

+++ PLATO IV GROUP NOTES +++

GENERAL INTEREST NOTES 1974

NOTES BEGINNING NOV 22, 1974

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

----- NOTE 0 NOTE ORDER  
11/22 08.04 JOHN R READING

↑SEEMS TO ME IT↑7S BEEN MENTIONED BEFORE, BUT....

↑HAS ANY THOUGHT BEEN GIVEN TO STORING THESE NOTES IN MOST-  
RECENT-NOTE-AT-THE-TOP-OF-THE-PAGE ORDER↑/ ↑I FIND IT EASIER  
TO START WITH THE MOST RECENT NOTE AND GO BACKWARD UNTIL  
↑I ENCOUNTER ONE ↑I↑7VE ALREADY READ THAN TO REMEMBER WHICH  
NUMBER/NAME ↑I HAD READ BEFORE.

----- RESPONSE 1  
11/22 09.56 WHANSEN CSA

↑IT WOULD BE NICE IF FROM THE DIRECTORY PAGE SOME KEY  
LIKE ↑N↑E↑X↑T 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.

----- RESPONSE 2  
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.

----- RESPONSE 3  
11/22 13.44 TENCZAR S

↑JOHN↑7S SUGGESTION SEEMS VERY WORTHY IMPLEMENTATION...  
↑I WILL SEE WHAT CAN BE DONE

----- RESPONSE 4  
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↑7T  
READ.

----- NOTE 3 BAD MICRO  
11/22 10.25 JUDY PSO

↑A VERY STRANG THING HAPPENED AT ABOUT 9↑150 AM JUST BEFORE

THE 10:00 AM RELOAD.

↑ WAS WORKING THROUGH A LESSON ↑, MOVEMENT ↑, WHICH INCLUDES A  
-MICRO- AND AN -IMAIN- 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 10:20, THE LESSON WORKS PERFECTLY. ↑ I HAVEN'T  
TOUCHED IT ↑. (↑ ONLY LOOKED SSSSSSS↑6↑6↑6↑6↑6 IN ↑, INSPECT ONLY ↑,.)

----- RESPONSE 1  
11/22 10.31 ANDERSEN S

↑ WE HOPE WE WILL HAVE THIS ONE FIXED VERY SOON....

----- NOTE 5 SITE DISPL  
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

----- RESPONSE 1  
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 SSSSSSSSS↑6↑6↑6↑6↑6↑6 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



↑YES↑; ↑GET THE CODEWORD TO LESSON SITE FOR YOUR SITE  
(THIS ISN'T TOO LIKELY FOR NETWORK SITE 0, IS IT?)  
AND THE SITE LISTING SHOWS SHAT LESSON EACH STUDENT  
IS IN.

11/22 11.19 ORPHEUS

CU

NOTE 8

↑COPYWRITE

↑I'VE BEEN THINKING ABOUT SOME PROBLEMS ↑P↑L↑A↑T↑O 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 COPYWRITES AND ROYALTIES,  
WHILE THE UNAUTHORIZED USE OF COMPUTER SOFTWARE IS NOWHERE  
NEAR AS WELL PROTECTED AGAINST. ↑FURTHER, ↑P↑L↑A↑T↑O 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 ↑P↑L↑A↑T↑O CAN BE AS LARGE  
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 ↑P↑L↑A↑T↑O MAY BE IN  
FOR.

----- RESPONSE 1

11/22 11.30 AVNER

S

↑THERE WILL BE PROVISION FOR COPYRIGHT OF ↑P↑L↑A↑T↑O MATERIALS  
AND DISTRIBUTION OF ROYALTIES FOR THEIR USE. ↑DETAILS ARE  
BEING WORKED OUT FOR ONE SUCH AGREEMENT BETWEEN THE  
↑UNIVERSITY OF ↑ILLINOIS AND ↑C↑D↑C. ↑SUCH AN ARRANGEMENT CANNOT  
BE PLACED IN EFFECT ON ↑P↑L↑A↑T↑O, HOWEVER, UNTIL THE CURRENT  
FUNDING BY ↑N↑S↑F IS COMPLETED.

----- RESPONSE 2

11/22 11.59 OBRIEN

UICC

↑COME TO THINK OF IT, TO WHOM DO THE MATERIALS ALREADY  
PRODUCED BELONG, SUPPORTED AS THEY ARE BY GOVERNMENT FUNDING  
OF THE SYSTEM ON WHICH THEY WERE PRODUCED↑/  
↑WHAT ARE THE CHANCES OF NASTY LEGAL HASSLES OF UNENFORCABLE  
COPYRIGHTS OF THESE MATERIALS↑/

----- RESPONSE 3

11/22 12.21 AVNER

S

↑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 ↑P↑L↑A↑T↑O MATERIALS HAVE BEEN PRODUCED.

----- RESPONSE 4

11/22 14.27 CROOKS

SIU

↑THEN THERE WILL BE THE PEOPLE WHO WILL WRITE FOR ↑P↑L↑A↑T↑O  
SIMPLY TO DO IT...↑I AM SURE THAT YOU COULD GET A COPY-  
RIGHT 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.

↑OLO-ERIN

----- RESPONSE 5  
11/25 09.42 PERRY UW

↑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 ↑P↑L↑A↑T↑O EXPERIENCE.

----- RESPONSE 6  
11/25 10.06 GLAUCON CU

↑PERRY HAS ESSENTIALLY THE RIGHT IDEA...↑HOWEVER THE ↑PLATO  
SYSTEM AS IT EXIST NOW IS NOT CAPABLE OF COMPETING WITH  
PUBLISHING HOUSES SINCE THE SYSTEM IS NOT LARGE ENOUGH  
TO MAKE THIS WORTH WHILE. ↑THE PROBLEM TO WHICH ↑ORPHEUS  
ADDRESSES HIMSELF IS ONE WHICH IS IN THE DISTANT  
IF NOT NON-EXISTANT FUTURE CONSIDERING THE CUTBACK IN  
↑UNIVERSITY FUNDS FOR SUCH THINGS AS ↑PLATO.  
↑KEN ↑RUSH

----- RESPONSE 7  
12/03 13.17 ORPHEUS CU

↑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 ↑P↑L↑A↑T↑O 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 ↑P↑L↑A↑T↑O WOULD NOT BE THE STIMULATING EXPERIENCE.

FOR BOTH AUTHORS AND STUDENTS, THAT IT IS.

↑MIKE ↑BESOSA

----- NOTE 18    --↑I↑D-MODE  
11/22    13.11    VOLPE    MFLU

↑HOW ABOUT THE SYSTEMS↑7 MEN DEVELOPING THE --↑I↑D- MODE SO  
THAT IF AN AUTHOR HAS ALREADY WRITTEN SOME ENTRIES  
INTO, SAY ↑7UNIT XYZ,↑7 THAT WHEN THE AUTHOR ENTERS THE  
--↑I↑D- MODE, THESE ENTRIES WOULD BE DISPLAYED ON THE  
SCREEN SO TO AVOID ANY ↑7OVER LAPPING↑7 WITH THE WORK  
HE/SHE IS DOING AT THE PREVIOUS TIME ON ↑7UNIT XYZ↑7↑/

↑T. ↑VOLPE

----- RESPONSE 1  
11/22    13.34    JUDY    PS0

↑SYSTEMS PEOPLE, IF YOU PLEASE.

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

----- RESPONSE 2  
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↑D10 AND THEN YOU CAN CONTINUE ADDING MORE TEXT  
USING THE FACILITIES OF ↑I↑D.

--NONHEN

----- RESPONSE 3  
11/22    13.46    SHLOSBERG    COM

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

----- RESPONSE 4  
11/22    15.07    FULLER    UIMC

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

----- NOTE 26    SEX  
11/22    14.23    CROOKS    SIU

↑HEY, HAS ANYONE SEEN CHARSET    RICK    ↑/  
IT CAN BE LOADED BY GOING INTO LESSON ↑7CHARSET↑7  
IN STUDENT MODE....THEN INSPECTING THE LESSON....  
↑THE CHARSET SEEMS, TO ME, TO BE A TOTAL WASTE OF  
SPACE → TIME.    ↑G↑O ↑A↑H↑E↑A↑D,    ↑C↑H↑E↑C↑K ↑I↑T ↑O↑U↑T↑.

↑OLO-ERIN

----- RESPONSE 1  
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  
UNIVERSALLY USEFUL↑/ ↑IF SO, PLEASE TELL US ALL WHAT  
IT IS YOU HAVE PRODUCED SO THAT WE MAY ALL USE IT.

↑M↑B

↑INCIDENTALLY, 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↑/

----- RESPONSE 2  
11/22 15.13 M31 MED

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

----- RESPONSE 3  
11/22 16.48 B 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.

----- NOTE 29 CPU TIME  
11/22 14.49 ANDERSEN S

↑SEE NEW FEATURES NOTE ON ↑C↑P↑U LIMITS

----- RESPONSE 1  
11/22 15.52 LAYMAN MATHA

WILL THE ALGORITHM DEPEND ON -TACTIVE-↑/



↑TOM↑L

----- RESPONSE 2  
11/22 16.01 ANDERSEN S

↑↑↑↑↑.

----- RESPONSE 3  
11/22 16.49 B SHERWOOD S

↑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.

----- RESPONSE 4  
11/23 10.38 B SHERWOOD S

↑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.

----- NOTE 33 VACATION↑/  
11/22 15.41 MEERS WRIGHT

↑WHAT ARE THE DATES THAT THE SYSTEM IS GOING TO BE  
NON-FUNCTIONAL FOR IMPROVEMENTS ↑/

----- RESPONSE 1  
11/22 15.49 B SHERWOOD PHYS

↑WE EXPECT TO BE DOWN FOR A FEW DAYS STARTING ↑DEC. 20.

----- NOTE 39 EXERR AIDS  
11/22 17.52 BRADLEY IU

↑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.....

----- RESPONSE 1  
11/25 08.01 JIM PSO

THANKS --- THAT WILL BE ELIMINATED IN A FEW DAYS.

----- NOTE 41 GROUPS

11/22 23.03 K MAST

P

↑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 ↑G↑E↑N↑E↑R↑A↑L ↑N↑O↑T↑E↑S. ↑IT BASICALLY WILL ALLOW A ↑,GROUP↑, DIRECTOR SET UP 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 ↑P↑E↑R↑S↑O↑N↑A↑L ↑N↑O↑T↑E↑S 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....

----- RESPONSE 1  
11/23 10.57 ROPER SIU

↑IT SOUNDS LIKE A GOOD IDEA.

↑QUETZAL

----- RESPONSE 2  
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

----- RESPONSE 3  
11/24 14.19 FRIEDMAN CSA

↑LESSON CSCOMMENTS IS USED BY OUR GROUP FOR STUDENT-TO-AUTHOR COMMUNICATION.

----- RESPONSE 4  
11/25 14.25 MARYM BIOCC

↑GREAT IDEA↑.

↑LESSON ↑,BIOCCNOTES↑, IS FOR COMMUNITY COLLEGE BIO INSTRUCTORS TO USE IN COMMUNICATION WITH ↑C↑E↑R↑L. ↑IT IS BASED ON A COPY OF THE CC - ENGLISH NOTES LESSON, ↑,LANOTES↑, ↑TAKE A LOOK AT BOTH↑.

----- RESPONSE 5  
11/26 08.54 MICHAEL ENGLISH

↑,LANOTES↑, IS DIRECTLY FROM ↑JOHN ↑RISKEN↑7S EXCELLENT -USE-ABLE

NOTE COLLECTION SYSTEM, ↑,READNOTES↑,, DESCRIBED IN LESSON  
↑,LIBRARY↑,,

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

↑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↑7T REALLY NEW -- ↑I HAD READ IT  
BEFORE), DELETED IT, AND WENT ON WITH MY WORK.  
↑I SUBSEQUENTLY NEEDED TO BUMP MYSELF FROM ANOTHER TERMINAL  
AND WHEN ↑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 TELLTALE ↑,↑D↑, BESIDE ↑,↑PERSONAL ↑NOTES↑,, BUT WHEN ↑I  
LOOKED AT THE NOTES, THERE WEREN↑7T 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 SIU

↑O↑U↑C↑H↑.↑.↑.

↑QUETZAL

----- RESPONSE 2  
11/23 11.28 TEMPA AMES1

↑WALTON, FOR THAT YOUSSSS↑6↑6↑6 SHOULD BE PINCHED↑.

↑P. ↑HUTCHISON

----- RESPONSE 3  
11/23 15.15 OBRIEN UICC

↑I THINK WHAT↑7S 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 A) READ  
YOUR NOTES (NOTE DELETIONS ARE EFFECTIVE IMMEDIATELY, BY THE  
WAY), AND B) 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 ↑A↑U↑T↑H↑O↑R/↑S↑T↑U↑D↑E↑N↑T MODE PAGE. ↑THIS IS AN

----- RESPONSE 2



11/23. 15.51 OBRIEN

UICC

↑YES...NOTE THAT YOU DO ↑N↑O↑T HAVE TO PRESS -↑S↑T↑O↑P1- AFTER  
TYPING YOUR ↑N↑A↑M↑E ANYMORE. ↑THEY JUST CHANGED WHERE YOU DO  
IT, THEY DIDN↑T ADD ANOTHER ONE.

↑NOTE THAT ALL THESE NOTES REFER TO A SYSTEM THAT IS EXPER-  
IMENTAL AS OF TODAY. 9-5 WORKING JOES PROBABLY WON↑T SEE  
WHAT WE↑RE TALKING ABOUT FOR AWHILE.

----- RESPONSE 3

11/23 16.12 SHERMAN

RHRC

↑I REALLY LIKE THE NEW FEATURES ALOT. ↑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 ↑S↑T↑O↑P1 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

↑LOVE THE NEW SYSTEM, AND I AGREE WITH ↑RICK↑; THE ↑S↑T↑O↑P1  
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. ↑TOM↑L

----- RESPONSE 7

11/24 14.24 FRIEDMAN

CSA

↑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 ↑D↑A↑T↑A1 PLUS B GETS ME TO NOTES.....

----- RESPONSE 8  
11/24 18.36 BRECKENRIDGE CED

ANOTHER VOTE OF CONFIDENCE↑.↑.↑.  
↑I ALSO THINK THAT TIME ON THE FIRST PAGE  
IS A GOOD IDEA.....

↑THANKS...

----- RESPONSE 9  
11/24 21.38 KLASS UIMATHA

↑ANOTHER VOTE FOR PUTTING THE TIME ON THE MODE PAGE.

----- RESPONSE 10  
11/24 23.38 ERIC WEATHER

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 -↑S↑T↑O↑P↑- (E.G., JUMPOUT Q OR JUMPOUT RETURN)

SOON, WE HOPE.....

I MISS THE MAILMAN... HOW DO YOU FEEL ABOUT HAVING HIM RE-  
APPEAR ON THE ↑,NOTES↑, OPTIONS PAGE, RATHER THAN (OR ALONG  
WITH) THE -↑D BY ↑,C. SEE ↑P↑E↑R↑S↑O↑N↑A↑L NOTES.....↑,

----- RESPONSE 11  
11/25 10.32 GAST CERL

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

----- RESPONSE 12  
11/25 13.28 LAYMAN MATHA

SINCE THERE IS NO STUDENT MODE PAGE IT MIGHT BE A GOOD IDEA  
TO DUMP THE TITLE↑; ↑A↑U↑T↑H↑O↑R ↑M↑O↑D↑E

----- NOTE 58 NOERRSTOP1  
11/23 16.40 WARNER IU

↑A HANDY FEATURE HAS BEEN REMOVED FROM THE PRESENT VERSION  
OF ↑P↑L↑A↑T↑O↑; THE ↑S↑T↑O↑P↑ OPTION FROM THE ↑,CONDENSE ERROR↑, PAGE.  
↑IT NOW STICKS THE USER IN A PLACE WHICH SAYS ↑,NON-EDITABLE  
FILE↑, AND RETURNS HIM TO ↑M↑O↑D↑E WHEN HE PRESSES ↑N↑E↑X↑T. ↑CAN THIS  
FEATURE BE RE-ESTABLISHED TO EITHER RETURN A USER TO THE  
LESSON HE WAS EDITING OR THE ↑A↑U↑T↑H↑O↑R ↑O↑P↑T↑I↑O↑N↑S PAGE↑/

----- RESPONSE 1  
11/23 17.09 FRANKEL P

↑SORRY...THAT WAS MY ERROR THAT ↑I AM TRYING TO FIX.  
↑THAT ↑,FEATURE↑, WILL BE BACK.

----- NOTE 63 DATAPRINTS  
11/23 18.44 TINDALL 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

----- RESPONSE 1  
11/24 16.10 BLOMME S

↑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.

