Flory

Suppose we take the figure from the last time a particular lesson was condensed. Unless major changes were made, the estimate thus obtained would be pretty close to being right. Perhaps a system response could give more possibilities, along with an opinion from those who know...

**Response 4**

12/12 16:40  Frye  Research

Kovara's response is correct in that the system has no way to know the size of a lesson until it is condensed. Think about *use* commands, friends. Only two or three words difference is apparent until the *use* is encountered during the condense.

It would be nice to show how much condensed code the lesson contained if one gets the allocation exceeded display. In order to determine how much to partial out, you can find this out now by placing a bad or dummy command in your lesson. You'll get the condense error page, which tells the size of the lesson. Real kludgey...
But note that the lesson has been condensed by the time you get that message...

Now that the *Bulletin* board is not seen by everyone when they sign in, is it being updated properly? *Note* was written 5 days ago by *Mr. Golden* concerning when *Plato* would be down over *Christmas* and when the new *ECS* would arrive. *But* the *Bulletin* board has not been updated to reflect that information. Hmmmmm...

It should be updated (and I recently asked Bill amongst others to help keep it up), but it would be much more useful if we could mark it in some way like personal notes to indicate that new information is present. Perhaps we'll get around to that one of these days—for now, I hope we can at least get it up to date.

Could we have a system response to the responses to note 61 (general notes) regarding CPU... Specifically, to what does the message one gets after leaving a lesson refer: to CPU use since sign on, since leaving the editor, or something else?

Secondly, since it is clear that CPU use is going to be the next major cataclysm on this system and many want to gird their loins early, is there some facile way to collect data on CPU use rates in the course of actual running of lessons with a real student population?

Third, are there any plans for system level instructions perhaps in text (or on line) for constructing graphs, doing animations and calcs with a min of CPU use?

Many notes have appeared on this subject but only haphazard responses... There is still time, brother.

The system variable *proctim* can be used to keep CPU data if you have a few spare variables; e.g., ti=v1, tt=v2, proc2, etc.

Calc: *TICLICK* $5$at the beginning of the lesson.
FROM THE EXECUTION ERROR DISPLAY THE HELP KEY IS NOW ACTIVE. THIS TAKES ONE TO THE SECTION OF AIDS WHICH WILL (HOPEDFULLY) EXPLAIN YOUR EXECUTION ERROR.

THE CONNECTION BETWEEN THE EXECUTION ERROR DISPLAY AND AIDS WAS PUT IN BY KIM. MOST OF THE DESCRIPTIONS IN AIDS WERE WRITTEN BY CELIA, THE BRANCHING WITHIN AIDS WAS DONE BY JIM.

IF THIS SEEMS VALUABLE, WE WILL THEN MAKE A CONNECTION BETWEEN THE CONDENSE ERROR DISPLAY AND AIDS.

COMMENTS ARE WELCOME; PLEASE SEND THEM VIA PERSONAL NOTES TO JIM OR PSO.

**Response 1**

12/13 11:07 GILPIN PEER

AIDS IS CERTAINLY A MODEL LESSON. JUST ONE DEMONSTRATION OF THE CAPABILITIES OF THE SYSTEM THAT CAN BE USED FOR SUCH A LARGE AMOUNT OF INFORMATION. IT MUST CONTAIN AT LEAST THE EQUIVALENT OF A SEMESTER LONG COURSE, YET ANY SMALL PORTION IS ACCESSIBLE IN AN INSTANT FROM SO MANY PLACES IN THE SYSTEM.

**Response 2**

12/13 12:01 BRUCE CMA

THE PRODUCTIVITY AND CREATIVITY OF JIM, CELIA, AND COLLEAGUES IS REMARKABLE. AIDS KEEPS GETTING BIGGER, BETTER, AND EASIER TO USE. I ESPECIALLY LIKE THE TREND TOWARD INCLUDING ILLUSTRATIVE MODEL CODE (ALONG THE LINES OF BRUCE'S BOOK), AND THE WILLINGNESS TO EXTEND IN EXPERIMENTAL DIRECTIONS (LIKE THE JUST-ANNOUNCED FEATURE).

**Note 769 Talk Erase**

12/12 17:14 STONE RESEARCH

I'VE BEEN HAVING TROUBLE LATELY WHEN USING THE TALK OPTION BECAUSE THE LINE DOES NOT ALWAYS ERASE CORRECTLY.

1. HAS ANYONE ELSE BEEN HAVING THIS PROBLEM LATELY? IT SEEMS TO BE MORE FREQUENT THAN USUAL.

2. IS THERE ANY CHANCE THAT THE ERASE CAN BE CHANGED SO THAT IT ACTUALLY ERASES THE WHOLE 7#9 MATRIX INSTEAD OF JUST REWRITING THE
LAST LINE IN MODE ERASE
MESS UP OCCASIONALLY.

MAUREEN STONE

12/12 17.48 FRANKEL

*I HAVE ALSO NOTED THE PROBLEM, AND WE'LL LOOK INTO FIXING IT.

12/13 09.53 PETER

THE LAB KEY IS ACTIVE WHILE IN *TERM-TALK*, AND PERFORMS
A FULL ERASE OF YOUR LINE, ON BOTH TERMINALS. THIS FEATURE
HAS OFTEN PROVED QUITE USEFUL TO ME ON TERMINALS WHICH
HAVE AN ERASE PROBLEM OF SOME SORT.

12/13 11.01 STEVE

*I BELIEVE THIS ONLY WORKS IF YOU ARE MONITORING
SOMEONE, OTHERWISE, ONE HAS TO LIVE WITH ALL THOSE
GARbage VOts.

12/13 15.14 PETER

ACTUALLY, IT SEEMS TO WORK ALL THE TIME FOR THE *PAGE-EE*,
(WHO HAS THE UPPER LINE), AND DOES NOT SEEM TO WORK FOR
THE *PAGER* (WITH THE LOWER LINE).
*I GUESS *I RECEIVE MORE PAGES THEN *I INITIATE* AND SO THOUGHT
IT WORKED ALL THE TIME. *ADD.*

12/12 19.37 RRP

...ANYONE WITH A ABOUT 15-20 MINUTES...NEED A REST ?
...DON'T WANT TO HELP SCIENCE : *TAKE A LOOK AT LESSON +INCOS++
*TOMORROW MAY BE TO LATE*, *THANK YOU, -045-0

12/12 23.40 SYFRIG

HOW ABOUT AN EXPLANATION ON WHAT IN THE WORLD THIS LESSON
IS?*/*/*/*/*/*/*/* I WENT THROUGH IT, AND COULDN'T MAKE HEADS OR
TAILS OUT OF IT,**,**,**,**,**,** OH WELL........

12/13 07.38 AVNER

*LOOKS LIKE *A VALID CONFIDENCE TESTING*, BITES THE DUST AGAIN.
I do not think it is very polite to ask people to spend time looking at lessons that have gross errors in them.

Al Avner

---

12/13 08.51 Esther Peer

The directions make no sense at all. The task as presently set up is a big waste of time.

---

12/13 15.11 Rel MTCC

To: Al Avner

...see personal notes...

Bob

---

12/13 15.16 JP MTCC

In the touch panel part of the lesson (whatevver it's intent) the digit 1 is read by the system as a 10.

---

12/13 15.31 Glynn Matha

None of the really meaningful experiences of my life. Hope many more lessons like this are coming (worked on it for 57 minutes...beautiful)

---

12/13 17.49 Avner S

I should point out that my earlier statement was a personal opinion only and was prompted by the fact that, at the time I first tried the lesson, I was unable to proceed beyond the second display.

---

12/13 04.02 Loitz CS109

At the time of writing this note there is an author present at 0.0 using 1500 ECS with no signon name or course. Maybe it's old St. Nicholas trying to remain anonymous.

---

12/13 04.08 Kovara J CCCS

That's the console for the Cyber 70/73.

---

12/13 04.28 Loitz CS109
Doesn't it have a name? Maybe we should give it one.

--- RESPONSE 3
12/13 08:47  WALTER  PHYSIO

I submit "Mike" for the name.

--- RESPONSE 4
12/13 09:31  LAYMAN  MATHA

How about "Bob Bizarro's Bar-Grill"?

--- RESPONSE 5
12/13 09:57  PETER  MATHA

See response 3 to help note 427...

(A note from the system itself, evidently...but I'm afraid I'm a bit pessimistic about it being "Mike at this time."

--- RESPONSE 6
12/13 10:02  ROPER  SIU

Adam Selene

--- RESPONSE 7
12/13 10:03  ROPER  SIU

Einstein fan, eh?

--- RESPONSE 8
12/13 10:04  ADAM  SELENE
I am opposed to 'Mike' (≤ for reasons which will become obvious later.)

Unless someone is opposed to theft and plagiarism we could possibly use -HAL-(that oughtta shake visitors up a bit.) Of course, I'm sure many would object to stealing Stanley's idea, ergo, I (seriously, now folks) submit the following: we take care of two problems at once by naming it 'Brigette.' This will not only forestall confusion about the 'ghost of the terminal,' but will also sidetrack some of the nuisance calls that women(girls? female persons?) get when they're trying to work.(ok Judy*/1)

Love,
Mike Moore<<<<<<6/6/6/6 M

How about Mycroft? That's what Mike was short for.

Sorry, folks, but the suggested names for my friend the Cyber console are already claimed, maybe something that would reflect the Cyber's disposition, like, maybe, 'Irving?'

I move that we give it the name of Plato...

After all without him were would we all be??
Doesn't anyone like the name, "<< console >>?"

Yea looks impressive++,
The "Wizard"

If we used that name does that mean that we would be able to:
JUMPOUT << CONSOLE >> ***/****/*
That may turn out to be a bad security measure++.
I think that '<<0>>' would be a better name.

A classical name: Ergo Sum.

I cast one/half vote for "Ergo "Sum" and one/half vote for Console (whichever way it's pronounced)

love

If you have read 'I Have No Mouth and I Must Scream' by Harlen Ellison you may think twice about that name.
Or maybe thrice.
In fact if you really think about it, you may end up bombing the machine room. (Yet another bad security measure)
Arrowroot, son of Arrowshirt.

(READ "Bored of the Rings")

12/13 15:44 KOVARA J CCCS

1 VOTE FOR "BIG BROTHER" J. KOVARA

...GOOD GULF/+/...V8 MAYBE +/+/

12/13 16:17 SHORTY LAW

HERBERT+/ EDDIE+/ ROXSANNE/+/

12/13 21:57 ROWELL STAN

HOW ABOUT "LADY LOVELACE"/

THE FIRST COMPUTER PROGRAMMER. (NO RELATION TO ACTRESS BY SAME NAME) SHE WROTE PROGRAMS FOR "Babbage's" MACHINE. SINCE THE MACHINE WAS NEVER BUILT, SHE CAN'T CLAIM TO BE THE FIRST DEBUGGER. (IS THERE SOME SYMBOLISM IN THERE SOMEWHERE+?)

12/14 05:49 ERIC WEATHER

REF HANSON/CSD'S REPLY SUGGESTING THE NAME "PLATO".... I THOUGHT THE COMPUTER WAS A "SHE"... LIKE SHIPS AND OTHER INTRICATE MACHINERY.

PERSONALLY I THINK "SYSTEM" OF COURSE "CONSOLE" WOULD BE THE CLEAREST WAY OF SOLVING THE PROBLEM; AFTER ALL, WE ARE TRYING TO AVOID MAKING PLATO CONFUSING, AREN'T WE?/

12/14 10:32 KOVARA J CCCS

DSO OF PPLTH THEN+/

12/14 12:44 BART KAPLOW NU1

HOW ABOUT "MASTERY"/
See When Harlie Was One (David Gerrold)

I think considering all the work the console has done for us the least we could do is put it in course "5"....

Dear Rowell of Stan,

I'm sorry but there is no Lady Lovelance. Her name is Linda Lovelace. I should know. I saw the movie 30 times. (I'm a union projectionist). Also I wish to tell you; she is NO lady.

I still like the name Mike...

(I hear tell that Sherwin is tossing around the idea of a 32 voice music box that could be programmed to talk...)