----- NOTE 64 \*LIST OOPS  
11/23 19.12 KAUFMAN CSS

AWW COME ON...REQUESTED A PRINTOUT OF YCSLESSONS WITH A  
\*LIST COMMON,CSLESSONS,322#3,X PRINT COMMAND IN  
BLOCK A, AND GOT A \*\*\*\*\* FORMAT DOES NOT EXIST ERROR.  
MESSAGE IMMEDIATELY FOLLOWING THAT COMMAND ON MY PRINTOUT -  
ALL OTHER \*LIST↑7S WORKED AND ↑I GOT THAT LINE NUMBER LISTED  
AS THE ONLY ERROR ON THE ↑7LINES IN WHICH THERE ARE ERRORS↑7  
PAGE. METHINKS THAT THE PROBLEM WAS WITH ↑7322#3↑7 WHICH IS  
SORT OF SILLY (AS THAT IS ALLOWED IN A COMMON COMMAND), BUT  
IF IT↑7S SOMETHING ELSE ↑I THINK ↑I↑7LL BE EVEN MORE PISSED  
(COMMAND WAS SYNTACTICALLY CORRECT ACCORDING TO PRINTAIDS).

WHAT GIVES↑/↑/↑/  
KAUFMAN

----- RESPONSE 1  
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.

----- RESPONSE 2  
11/23 20.07 WOOLLEY 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.

----- RESPONSE 3  
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 ↑I↑D WHICH ↑I WILL TRY TO FIX SOON.

↑THE PROBLEM IS THAT CONTINUED ↑,RDRAW↑,S DON↑T WORK LIKE  
CONTINUED ↑,DRAW↑,S...YOU HAVE TO START A NEW ↑,RDRAW↑,  
USING THE LAST ARGUMENT OF THE PREVIOUS ↑,RDRAW↑, FOR THE  
FIRST ARGUMENT OF THE SECOND ↑,RDRAW↑,.

----- NOTE 73 BLK DELETE  
11/24 14.06 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 ACCIDENTLY HIT THE WRONG KEY  
WHILE MARKING BLOCKS FOR DELETION.

----- RESPONSE 1  
11/24 14.17 FRANKEL P

↑YES...WILL TRY TO PUT THAT IN AFTER ↑I GET THE CURRENT  
STUFF WORKING RIGHT↑. ↑THANKS↑.

----- RESPONSE 2  
11/25 20.40 BLOMME S

↑CHANGE MADE.

----- NOTE 77 ↑FRANKEL  
11/24 14.40 RAND RAND

↑FRANKEL, WHY CAN↑T YOU PASS ↑A↑U↑T↑H↑O↑R WITH THE USUAL  
PRESSING OF THE ↑N↑E↑X↑T KEY ↑/

----- RESPONSE 1  
11/24 14.50 BERGER USERS

↑BECAUSE YOU ARE NOW ALWAYS IN AUTHOR MODE.  
↑PLEASE PRESS -↑H↑E↑L↑P- ON THAT PAGE BEFORE ASKING



THE 7 WAS LOST AND THE FIRST LINE WAS ALMOST LOST TOO.

↑IT WOULD BE NICE IF KEY QUEUEING DID NOT DEPEND ON  
CPU LIMIT.

----- RESPONSE 1  
11/24 21.32 BLOMME S

↑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 KEPT, 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.

----- NOTE 89 SIGN IN  
11/24 22.54 SILVER VE

↑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 MISPELLED.  
↑I WOULD PREFER A MESSAGE LIKE THE MISPELLED NAME MESSAGE↑;  
↑,↑THERE IS NO COURSE ON ↑PLATO SPELLED ↑7(SHOW COURSE SPELLING  
USED BY STUDENT)↑↑,, INSTEAD OF ↑,↑COURSE DOES NOT EXIST.↑,

----- NOTE 91 MAILMAN  
11/25 00.18 SYFRIG IU

↑IS THERE ANY CHANCE OF THE MAILMAN DISPLAY BEING KEPT ON  
WHEN THERE IS A NEW PERSONAL NOTE, INSTEAD OF JUST SEEING  
THE UNINTERESTING -↑N↑O↑T↑E-↑/ ↑THANKS

----- RESPONSE 1  
11/25 05.02 NEVINS ARIZONA

↑YES I TO LIKED THE MAILMAN IT WAS A NICE  
ADDITION TO SIGNON AND NEVERSSSSSS↑6↑6↑6↑6↑6 DID I HAVE  
CAUSE TO COMPLAIN HERE HERE....  
↑BRUCE ↑NEVINS

----- RESPONSE 2  
11/25 08.44 LAYMAN MATHA

↑YEAH↑.

----- RESPONSE 3  
11/25 09.07 FRIEDMAN CSA

↑N↑O↑.↑.↑.↑.↑.↑. ↑SURE, IT WAS NICE, AND CUTE THE FIRST FEW TIMES;

AGAIN.

----- RESPONSE 2  
11/25 16.13 WELLS CERL

WHAT WE NEED ON THIS SYSTEM IS AN ↑7INTROPLATO↑7, SOMETHING  
TO TEACH NEW AUTHORS TO PRESS HELP

----- NOTE 82 THANKS  
11/24 17.11 WHANSEN CSA

↑I LIKE THE NEW AUTHOR MODE VERY MUCH.

↑IT MIGHT HELP IF THE ↑H↑E↑L↑P PAGE EXPLAINED  
THAT ONCE A LESSON IS SELECTED ITS NAME IS  
REMEMBERED.

(↑THUS AFTER RUNNING AS A STUDENT ONE  
CAN STILL EDIT BY JUST ↑N↑E↑X↑T.)

----- RESPONSE 1  
11/24 18.42 HODY MED

AND RERUN BY PRESSING ↑D↑A↑T↑A↑.↑.

----- RESPONSE 2  
11/24 22.46 STEVE CU

↑BUT ↑D↑N↑L↑Y IF YOU ↑S↑T↑O↑P1 OUT OF THE LESSON↑. ↑AT THE  
MOMENT, IF YOU LEFT THE LESSON ANY OTHER WAY, IF YOU PRESS  
↑D↑A↑T↑A 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 SOMETIME IN  
THE NEXT WEEK OR SO, IT WILL PROBABLY BE FIXED SO THAT  
THE ↑D↑A↑T↑A AND ↑N↑E↑X↑T OPTIONS WORK REGARDLESS OF HOW YOU LEFT  
THE LESSON.

----- RESPONSE 3  
11/25 01.03 BLOMME S

↑ANYWAY, ↑I CHANGED THAT ↑H↑E↑L↑P DISPLAY SO THAT HOPEFULLY  
IT IS SOMEWHAT CLEARER (EVEN IF THE ↑,LAST LESSON↑, FEATURE  
MIGHT CURRENTLY NEED THE QUALIFIER ↑,SOMETIMES↑,↑.)

----- NOTE 83 KEYS LOST  
11/24 17.38 WHANSEN CSA

↑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.

↑S↑E↑R↑I↑O↑U↑S ↑P↑R↑O↑B↑L↑E↑M↑; ↑WHEN DELAYED BY CPU LIMIT MY KEY  
PRESSES WERE LOST.

↑FOR EXAMPLE↑; ↑TO EDIT PREVIOUS LINE ↑I TYPED R7↑N↑E↑X↑T, BUT

BUT WHEN. ↑I↑7M SIGNING ON, ↑I DON↑7T 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↑7S SERVED IT↑7S PURPOSE, IT↑7S BEEN ADMIRER (AND  
OCCASIONALLY CURSED) BY ALL, SO LET IT GO BY, ↑P↑L↑E↑A↑S↑E.

-----  
11/25 09.20 BHI

MTCC

----- RESPONSE 4

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

BRUCE

-----  
11/25 10.55 K MAST

P

----- RESPONSE 5

↑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.

-----  
11/25 12.10 BOWERY

COMM

----- RESPONSE 6

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

-----  
11/25 12.36 HODY

MED

----- RESPONSE 7

AGREE WITH FRIEDMAN-- IT↑7S CUTE BUT NOT WORTH THE  
WAITING TIME...

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

↑7NEW NOTE FOR YOU↑7 OR SOMETHING...

-----  
11/25 13.08 LAYMAN

MATHA

----- RESPONSE 8

...↑7MISSIVE↑7↑/

-----  
11/25 13.36 MGS

MTCC

----- RESPONSE 9

↑WELL HERE WE GO AGAIN↑.  
↑IF ↑I MAY, ↑I↑7D LIKE TO SPEAK FOR THE MAILMAN  
DISPLAY. ↑TODAY WHILE SIGNING ON, (↑I HADN↑7T BEEN  
ADVISED OF THE NEW SIGN-ON PROCEDURE), ↑I WAS EX-  
PECTING A NOTE, BUT NOT SEEING THE MAILMAN, DIDN↑7T  
EVEN BOTHER GOING TO NOTES. ↑I↑7VE BEEN ON AWHILE,

AND ACCIDENTALLY KICKED MYSELF OFF A COUPLE TIMES,  
AND IT WAS ONLY THE THIRD SIGN-ON DID I SEE THE  
↑↑↑↑↑↑ 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

----- RESPONSE 10

↑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

----- RESPONSE 11

↑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

----- RESPONSE 12

↑IF YOU REALLY WANT TO SEE A CONTREVERSY OVER SUCH TRIVIA  
AS 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 ↑↑N↑↑↑↑↑ IT↑↑S  
HARDER TO SEE. ALSO IF YOU DONT LIKE IT YOU DONT EVEN HAVE  
TO WAIT FOR THE DISPLAY. YOU CAN SIGN ON WHILE ITS STILL  
PRINTING OUT ON THE PANEL.

-----  
11/25 18.31 STONE RESEARCH

----- RESPONSE 13

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

----- RESPONSE 14

↑I SURE HATE TO ENTER INTO A CONTROVERSY BUT AFTER DRIVING  
THROUGH HEAVY TRAFFIC IN ↑CHICAGO TO GET TO ↑P↑L↑A↑↑↑↑, AND  
FIGHTING THE MOBS 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 ↑E↑C↑S ↑CRUNCH, ↑I SURE AS HELL  
COULD USE SOME LIGHTEARTED HUMOR I.E. THE MAILTRUCK↑. ↑I  
ONLY HAVE ACCESS TO ↑P↑L↑A↑T↑O 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  
BEGINING TO TURN AGAINST CUTESIE LITTLE ITEMS↑/ ↑BESIDES,  
WHO THE HECK CAN GET ANY PROGRAMS ON ↑P↑L↑A↑T↑O ANYWAY↑/ ↑AT  
LEAST THE TRUCK NEVER EXCEEDED ITS ↑E↑C↑S ↑ALLOTMENT↑.

----- RESPONSE 15  
11/27 18.56 SYFRIG IU

↑I TEND TO AGREE WITH SYFRIG. ↑THE MAILMAN DOES NOT WASTE  
↑T↑H↑A↑T 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↑7S  
BETTER THAN NOTHINT, BUT NOT THE BEST. ↑COMPROMISE,  
ANYONE↑/↑/...

ROT-NOZZLE

----- RESPONSE 16  
12/05 14.57 DIEBEL MFLU

----- NOTE 95 ↑S↑D MODE  
11/25 08.26 JUDY PS0

↑I AM HAVING TROUBLE WITH THE ↑S↑D OPTION WHILE EDITTING.  
↑I CANNOT GET THE EDITOR TO ACCEPT THE SECOND LETTER OF  
THE DIRECTIVE. ↑,↑S↑D9↑, ALWAYS COMES OUT AS ↑,↑S9↑,.

↑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↑/)

----- RESPONSE 1  
11/25 10.11 FRASIER PARK

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

----- RESPONSE 2  
11/25 10.44 BILL KENNEDY CHA

↑HAVING SAME PROBLEM AT ↑SITE 10 WITH ↑S↑D OPITION.

----- RESPONSE 3  
11/25 10.47 TAMAR CERLCC

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

----- RESPONSE 4  
11/25 21.43 CHAR MATHA

..... ALSO HAVING TROUBLE AT SITE -S 3 ..... HOWEVER THE SEQUENCE SEEMS TO BE THAT IT WILL NOT WORK ↑↑↑↑↑↑↑↑ YOU USE THE -ID- OPTION, AND YOU ARE ↑↑↑↑↑↑↑↑ IN THE BLOCK .... IT WILL WORK FOR ME ↑↑↑↑↑↑↑↑ ↑↑ I BACK OUT OF THE BLOCK AND RE-ENTER, BUT ↑↑↑↑↑↑↑↑ USE THE -ID- OPTION FIRST, BUT RATHER THE -SD-... .. DO OTHER USERS SEE THE SAME SEQUENCE↑/ .....

----- RESPONSE 5  
11/25 21.47 DAVID HEBREW

↑YES, AND HAVE REPORTED IT. ↑NOTE THAT IF YOU MERELY VIEW A DISPLAY AND DON↑↑T ADD ANYTHING, ↑S↑D STILL WORKS UPON RETURNING TO REGULAR BLOCK EDITING VIA -↑B↑A↑C↑K-

----- NOTE 97 ↑E-BUG  
11/25 08.55 TINDALL CSA

↑THIS LOOKS LIKE A BUG IN THE EDITOR↑;  
↑I TRIED THE ↑,↑↑, OPTION WHILE IN THE MIDDLE OF A BLOCK--- ↑I TYPED ↑↑↑E100↑↑ HELP1.....  
↑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.-----MIKE

----- RESPONSE 1  
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. ↑IT↑↑S PROBABLY NOT AN UNCOMMON MISTAKE; ↑I DID IT TOO, THE FIRST FEW TIMES ↑I TRIED IT, BUT ↑I EVENTUALLY RESORTED TO PRESSING ↑H↑E↑L↑P (HORRORS↑.) AND DISCOVERED WHAT WAS GOING ON.

↑HOPE THIS SAVES SOME CONFUSION FOR OTHERS, TOO.

----- RESPONSE 2  
11/25 09.31 TINDALL CSA

↑OH--THANKS FOR THE RESPONSE...↑I GUESS ↑I SHOULD TAKE A LOOK AT THE ↑H↑E↑L↑PS TOO.-----MIKE

----- NOTE 104 SEQUENCE↑/  
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 BEGINING 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 THE

BEGINING OF THE LESSON. ↑ISN↑7T IT A PROBLEM THAT NEEDS QUICK ATTENTION↑/

----- RESPONSE 1

11/25 12.50 WARNER IU

↑PROBABLY THE LESSON NEVER WAS RECONDENSED. ↑IT STAYED IN ↑E↑C↑S FROM THE FLAWED DISK COPY, WHILE YOU BACKED OUT TO USE STUDENT RECORDS. ↑THEN WHEN YOU CAME IN AGAIN, ↑P↑L↑A↑T↑O FOUND A (FLAWED) COPY STILL IN ↑E↑C↑S, AND USED THAT.

↑THIS CAN HAPPEN IN NONPRIME HOURS, ↑TO FIX IT, CONDENSE THE LESSON BY ↑S↑T↑O↑P↑I FROM THE AUTHOR PAGE, BEFORE YOU BACK OUT.

----- RESPONSE 2

11/25 16.15 TAMAR CERLCC

↑I AM SOORY BUT THE LAST RESPONSE DOESN↑7T FIT WHAT HAPPENED. ↑THE AUTHOR ISN↑7T SUPPOSED TO GET THE CODE OF THE LAST UNIT EXECUTED BEFORE THE FIRST ONE IF THERE ISN↑7T ANY JUMP OR PARTIAL CONDENSE OR SUCH.

↑I AM AFRAID THAT THE SYSTEM POINTERS FROM THE ERROR MESSEGE PAGE WERE INVOLVED IN IT...

----- NOTE 113 LAB1 EDIT

11/25 12.25 BOWERY COMM

↑PRESSING -↑L↑A↑B↑I- 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.

----- RESPONSE 1

11/25 12.37 BILL KENNEDY CHA

↑I↑F LOOKING AT A LESSON IN ↑I↑N↑S↑P↑E↑C↑T ↑M↑O↑D↑E, PRESSING ↑D↑A↑T↑A↑I 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↑/

----- RESPONSE 2

11/25 13.09 MCKEOWN COM

↑I AGREE THAT THE ↑L↑A↑B↑I 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.

----- RESPONSE 3

11/25 13.51 FRIEDMAN CSA

↑NOTE THAT WHEN IN A LESSON, ONE CAN BACK OUT TO  
↑A↑U↑T↑H↑O↑R ↑M↑O↑D↑E, THEN HIT -↑D↑A↑T↑A- (WITHOUT TYPING ANYTHING),



AND GO INTO THE LESSON.

----- RESPONSE 4

11/25 15.51 PARRELLO UIMATHA

↑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  
SO, ↑I WENT BACK TO AUTHOR MODE PAGE, PRESSED -↑N↑E↑X↑T-, AND  
FOUND MYSELF IN BLOCK A. ↑PRESSING -↑N↑E↑X↑T1- FROM AUTHOR MODE  
PAGE RESULTS IN THE SAME THING.

↑P.↑S. ↑I HAD EVEN DONE EDITTING IN THE RECOVERED BLOCK.  
↑P.↑P.↑S. ↑I THINK THE THING IS FANTASTIC.

----- RESPONSE 1

11/25 16.25 BLOMME 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↑H↑A↑N↑G↑E↑S--TO A BLOCK, THEN  
THAT BLOCK WILL BE MARKED AS THE LAST ONE EDITED...OH↑;  
ONE SPECIAL CASE (HA)↑; IF YOUR EDIT OCCURS WITHIN THE  
SAME ↑M↑I↑N↑U↑T↑E 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↑7S ↑S↑A↑Y↑I↑N↑G IS THAT A SIMPLE -↑N↑E↑X↑T- PRESS, AND ↑N↑O↑T  
A -↑N↑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 17.39 GROHNE PSYCH

↑THIS IS RIGHT. ↑I SIMPLY MADE TWO STATEMENTS IN ONE  
NOTE, ↑I↑7M AFRAID.

----- RESPONSE 4

11/25 18.00 OBRIEN UICC

↑I TRIED THIS AND WASN↑7T ABLE TO DO IT...COULD YOU GIVE



A LITTLE MORE SPECIFIC INFO AS TO WHAT YOU DID, ETC.↑/

-----  
11/25 13.08 PETAK ED

NOTE 118 PW AUTHOR

↑IS THE NEW NO PASWORDED 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

RESPONSE 1

↑LESSON PLATO HAS NOW COME FULL CIRCLE IN IT↑7S 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

RESPONSE 2

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

-----  
11/25 15.51 BERGER USERS

RESPONSE 3

↑HOW ABOUT A SPECS OKSPELL JUST IN CASE YOU DON↑7T QUITE  
REMEMBER WHAT IT WAS↑/

-----  
12/01 23.26 FULLER UIMC

RESPONSE 4

↑BRING BACK SPECS \_BEST\_

-----  
11/25 13.17 SELINGER SHS

NOTE 121 AUTOSIGNON

↑IF YOUR TERMINAL IS ASSIGNED TO AUTOSIGNON 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

RESPONSE 1

↑SHIFT-STOP FROM THE ↑,PRESS NEXT↑, PAGE STILL WORKS↑.

-----  
NOTE 127 NEW A MODE

11/25 13.55 DEISS

PHAR

↑I THINK THE NEW SIGNON PROCEEDURE 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  
↑B↑A↑C↑K OR SOMETHING TO DO IT INSTEAD OF HAVING TO PRESS  
↑S↑H↑I↑F↑T ↑D↑A↑T↑A AND THEN THE LETTER.

----- RESPONSE 1

11/25 14.21 P MAST

P

↑AGREED. ↑I WILL TRY TO GET YOUR SUGGESTION  
IMPLEMENTED SOON.

↑PHIL

----- RESPONSE 2

11/25 22.16 HODY

MED

BUT ↑P↑L↑E↑A↑S↑E DON↑7T DELETE THE PRESENT MODE OF OPERATION↑.

MANY OF LIKESSSS↑6↑6↑6↑6 IT JUST THE WAY IT IS↑.

PS↑; THANKS DAVE↑.

----- RESPONSE 3

11/26 22.30 P MAST

P

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

↑PHIL

----- NOTE 129 ↑DELETED

11/25 14.22 KENNEDY

CERLCC

↑STUDENT DELETED 3 TIMES BETWEEN 12↑;30 AND 1↑;00TODAY  
IN ROOM 203.

----- NOTE 133 SEMINAR

11/25 14.42 GRIMES

VE

↑DR. ↑MORGAN OF THE ↑DEPT. OF ↑VET. ↑PHY. AND ↑PHARM. SUGGESTS  
A ↑SEMINAR ↑ANNOUNCEMENT ↑BULLETIN ↑BOARD ON ↑P↑L↑A↑T↑O 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

THE SEMINARS FOR A PARTICULAR DAY OR A PARTICULAR ↑COLLEGE.

↑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 ↑P↑L↑A↑T↑O; OTHERWISE, SUCH A SEMINAR WOULD BE IMPOSSIBLE BECAUSE THERE WOULD NOT BE PROPER PUBLICITY.

↑GEORGE ↑M. ↑GRIMES, ↑COOR. ↑C↑V↑M ↑P↑L↑A↑T↑O ↑PROJECT

----- RESPONSE 1  
11/25 15.03 B SHERWOOD PHYS

↑P↑L↑A↑T↑O-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 MANY BULLETIN BOARDS. ↑OF COURSE, ↑I OFTEN DO NOT READ THOSE NOTICES, NOR WOULD ↑I IF THEY WERE POSTED ON ↑P↑L↑A↑T↑O. ↑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 (↑N↑E↑X↑T 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 ↑D↑I. ↑I↑M AFRAID THIS IS ONE AREA THAT ↑P↑L↑A↑T↑O 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 ↑D↑A↑T↑A FROM THE AUTHOR MODE PAGE).

----- RESPONSE 1  
11/25 15.13 PARRELLO UIMATHA

↑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 ↑D↑A↑T↑A1 INDEX, LIKE ↑N FOR NOTES, ↑C FOR CHARSET, ↑B FOR BULLETIN BOARD, ↑A FOR AUTOBREAK, ETC.

----- RESPONSE 2  
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 TIRING AFTER A WHILE. ↑HERE↑7S  
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 GOTTEN ON  
THE ↑D↑A↑T↑A1 PAGE.

↑T↑M↑H

----- RESPONSE 3  
11/25 16.09 WELLS CERL

HERE↑. HERE ↑. HALVORSEN↑.↑.↑.

----- RESPONSE 4  
11/25 16.56 HANSEN CS357

↑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.

----- RESPONSE 5  
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 ↑P↑L↑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 FORSEEABLE PROBLEM IS THAT IF YOU  
EXCEED YOUR ↑E↑C↑S ALLOTMENT ↑P↑L↑A↑T↑O AUTOMATICALLY DOES A FRONTAL  
LOBEOTOMY.

----- RESPONSE 6  
11/26 07.01 GALCHER UIMATHA

↑TO ALL,

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

\*\*\*\*\*↑4<<<<<<↑SELDON

----- RESPONSE 7  
11/26 08.25 MOORE VIENNA

TO DAL OF ARLC↑;



ARE YOU SURE THAT WASN'T THE UNIVERSITY OF SOUTHERN GUANO//  
LOVE,  
MVSJ

----- RESPONSE 8  
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.....

----- RESPONSE 9  
11/26 13.14 HANSEN CS357

RIGHT. I FORGOT ABOUT THAT ONE.

----- RESPONSE 10  
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 U T H O R I T A T I O N PAGE, SO I ENTER MY  
SECURITY CODE THIS WAY ALL THE TIME NOW.

----- NOTE 140 FARKEL BUG  
11/25 15.28 FARKEL ^ ^ ^ S

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

----- RESPONSE 1  
11/25 16.00 JIM G READING

THE HONG KONG FLU//  
A SOCIAL DISEASE//  
A COMMON COLD//  
A COCKROACH//

----- RESPONSE 2  
11/25 16.10 WELLS CERL

NO JIM LEPROSY..

----- RESPONSE 3  
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.

----- RESPONSE 4  
11/25 21.29 ERIC WEATHER

HOW DID YOU DO IT↑/

----- RESPONSE 5  
11/25 21.39 K MAST P

↑WELL RICHARD↑/ ↑ARE YOU GONNA COME UP AND SEE US↑/

----- RESPONSE 6  
11/25 23.15 R GOOCH MATHA

↑YOU DON↑7T MEAN MESS↑6↑6 DO YOU↑/

...ROGO...

----- RESPONSE 7  
11/25 23.43 BOWERY COMM

↑DID YOU HAVE AN ↑7S↑7 SIGNON 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.

----- RESPONSE 8  
11/26 01.12 K MAST P

↑HA↑. ↑WE FOUND IT. ↑AT LEAST WE FOUND ONE SOURCE  
OF THE ERROR. ↑LETS SEE YOU DO IT AGAIN↑.

↑MAST ↑SYSTEMS ↑SERVICES ↑INC.  
↑,↑YOU FIND ↑7EM, WE FIX ↑7EM↑,

----- RESPONSE 9  
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 -\$\$:I DO YOU EDIT LESSON PLATO  
AND NPLATO↑/↑/↑/↑/↑/

----- RESPONSE 10  
11/26 13.32 BERGER USERS

↑YOU SET N1 TO THE NAME OF THE LESSON THAT YOU WANT  
TO EDIT, AND JUMPOUT TO LESSON EDIT. ↑OOPS, YOU  
CAN ONLY DO THAT FROM A SYSTEM LESSON....

----- RESPONSE 11  
12/01 23.31 FULLER UIMC

↑I DIDN↑7T HAVE THE GUTS TO TRY IT...

↑GETTING OLD, ↑I GUESS....

↑DF

----- NOTE 144 EQUIVALENT  
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↑T. ↑LATER THEY REVERSE  
THE ORDER AND SAY PRESS ↑S↑H↑I↑F↑T THEN PRESS ↑S↑T↑O↑P. ↑MIGHT THIS  
NOT CONFUSE A NEW AUTHOR, I.E. IS ↑S↑H↑I↑F↑T-↑S↑T↑O↑P = ↑S↑T↑O↑P-↑S↑H↑I↑F↑T  
OR IS ↑S↑H↑I↑F↑T-↑S↑T↑O↑P = S/ ↑S↑T↑O↑P-↑S↑H↑I↑F↑T.

----- RESPONSE 1  
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↑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↑7T HAVE MUCH DATA ON THAT YET.

----- RESPONSE 2  
11/26 09.24 PERRY UW

↑HOW ABOUT↑;

↑,↑WHILE HOLDING DOWN -↑S↑H↑I↑F↑T-, PRESS -↑S↑T↑O↑P-,↑,↑,

----- RESPONSE 3  
11/26 10.13 WHANSEN CSA

↑WHY NOT LABEL ALL BLACK KEYS WITH UPPER AND LOWER CASE.  
↑THEN THE MESSAGE COULD SAY PRESS -↑S↑T↑O↑P↑-.

----- RESPONSE 4  
11/26 15.55 FRIEDMAN CSA

↑HOW ABOUT ↑,↑HOLD DOWN ↑S↑H↑I↑F↑T AND PRESS ↑S↑T↑O↑P.↑,↑/

----- NOTE 146 REMEMBER↑/  
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 ↑E↑C↑S 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 ISNT ENOUGH ECS FOR THE  
LESSON ANYHOW.. THIS MEANS A TREMENDOUS AMOUNT OF EXTRA  
WORK FOR THE CONDENSOR

----- 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 WHANSEN CSA

↑THERE IS NO REASON TO RECONDENSE.  
↑THE BINARY SHOULD BE SAVED.

----- RESPONSE 6  
11/26 15.57 FRIEDMAN CSA

↑HANSEN↑7S RIGHT, ↑D↑M↑A. ↑IF SOMEONE INSISTS ON FORCING THE  
CONDENSOR TO OVERWORK, MAKING IT INCONVENIENT ISN↑7T  
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.



NOTE 165 ERASE

↑THUS↑;

DOES NOTHING, AS WITH

ERASE 0

↑DOES THIS PLACE A HARDSHIP ON ANYONE↑/  
↑COMMENTS↑/

↑DAVE ↑FULLER

RESPONSE 1

↑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↑7T KNOW.

RESPONSE 2

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

[illegible]

RESPONSE 3

↑OH WELL....↓  
↑THANKS FOR THE RESPONSES, PEOPLE... ↑I WAS JUST  
CURIOUS WHETHER THE FEATURE WAS USED AT ALL...

↑D↑F

PS↑;  
ERASE N1  
WHERE N1=0, DOES NOTHING≤≤≤≤≤≤≤↑6↑6↑6↑6↑6↑6 IN THE TESTS ↑I↑7VE RUN...

RESPONSE 4

↑I THINK THAT A LESSON THAT DEPENDS SOLELYSSSSSSSS ↑6↑6↑6↑6↑6 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.

----- RESPONSE 5  
11/25 21.35 BRAND MATHA

↑VERY FUNNY.... WHAT OF COURSE WAS MEANT WAS THAT  
↑MOST OF THE \*ERASE\*S IN THE LESSON ARE WITH CONDITIONAL  
\*ERASE\*S, WHOSE VALUE IS THEN SET TO -1...

----- NOTE 173 ARO ERASE  
11/25 21.25 CAMPANINI MFL

SYSTEMS-PLEASE SEE HELP NOTE -3366

----- NOTE 182 TIME↑/  
11/25 22.03 SHERMAN RHRC

↑HEY↑. ↑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↑/

----- RESPONSE 1  
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

----- RESPONSE 2  
11/26 17.29 SHERMAN RHRC

↑YEAH, BUT YOU STILL HAVE TO PRESS NEXT (FROM PRESS  
NEXT TO BEGIN PAGE).

----- RESPONSE 3  
12/12 11.12 GAST CERL

↑IF YOU REALLY GET DESPARATE, GET TO THE BLOCK DISPLAY PAGE  
OF ANY LESSON, AND PRESS THE -↑L↑A↑B- KEY. ↑IT WILL TELL YOU  
THE CURRENT TIME OF DAY. (↑RETCHED SOLUTION - ↑I AGREE WITH  
YOU WHEN YOU ASK TO HAVE IT REINSTATED TO ↑A↑U↑T↑H↑O↑R ↑M↑O↑D↑E PAGE.)

----- NOTE 186 ↑E↑C↑SDATA  
11/26 00.52 BOWERY COMM

↑AND YET ANOTHER SUGGESTION. (QUESTION)  
↑COULD ESSENCIAL ↑E↑C↑S 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 ACCESSABLE FROM (VIA FUNCTION

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

11/26 09.06 WARNER IU RESPONSE 1

----- RESPONSE 2

11/26	16.44	MARYM	BIOCC
-------	-------	-------	-------

----- RESPONSE 3  
11/27 19.35 GALCHER UIMATHA

\*\*\*\*\*↑4≤≤≤≤≤↑X↑4≤↑S↑X↑4≤E↑X↑4≤L↑X↑\$≤D↑X↑4≤O↑X↑4≤N↑.

11/26 00.57 ROWELL STAN. NOTE 187 NEXT-NEXT1

----- RESPONSE 1

↑ 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 11.55 GROHNE

PSYCH

----- RESPONSE 2

↑I HAVE NOT BEEN ABLE TO REPRODUCE TODAY, ALTHOUGH ↑I WAS  
ABLE TO YESTERDAY.

↑WILL KEEP TRYING.

11/26 01.37 BLOMME

S

----- NOTE 190 CHANGES

↑A CHANGE HAS BEEN MADE SO THAT THE ↑S↑H↑I↑F↑T-ED LETTERS  
OF THE VARIOUS OPTIONS WILL WORK DIRECTLY FROM THE

↑A↑U↑T↑H↑O↑R ↑M↑O↑D↑E DISPLAY.

↑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

READING

----- RESPONSE 1

↑JUST NOW, ↑I TRIED TO GET INTO NOTES USING ↑,↑N↑,, BUT THE  
ARROW WOULD NOT JUDGE THE CAPITAL ↑,↑N↑, UNTIL ↑I PRESSED  
-↑N↑E↑X↑T- (↑I WAS ABLE TO TYPE ↑,↑NOTES↑,, FOR INSTANCE).  
↑THE ERROR WAS NOT DUPLICABLE AFTER ↑I WENT INTO NOTES  
AND OUT AGAIN. ↑AS WE ALWAYS SAY ABOUT A PERPLEXING  
THING, ↑,HMMMMMMMM.....↑..

11/26 09.20 ERROL

KKA

----- RESPONSE 2

↑MANY THANKS FOR THE ADDITIONS, ↑RICK↑,↑,↑,↑,↑.  
↑THEY HELP CONSIDERABLY.

11/26 09.41 WOOLLEY

P

----- RESPONSE 3

↑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

PHAR

----- RESPONSE 4

↑THANKS FOR THIS CHANGE.

11/26 02.04 MCDONALD

UALERN

----- NOTE 192 LESSON ERR

↑S↑Y↑S↑T↑E↑M ↑T↑I↑M↑E↑; 1↑:50 A.M.



↑AT 1↑340 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 ↑H↑E↑L↑P↑I, 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 ↑N↑O↑T↑E↑S 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 ↑MC↑DONALD

↑P.↑S. ↑THIS IN REFERENCE TO LERN9.

-----  
11/26 03.44 ROWELL

STAN

----- RESPONSE 1

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

PS. I CAN↑T GET INTO IT EITHER

-----  
11/26 06.52 MIDDEN

P

----- RESPONSE 2

YOU CAN DELETE THEM NOW, THANK GOODNESS.