I vote for "Big Brother"....

How appropriate......

I would think that we could borrow the "HAL" sign-on since Kubreck did mention that the HAL 9000 series was assembled at the HAL lab in Chambana ILL.
IM SURE HARLEN WOULDN'T APPROVE OF YOUR CHOICE AGG..."
A SEEN 2001 AT LEAST 7 TIMES STARRY
(ALSO A DEVOUT ELLISION FREEK)
EVERY TIME I ACCEPT A TERM TALK I HAVE TO PRESS SHIFT STOP
BEFORE I CAN TALK AND HALF THE TIME I CAN'T GET AN ARROW AND
NOTHING WORKS BUT SHIFT STOP
*I CAN'T LOAD ANY CHARACTERS EITHER***
THIS IS STATION 99 AT SITE 27 AND IT HAS A SPASTIC
SLIDE PROJECTOR IF THAT HAS ANYTHING TO DO WITH IT...
EVERYBODY ELSE SEEMS TO BE GETTING ALONG FINE THOUGH....
IT WON'T GIVE ANY ARROWS SO I CAN'T TYPE HELP OR ANYTHING

12/13 18.03 BERGER USERS

--- RESPONSE 1 ---

*I HAVE SEVERAL SUGGESTIONS FOR YOU.
1.* GO EXTENSIVELY THROUGH LESSON TESTER AND
WRITE DOWN ALL THE HARDWARE FAULTS WITH YOUR
TERMINAL.
2. *REPORT THEM.*
3. *TAKE A LOOK AT YOUR AVERAGE CPU USAGE IN YOUR RECORDS.*
*IF IT'S HIGHER THAN 3 MSYS, YOU MAY BE AUTOBREAKING IN
WHATEVER YOU'RE DOING, THUS HAVING PROBLEMS WITH ACCEPTING
THE TALK.*

12/16 08.33 JUDY PSO

*OUR SLIDE SELECTOR WAS SPASTIC LAST WEEK.... AT LEAST
PART OF THE CAUSE SEEMED TO BE A LOOSE PLUG WHERE THE
POWER CORD PLUGGED INTO THE WALL. *CHECK YOUR CONNECTORS.*

*IT IS POSSIBLE TO **DESTROY** THE STANDARD ARROW THROUGH
LOADING AN ARROW IN A CHARSET. *I CAN CONCEIVE OF SOMEHOW
GETTING A BLANK ARROW LOADED, THUS NO ARROW WOULD APPEAR
ON THE SCREEN. FOR THAT, BACK CLEAR OUT TO **WELCOME**, AND SIGN IN AGAIN.*

12/16 16.35 BRADLEY IU

*I COULDN'T TYPE ANYTHING AND WHEN I WENT INTO SOMETHING
LIKE DOGFIGHT I GOT NOTHING BUT A *I AND SOMETHING LIKE A
PAUSE KEYS=STOP BECAUSE NOTHING WORKED... IT WAS VERY INCONSISTENT AND IT WAS NOT AUTOBREAKING...
SOMETIMES I GOT ALL THE WAY TO THE CHARACTER LOADING PLACE**

12/14 13.39 LAYMAN MATHA

DURING A RECENT BURST OF LINE ERRORS I WAS BACKING UP TO THE
AUTHOR PAGE => IT READ:

A-X **MODE**
**CHOOSE A LA LESSON**

--- NOTE 826 A LA MODE ---

*DO I HOOK INTO SOME CRAZY SYSTEM STUFF OR WAS THIS JUST
AN AMAZING COINCIDENCE? IT SURE IS BETTER THAN;
Z V Z V Z Z Z V V Z V Z.
+TOM+L

12/14 13.48 MOODY MED

IS THIS AT THE BASKIN ROBBINS TERMINAL?/ RESPONSE 1

12/15 14.27 LAYMAN MATHA

NO, IT ISN'T--BUT I HEAR THAT BASKIN ROBBINS IS THINKING OF USING TIMESLICES ON THEIR BANANA SHORTAGE AS A SUBSTITUTE (PROBABLY WITH AN EXIT)-- THE WEIRD AUTHOR DISPLAY MAY BE DUE TO THE WAY THE -POLAR- COMMAND HANDLES THE VALUE OF AP BUT I HAVEN'T HEARD A SYSTEM CONFIRMATION YET.----TL

12/15 20.25 TURNIER UALERN

on a lesson space, when I go in to edit the thing, before I actually get into the blocks I get the data page, which is inconvenient. THIS IS ALSO DOING THIS ON A COUPLE OTHER LESSONS ALSO. IS THIS AN ERROR, AM I DOING SOMETHING WRONG OR WHAT? THANKS...

NATE

12/15 17.51 SYFRIG IU NOTE 834 DATAERROR

THE EDITOR IS JUST REMINDING YOU TO FILL OUT THAT PAGE (THE DATA PAGE) COMPLETELY.
12/15 18:04 FULLER UIMC

SPECIFICALLY, LINE 6, THE DESCRIPTION OF THE LESSON.

12/16 02:36 SYFRIG IU

WHAT ARE DOING IN MY LESSON, FULLER?

12/16 02:44 SYFRIG IU

NO OFFENSE, FULLER, BUT WAS JUST CURIOUS (NOT MAD OR ANYTHING.)

12/16 08:41 JUDY PSO

YOU SHOULD FILL OUT ALL OF THE DATA PAGE, BUT YOU *MUST* FILL OUT LINE 6 OR IT WILL KEEP PESTERING YOU.

*THOSE RECORDS ARE USED TO CLASSIFY LESSONS BY TOPIC
(WORKSPACES ARE JUST *WORKSPACE* IF THE GRADE, ETC. ISN'T APPLICABLE WRITE N/A), *THEY ARE CROSS-REFERENCED THROUGH CATALOGS AND AUTHORS. *IT IS TO YOUR ADVANTAGE TO FILL THE PAGE OUT COMPLETELY.

12/16 10:56 PARRELLI WINATHA

FULLER KNEW IT WAS LINE 6 BECAUSE HE AND I HAD THE SAME THING HAPPEN ON A LESSON WE ONCE SHARED...

12/16 10:56 RIC MFLU

*IN *S*D IN THE EDITOR, THE *MODE- COMMAND IS NOT RECOGNIZED, AND EVERYTHING *S*D COMES OUT IN MODE WRITE. *WOULD IT BE FEASIBLE TO EITHER LET *S*D ACCEPT THE *MODE- COMMAND, OR TO HAVE IT PRINT IN MODE REWRITE? *SOMETIMES IN TESTING, I TRY POSITIONING SOMETHING WHERE SOMETHING ELSE WAS BUT SINCE *S*D WORKS IN MODE WRITE ONLY, ALL I GET IS AN OVERWRITTEN MESS.

12/16 07:36 FRANKEL P

OK...I'LL TRY TO PUT *MODE- IN S*D...

12/16 07:46 NAGEL VU

NOTE 840 S*D
My SD mode has been working in mode rewrite last week and still is now.

Press T
Write a line in SD
Press back
Press T
Next line rewrites over the already written one.

Be sure that the cursor is positioned at the start of the first line to overwrite it.

12/16 08:07  Walton Reading

That's true. When inserting text in 1+O (not 1+D), you are in mode rewrite (unless it's sized writing). The complaint here is that 1+D10 in the editor will not be able to recognize the 1+MODE- command.

---------- response 3

12/16 11:00  Parrello Uimatha

Yes, but note also that 1+D mode is in mode write when it is displaying, but mode rewrite when you are inserting stuff into the display. This may be the source of the confusion...

---------- response 4

12/16 10:28  Pifko Uimatha

Does anybody know where I can pick up one of the CERL calendars for my own personal use? I would be very grateful if I could get one.

Loser

---------- response 1

12/16 21:12  Tebby PDO

CERL calendars were available at the office (Room 252), but they are not for personal use, but your business use when you are at your desk in CERL.

P.S. If what you mean is a standard leaf-type calendar, a day a page.

---------- response 2

12/17 12:37  Pifko Uimatha

No, what I want is one of the calendars that is up on the wall in the operator's room on the first floor of CERL. It is a computer printout.

---------- response 3
12/16  12:41  HODY  MED

MANY THANKS TO WOOLLEY FOR THE NEW FEATURE IN NOTES... WHICH PERMITS COPYING GENERAL AND HELP NOTES AND THE RESPONSES INTO OTHER FILES... IT'S A GOOD EXAMPLE OF THE HIGH LEVEL OF RESPONSIVENESS OF THE PLATO OWNERS AND CUSTODIANS TO THE WISHES OF THE MULTITUDE OF USERS....

(DON'T MAKE ME EAT THOSE WORD IN THE FUTURE, FOLKS)

12/16  13:00  CINDY  CDCC

THE SUN UNIVERSITY PROJECT IS LOOKING FOR A PERSON TO HEAD UP THEIR CBE/CAI/CMI ACTIVITIES. AT THIS POINT IN TIME, THEY HAVE A LARGE ETV NETWORK CONCENTRATING MAINLY ON THE AREAS OF ACCOUNTING AND PSYCHOLOGY. THEIR PLAN IS TO INTEGRATE PLATO AS PART OF THEIR COURSE OFFERINGS. THEY NEED SOMEONE WHO HAS FOUR MAIN CAPABILITIES:

1. EXPERIENCE IN TRAINING ADULT LEARNERS
2. SENSITIVITY TO THE NEEDS OF ADULT LEARNERS
3. FAMILIARITY WITH TUTOR AS WELL AS OTHER PROGRAMMING LANGUAGES
4. MANAGEMENT CAPABILITIES

THERE IS A NEED TO FILL THIS POSITION AS SOON AS POSSIBLE. INTERESTED PARTIES, PLEASE CALL CINDY POULOS AT 3-4217, OR LEAVE A PERSONAL NOTE FOR CINDY OF CDCC, OR RESPOND HERE.

12/16  14:10  BOWERY  COMM

FOR THOSE OF YOU INTO PROBABILITY DISTRIBUTIONS:

LESSON -VAN- HAS (AT LEAST TEMPORARILY) A ECS MONITOR GIVING FREQUENCY DISTRIBUTIONS OF ECS WORDS AVAILABLE OVER TIME. ALL YOU DO IS ENTER AND WATCH THE DISTRIBUTION DEVELOP. FOR SITE 0 IT SEEMS THAT THE CURVE IS SKEewed TOWARD THE NEGATIVE END (ECS EXCEEDED WHICH SHOULD COME AS NO SURPRISE). CHECK YOUR SITE OUT.

12/16  15:01  RUSTY  PDG

*APPARENTLY IT IS NOT OPERATING RIGHT NOW.*

12/16  15:46  MOORE  VIENNA

RESPONSE 1

RESPONSE 2
It might be operating now but I still not sure exactly what I saw... Explanation??????

love

---------- response 3

12/16 17:27 LAYMAN

IN -SITE-, IT MUST BE RIGHT.

TOM+L

---------- response 4

12/16 18:44 AVNER

FOR THOSE INTERESTED IN THE SAME DISTRIBUTIONS FOR THE SYSTEM AS A WHOLE, LESSON # TERMINAL # CONTAINS SUMMARIES FOR THE PREVIOUS MONTH (UPDATED MONTHLY-SEE THE *HOURLY USAGE* AND *SITE ECS* OPTIONS).

---------- response 5

12/17 01:51 EONERY

*SORRY FOLKS BUT DUE TO A LACK OF GRAPHIC CAPABILITIES THE PROGRAM AS IT STOOD WAS UNABLE TO COPE WITH ECS (MALLOT-HUSE) SCALES FAR FROM THOSE OF LOG. SITE 0.*

*FIXED NOW*

---------- note 854

12/16 14:34 MGS

*WHAT IS WRONG WITH *PLATO+T0+0* NOTHING BUT LINE ERRORS AT THIS END+T++T+++T+++T+++T+++T+++*

*PLEASE FIX++++++ EVEN IF IT TAKES AN HOUR OR TWO+++T+++*

---------- response 1

12/16 15:13 HIDDEN

*IT IS BEST TO REPORT PROBLEMS OF THIS NATURE TO THE ENGINEERS BY WAY OF LESSON REPAIR.*

*UNLESS PROBLEMS OF THIS NATURE ARE REPORTED, THE ENGINEERS ARE UNABLE TO CORRECT THE PROBLEM.*

---------- response 2

12/16 15:59 MGS

*PLEASE FIX++++++*

*WE REPORTED THE PROBLEM IN LESSON REPAIR BUT IT SEEMS AS IF THAT'S ONLY IF THE TROUBLE IS IN THE TERMINAL, NOT THE SYSTEM*
It's getting so bad, I'm thinking of committing suicide! I can't get any work done! HELP!