-----  
11/26 08.20 WALTON

READING

----- NOTE 197 ↑E MISSING

↑AM ↑I GOING BANANAS, OR IS THE ↑E OPTION IN THE EDITOR  
MISSING↑/ ↑THE HELP PAGES STILL LIST IT.  
↑ROB ↑WALTON

-----  
11/26 08.31 NAGEL

VU

----- RESPONSE 1

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

-----  
11/26 08.57 FRANKEL

P

----- RESPONSE 2

↑I↑LL BE BACK SOON....SORRY↑.

-----  
11/26 09.58 MUELLER

RHRC

----- NOTE 208 ↑S↑ERROR

↑I HAVE ANOTHER ERROR IN ↑SERVICE....↑I ENTERED SERVICE USING  
↑S↑S AND GOT AN ERROR ↑,TOO MUCH CODE ↑S↑S↑7D↑.....↑I PLOTTED THE  
SCREEN AND RETURNED TO THE BLOCK WITH LAB...I THEN ENTERED  
↑S↑D 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

^AHHA^.  
^I THINK ^I MIGHT HAVE FOUND THE BUG^.  
THANKS, AND SORRY YOU LOST YOUR DISPLAY.

----- NOTE 209 TALK THANX  
11/26 10.05 JIM PS0

THANKS FOR THE ^,SOMEONE ELSE IS CALLING^, MESSAGE WHEN  
YOU ARE ALREADY ^,TALKING^, ON ^P^L^A^T^O^.  
THAT^7S ONE UP ON ^MA ^BELL.

JIM GHESQUIERE

----- RESPONSE 1  
11/26 10.07 GLASS AERO

^NOPE. ^YOU CAN GET IT WITH ^MA ^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^R^E^E^/

----- 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^7S FINE THE WAY IT IS... AND ^THANKS^.

^HERE IT IS ^THANKSGIVING AND ^I AM THANKING THOSE PEOPLE ON

THE SYSTEM WHO HAVE HELPED 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... NAWWW...  
↑D↑F

----- 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  
↑D↑O↑G↑F↑I↑G↑H↑T CHALLENGES RING UP ON MY HOME PHONE AT 2↑\$00 ↑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 TEM-  
PLATED WERE NO LONGER THERE. ↑THIS WAS REPEATABLE AND  
EXTREMELY ANNOYING↑.↑.↑.↑. ↑P.↑S. ↑I CHECKED IN RM.203↑B 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

-----  
11/26 12.10 TAMAR CERLCC

NOTE 219 RECOVER

↑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 ↑D↑A↑T↑A.↑THE DELETED BLOCK APEARED AS BLOCK M.
3. INSERTED AT THE BEGINING 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 BEFOR DELETION AND WAS CLOSED BY P OPTION  
THERE.)

↑R↑E↑S↑U↑L↑T↑;

STUDENTS GET THE CODE FROM THE LAST BLOCK AS A PART OF THEIR  
INITIAL ENTRY UNIT...(IT DIDNT HAVE UNIT NAME).

-----  
11/26 15.43 BLOMME

S

----- 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.

-----  
11/26 17.25 TAMAR

CERLCC

----- RESPONSE 2

↑THE PROBLEM WAS SOLVED THANKS TO ↑RICK ↑BLOMME↑.(↑IT WASN↑T  
RESULT OF THE RECOVERING).

-----  
11/26 12.25 DEISS

PHAR

----- NOTE 221 XMYLESSON

↑WHAT HAPPENS TO THE ↑,X↑, LESSONS CREATED AFTER THE LAST  
CRASH↑/

-----  
11/26 13.02 K MAST

P

----- RESPONSE 1

↑THEY WILL GO AWAY PROBABLY WITHOUT ADVANCE NOTICE.

-----  
11/26 12.33 BERGER

USERS

----- NOTE 222 RESPONSE..

PLEASE MAY ↑I HAVE A SYSTEM RESPONSE TO HELP NOTE  
367↑/ ↑I WOULD NOT LIKE TO TYPE THE NOTE A THIRD  
TIME IF IT↑S AVOIDABLE.

-----  
11/26 12.52 GROHNE

PSYCH

----- NOTE 225 ↑Y↑I↑R↑I↑W



↑IS THERE ANY CHANCE THAT THE ↑,REMEMBER THE LAST LESSON↑,  
FEATURE COULD BE EXPANDED TO REMEMBER COURSES, TOO↑/

↑NOT A BIGGIE, ↑I↑7LL 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

↑M. ↑DOTSON

----- RESPONSE 1  
11/26 14.47 K MAST P

↑THEY DISSAPEARED WITH THE GREAT DISK CRASH OF  
↑NOV. 13-14. ↑I DONT KNOW IF THEY WILL EVER BE RESTORED.

----- NOTE 230 ↑RM 203A  
11/26 14.42 ROBERT MATHA

↑ARE THE TERMINALS IN 203A GOING TO BE CHANGED TO A  
DIFFERENT LOCATION IN ↑C↑E↑R↑L OR IS IT GOING TO STILL STAY  
AT THE SAME PLACE↑/

↑ROBERT ↑SAH

----- 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 R SAH UNI

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- S↑/

----- RESPONSE 1  
11/26 15.58 CELIA PSO

↑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 15.28 GOLDEN S

NOTE 233 PRIME-TIME

↑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.

↑P↑L↑A↑T↑O WILL FOLLOW ITS USUAL SCHEDULE ON ↑WEDNESDAY, AND  
STARTING AGAIN ON ↑FRIDAY, THE 29TH.

-----  
11/26 16.23 HODY

MED

NOTE 240 LOST/FOUND

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 WRITE 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 ↑G↑O, DID NOT COLLECT \$200, HAVE ↑N↑O↑T BEEN  
EATING MUSHROOMS OR SMOKING FUNNY SMELLING CIGARETTES...

NEEDLESS TO SAY -- NOT REPEATABLE↑.

I HOPE THIS HAS HAPPENED TO SOMEONE ELSE ALSO,... HOLY  
HALLUCINATIONS, ↑ROBIN↑/↑.

-----  
11/26 19.49 ROWELL

STAN

RESPONSE 1

SHOULDN↑T THAT BE ↑,HODY HALLUCINATIONS↑,↑/

-----  
11/26 20.20 JUDY

PSO

RESPONSE 2

↑COULD IT BE THAT THE STUDENT YOU WERE MONITORING SIGNED  
OFF AND THAT YOU SAW HIS↑↑↑↑↑6↑6↑6 CLOCK PAGE, THEN↑↑↑↑↑6↑6↑6 SHIFT-STOP-ED  
TO ↑,RELEASE↑, YOURSELF, AND RETURNED TO ↑,STUDENTS RUNNING↑,↑/

-----  
11/26 20.42 HODY

MED

RESPONSE 3

MY FIRST REACTION WAS↑;  
↑,YEAH JUDY... THAT MUST↑7VE BEEN IT

BOY... AND HERE I SWORE OFF THE WEED FOR NOTHING.  
MY DEALER WILL LOVE YOU.

BUT THEN REASON REASSERTED ITSELF...

JUDY: HOW CAN YOU MONITOR A STUDENT IF THEY HAVE  
SIGNED OFF AND ARE BACK TO THE CLOCK PAGE.

----- RESPONSE 4  
11/27 09.49 PERRY UW

I SEEM 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.

----- RESPONSE 5  
11/27 12.35 FRANKEL P

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.

----- NOTE 246 FK  
11/26 19.40 LHN MTCC

THIS IS RIDICULOUS, I CANT FIND ANYTHING. IF THERE IS  
GOING TO BE A MAJOR SYSTEM CHANGE, HOW ABOUT SOME OVER-  
ALL GENERAL INSTRUCTIONS. HAS IT EVER OCCURRED TO  
YOU CLOWNS THAT OLD HABITS ARE HARD TO BREAK WITHOUT  
D3  
I AM MORE THAN ANGRY. STATE YOUR  
YOUR RULES, THEN LET US PLAY THE GAME. ARE YOU OUT THERE  
PAUL T.

----- RESPONSE 1  
11/26 19.59 ROWELL STAN

I BELIEVE YOU WILL FIND THAT PRESSING HELP LIBERALLY WILL  
SUPPLY THE GENERAL INSTRUCTIONS YOU SEEK.  
PERSONALLY, I THINK THEY HAVE DONE A DECENT JOB OF  
SIMPLIFYING MOVEMENT WITHIN THE SYSTEM.

----- RESPONSE 2  
11/26 19.59 K MAST P

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↑7M STILL EDITING A LOT OF LESSONS THAT ↑I↑7D RATHER  
VIEW AS A STUDENT↑.), BUT ↑I CERTAINLY DON↑7T THINK THE NEW  
SYSTEM IS CONFUSING. ↑A GREAT DEAL OF TIME WAS SPENT BY  
↑M↑A↑N↑Y PEOPLE TO INSURE THAT COMMENTS SUCH AS YOURS WOULD  
NOT OCCUR. ↑WHERE DID WE FAIL↑/

↑KIM ↑MAST / ↑MARSHALL ↑MIDDEN

----- RESPONSE 3  
11/26 20.45 HODY MED

IT SURE WOULD HELP IF YOU WARN PEOPLE AHEAD OF TIME THOUGH↑.

LIKE MAYBE A WEEK OR TWO AHEAD↑.

----- RESPONSE 4  
11/26 21.43 SYFRIG IU

↑ALSO, WHEN YOU ARE USED TO DOING SOMETHING ONE WAY,  
YOU DON↑7T THINK ABOUT THE HELP KEY, WHEN SOMETHING AS  
EXTRAORDINARY AS A COMPLETE REVISION ON THE AUTHOR  
MANUVERING 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 AT THAT  
TIME SAY, ↑,READ THE HELP PAGES.↑, ↑WHY THEY DIDN↑7T DO THAT  
WHEN THE SYSTEM WAS ACTUALLY PERMANENTLY PUT ON, ↑I DON↑7T  
KNOW. ↑OH WELL, SUCH IS LIFE. ↑I DO THINK THE NOTE WAS  
A VALID COMMENT, THOUGH.

↑NATE ↑SYFRIG

----- RESPONSE 5  
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 IE.. ↑N FOR NOTES ↑A FOR AIDS ↑U FOR USERS ETC..  
NOW REALLY PEOPLE IS IT ALL THAT HARD TO LEARN A  
NEW TRICK.....↑/.

NOW CAN IT.....↑/

----- RESPONSE 6  
11/27 07.01 AVNER S

↑A WARNING MESSAGE WAS DISPLAYED DURING THE FIRST DAY OF  
OPERATION. ↑SORRY, WE JUST ASSUME THAT EVERYONE ELSE  
SPENDS THEIR LIFE ON ↑P↑L↑A↑T↑O 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 WEEK PRIOR 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

----- RESPONSE 7

↑UNLESS THEY CAN↑7T READ, ↑I↑7M NOT CERTAIN HOW PEOPLE FRANTICALLY LOOKING FOR GENERAL INSTRUCTIONS COULD MISS THE ↑7↑H↑E↑L↑P AVAILABLE↑7 MESSAGE.

-----  
11/27 13.33 FULLER

UIMC

----- RESPONSE 8

↑SOME AUTHORS CAN↑7T READ, OF THIS ↑I AM SURE...

-----  
11/27 14.16 MOORE

VIENNA

----- RESPONSE 9

↑HEAR↑. ↑HEAR↑. <SIC>

LOVE,

↑M↑VS↑J

-----  
11/27 15.21 GILPIN

PEER

----- RESPONSE 10

↑TO LHN OF MTCC↑;

↑IN FAMILIAR-LOOKING SITUATIONS, ONE NATURALLY MAKES HABITUAL RESPONSES, AND IT CAN BE EXCEEDINGLY FRUSTRATING WHEN THE USUAL RESULTS AREN↑7T 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↑7T 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

----- RESPONSE 11

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

----- RESPONSE 12

12/01 08.59 WELLS CERL

PERSONALLY. ↑NOW THAT ↑I↑7M USSED TO THE CHANGES ↑I LIKE THEM.  
↑I THINK IT↑7S AN OVERALL IMPROVEMENT IN THE SYSTEM. ↑HOWEVER  
↑I THINK THAT SOMEONE OUGHT TO DESIGN AN ↑7INTROPLATO↑7 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 BERGER 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 21.00 DAL ARLC

↑ACTUALLY, ↑I WOULD LIKE TO SEE A GRASS ROOTS (IF NOT HONEST  
TO ↑GOD OFFICIAL) POLL OF HOW MANY PEOPLE DON↑7T SPEND HALF  
THIER LIVES ON ↑P↑L↑A↑T↑O, BUT DO AUTHOR ONCE OR TWICE A WEEK  
IN THIER FREE TIME. ↑I FOR ONE WAS A ↑P↑L↑A↑T↑O FANATIC WHEN ↑I  
WAS AT THE ↑U OF ↑I AND COULD TELL YOU SYSTEMS CHANGES ALMOST  
THE MINUTE THEY OCCURED, BUT NOW TEACHING IN THE REAL WORLD  
HAS LIMITED MY TIME. ↑PERHAPS IF IT COMES OUT THERE ARE MORE  
PEOPLE WHO ARE NOT ON ↑P↑L↑A↑T↑O 20 HOURS A DAY, WE WILL SEE  
BETTER LINES OF COMMUNICATION BETWEEN SYSTEMS, PSO, AND  
AUTHORS. ↑I LOVE ↑P↑L↑A↑T↑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↑.

↑S↑A↑V↑E ↑T↑H↑E ↑M↑A↑I↑L↑M↑A↑N↑.↑.↑.↑.↑.↑.↑.↑.

----- NOTE 253 FONT LOCKS  
11/26 20.23 CAMPANINI MFL

↑DOES ANYBODY OUT THERE KNOW THE DIFFERENCE BETWEEN  
USING ↑M↑I↑C↑R↑O ↑F↑O↑N↑T AND ↑A↑C↑C↑E↑S↑S ↑F↑O↑N↑T 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.)

----- RESPONSE 1  
11/26 21.44 JUDY PS0

YES, THEY ARE THE SAME....

A 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 KEY NOW FUNCTIONS IN THE MICRO TABLE EDITOR, SO I GUESS WE SHOULD REWORD THAT SECTION OF AIDS.

----- RESPONSE 2  
11/26 22.15 CAMPANINI MFL

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 I AM PLANNING TO USE THIS HANDY SCHEME IN DESIGN OF NEW MICROTABLE.

BOB WILL TALK TO DON LEE ABOUT ERASE AFTER VACATION.

THANKS AGAIN.

----- NOTE 263 ERROR  
11/27 08.57 JR MTCC

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)

----- RESPONSE 1  
11/27 11.26 AVNER S

THANK YOU.

----- NOTE 265 TRADEOFF  
11/27 09.19 LAYMAN MATHA

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?  
TOM

----- RESPONSE 1  
11/27 12.16 PERRY UW

NAH.

IT IS SO YOU CAN GET PRACTICE USING THE NEW SIGN-ON

PROCEDURES.

11/27 10.01 GOLDEN

S

NOTE 268 NEW ↑E↑C↑S

↑CONTROL ↑DATA ↑CORPORATION HAS AGAIN CONFIRMED THAT THEY WILL  
SHIP ONE MILLION WORDS OF ↑E↑C↑S TO US ON ↑DECEMBER 20.  
↑IT SHOULD ARRIVE HERE THREE OR FOUR DAYS LATER.

↑THE EXACT DATES FOR ↑P↑L↑A↑T↑O 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.

12/01 09.02 WELLS

CERL

RESPONSE 1

↑HURRAY FOR ↑CONTROL ↑DATA↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.

11/27 10.27 ERROL

KKA

NOTE 269 R. COURSE

↑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.↑.

11/27 11.11 JUDY

PSO

RESPONSE 1

WELL... EXCEPT THERE ARE MIXED SITES, TOO.

11/27 11.31 ERROL

KKA

RESPONSE 2

↑JUDY, ↑P↑L↑A↑T↑O↑S RESPONSE SHOULD STILL INDICATE WHAT THE  
PROBLEM IS. ↑TELLING A STUDENT TO TRY ANOTHER TERMINAL  
EVEN 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.

11/27 12.20 HODY

MED

RESPONSE 3

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



IDEA↑.

11/27 13.28 WARNER

IU

NOTE 276 NOT EXST↑/

↑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 ↑N↑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 ↑D↑A↑T↑A (AS YOU MIGHT DO ACCIDENTALLY) A MESSAGE POPS UP WHICH SAYS ↑,↑DOES ↑NOT ↑EXIST↑,↑.  
↑NOW WE OLD HANDS KNOW THAT THIS MESSAGE MEANS BOTH ↑,↑LESSON ↑DOES ↑NOT ↑EXIST↑, AND ↑,↑NOT ↑A ↑T↑U↑T↑O↑R ↑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 ↑D↑A↑T↑A↑/

----- RESPONSE 1

11/27 16.32 FRIEDMAN

CSA

↑PERSONALLY, ↑I WOULD PREFER THAT ↑D↑A↑T↑A BE INTERPRETED THE SAME AS ↑N↑E↑X↑T IF THE NAMED FILE IS NOT A LESSON. ↑THIS WOULD APPLY TO COURSES, DATAFILES, DATASETS, ETC.

----- RESPONSE 2

12/01 23.48 FULLER

UIMC

↑YOUR CHANGE, ↑SILAS WOULD NEGATE THE DEFINITION OF FILE VS LESSON THAT PEOPLE UPSTAIRS HAVE TRIED TO BUILD...

----- NOTE 278 X-LESSONS

11/27 14.01 MAUREEN

P

↑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 OF P).  
↑MAUREEN ↑HOFFMAN

----- NOTE 280 PRINTS

11/27 14.22 GOLDEN

S

↑THE PRINT BOX HAS BEEN MOVED OUT OF ↑C↑E↑R↑L ROOM 257 AND INTO ROOM 166, ↑THE ↑P↑L↑A↑T↑O OPERATORS↑7 NEW OFFICE.

↑ASK THE OPERATOR ON DUTY FOR YOUR PRINTS.

↑THE ↑VARIAN ↑COPIER HAS ALSO MOVED TO THE OPERATORS↑7 OFFICE.  
↑UNFORTUNATELY, WE STILL DO NOT HAVE PAPER FOR IT.

----- NOTE 282 NEW ROOM

11/27 15.58 TEBBY PS0

↑THE ↑C↑E↑R↑L ↑P↑L↑A↑T↑O 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 166.

↑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

----- NOTE 288 ↑T↑G  
11/27 23.13 K MAST P

↑HAPPY ↑THANKSGIVING↑.

↑SPECIAL ANIMATION ON THE WELCOME PAGE  
IS COURTESY OF ↑SILAS ↑WARNER.

----- RESPONSE 1  
11/27 23.43 WARNER IU

↑FOR FURTHER STUFFING ON THE SAME THEME, SEE LESSON ALGPROB,  
OPTION NUMBER 6.

----- NOTE 290 ANSV  
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-↑;

```
ARROW 1215
STORE X
ANSV 52
WRONGV X+1+[X<0]
WRITE ↑YOUR ANSWER IS NEGATIVE↑.
WRONGV X+1+[(2INT(X/2)) -X]
WRITE ↑YOUR NUMBER IS NOT AN EVEN INTEGER.
..ETC..
```

↑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.

----- RESPONSE 1  
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.

----- NOTE 291 AUTHOR PIC  
11/28 11.54 NEVINS ARIZONA

↑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 ISSS↑6↑6 CAPITAL LETTERS ↑I AM USING.  
↑WELL↑,

↑BRUCE ↑NEVINS

----- RESPONSE 1  
11/28 12.23 BECKER READING

↑IF YOU FIRST TYPE SOMETHING AT THE ARROW AND ERASE IT AND  
THEN TYPE IN ↑U OR ↑N OR WHATEVER IT IS NECESSARY TO PRESS  
↑N↑E↑X↑T. ↑COULD THIS BE YOUR PROBLEM↑/

----- RESPONSE 2  
11/28 13.35 NEVINS ARIZONA

↑YEP JUST CHECKED IT OUT AND THATS IT THANK YOU  
↑I WAS BEGINING TO GO BANANAS...  
↑BRUCE ↑NEVINS

----- NOTE 295 LOGLABELS  
11/28 18.12 SHIRER VU

\*\*\*↑F↑E↑A↑T↑U↑R↑E ↑N↑O↑T ↑I↑N ↑P↑R↑I↑M↑E-↑T↑I↑M↑E ↑V↑E↑R↑S↑I↑O↑N ↑Y↑E↑T\*\*\*

↑HAVE FINALLY TRACKED DOWN OBSCURE GLITCH IN GRAPHACK  
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.

----- RESPONSE 1  
11/29 08.48 LEDERMAN CERLCC

↑THANKS MUCHO.....

BARB

----- RESPONSE 2  
11/30 01.03 KEITH S MATHA

↑KEEP UP THE GOOD WORK, ↑DON↑. ↑WE AT ↑C↑E↑R↑L MISS YOU↑.

----- NOTE 297 PASSWORD  
11/29 10.06 KEVIN FAA

↑WHEN A NEW AUTHOR FIRST SIGNS ON, HE DOESN↑7T NEED A  
PASSWORD. ↑HE RECEIVES A PAGE THAT SAYS TO PRESS ↑L↑A↑B  
TO CHANGE HIS PASSWORD OR ↑N↑E↑X↑T TO GO ON. ↑IF HE PRESSES  
NEXT HE IS NEVER ASKED FOR A PASSWORD. ↑IF HE PRESSES  
↑L↑A↑B AND ASSIGNS HIMSELF A PASSWORD HE HAS TO USE THE  
PASSWORD FROM THEN ON. ↑BUT IF HE NEVER ASSIGNS HIMSELF  
A PASSWORD HE NEVER NEEDS ONE.....

----- RESPONSE 1  
11/29 10.24 FRANKEL P

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

----- NOTE 299 ERRTYPE=3  
11/29 14.37 JOHN R READING

↑AN INTERESTING BUT APPARENTLY UNDOCUMENTED FEATURE↑;  
↑A ROUTED STUDENT THROWN OUT OF A LESSON THRU A SHIFT-STOP  
CONDENSE GETS THE SYSTEM FLAG ↑7ERRTYPE↑7 SET TO 3 - MEANING  
↑7MEMORY ALLOCATION EXCEEDED↑7. ↑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 P

↑SEE RESPONSE TO NOTE 446.

----- NOTE 300 BLOCK1  
11/29 21.39 D SLEATOR OLDEDIT

↑I HAVE FIGURED ONE THING THAT CAUSES THE EDITOR  
TO THROW ME INTO THE FIRST BLOCK AUTOMATICALLY.  
↑IT IT THE ↑Q OPTION. ↑DO ↑QXXX. ↑PRESS NEXT↑1 FROM AIDS.  
↑BACK OUT OF YOUR LESSON. ↑PRESS NEXT.....  
↑PRESTO↑. YOU ARE EDITING THE FIRST BLOCK.

----- RESPONSE 1  
11/29 21.58 FRANKEL P

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

----- NOTE 303 COM BACKUP  
11/30 03.13 GREG STAN

↑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↑.





----- RESPONSE 3  
11/30 13.56 JIM PSO

THERE WILL BE SOME IDEAS ON ↑TEACHING TECHNIQUES↑, IN ↑A↑I↑D↑S  
WITHIN A MONTH.

----- RESPONSE 4  
11/30 14.23 GILPIN PEER

↑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. ↑SIGNONS  
ARE↑; AVNER/S, GILPIN/PEER, SIEGEL/PEER, ESTHER/PEER.

----- NOTE 309 NOTES BUG  
11/30 10.38 BECKER READING

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

----- RESPONSE 1  
11/30 11.49 JIM G READING

↑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↑7 AND PRESSING ↑N↑E↑X↑T TO GET NOTE NUMBER 1 YOU CAN  
JUST TYPE 3 AT THE ARROW TO GET NOTE NUMBER 1.

----- RESPONSE 2  
11/30 22.14 BECKER READING

↑AHA↑.

----- RESPONSE 3  
12/03 09.56 JIMMI STUDIO

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

----- NOTE 310 LESLAST  
11/30 11.09 BECKER READING

↑HOW ABOUT LOADING THE LAST LESSON EDITED INTO THE COPY

BUFFER↑/

----- RESPONSE 1  
12/01 20.15 B SHERWOOD S

↑YOU DO REALIZE THAT JUST PRESSING ↑N↑E↑X↑T TAKES YOU TO THE  
LAST LESSON EDITED↑/

----- RESPONSE 2  
12/01 21.52 BECKER READING

↑OUR 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 ↑D↑A↑T↑A↑ 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 S

↑THANKS--SEE ALSO NOTE 301.

----- RESPONSE 2  
11/30 18.21 FRANKEL P

↑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.....

-----  
12/01 03.24 STEVE MFLU

NOTE 319 NEW NOTES

↑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↑7T REPEATABLE AT  
ALL, SO DON↑7T WORRY ABOUT IT, ANYONE.

ONE MORE THING...IF YOU CAN EDIT AND/OR DELETE NOTES  
THAT HAVEN↑7T BEEN RESPONDED TO IN GEN. OR HELP NOTES,  
WHY CAN↑7T YOU DO THE SAME TO PERSONAL NOTES THAT  
HAVEN↑7T BEEN LOOKED AT↑/↑/

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

-----  
12/01 14.24 K MAST

P

----- RESPONSE 1

↑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↑7T THINK IT  
IS REALLY AN URGENT NEED.

-----  
12/02 14.07 TENCZAR

S

----- RESPONSE 2

↑ALSO, WE ARE TRYING TO MODEL PERSONAL ↑N↑O↑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

CSA

----- RESPONSE 3

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

-----  
12/01 18.45 KAUFMAN

CSS

----- NOTE 323 PICKUPSPOT

↑I NOTICED THAT THE BULLETIN BOARD SAID THAT ALLSSS↑6↑6↑6 PRINTOUTS  
SHOULD NOW BE PICKED UP AT ROOM 166 ↑C↑E↑R↑L (↑I ASSUME THAT  
THIS ONLY APPLIES TO UNADDRESSED ONES...) - IF THIS IS  
INDEED TRUE, THEN THE HELP PAGE AVAILABLE IN THE ↑7P↑7  
OPTION OF DATA1 FROM ↑A↑U↑T↑H↑O↑R ↑M↑O↑D↑E PAGE SHOULD BE CHANGED  
TO READ TRUELY

NITPICKINGLY YOURS

----- NOTE 324 ERROR



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

↑0↑U↑T-↑E↑R↑R↑0↑R

0  
0

----- NOTE 327 SYSERROR  
12/01 20.01 RDR HUM

HEEEEEERE↑7S DICKIE↑.

↑0↑U↑T-↑E↑R↑R↑0↑R

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 ↑↑U↑T↑0↑R CODE TO DRAW OUTLINE MAPS  
SUCH AS CONTINENTS OF THE WORLD, COUNTRIES, ETC.  
SIMILAR TO THAT IN LESSON ↑,↑N↑E↑T↑W↑0↑R↑K↑,↑/ ↑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.

----- NOTE 337 NOV WHAT↑/  
12/02 09.38 SHLOSBERG COM

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...

----- RESPONSE 1  
12/02 20.31 LAYMAN MATHA

DON↑7T KNOCK IT--WHERE DO YOU THINK OUR ↑C↑P↑U TIME IS COMING  
FROM↑/ ↑TOM↑L

----- NOTE 340 OFF-HOURS  
12/02 11.37 TEBBY PS0

↑O↑F↑F-↑H↑O↑U↑R↑S

↑NOW THAT THE ↑C↑E↑R↑L ↑P↑L↑A↑T↑O 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-HOUR↑, TIME.

↑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 ARE↑; ↑WEEKDAYS 12M-8AM, 5PM-12M  
↑SATURDAYS ALL 24 HOURS  
↑SUNDAYS ALL 24 HOURS

↑THANK YOU FOR HELPING US OBSERVE THIS PROCEDURE.

↑TEBBY ↑LYMAN

----- NOTE 341 PLATO  
12/02 11.40 CROOKS SIU

WHAT IS LESSON PLATO...WHY DOES THE WORD DISAPPEAR  
WHEN A BUTTON IS PRESSED↑/↑/↑/

↑OLO-ERIN

----- RESPONSE 1  
12/02 12.25 BERGER USERS

↑SEE ↑,JUDGE IGNORE↑, IN AIDS...

----- RESPONSE 2  
12/02 15.51 WARNER IU

↑ALSO TRY JUMPING OUT TO PLATO AND SEE WHERE YOU GO...

----- NOTE 342 PLATO  
12/02 11.40 CROOKS SIU

↑WHAT IS LESON PLATO↑/

----- RESPONSE 1  
12/02 13.16 JIM G READING

↑WHAT IS A ↑,LESON↑, ANYHOW↑/

----- RESPONSE 2  
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 JUMP OUT TO THE LESSON YOU ARE IN WHICH IS KIND OF STUPID SEEING AS HOW YOU ARE AT THE FIRST ARROW ANYWHO.

----- RESPONSE 3  
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↑7T ATTEMPT TO JUMP OUT TO SYSTEM LESSONS THAT THEY HAVE NO BUSINESS IN.

----- NOTE 343 SECURITY  
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↑/

----- RESPONSE 1  
12/03 10.02 JPG MTCC

-↑L↑A↑B- ALREADY HAS A USE ON THAT PAGE (DON↑7T ASK WHAT).

----- NOTE 345 OLORIN  
12/02 13.04 SCOTSE UICC

↑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 ↑7SPANISH↑7.

↑IF YOU CANNOT GET A HOLD OF EITHER OF THEM, CONTACT ME AGAIN AND ↑I↑7LL GIVE YOU WHAT ↑I HAVE.

↑MY MAP WOULD ONLY BE OF COASTLINE.  
(ABOUT 90 POINTS).

↑HOPE ↑I↑7VE BEEN OF SOME HELP.

↑C. ↑SCOTSE ↑U↑I↑C↑C

(TO CROOKS SIU)

----- RESPONSE 1

12/03

09.53

JIMMI

STUDIO

↑HOW ABOUT PUTTING THIS IN THE  
HELP NOTES SECTION NEXT TIME↑/

----- NOTE 346 ADCIS MEET

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 ↑P↑L↑A↑T↑O COURSEWARE AND PERHAPS COORDINATE SOME TRANSPORTATION ARRANGEMENTS--

ALL THOSE INTERESTED PLEASE LEAVE ME A PERSONAL NOTE...  
(≤ THIS IS NOT AN OFFER OF TRAVEL \$)

----- NOTE 350 USEMORE

12/02

13.54

FRYE

RESEARCH

↑CONCERNING THE \*USE\* COMMAND↑;

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

----- RESPONSE 1

12/02

17.43

FULLER

UIMC



↑QUESTION↑; ↑WHAT ORDER SHOULD IT CONDENSE THEM↑/

↑POINT IN CASE↑;

↑LET US HAVE 3 BLOCKS↑;

↑IN LESSON CLOWN↑;      A - ZAP  
                                 B - BOZO  
                                 C - ZAP

USE      AND ALONG THE DRIVER LINE WE SAY↑;↓  
USE      CLOWN,ZAP  
         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      LESSON1,BLOCK1

WOULD USE ALL BLOCKS OF LESSON LABELED ↑,BLOCK1↑, IN  
SEQUENTIAL ORDER.

----- RESPONSE 3  
12/03      15.01      PARRELO      UIMATHA

↑OR ALL CONSECUTIVE BLOCKS, OR SOMETHING...

----- NOTE 354 EXACTC  
12/02      15.58      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      S

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...BUT, WITH THE CRUNCH OF WORK NEEDED  
TO RUN LARGE NUMBERS OF TERMINALS BEARING DOWN ON US, WE

NOTE 355 CHARSET ED

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...

WORKS FINE↑;  
PRESS ↑M↑I↑C↑R↑O, THEN THE LETTER, TO GET THE ↑A↑C↑C↑E↑S↑S  
CHARACTER ASSOCIATED WITH THAT LETTER, I.E. ↑M↑I↑C↑R↑O-A  
WILL GIVE ↑,(A)↑,...ETC.

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

↑OH NO↑. ↑WE↑7VE HAD SOME REALLY GOOD TIMES TOGETHER, ↑A↑C↑C↑E↑S↑S  
AND ↑I.....

↑DOESN↑7T THAT MAKE YOU A SQUARE↑/↑/

↑THERE ARE MANY TIMES WHEN THE MICROTABE LOADED DOES NOT HAVE CERTAIN CHARACTERS IT MIGHT BE NICE TO HAVE THE ACCESS KEYS FOR DOING THINGS LIKE↑;

IN -TERM- CALC IN A LESSON INVOLVING HEAVY

COMPUTATION ... OR XX-0.