We may have a mass suicide here if something doesn't get fixed. It's a little frightening to go through a program you were writing yesterday and which was working fine and find it doing strange things like erasing lines and writing wrong sentences from who knows where. Thank you to whoever solves these problems.

The same was noted here yesterday, i.e., strange erasing in lessons previously working. On occasion, the entire panel failed to plot at all, but responses to arrows were shown. Weird.

Charlene

Hold it guys... to the initials:

Your problem is most likely a hardware problem. Talk to the engineers here before you start screaming about the system as a whole.

I'd like to get some discussion going on the subject of security codes for common, leslist, and dataset. Currently, of course, all three of these features share one security code. But these are separate features having separate purposes, and sharing one code for all three produces some really dangerous situations. For example, my router has a leslist: some of the routed lessons need to refer to this leslist, so have to have the code word filled in. Other lessons have their own commons. And sometimes the same lesson has to have access to the router's leslist and has to contain an unrelated common. This results in a proliferation of the number of lessons having the security codeword of the router's leslist, with increasing danger to the integrity.
OF THE LESLIST. AND IT RESULTS IN A NUMBER OF UNRELATED
COMMONS HAVING TO HAVE THE SAME SECURITY CODEWORD.
(continued--press *LTAB*)

12/16 15:52 FRIEDMAN CSA

THE SAME PROBLEM HOLDS FOR DATASETS.
NOW, I CAN ENVISION AT LEAST TWO SOLUTIONS TO THIS PROBLEM:
A PARTICULAR SOLUTION AND A MORE GENERAL SOLUTION.
THE PARTICULAR SOLUTION WOULD BE SIMPLY TO ADD TWO MORE
CODEWORDS TO EVERY LESSON FILE--A LESLIST CODEWORD AND
A DATASET CODEWORD. THIS WOULD PRESUMABLY BE EASY TO
IMPLEMENT, ASSUMING THE WORDS ARE AVAILABLE.
THE MORE GENERAL SOLUTION WOULD BE TO HAVE SEVERAL
CODEWORDS (SAY, MAYBE, A OR B OR C) OF GENERAL USE. GIVE THEM
NAMES OR NUMBERS; SAY, MAYBE, A B C D E. THEN COMMANDS
LIKE COMMON, LESLIST, DATASET, JUMPOUT, ETC. WOULD
SPECIFY, AS THE THIRD TAG, WHICH CODEWORD HAS TO MATCH.
IF THE THIRD TAG WERE MISSING, THE DEFAULT COULD BE TO
MATCH THE CODEWORD USED NOW (SO OLD LESSONS WOULD STILL
RUN). I THINK THERE'S A FEW PROBLEMS OF QUITE SOME URGENCY TO
MY PROJECT. I'D ESPECIALLY LIKE TO SEE RESPONSES TO THESE SUGGESTIONS.

12/16 17:21 LAYMAN MATHA

THE GENERAL USE CODEWORDS SOUND GOOD--PERHAPS ONE COULD
SPECIFY (ON THE FILE DATA PAGE) WHAT THE CODEWORD IS
USED FOR (RATHER THAN SPECIFY BY LETTER)--AN INDICATOR
COULD BE SET SIMILAR TO WHAT WE DO WHEN WE ADD A NEW BLOCK
CALL IT EITHER CHARSET, SOURCE, ETC.--A GENERAL CODEWORD
COULD BE TAGGED AS COMMON, JUMPOUT, ETC (EXCEPT $CHANGE$ CODE)
+TOMAT

12/16 19:35 BLOMME S

WHEN WE TAKE MORE SPACE OUT OF THE DIRECTORY BLOCK OF A
LESSON FOR SYSTEM INFORMATION, THEN A NUMBER OF IMPORTANT
PIECES OF DATA CAN BE ADDED AND THERE WILL ALSO BE ROOM FOR
MORE CODEWORDS. A CHANGE TO ALLOCATE ON THE BASIS OF 7
DISK BLOCKS INSTEAD OF 14 IS PLANNED ALONG WITH THIS--ABOUT
THE ONLY EFFECT AS FAR AS USERS ARE CONCERNED WOULD BE THAT
21 (AS WELL AS THE CURRENT 14 AND 28) BLOCK LESSONS WOULD BE
AVAILABLE (AS WELL AS 7 BLOCK *MINIS* FOR TESTING OR
WHATEVER). I HOPE THAT THIS CAN BE COMPLETELY EARLY
NEXT YEAR (LIKE BEFORE THE END OF JANUARY).

12/16 21:15 CARTER COMM

WHILE WE'RE ON THE SUBJECT OF ADDING DATA PAGE
INFORMATION, ONE IMPORTANT ADDITION WOULD BE STORING NOT
ONLY THE AUTHORS NAME, BUT SOME SORT OF SUPERVISOR NAME AS
WELL (IF ANY). THE PROBLEM IS THAT MANY AUTHORS ARE TRANSIENT
CONTACTING THE PERSON THAT ACTUALLY WROTE THE LESSON WILL MANY TIMES BE IMPOSSIBLE. INSPECTION OF CATALOG INDICATES SOME GROUPS SOLVE THIS PROBLEM BY GIVING THE SAME AUTHOR NAME TO ALL LESSONS, EVEN IF THERE ARE 300 OF THEM. ADDING THE EXTRA INFO COULD MORE ACCURATELY REFLECT THE SITUATION.