----- RESPONSE 6  
12/07 16.19 TONY UNI

-↑A↑C↑C↑E↑S↑S↑- IS GOOD FOR WRITING LARGE AMOUNTS OF -↑I↑I↑I↑I↑I↑I  
OR -<↑>-[↑]↑\$↑)-↑W↑A↑D↑X, IF YOU DON↑T WANT TO WEAR YOUR THUMB OUT  
FROM BOUNCING ON THE -↑S↑H↑I↑F↑T↑- KEY.  
↑T↑O↑N↑I↑O -↑I↑S↑A↑6↑S↑I↑S↑V↑I↑S↑-↑I

----- NOTE 367 OUT-ERROR  
12/02 21.21 GILES MED

↑O↑U↑T↑-↑E↑R↑R↑O↑R  
0  
0

↑GOT THIS AFTER SUDDENLY BEING BACKED OUT FROM EDITING  
MY LESSON TO THE ↑,↑PRESS ↑N↑E↑X↑T TO BEGIN↑, PAGE.  
↑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 -↑S↑T↑O↑P↑- 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

↑DO ↑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↑/  
0

↑IF THAT IS THE CASE, WHY NOT REVISE THE INSTRUCTIONS SEEN  
UPON ENCOUNTERING ANY OUT-ERROR TO REQUEST REPORTING OF  
THE ERROR ↑U↑N↑L↑E↑S↑S IT IS OF THE 0 TYPE (IN WHICH CASE IT CAN  
0  
BE IGNORED),

↑SEEMS THIS WOULD SAVE US THE TROUBLE OF WRITING THESE NOTES,  
AND ALSO SAVE US THE TROUBLE OF READING THEM, N↑7EST-CE PAS↑/

----- RESPONSE 3  
12/02 22.43 MIDDEN P

YES, SOME SYSTEM↑7S 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 STOP1 BEING PRESSED  
AND IT KINDA THINKING YOU ARE -ALL READY SIGNED IN-).

↑THE MESSAGE AT INITIAL LOAD OF PLATO SHOULD BE IGNORED,  
BUT ALL OTHER OCCURANCES SHOULD BE REPORTED.

↑THANK YOU FOR REPORTING THIS ONE,

↑MARSHALL ↑MIDDEN

----- NOTE 371 TIME  
12/02 23.25 FRANKEL P

↑THE TIME IS NOW AVAILABLE ON THE ↑AUTHOR ↑MODE DISPLAY  
BY PRESSING SHIFT-↑T.

----- RESPONSE 1  
12/03 10.21 JIM G READING

↑WHAT CAN ↑I DO BUT USE THAT WELL WORN PHRASE↑;

↑,↑THANK YOU, ↑DAVE↑,

----- RESPONSE 2  
12/03 12.45 BERINGER ARLC

↑I WONDER IF JUST FOR THE SAKE OF CONSISTENCY, ↑,T↑, COULD  
BE MADE AN OPTION ON THE ↑D↑A↑T↑A↑1 OPTION PAGE.

----- NOTE 373 LESSNAMES  
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.

----- RESPONSE 1  
12/03 07.21 FRANKEL P

↑THAT WAS TRUE IN THE OLD SYSTEM TOO (BUT THE PROBLEM(↑/)  
STILL REMAINS).

----- RESPONSE 2  
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 10.07 FRIEDMAN CSA

↑SPEAKING ONLY FOR MY GROUP, ↑I DON↑7T 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 ↑X↑X↑X↑X↑7S 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 13.25 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..

↑D↑F

----- 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 ↑X↑X↑X↑X↑X↑7S.....

↑N↑O↑/↑/↑/↑/↑/↑/↑/ BARB

----- NOTE 382 COURSENOTE  
12/03 11.25 ROPER 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.

↑QUETZAL

-----  
12/03 12.14 K MAST

P

----- RESPONSE 1

↑PATIENCE↑. ↑ITS ON ITS WAY.

-----  
12/03 14.51 WARNER

IU

----- NOTE 387 IRRITATION

↑CAN THE ↑H↑E↑L↑P PAGES IN ↑S↑D BE MODIFIED SO THAT PRESSING  
↑B↑A↑C↑K 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.

-----  
12/03 16.46 FRANKEL

P

----- RESPONSE 1

↑C↑K...WILL FIX SOON.

-----  
12/03 14.54 MGS

MTCC

----- NOTE 388 ↑U COMMAND

↑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. ↑WOULDN↑T IT BE POSSIBLE  
TO COME UP WITH A WAY THAT BY USING THE ↑,↑U↑,NIT 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↑. ↑COMMENTS↑/↑/↑/↑.↑.↑.

-----  
12/03 15.13 K MAST

P

----- RESPONSE 1

↑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 PRIVELEDGE. ↑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.

-----  
12/03 15.18 FULLER

UIMC

----- RESPONSE 2

↑RIGHT... IT↑7S CERTAINLY LESS OVERHEAD FOR 20  
SYSTEMS PEOPLE TO BE ABLE TO DO IT THAN 500 AUTHORS...  
↑HOW ↑I GRIND MY TEETH AT TIMES... BUT...

↑D↑F

----- RESPONSE 3  
12/03 15.23 AL MFLU

↑WHEN YOU TYPE ↑UUNITNAME IT STORES IT IN A BUFFER.  
↑IF THE UNIT ISN↑7T 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.

↑A↑L

----- 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 NORTRUP 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 BESIDES, YOU WON↑7T 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 ACCESSSES/SEC THAN TO DO IT BY  
HAND. AFTER ALL, IF YOU HAVE TO EXHAUSTIVELY SEARCH,  
YOU WILL MAKE THE SAME NUMBER OF ACCESSSES 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

COMPUTER DO IT, EVEN IF IT TOOK 30 SEC.  
MAUREEN

12/03 18.27 MGS

MTCC

----- RESPONSE 8

↑THANKS MAUREEN,

↑I↑7D WAIT A WHOLE MINUTE, RATHER THAN GO THROUGH EACH  
BLOCK, PRESSING -NEXT1-, -NEXT-, -NEXT1-, -NEXT-, -NEXT1-,  
-NEXT-, -NEXT1-, -NEXT-, -NEXT1-, -NEXT-, -NEXT1-,  
-NEXT-, -NEXT1-, -NEXT-, -NEXT1-, -NEXT-, -NEXT1-,  
-NEXT-, -NEXT1-, -NEXT-, -NEXT1-, -NEXT-, -NEXT1-,  
-NEXT-, -NEXT1-, -NEXT-, -NEXT1-, -NEXT-, -NEXT1-,  
-NEXT-, -NEXT1-, -NEXT-, -NEXT1-, -NEXT-, -NEXT1-,  
-NEXT-, UNTIL FINALLY ↑I↑7VE FOUND THE MISSING UNIT.

↑AND PLEASE DON↑7T SUGGEST THAT MY CODING WAS DONE  
HAPHAZARDLY, BELIEVE ME IT WASN↑7T, WITH NUMEROUS DIF-  
FERENT UNITS, EACH DOING IT↑7S OWN JOB, IT IS≤≤↑6↑6 QUITE  
EASY TO FORGET WHERE EACH ONE IS↑.↑.

↑THANKS FOR THE SUGGESTIONS, THOUGH.

↑S↑C↑H↑M↑U↑C↑K

12/03 20.45 WALTER

PFW

----- RESPONSE 9

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

12/04 10.19 FRIEDMAN

CSA

----- RESPONSE 10

↑IT↑7S 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. ↑B↑U↑T,  
(A) NO ONE EVER CONTRADICTS THE REBUTTAL; (B) NOR  
DOES ANYONE FOLLOW THROUGH AND CHANGE HIS OPINION.↓  
↑WHAT ↑I↑7M SAYING IS, IF THE REBUTTAL (LIMIT THE DISK  
ACCESSES, AS ↑MAUREEN HAS SUGGESTED) IS INVALID, HOW  
ABOUT POINTING OUT THE FALLACY↑/ ↑AND IF IT↑7S VALID,  
HOW ABOUT A COMMITMENT (MAYBE NOT IMMEDIATE) TO  
PRODUCE FOR AUTHORS↑7 USE THE REQUESTED FEATURE↑/

12/06 15.45 WHITE

UIMATHA

----- RESPONSE 11

↑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 SPECL CHAR  
12/03 15.49 OBRIEN 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 ↑UN↑IX), SINCE WE ARE  
USING PLASMA PANEL TERMINALS WITH READ/WRITE CHARACTER  
MEMORIES.

↑I AM HEREBY INVITING ONE AND ALL TO SUGGEST/GRIPE/FANTASIZE  
IN PERSONAL NOTES TO ↑,OBRIEN↑, OF ↑,UICC↑, REGARDING  
HOW ↑Y↑O↑U THINK SPECIAL CHARACTERS COULD BE HANDLED DIFF-  
ERENTLY THAN THE WAY ↑PLATO HANDLES THEM. ↑ON ↑U↑N↑I↑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↑7LL RESPOND HERE CAUSE ↑I↑7D 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↑7LL ADMIT THAT IF IMPLEMENTED THIS MAY LEAD TO VERY  
UNORGANIZED CHARSETS.....

----- RESPONSE 2  
12/04 11.51 JUDY PSO

↑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 TOUCHPANEL ON HIS TERMINAL, THAT IS.) MAKE IT AN OPTION IN THE CHARSET EDITOR.....

----- NOTE 395 EDIT1 ERR  
12/03 15.50 SHLOSBERG COM

EXEC ERROR IN LESSON EDIT1↑↓  
UNIT GETB  
LAST COMMAND JUDGE  
1↑AST↑V COMMAND  
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  
12/03 16.47 FRANKEL P

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

----- NOTE 399 CONDAIDS↑/  
12/03 16.11 TEMPA AMES1

↑STRANGE THINGS ARE HAPPENING...  
↑I PRESSED -↑N↑E↑X↑T↑- TO GET OUT OF ↑A↑I↑D↑S AND  
↑,WAITING TO CONDENSE↑,

FLASHED ON THE SCREEN BRIEFLY.  
↑IT HAD TO CONDENSE THE EDITOR↑/↑/↑/↑/↑/

↑P. ↑HUTCHISON

----- RESPONSE 1  
12/03 16.46 MIDDEN P

NO, THE BASE LESSON FOR THE AIDS SERIES.

----- RESPONSE 2  
12/03 18.21 JIM PSO

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

JIM GHESQUIERE

----- NOTE 400 REST ROOMS

12/03 16.12 KEITH S

MATHA

↑TO ALL ↑C↑E↑R↑L PERSONNEL↑;

↑FRIDAY NIGHT, ↑DECEMBER 6TH, THE THIRD FLOOR ↑M↑E↑N↑7S JOHN WILL BE CONVERTED TO A ↑W↑O↑M↑E↑N↑7S JOHN. ↑A SIGN ON THE DOOR WILL NOTE THIS TEMPORARILY UNTIL THE PHYSICAL PLANT IS ABLE TO MAKE THE OFFICIAL CHANGE.

↑THIS WILL GIVE ↑C↑E↑R↑L 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.)

----- RESPONSE 1

12/03 16.23 KEITH S

MATHA

↑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  
BONNIE  
FRASIER  
STONE  
DAVE  
LEDERMAN  
TAMAR

MATHA  
MATHA  
PARK  
RESEARCH  
MATHA  
CERLCC  
CERLCC

----- RESPONSE 2

12/03 16.53 MEERS

WRIGHT

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

----- RESPONSE 3

12/03 18.01 BERGER

USERS

↑HOORAY FOR WOMEN↑7S LIB↑/

----- RESPONSE 4

12/05 10.52 LHN

MTCC

↑WHAT↑7S THIS WORLD COMING TO↑/ ↑A DECENT SOCIOPATH LIKE MYSELF CAN↑7T 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 STAIRWELLS.

↑R/↑B





↑I↑7M NOT CONVINCED BY FRYE↑7S ARGUMENTS. ↑SIZED  
WRITING IS SLOW TOO, BUT ↑I DON↑7T THINK ANYONE WOULD ARGUE  
THAT IT SHOULDN↑7T HAVE BEEN IMPLEMENTED. ↑BESIDES, LATER  
VERSIONS OF THE ↑P↑L↑A↑T↑O 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 FEATURE OF THIS SYSTEM THAT HAVE BEEN IMPLEMENTED  
FOR CONVINIENCE--NOT FOR EFFICIENCY. ↑AS SOMEONE ONCE SAID  
IN ANOTHER NOTE ON ANOTHER SUBJECT, THIS ISN↑7T ↑I↑B↑M.

↑MIKE ↑B.

----- RESPONSE 4  
12/04 11.58 JUDY PS0

↑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.

----- RESPONSE 5  
12/06 16.15 CARTER COMM

↑ANYBODY REMEMBER ↑LINEB↑,↑/

----- RESPONSE 6  
12/06 19.36 ANDREW UNI

↑YES.. AND CIRCLEB. ↑AH, FOR THOSE SIMPLE DAYS↑.

↑A↑A

----- RESPONSE 7  
12/07 15.46 LOOK CS357

↑I THINK THAT IS A FANTASTIC IDEA...↑I COULD USE THAT MYSELF.

----- RESPONSE 8  
12/07 16.36 TONY UNI

↑YOU MEAN THERE WASSS↑6↑6↑6 A LINEB↑/↑/↑/  
(THERE STILL IS A CIRCLEB, ISN↑7T THERE↑/)

----- NOTE 404 ↑I↑S NOTE  
12/03 16.41 MCDANIEL UIMC

↑SINCE WE CAN NOW SAVE A NOTE FROM PERSONAL NOTES AND INSERT  
IT INTO A LESSON, IS THERE ANY CHANCE OF REVERSING THIS

PROCESS. ↑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 ↑I↑S INTO PERSONAL NOTES, THIS ADMITTEDLY SMALL PROBLEM  
WOULD BE SOLVED.

----- RESPONSE 1  
12/03 16.55 CELIA PS0

↑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↑.

----- RESPONSE 2  
12/03 19.21 ERIC WEATHER

YES, PLEASE↑.

----- RESPONSE 3  
12/03 23.11 K MAST P

↑YES, SOMEDAY.

----- RESPONSE 4  
12/10 20.45 DAL ARLC

HERE HERE↑.

----- NOTE 410 LAZY  
12/03 16.54 LIEBER M

↑HOW ABOUT ADDING REPAIR AND TESTOR TO THE  
OPTIONS FROM THE AUTHOR MODE PAGE↑/

----- RESPONSE 1  
12/03 17.19 HARRY TCOURSE

↑IN A CERTAIN SENSE ALL≤≤≤↑6↑6↑6 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↑/

----- RESPONSE 2  
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. ↑AL

----- RESPONSE 3

12/04 09.51 OBRIEN 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

↑ISDON↑7T SEE WHY YOU SHOULD PUT A SPECIAL ACCES TO REPAIR.  
THERE IS ALREADY A REQUEST FOR REPAIR LESSON IN NOTES...  
↑BILL

----- NOTE 413 TIME OP  
12/03 17.23 HODY MED

THANKS FOR THE TIME OPTION...(ON AUTHOR CHOICE PAGE)

...HOWEVER I BELIEVE YOU HAVEN↑7T YET ANNOUNCED  
IT IN THE ↑H↑E↑L↑P SEQUENCE OR ↑S↑H↑I↑F↑T↑D↑A↑T↑A LIST OF  
OPTIONS FOR THE PAGE↑.

----- RESPONSE 1  
12/03 18.08 GROHNE PSYCH

↑SEE ALSO NOTE 372.

----- NOTE 414 PLATO OFF  
12/03 17.26 GOLDEN S

↑P↑L↑A↑T↑O 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 ↑E↑C↑S.

----- RESPONSE 1  
12/04 16.31 BRADLEY IU

HOORAY↑.

----- NOTE 417 PING-PONG  
12/03 18.02 NORMAN DILLIER PARK

ANY COMPUTERIZED PING-PONG ON PLATO↑/

----- RESPONSE 1  
12/03 18.04 BERGER USERS

↑YOU↑7LL 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.

----- RESPONSE 2  
12/04 16.32 BRADLEY IU

WHAT IS THE INTELLIGENT TERMINAL↑/ SOME SPECIAL INTERFACE↑/  
OR A COMPLETELY DIFFERENT SYSTEM↑/OR A PINBALL TYPE MACHINE↑/

----- RESPONSE 3  
12/04 18.00 CELIA PSO

↑WOULD YOU BELIEVE A TERMINAL WITH AN IQ > 150↑/  
↑NO, ↑I DIDN↑7T THINK YOU WOULD.

↑A LITTLE BIT ABOUT THE INTELLIGENT TERMINAL CAN BE FOUND  
IN AIDS, AUTHOR RESOURCES, THE SECTION ON HARDWARE RESEARCH.

----- RESPONSE 4  
12/04 18.16 SHOE STUDIO

↑THIS IS NOT THE PLACE FOR SUCH NOTES. ↑TRY HELPNOTES NEXT  
TIME.

THANKS,  
↑SHOE↑↑↑↑↑6↑6↑6↑6

----- RESPONSE 5  
12/05 13.28 WARE D VE

DEFINITION↑; RATHER VAGUE THOUGH...  
STUPID TERM REFERING TO ANY OBJECT THAT DOES MORE THAN  
ACT LIKE AN ORDINARY TERMINAL. ↑THIS TERM IS STUPID BECAUSE  
IT CONFUSES DISTINTIONS. ↑SOME INTELLIGENT TERMINALS HAVE  
EXTRA CIRCUITS FOR VARIOUS PURPOSES OTHERS HAVE THEIR OWN  
BUILT IN MINI-COMPUTER..STIL OTHERS ARE REGULAR TERMINALS  
CONECTED TO FRONT-END PROGRAMS..

↑WOODY

----- NOTE 420 ↑I -DO-  
12/03 18.19 LAYMAN MATHA

CONGRATULATIONS TO TAMAR OF CERLCC →+ WEAVER OF MATHA  
ON THEIR RECENT MARRIAGE--  
THIS BEING AN ENLIGHTENED AGE TAMAR WILL NOT BE OF MATHA



BUT WILL RETAIN HER ↑, FORMER↑, SIGNON--

↑TOM↑LSS↑4-↑V↑A↑A↑AOS↑V↑A↑A↑AOS↑V↑A↑A↑AOS↑A↑V↑V↑VOS↑A↑V↑V↑VOS↑A↑V↑V↑V

12/03 18.38 PARRELLO

UIMATHA

----- RESPONSE 1

↑CONGRATULATIONS TO BOTH ON BEING -JOIN-ED IN HOLY  
MATRIMONY.

12/03 18.54 BERGER

USERS

----- RESPONSE 2

↑LESSON, PARRELLO, IF YOU DON↑7T STOP WITH THOSE  
STUPID PUNS, ↑I↑7M GONNA GET SOMEONE TO JUMP ALL  
OVER YOU↑.

12/03 19.58 BOWERY

COMM

----- RESPONSE 3

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

↑AS THESE TWO JUMPCUT IN A LEAP OF FAITH TO END  
THEIR SEARCH FOR A MATE, WE CAN ONLY HOPE THAT THE  
FIND THEIR GOAL. ↑D↑O ↑N↑O↑T ↑I SAY ↑D↑O ↑N↑O↑T INHIBIT CUPID↑7S  
ARROW. ↑ROUTE YOUR EMOTIONS TO SOME END THAT WILL BE  
OF HELP TO ONE AND ALL.

↑MAY THE CIRCLE BE UNBROKEN.

12/03 20.39 BERGER

USERS

----- RESPONSE 4

↑YOU HAVE A FIND COMMAND OF TUTOR↑.

12/03 21.26 PARRELLO

UIMATHA

----- RESPONSE 5

↑THAT↑7S THE WRONG ANSWER, BERGER.

12/04 00.38 BERGER

USERS

----- RESPONSE 6

↑PARRELLO, ↑I↑7M BECOMING ADDL↑7D AT YOUR ARGUMENTS.  
↑I THINK THAT YOU↑7RE OUT OF TOUCH WITH REALITY, AND THOSE  
PUNS SHOW THAT YOU↑7RE BEGINNING TO SLIDE. ↑JUST FOR THE  
RECORD, LET↑7S RETURN TO MY PREVIOUS NOTE. ↑MY ARGUMENT  
IS THAT YOU↑7RE OFF BASE. ↑ALLOW THE FORMER PUN. ↑AT LEAST  
WE HAVE COMMON GROUNDS HERE. ↑7COURSE, WE COULD CALL  
THIS ↑PUNWAR↑, A DRAW, BUT ↑I THINK THAT ↑I CAN FORCE  
YOU TO A CLOSE FINISH. ↑I DON↑7T NEED TO SHOW YOU THAT  
THERE↑7S NO RETURN NOW. ↑YOU MAY AS WELL PACK AND LEAVE  
NOTES, NEVER TO RETURN. ↑IF YOU STEP OUT OF LINE AGAIN,  
↑I↑7LL SHARPEN MY AXES AND COME OUT SWINGING. ↑DOT↑7S  
RIGHT↑. ↑SO YOU↑7D BETTER CHANGE FAST. ↑YOU↑7VE ALREADY

-WHEW- ↑.

↑COULD SOMEBODY EXPLAIN WHAT A PUNWAR IS DOING IN SUCH AN UPLIFTING NOTE AS THE HAPPINESS OF A COUPLE OF PLATO PERSONELL↑/ ↑ANSWER ME THAT, ↑RIGGY AND ↑R↑S↑.↑.

↑0 ↑0 0 \* ↑0 ↑↑  
 ↑↑I-Q-E ↑↑I-Q-E ↑↑I ↑↑I ↑↑I↑↑ ↑↑      ↑CONGRATULATIONS ↑TAMAR →↑ ↑CHARLIE↑.  
 ↑↑I ↑↑I ↑↑I ↑↑I ↑↑I  
 ↑↑↑    ≤≤≤//    //    //    //    //

I DON↑7T UNDERSTAND IT ALL↑/↑/

[illegible]

0

↑CHARLES AND ↑TAMAR.

12/03 18.47 BONNIE MATHA NOTE 425 CHARSET ER

↑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↑7T GET IT TO HAPPEN, SORRY.

----- RESPONSE 1  
12/03 20.26 FRANKEL P

↑HMMM...↑I BELIEVE YOU ANYWAY, AND WILL TRY TO FIND A BUG.

----- NOTE 426 STOREN↑/↑.  
12/03 18.49 RAT STAN

WHAT↑7S WITH THE STOREN COMMAND↑/

UNIT TESTOREN → BEGINNING OF CODE

ARROW 2005

STOREN V1

STOREN V2

OK

WRITE →0AT,2105-1-0S,V1-1 →0S,V2-1

→ END OF CODE

↑S↑H↑I↑F↑T-↑S↑T↑O↑P → WATCH THE ABOVE GET RUN

→6 →.3 →.2 OK → INPUT FROM USER

→0.3 0.2 → PLATO↑7S RESPONSE (NOTICE A MISSING ↑,-↑,↑/)

↑S↑H↑I↑F↑T-↑S↑T↑O↑P → END OF SHOW

↑BUT ↑,-0.2↑, FOR THE SECOND INPUT WORKS↑.

↑NOW, IF THIS ISN↑7T A BUG IT↑7S A DISCREPANCY (BUT DON↑7T TAKE  
IT ALL TOO SERIOUSLY).....RAT

----- RESPONSE 1  
12/03 20.24 ROWELL STAN

FURTHER TESTS SHOW THAT ALL STOREN↑7S AFTER THE FIRST ONE  
THAT ARE OF THE FORMAT↑;-.(ANYTHING) ARE THE NEGATIVE OF WHAT  
THEY SHOULD BE.

EG↑; PRODUCES

→.2 →.2 →0.2 0.2

→.2 0→.2 →0.2 →0.2

→(.2) →(.2) 0.2 0.2

→.2 →→.2 →0.2 →0.2

→.2 →1.2 →0.2 →1.2

STRANGE.....

----- RESPONSE 2  
12/04 10.13 B SHERWOOD PHYS

↑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

CAREFUL DOCUMENTATION↑.

----- NOTE 428 ↑I.↑Q.↑/  
12/03 19.07 SIMONS CS357

LAST YEAR IN ENGINEERING OPEN HOUSE, MY  
COMPUTER SCIENCE TEACHER (HIGH SCHOOL) WAS  
SHOWN A INTELLIGENCE TESTING LESSON ON PLATO,  
WHICH WORKED BY SHOWING A TWO DIMENSIONAL  
ARRAY TO THE PARTICIPANT. ↑HE WAS TO GUESS  
WHERE AN INVISIBLE OBJECT WAS BY BEING TOLD  
HOW CLOSE OR FAR AWAY HE WAS BY SELECTING  
TAKING POT 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↑7 SINCE  
HE WOULD LIKE TO LOAD THE LESSON ON THE ↑I↑B↑M  
AT THE HIGH SCHOOL.  
↑IF YOU KNOW ANYTHING ABOUT THIS, PLEASE LEAVE  
A PERSONAL NOTE FOR ME.  
↑T↑H↑A↑N↑K↑S ↑.↑.↑.↑.↑.

----- RESPONSE 1  
12/03 21.42 MD CSA

↑I BELIEVE THE PROGRAM YOUR TEACHER SAW WAS ON ↑P↑L↑O↑R↑T↑S, NOT  
↑P↑L↑A↑T↑O. ↑IT IS WRITTEN IN ↑F↑O↑R↑T↑R↑A↑N AND IS ALREADY IN USE ON  
THE ↑I↑B↑M 360/75 AT ↑D↑C↑L. ↑SEE YOUR NOTES FILE FOR MORE..

MD

----- RESPONSE 2  
12/10 21.59 MIDDEN P

↑PERHAPS IT WAS ONE OF THE PHYSICS GAMES↑/

----- NOTE 436 CURIOUS  
12/03 21.30 HODY MED

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

----- 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↑,  
ITSELF AS A GAME LESSON....INTERESTING.

----- 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.  
↑THAT↑7S 6788 WORDS OF PRECIOUS ↑E↑C↑S.





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↑A↑I NEED THE FULL FLOATING-POINT MANTISSA ACCURACY THAT ↑C↑D↑C PROVIDES. ↑COMMENTS↑/

↑JIM ↑BOWERY

----- RESPONSE 1  
12/03 23.02 SHIRER 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. ↑THANKX

----- RESPONSE 3  
12/05 12.46 JUDY PS0

↑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. ↑WE MESSED AROUND AND DECIDED ON A BASIC SIZE THAT WE USED OVER AND OVER AND JUST DREW THE THING WITH -DOT- 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 -S300  
12/04 08.37 JOHN R READING

↑SYSTEM RESPONSE TO NOTE -S300, PLEASE.



12/04 15.36 ANDERSEN S

12/04 16.53 FRIEDMAN CSA

12/10 08.13 KEITH S MATHA

12/04 12.31 ZWEIG IU

12/04 12.53 KAUFMAN UIMC

12/04 13.37 DOTSON ARIZONA

12/04 13.43 FRANKEL P

↑ALARM IS A SYSTEM PROGRAM WRITTEN BY ↑SHERWIN ↑GOUCH AND  
↑DON ↑LEE. ↑MAYBE ONE OF THEM WILL MAKE SOME SORT OF ANNOUNCE-  
MENT ABOUT IT SOON.



----- RESPONSE 4  
12/04 13.54 BERINGER ARLC

↑I HOPE SO. ↑IT LOOKS GREAT↑.↑.↑.

----- RESPONSE 5  
12/04 14.06 BOWERY COMM

↑IT IS A DEFINITE ↑7↑A↑U↑T↑H↑O↑R ↑R↑E↑S↑O↑U↑R↑C↑E↑7. (HINT HINT -PSO-)

----- RESPONSE 6  
12/04 14.35 K MAST P

↑7ALARM↑7 IS CURRENTLY AN ↑7UNANNOUNCED↑7 BUT WORKING  
↑P↑L↑A↑T↑O FEATURE. ↑SINCE IT IS UNANNOUNCED, IT MAY CHANGE AND  
ACCESS TO IT MAY BE RESTRICTED ↑W↑I↑T↑H↑O↑U↑T ADVANCED NOTICE TO  
AUTHORS.

↑AFTER IT IS OFFICIALLY ANNOUNCED (THROUGH ↑S↑Y↑S↑T↑E↑M  
↑F↑E↑A↑T↑U↑R↑E↑S NOTES) IT MAY THEN BE DOCUMENTED IN AIDS AND ANY  
MAJOR CHANGES WILL REQUIRE ADVANCE NOTIFICATION OF USERS.

----- RESPONSE 7  
12/04 14.53 SYFRIG IU

↑PLEASE, GIVE US ADVANCE NOTICE IF ALARM CHANGES. ↑IT IS  
THE BEST THING TO COME ALONG YET. ↑I↑7VE ↑D↑E↑S↑P↑E↑R↑A↑T↑E↑L↑Y  
NEEDED SOMETHING LIKE THAT↑. ↑THANK YOU FOR IT.

----- RESPONSE 8  
12/04 15.15 B SHERWOOD PHYS

↑AS STATED IN THE SYSTEM RESPONSE NOTE, THIS IS ↑N↑O↑T YET  
↑,ANNOUNCED↑, AND MAY CHANGE IN ANY WAY↑.↑.↑.↑.↑.↑.

↑IT IS INDEED LIKELY THAT THE PRESENT FORM IS WHAT WILL  
BE AVAILABLE. ↑BUT WE ↑M↑U↑S↑T 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.

----- RESPONSE 9  
12/04 16.19 SHORTY LAW

↑I THINK IT OPERATES WITH A ↑7SEND↑7 COMMAND, BUT THAT COMMAND  
IS RESTRICTED TO SYSTEM LESSONS ONLY.

SHORTY

----- RESPONSE 10  
12/04 18.37 HARRIS UIMATHA

↑THIS FEATURE IS ONE OF THE BEST CONVENIENCES AROUND↑.

↑ JON    ↑ HARRIS

↑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 16.05 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 KNOW ↑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 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 ↑AS↑6PPEND 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,

↑ I DOUBT THIS WILL BE CHANGED AS YOU REQUEST ANYTIME  
IN THE NEAR FUTURE.

NOTE 481 STEP ECS↑/

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 . TTOMTL

RESPONSE 1

12/04 16.08 SHORTY LAW

NOTE 488    ↑W↑E↑I↑R↑D

↑W↑E↑I↑R↑D    ↑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(STOP1,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↑7VE HEARD OF LONG AUTO BREAKS BUT THIS.....  
↑ANYWAY, HERE ↑I AM, HUNG UP AND ↑I GET SOMETHING LIKE  
↑7\* INDICATES STUDENT CURRENTLY IN ROUTER.....↑7(↑I CAN↑7T  
REMEMBER THE WHOLE THING). ↑WELL, ↑I PRESSED THE USUAL PANIC  
BUTTONS AND GOT THE SAME JUNK ABOVE, EXCEPT THIS TIME  
INSTEAD OF ↑7\* INDICATES ↑7ETC... ↑I GOT ↑7↑PRESS ↑DATA TO RECOVER  
LOST BLOCKS↑7 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. ↑W↑E↑I↑R↑DSSSSSS-↑↑↑V↑V↑V↑W↑E↑I↑R↑D

RESPONSE 1

↑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

↑A LESSON CANNOT BE DELETED IF SOMEONE HAS JUST CONDENSED IT AND IS LOOKING AT THE CONDENSE ERROR PAGE.

RESPONSE 3



↑YEAH, AND THEN THE STUDENT PROCEEDED INTO THE LESSON  
AND YOU GOT THE ↑↑YOUR LESSON IS IN USE↑7 ETC. MESSAGE.  
SHORTY

----- 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↑7T BE ABLE TO  
CONDENCE THE COPIED LESSONS.

----- RESPONSE 1  
12/04 19.13 GOLDEN S

TAINT SO↑.↑.↑.

----- RESPONSE 2  
12/04 21.00 JUDY PS0

↑YOU MEAN IT FINALLY HAS ↑P↑A↑P↑E↑R ↑/↑/↑/↑/

----- RESPONSE 3  
12/05 12.26 RADER S

↑NO↑.

----- RESPONSE 4  
12/05 19.06 HANOKA ED

↑WHEN IS THE PROPOSED DATE FOR PAPER REFILL, AND  
IS ↑C↑E↑R↑L ORDERING ENOUGH PAPER TO LAST AWHILE AND  
IS ↑C↑E↑R↑L PUTTING IN A CONTINUOUS(SP) ORDER SO  
WE WONT HAVE THESE LONG DELAYS↑/

MIKE

----- RESPONSE 5  
12/06 09.28 PERRY UW

↑PRESSING ↑,↑P↑, 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 DESABIA 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 ↑N↑E↑X↑T 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 ↑B↑A↑C↑K GETS YOU OUT OF THE MESS AGAIN TO THE  
BLOCK DIRECTORY PAGE. ↑THE ERROR IS REPEATABLE.  
↑HOPE THIS HELPS.

----- RESPONSE 1  
12/05 07.19 FRANKEL P

↑THANKS...WILL LOOK INTO IT.

----- NOTE 503 EDIT1  
12/04 21.35 GMP 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)

----- RESPONSE 1  
12/05 07.19 FRANKEL P

↑THANKS...SHOULD BE FIXED SOON.

----- NOTE 506 ↑A↑D↑C↑I↑S  
12/04 22.44 HODY MED

↑THE WINTER MEETING OF THE

↑A↑S↑S↑O↑C↑I↑A↑T↑I↑O↑N ↑F↑O↑R ↑C↑O↑M↑P↑U↑T↑E↑R↑↑B↑A↑S↑E↑D ↑I↑N↑S↑T↑R↑U↑C↑T↑I↑O↑N↑A↑L ↑S↑Y↑S↑T↑E↑M↑S(↑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. ↑CAROLINA  
80 ↑BARRE ↑STREET  
↑CHARLESTON, ↑N↑C 29401  
803=792-3211

↑ANYONE INTERESTED IN EXHIBITING ↑P↑L↑A↑T↑O 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

----- RESPONSE 1

12/05 08.36 BILL CANNON FAA

↑WOULD LIKE MORE INFORMATION ABOUT ↑A↑D↑C↑I↑S . ↑IS IT  
PRIMARYLY CONCERNED WITH MEDICAL TRAINING↑/ ↑WOULD IT  
BE MEANINGFUL TO ↑F↑A↑A TECHNICAL TRAINING AUTHORS↑/ ↑HOW  
DOES THE ↑F↑A↑A ↑ACADEMY BECOME AN INSTITUTIONAL MEMBER↑/  
↑WOULD APPRECIATE ANY INFORMATION ANYONE HAS...