12/17 10.17 FRIEDMAN CS

RICK, THANK YOU FOR THE SYSTEM RESPONSE! AN IMPLEMENTATION OF THIS SORT OF THING BY THE END OF JANUARY WOULD BE MOST USEFUL TO OUR PROJECT. (I GATHER FROM YOUR RESPONSE THAT MY SUGGESTIONS WILL BE SERIOUSLY CONSIDERED, EVEN THOUGH YOU DIDN'T EXACTLY COMMIT YOURSELF, I TO OTHER CONTRIBUTORS TO THIS DISCUSSION?) COULD WE PLEASE KEEP IT TO THE SUBJECT I STARTED WITH? LET'S TRY NOT TO CLUTTER UP A DISCUSSION WITH SIDE ISSUES! IF YOU HAVE WHAT YOU THINK IS A GOOD IDEA, START A NEW NOTE SERIES.

12/16 16.13 RUSTY PDG

IN LESSON ACCY3, THE PERPETUAL CALENDAR IS WRONG FOR EVERY YEAR BEFORE 1901.
*RULE*: EVERY 4 YEARS IS A LEAP YEAR. E+X+X+X+T+I
EVERY 100 YEARS IS NOT A LEAP YEAR. E+X+X+X+E+T+I
EVERY 400 YEARS IS A LEAP YEAR.
THUS 2000 IS CORRECT, AND 1900 (AND ALL BEFORE IT) IS NOT.

12/16 17.10 MEERS WRIGHT

ACTUALLY THE +7+LEAP +YEAR +RULE+7 OF +POPE +GREGORY +I+I+I IS THAT A DAY BE DROPPED FROM EVERY CENTENIAL YEAR (ENDING IN 00). THUS, A DAY WAS DROPPED IN THE YEARS 1700, 1800, AND 1900. THIS MEANT THAT THE YEARS 1700, 1800, AND 1900 WERE NOT LEAP YEARS AND HAD ONLY 28 DAYS IN FEBRUARY. A DAY WILL NOT BE DROPPED IN THE YEAR 2000 SO FEBRUARY 29, 2000 WILL EXIST.
11 DAYS WERE DROPPED FROM OUR CALENDAR IN 1752 TO MAKE IT CORRECT SO SEPTEMBER 2 1752 WAS FOLLOWED BY SEPTEMBER 14 1752.

PERPETUAL CALENDARS MADE USING THE ABOVE RULES ARE CORRECT AT LEAST BACK TO OCTOBER 15 1582.

12/16 18.36 MEER S

OF COURSE THE DATE OF INTRODUCTION OF THE CURRENT CALENDAR ALSO VARIED FOR THE DIFFERENT EUROPEAN COUNTRIES, SO WATCH THOSE EARLY DATES.

12/16 23.26 SHIRER VU

---------- response 5

---------- response 1

---------- response 2

---------- response 3

---------- note 862 PCALENDAR
Watch the late dates too! England (and colonies) did not switch 'til the middle of the 18th century, so George Washington was not really born on Feb. 22 at all. (And you all thought he was telling the truth all along*?*?*)

Response 4

Think of the noise and confusion that resulted merely from changing sign-on procedures. Can you IMAGINE what would happen if the government tried to drop 11 days from the calendar (even for a good reason) *?*?*?*?*?*!*

Response 5

Especially when people are paid by the day, but must pay rent by the month (England nearly had a revolution before we did)**.

Response 6

George Washington's birthday is really February 11, 1732 (O.S.) *Old Style*, but when the change was made to the Gregorian Calendar by the British Empire in 1752, it was newly established as February 22, 1732****.

The nations that were slow in adopting the new calendar are Japan, 1873; China, 1912; Greece, 1924; and Turkey, 1927**.

Response 7

...and Russia 1918

Response 1

A true Chanukah miracle is taking place on the "Welcome to PLATO" page! The menorah is now equipped with ten lights, one burning miraculously in mid-air without a candle to support it. This is especially a miracle since Chanukah is over**.

Note 867 Miracle**.

Response 1

How'd that -specs nocandle- get in there*?*?*?*?*?*

Note 868 Pre-6Judge
What happens when a judge command is encountered in regular pre-6 state? It obviously is ignored, as test programs show. But is this built-in to the judge command machinery or is it an accident? I want to do a unit which is ordinarily gone to in post-arrow state ends w/a judge ignore. Can I count on a judge always being a do-nothing command in pre-6 state.

--- Response 1

12/16 18:48 Avner 5

Yes

--- Response 2

12/17 10:55 Layman Matha

Thanx

--- Note 873 Whendown/>

12/16 19:34 Roper 5ju

Excuse me but when did you say that PLATO goes down for break? (What hour on what day?)

Thanks,
Quetzal
12/16 19:37 BLCMME S

*SEE THE BULLETIN BOARD*. (*PRESS THE *U+A+T+A KEY ON THE
*AUTHOR *MODE DISPLAY IF YOU DON'T KNOW WHAT I AM TALKING
ABOUT*)

12/16  21:17 CARTER COMM

*SHUFFLE* *DODAT* *HEAD*

12/16  23:07 BLCMME S

*OH WELL... DOES THAT CLOSE COUNT?*  *YOU MIGHT ALSO TRY
PRESSING *B *SHIFT-b*.*

12/17  01:31 MCKEOWN COM

*IS IT PLANNED IN THE FUTURE TO ALLOW IGNORABLE WORDS TO
BE OPTIONAL IN PHRASES IN VOCABS-CONCEPT SETUPS?*  *E.G.* *S1*

vocabs test
cost goods, cgs

concept cgs
*I WOULD LIKE TO ACCEPT *7COST GOODS*7 OR *7COST OF GOODS*7.*
(I REALIZE *I CAN DO THAT VERY EASILY HERE, BUT IN THE REAL
EXAMPLE, *I HAVE MORE IGNORABLE WORDS.* )  *IT SEEMS TO ME THAT
TERMS WHICH ARE SPECIFIED AS IGNORABLE SHOULD BE TRULY
IGNORABLE. *COMMENTS*/

12/17  12:52 TENCZAR S

COULD BE DONE... BUT *I SEE SOME PROBLEMS*... 

vocabs *BEFORE THE OF*
cost goods, etc

concept cg

STUDENT TYPES IN *GIVE THE COST BEFORE THE GOODS ARE
DELIVERED*.

YOUR CHANGE WOULD THEN STILL COUPLE *COST* TO *GOODS*.
(AND IT WOULD BE IMPOSSIBLE TO TELL WHAT *PHRASES* WOULD BE MADE FROM A VOCABULARY WITH, SAY, 100 IGNORABLE
WORDS INTERSPERENCED BETWEEN THE MAIN ACTORS)

IT SEEMS SAFER TO LEAVE IT THE WAY IT IS... ANYONE ELSE
HAVE ANY OPINIONS*/
I prefer to have the phrases as they are...phrases with endings would be nice.

---------- note 885 SYR ROUTER

I will anyone up there ever make it possible for those of us who use the system router...to add a page before those which already exist...

*For example, for my course, I like to start with a single page...and then place new material before that first page...leaving the second page for those who haven't finished old material...or who need to review.

*As it is now, I must delete the first page...make a new first page...and retype in the exact same (old first) page as a new second page...

Sure would be nice to specify which pages you want first, second and third...

Ruth...Systems????

Thanks...Barb.

---------- response 1

12/17 10.17 MICHAEL ENGLISH

*PLEASE*********

---------- response 2

12/17 11.27 CHABAY P

*OK, will do.

---------- response 3

12/17 11.30 LEDERMAN CERLCC

*You are beautiful!!

IE...thanks...Barb

---------- note 889 PRINT BUG

Minor bug in the lesson print program:

References to symbols are not collected when the symbol appears in the following context:

RESTART LESSON+(SYMBOL)

This is a legal command; with a character string unit name stored in the variable represented by +SYMBOL+. The print routine should collect this as a reference to +SYMBOL+, but does not.

---------- note 894 INTROTUTOR

12/17 12.22 STEVE CU
I would like to protest the recent restriction of Lesson *introtutor* to authors only. Here, we have a public student type signon that is used by people to become familiar with PLATO before they are given author records. Many want to learn the TUTOR language, and therefore *introtutor* was made available from the router. To my horror, I saw a student try to run introtutor only to get the message that he must run it as an author. Why was this unnecessary and useless restriction made? It doesn't take up extra ECS, and is a valuable learning tool. Now, students must get what *tut* they can from the manuals and from aids, not the best way to be introduced to the language. I would appreciate comments on this subject, especially from the person responsible for the restriction.

*Steven Lionel / Cornell University*

---

**Response 1**

12/17 12:30 Orpheus CU

I'd like to add my voice to Steve's in protesting this restriction. Like most of the others who have become authors here, I learned the basics of TUTOR in *introtutor*. The lesson is well-written and very informative, and its choice of introductory material is excellent—an extremely important consideration, given the subtleties (and the power) of the *tutor* language. I can say for myself that AIDS, while an invaluable reference source for experienced authors, I can't think of anyone who could do without it, is almost completely incomprehensible to the uninitiated.

I think the restriction of *introtutor* was and ill-considered move, but I'd be happy to change my mind if the persons responsible can present a convincing argument.

*Mike

---

**Response 2**

12/17 12:33 Crooks SIU

Yes that does seem to be a problem, but the manuals are very well written...it is much easier to learn on the system through.* Personally, I see no reason to restrict the lesson as such. It also had two very good mini-lessons for demos when you could not get into anything else...

My wish is that introtutor will be expanded to include more of the commands and concepts behind PLATO...

*Olo-Erin

---

**Response 3**

12/17 12:50 Jim PSO

User type student can now use *introtutor* in a couple of
MONTHS, I WILL RETHINK SEVERAL PARTS OF THAT LESSON. IT MAY BE EXPANDED AT THAT TIME ALSO.

PLEASE SEND COMMENTS VIA PERSONAL NOTES TO JIM OF PSO.

--- RESPONSE 4

12/17 13:25 ORPHEUS  CU

NO ONE HAS YET EXPLAINED WHY THE LESSON WAS RESTRICTED IN THE FIRST PLACE.

I'D REALLY BE INTERESTED IN KNOWING WHAT SORT OF LOGIC LED TO THIS ACTION.

CURIOUSLY YOURS,

MIKESKKK+*+*+*+*+*+*+*MIKE

--- RESPONSE 5

12/17 13:21 JIM  PSO

IT WAS BASICALLY --- IF A PERSON WANTS TO LEARN +T+U+T+O+R,
ONE SHOULD INCLUDE PRACTICE. IT IS DIFFICULT TO PRACTICE WITHOUT AN AUTHOR RECORD.

--- RESPONSE 6

12/17 15:49 CELIA  PSO

AND IF I MAY ADD TO JIM'S REMARKS++
THE DESIGNERS OF THE INTRODUCTORY MATERIALS THOUGHT THAT IT WOULD BE ESPECIALLY BENEFICIAL TO INTERSPERSE PRACTICE WITH LEARNING++ After reading chapter 1 in the manual,, going through section 1 of +INTROTUTOR++, and going through sample lesson ++the learner will benefit greatly from writing his version of sample lesson ++a right then.
++to do this, an author record is necessary.

--- RESPONSE 7

12/17 21:37 HODY  MED

I AM SORRY BUT MAYBE I DON'T UNDERSTAND

YOU ARE WITHOLDING A VALUABLE PIECE OF WORK FROM THOSE WHO HAVE ONLY STUDENT RECORDS BECAUSE THE WORK BECOMES MORE+++ VALUABLE IF THEY HAVE AUTHOR RECORDS++

I FAIL TO SEE HOW THAT IS A LOGICAL THING TO DO++

PERHAPS LOOKING THROUGH INTROTUTOR WILL ENCOURAGE SOME WHO ARE SHY ABOUT PROGRAMMING TO BECOME MORE INTERESTED AND REQUEST AUTHOR RECORDS...

--- RESPONSE 8

12/18 09:22 JUDY  PSO
I thought that one reason for limiting student access was that the -restart-s fouled up those many students who sign on with multi-purpose records.

I would also like to ask if the people who were using "introtutor" in student mode had ever inquired of the authors as to the use of the lesson? How was Jim to know that you were finding a valuable use for a lesson in student mode when he had written it and always thought about it as a lesson to be used in actually training new authors? Read Celia’s comments to get the flavor of what the intended use was. Is it true that all of the burden of poor communication is Jim’s? I don’t think so.

I hope this little story now has a happy ending, however.

If I were a judge (and I’m not) of the proposed display contest, Lee Fillman and Tom Schaefges would win it hands down for their beautiful and timely “partridge-in-a-pear-tree.” (In read47) I’m only sorry I don’t have an audio unit to hear the sound track. Nice going!

Hear, hear!

Thanks......what more can I say?

Thanks Don, we gave it all we got. Happy Holidays

Strange things happen in SD mode when you try to
USE $^\text{SUPER}$SCRIPT CHARACTERS IN -SIZE-0 WRITING. EACH TIME
THE $^\text{SUPER}$ key is used, the writing moves up some more dots
--text does not return to the normal writing line after
the character.

ANYBODY AWARE OF THIS?

NIKES$$S$$++$$V++$$V++$$MIKE

------------------------------  RESPONSE 1

12/17  15:42  PARRELLO  YIKATHA

*//*
*COULDN'T GET THIS TO HAPPEN WHEN OUT OF CURIOUSITY, I
TRIED IT, AND I DID NOTICE THAT WHEN LOCKING $^\text{SUPER}$S AND
$^\text{SUB}$S ARE USED IN ANY SIZE, $^\text{S}+\text{D}$ GIVES YOU THE NEW ARROW IN
THE WRONG PLACE....

------------------------------  RESPONSE 2

12/18  09:39  JUDY  PSO

*I DON'T UNDERSTAND \newarrow\ IN THE WRONG PLACE, */

*IF I TYPE (IN THE REGULAR EDITTING TEXT)
SIZE 2
AT 1010
WRITE uu^uuuuu
uu^uuuu
HERE I AM

AND THEN USE $^\text{S}+\text{D}$ AND ATTEMPT TO TYPE EXACTLY ON TOP OF
WHAT I HAVE, IT BEHAVES AS I WOULD EXPECT AND THE
RESULTING SOURCE CODE LOOKS EXACTLY LIKE THE ORIGINAL.
*COULD YOU GIVE AN EXAMPLE?*/

------------------------------  RESPONSE 3

12/18  12:13  FRIEDMAN  CSA

*PERHAPS \newarrow\ HE MEANS IN \text{+S}+D OR \text{+S}+D TEXT MODE*/

------------------------------  RESPONSE 4

12/20  09:16  ORPHEUS  CU

*THE FOLLOWING CODE PRODUCES THE EFFECT I DESCRIBED
(THES I IS AN EXAMPLE):*

AT 1616
SIZE 2
WRITE $^\text{FAX}$ IS Y1/YY2 ABOVE Z

EVERYTHING AFTER THE SUPERSCRIP TED X APPEARED ON THE SAME
LINE AS THE X, INSTEAD OF RETURNING TO THE LINE OF THE F.*

MIKE $$S$$++$$V++$$V++$$MIKE +B

------------------------------  NOTE 910  TAB GLITCH
A funny thing...

If you type an ACCESS-SPACE, then do a TAB (in one of the editors, say) the next thing you type is plotted a half-space too far back. Thus,.ACCESS-SPACE TAB * plots as in line (1) below when you type it in at the arrow, and as in line (2) below when you replot it on the display page. Not only does this make it hard to line things up, but when you press ERASE it erases in the right place even though you are plotted at the wrong place. THIS IS FRUSTRATING TO NO END...

(1) *
(2) ¬ *

AFTER *+A+AS+E, (1) BECOMES *¬e+ve

(+THE PROOF WILL BE LEFT AS AN EXERCISE FOR THE READER.)

---------- response 1

12/18 13.01 JUDY

STRANGE INDEED...

+T*A*H +A+C*E+S*S+P*A+C+E * SEEMS TO WORK OK.... MAYBE YOU CAN CHANGE YOUR TYPING HABITS.

---------- response 2

12/18 15.38 BRADLEY

...HAVE YOU BEEN READING GOODMAN'S CALCULUS BOOK*/ THE ONE WITH THE RED COVER*/ THE ONE WITH THE TRUSTING STUDENTS ETC.*+/ IT DOES STRANGE THINGS WHEN YOU TYPE SPACE-HACKSPACE AND THEN GO ON... AT THE ARROW IT LOOKS OK BUT WHEN DISPLAYED IT LOOKS LIKE TWO SPACES IN FRONT...
EDITING SO YOU DON'T HAVE TO REFER TO YOUR DEFINE SET.

+JIM +Bowery

12/17 16.38 PARRELLO UMATHA

+ALSO ALONG SIMILAR LINES... WE WERE TOLD SOME TIME AGO THAT TO USE SYSTEM VARIABLES INTO DEFINE SET =STUDENT= WE SHOULD USE SOMETHING LIKE

DEFINE STUDENT

***
SYSVAR=SYSVAR
***

BUT THIS GENERATES A WARNING MESSAGE....

12/17 16.38 PARRELLO UMATHA

12/18 10.00 JUDY PSD

YOU SHOULD SAY:

DEFINE STUDENT

ECGSONE=MUSE
WHEREIAM=STATION

THE SYSTEM WORD ITSELF MUST NOT BE ON THE LEFT OF THE DEFINE STATEMENT.

12/18 12.02 PARRELLO UMATHA

+OK, THANKS....

+DRAST, I WAS HOPING I WOULDN'T HAVE TO USE MY IMAGINATION....

12/17 20.16 TERMINET RMRC

+I HAVE BEEN TOLD THAT ++BINARIES++ OF LESSONS WITH CONDENGE ERRORS ARE NOT SAVED. ++TRUE++

+ALSO IF A LESSON ONLY HAS ++WARNINGS++ WILL THE ++BINARY++ BE SAVED++

+I REALIZE THAT THE ANSWERS MAY CHANGE WITH DIFFERENT VERSIONS BUT I WAS WONDERING WHAT THE PRESENT CASE WAS.

+THANKS

12/18 06.56 WHITE P

++BINARIES OF LESSONS WITH (AND WITHOUT) CONDENGE ERRORS ARE STORED ON DISK++