----- RESPONSE 2  
12/05 09.40 PERRY UW

↑SHOULDN↑7T THE STATE BE ↑SOUTH ↑CAROLINA↑/

----- RESPONSE 3  
12/05 09.45 HODY MED

SORRY ABOUT THAT (BLUSH)...MAKE IT ↑S↑6 AS IN SUPER  
CAROLINA↑.↑.↑.

↑A↑D↑C↑I↑S 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 ↑A↑D↑C↑I↑S APART FROM THE WINTER  
MEETINGS PLEASE WRITE↑; ↑A↑D↑C↑I↑S ↑P↑0 ↑BOX 1403  
↑LOS ↑GATOS, ↑CA 95030↑.

----- RESPONSE 4  
12/05 10.11 LHN MTCC

↑I THINK YOU ARE UNDERESTIMATING THE PROPORTION OF PERSONS  
IN ↑A↑D↑C↑I↑S 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).  
↑R/↑B

----- 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↑7RE RIGHT, FRASIER. ↑THANKS FOR SAYING IT.

----- RESPONSE 7  
12/05 19.12 JIM G READING

↑YEAH WELL YOU CAN↑7T 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.

----- RESPONSE 8

12/06 09.04 LHN MTCC

↑LIKE ↑RODNEY ↑DANGERFIELD, ↑,↑I DON↑7T GET NO RESPECT↑,,  
↑IT IS JUST THAT THE LAST COUPLE OF DAYS ... WELL,  
↑I WON↑7T SAY, BECAUSE ↑I↑7LL JUST LOSE MORE RESPECT.  
↑R/↑B  
(↑P,↑S., ACTUALLY, ↑I DO LEAVE SOME NOTES OF VALUE  
SOMETIMES((↑I THINK)).

----- RESPONSE 9

12/06 12.18 CRG MTCC

↑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↑7T ACRONYMS SUPPOSED  
TO BE ACRONYMONIOUS↑/ ↑WHY NOT ↑A↑C↑B↑I↑S↑/  
↑CHUCK ↑GANT

----- RESPONSE 10

12/06 13.29 HNP TEXAS

↑THREE SEXES↑/ ↑WHY NOT 4↑/

----- RESPONSE 11

12/06 14.28 CRG MTCC

↑WHAT DO YOU SUGGEST BEYOND MALE, FEMALE AND CONVERTIBLE↑/

----- RESPONSE 12

12/06 14.54 JIM G READING

↑HOW ABOUT CALLING THE NEW CLASS THE  
↑,KNEE JERK REACTIONARIES↑;  
↑/

----- NOTE 517 ENDINGS

12/05 10.40 ECS SHPEAST

UNLESS ↑I↑7M WRONG (A DISTINCT POSSIBILITY), WORDS THAT ARE



PART OF A PHRASE CANNOT HAVE -ENDINGS- ATTACHED TO THEM.  
↑THUS, (SMOKE, SMOK/0\*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 →+ PHRASES DO NOT  
MIX. ↑THIS INCIDENTAL NOT INTENTIONAL. ↑I WILL TALK TO  
↑PAUL ↑TENCZAR ABOUT THE POSSSIBILITY 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

12/05 11.18 SHLOSBERG COM

SOME OBSERVATIONS ON THE CHANGE, STOP AND STOP\* COMMANDS↑;↓  
1) \*CHANGE\*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) \*CHANGE\*ING 999 TO STOP CAUSES ANY OCCURENCE OF 999  
(AS A STATEMENT LABEL) TO ACT AS AN ACTUAL STOP.↓  
3) \*CHANGE\*ING STOP\* TO XXX HAS THE EXPECTED RESULT OF  
MAKING ANY OCCURENCE OF XXX TO ACT AS A STOP\*.↓  
4) \*CHANGE\*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 BOWERY 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.  
↑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 COMMAADS (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)

DON'T EXPECT ANY CHANGES FOR A LONG WHILE...

----- NOTE 532 SYSERROR↑/  
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 ↑I TRIED IT THOUGH IT  
WORKED FINE. ↑THE ONLY THING ↑I CAN COME UP WITH IS THAT ↑I  
HAD PREVIOUSLY SET MY ↑C↑P↑U LIMIT TO 2 MILLSEC/SEC.  
↑WAS THIS WHAT CAUSED THE PROBLEM ↑/

----- RESPONSE 1  
12/05 16.00 FRANKEL P

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

----- NOTE 536 AIDS ERROR  
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.

----- RESPONSE 1  
12/05 16.00 FRANKEL P

↑THIS IS A SYSTEM ERROR THAT WILL BE FIXED SOON.

----- NOTE 543 PROCESSING  
12/06 01.29 FRYE RESEARCH

↑QUESTION↑;↓↑↑ A RECENT CHANGE IN THE ↑A↑U↑T↑H↑O↑R ↑M↑O↑D↑E DISPLAY REFLECTS  
↑C↑P↑U 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 ↑N↑O↑T  
1 MICROSECOND.

↓↑IT WOULD SEEM THAT THE PROBLEM IS ONE OF DISPLAYING  
USAGE OF YOUR LESSON RELATIVE TO A TYPICAL ↑T↑U↑T↑O↑R LESSON.

↑THERE APPEAR TO BE A COUPLE OF SOLUTIONS TO THIS↑;

A) DISPLAY ↑C↑P↑U USAGE RELATIVE TO AN ↑A↑V↑E↑R↑A↑G↑E  
↑T↑U↑T↑O↑R LESSON, AND/OR

B) DISPLAY ↑C↑P↑U USAGE RELATIVE TO THE 2 MSEC/SEC  
↑,LIMIT↑, RECENTLY DISCUSSED.

↓↑I↑M NOT TRYING TO BE OVERLY CRITICAL OF THE CHANGE; ↑I DO,  
HOWEVER, WANT TO SEE A CORRECT REPRESENTATION OF THIS  
INFORMATION -- AND THE FIGURE AS IT STANDS IS WHOLLY IN-  
ACCURATE. ↑G. ↑DAVID ↑FRYE

----- 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  
INSTR.↑S IN THE LESSON, AND/OR 2) THE AVERAGE CP 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.

THANX - J. KOVARA

----- RESPONSE 2

12/06 09.42 LAYMAN MATHA

AS LONG AS YR USING THE INSTRUX/SEC DATA HOW ABOUT SHORT-  
ENING THE MESSAGE-- ↑K FOR THOUSAND -- (OR MAYBE ↑,KIPS↑,) ↑TOM↑L

----- RESPONSE 3

12/06 11.57 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 ↑P↑L↑A↑T↑O/↑T↑U↑T↑O↑R  
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 ↑C↑Y↑B↑E↑R 73  
(INDEED, AS RECENT AS 02↑:30 ↑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

----- RESPONSE 4

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

-----  
12/06 17.32 GILPIN PEER

----- RESPONSE 5

↑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), 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 FARE IN THE ↑C↑P↑U COMPETITION.  
↑NOT SO↑/

-----  
12/06 19.38 BLOMME S

----- RESPONSE 6

↑FIRST, SAMPLING MEASUREMENTS ON THE ↑T↑U↑T↑O↑R EXECUTOR  
CONSISTENTLY SHOW THAT THE ↑C↑P↑U 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  
THEIR GUARANTEE HAS TO DO WITH ↑L↑E↑N↑G↑T↑H OF PROCESSING TIME,  
BUT RATHER WITH ↑A↑M↑O↑U↑N↑T OF PROCESSING. ↑THUS, IF AND WHEN  
WE SHOULD GET A MACHINE TWICE AS FAST, THE AUTOBREAK TIME  
AVERAGE WOULD BE RESET TO 5 MS/SEC--↑B↑U↑T ↑T↑H↑E ↑A↑M↑O↑U↑N↑T ↑O↑F  
↑P↑R↑O↑C↑E↑S↑S↑I↑N↑G ↑A↑V↑A↑I↑L↑A↑B↑L↑E ↑W↑O↑U↑L↑D ↑R↑E↑M↑A↑I↑N ↑T↑H↑E↑S ↑S↑A↑M↑E↑. ↑IT IS TO  
HELP EMPHASIZE THIS POINT THAT THE ↑,MS/SEC↑, TERMINOLOGY  
HAS BEEN REMOVED. ↑HOPEFULLY WE WILL BE ABLE TO FIND  
SOME IMPROVEMENTS IN THE WORDING TO COMMUNICATE THE  
MEANING BETTER.

-----  
12/07 09.43 CARTER COMM

----- RESPONSE 7

↑FOR THE LONG TERM CONCERNS DEPARTMENT↑;

↑INFORMED SPECULATION HAS IT THAT ↑C↑D↑C MAY PHASE THEM-  
SELVES OUT OF THE MAINFRAME BUSINESS BY 1980 AS A RESULT  
OF THE TROUBLES THEY HAVE HAD WITH THE 8600, ↑S↑T↑A↑R ETC  
(↑FORBES 11-15-74). ↑PRESUMABLY THE MAINFRAME BUSINESS WOULD  
BE SOLD, PERHAPS TO ↑N↑C↑R. ↑WHETHER THEY WOULD RECOGNIZE THE  
IMPORTANCE OF SUPPORTING AN ECS-LIKE MEMORY IS UNKNOWN.

-----  
12/07 11.35 HODY MED

----- RESPONSE 8

THE ALLEGATIONS OF THE ARTICLE IN ↑FORBES HAVE BEEN  
VIGOROUSLY DENIED BY ↑C↑D↑C MANAGEMENT AND SOME CLAIM  
THAT A RETRACTION WILL BE PRINTED.



-----  
12/09 04.45 FULLER UIMC

----- RESPONSE 9

↑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...

↑D↑F

-----  
12/06 07.28 KJW MTCC

----- NOTE 544 MESSAGE

↑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

-----  
12/06 08.14 D DENNIS UNI

----- RESPONSE 1

NAMES ARE ↑K NORTRUP↑, IN COURSES -UNI- OR -EE260-....

-----  
12/06 12.53 KJW MTCC

----- RESPONSE 2

↑THANKS ...

↑HE CALLED ME.

KJ

-----  
12/06 10.41 RICK MFLU

----- NOTE 551 ALARMED

↑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 -↑↑↑↑↑↑↑↑↑↑ TALK- MESSAGE, WHY NOT RUN SOMETHING SORT OF  
PARALLEL TO IT↑/ ↑WHEN YOU GET AN ALARM, THE ONLY WAY TO  
TURN IT OFF IS TO DO SOMETHING LIKE, PERHAPS,↓

-↑↑↑↑↑↑↑↑↑↑ ALARMED-↓

SIMILAR TO -↑↑↑↑↑↑↑↑↑↑ TALK OR REJECT- TO GET THE TALK MESSAGE  
OF OF YOUR SCREEN.

↑COMMENTS, CRITICISMS, ADVERSE REMARKS, ANYONE↑/

-----  
12/06 12.14 BERGER USERS

----- RESPONSE 1

↑CRITICISM↑; ↑THERE ARE SIMPLY TIMES WHEN YOU DON↑T WANT

↑IT WORKS WELL AS IT IS.

2

RESPONSE 2

-----  
12/06 14.39 COPELAND PFW

RESPONSE 3

THE ↑WIZARD

CU

RESPONSE 4

↑MIKE ↑B<<<<<↑↑↑↑↑↑↑↑↑↑MIKE ↑B

UALERN

RESPONSE 5

CS<sub>A</sub>

RESPONSE 6

PARK

RESPONSE 7

↑HOW ABOUT HAVIN↑7 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 ↑7FLASHING↑7 ALARM ↑/ ↑6↑,

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...

BUB-↑↑↑↑↑↑↑↑↑↑BUB-↑↑↑↑↑↑↑↑↑↑BUB

----- 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 CLOCKED 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-5

\*↑O↑R (WITH MY MODIFICATION)

IN STATION-5, LESSON 55-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.

↑SUGGESTIONS↑/ ↑MODIFICATIONS↑/

↑JIM ↑BOWERY

----- NOTE 562 \*\*\*\* OPS

12/06 13.18 LITTLE T EM

↑AM ↑I MISTAKEN OR IS THERE SUPPOSED TO BE AN  
OPERATOR ON DUTY AT ALL TIMES ESPECIALLY DURING ↑P↑R↑I↑M↑E. ↑T↑I↑M↑E↑/  
↑I CAME IN TO PICK UP A PRINTOUT AND FOUND THE MESSAGE,  
↑O↑U↑T↑↑↑O↑↑L↑U↑N↑C↑H. ↑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

----- RESPONSE 1

↑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 15.26 GOLDEN S

----- RESPONSE 2

↑WE 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 PARRELLO UIMATHA

----- NOTE 568 MICRO PROB

↑STRANGE THINGS IN ↑S↑D MODE-- LIKE, IT LOADS THE STANDARD MICROTABLE ON YOU (ALTHOUGH, WHEN YOU BACK OUT OF ↑S↑D MODE, THE ORIGINAL MICROTABLE YOU HAD IS BACK AGAIN). ↑I↑D DOESN↑T DO THIS, AND BEING AN AVID FAN OF MICROS, ↑I THINK IT WOULD BE NICE IF ↑S↑D WERE CHANGED TO CONFORM TO ↑I↑D. ↑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 18.20 FRANKEL P

----- RESPONSE 1

↑O↑K.

12/06 21.16 PARRELLO UIMATHA

----- RESPONSE 2

↑THANKS.

12/07 09.09 ROPER SIU

----- NOTE 583 ODDJUMPOUT

↑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



↑ANYBODY KNOW WHAT WOULD CAUSE THIS SORT OF THING↑/

↑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

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

↑THIS FACT WAS A SORE SPOT AMONG ↑P↑L↑A↑T↑O USERS FOR MANY MONTHS BEFORE THE LESLIST FEATURES WERE INTRODUCED.

12/07 10.06 GOLDEN S

WE WILL TURN ↑P↑L↑A↑T↑O ON AS SOON AFTER ↑CHRISTMAS AS POSSIBLE,  
BUT THAT MAY BE AS LATE AS ↑JANUARY 2, 1975.

12/07 15.09 CAROL LEVEL3

12/07 15.42 FRANKEL P

RESPONSE 3

12/10	17.39	BRADLEY	IU
-------	-------	---------	----

↑COULD ↑I HAVE SOME INFORMATION ON OTHER PLATO SYSTEMS↑/

12/07 20.27 DAVID

HEBREW

NOTE 595 LISTLESS

↑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.

\*

↑A↑I↑D↑S MENTIONS THAT ERROR=-2 MEANS MISMATCHED CODEWORDS IN  
A LESLIST COMMAND, BUT MAKES NO MENTION OF WHICH CODEWORDS  
MUST MATCH.

↑COMMENTS, ANYONE↑/

----- RESPONSE 1

12/08 14.02 FRIEDMAN

CSA

↑THE ↑C↑O↑M↑M↑O↑N CODEWORDS MUST MATCH FOR THE LESLIST COMMAND  
TO SUCCEED.↓

↑INCIDENTALLY, THIS POSES 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.

↑IT↑7S INVITING PROBLEMS TO HAVE TO PUT THE SAME COMMON  
CODEWORD ON ALL THESE UNRELATED COMMONS; BUT THAT↑7S WHAT  
YOU HAVE TO DO TO SHARE THE SAME LESLIST.↓

↑THE SAME PROBLEM OBTAINS WITH DATASETS.↓

↑PLEASE, SYSTEMS, WE NEED ↑S↑E↑P↑A↑R↑A↑T↑E CODEWORDS FOR COMMON,  
LESLIST, AND DATASET↑.

----- RESPONSE 2

12/08 14.49 SILVER

VE

↑I↑7M NOT SURE WHICH IS WORTH MORE -- THE CONVENIENCE OF A  
SEPARATE CODEWORD, OR THE RELATIVE SIMPLICITY OF ↑N↑O↑T HAVING  
THE CODEWORD. ↑I HAVE NO DOUBT, HOWEVER, THAT MOST EXPERI-  
ENCED TUTOR AUTHORS ASSUME THAT THEY WILL GET A CONDENSE  
ERROR IF CODEWORDS DO NOT MATCH. ↑AND THEY DON↑7T↑. ↑THUS  
ROUTER LESSONS HAVE BEEN CONDENSED WITH MISMATCHED CODE-  
WORDS, BY PROGRAMMERS WHO THOUGHT THEY HAD DONE ALL NEC-  
ESSARY TESTING. ↑EVEN THO LESLIST IS 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 DOESN↑7T.

----- RESPONSE 3

12/09 09.14 FRIEDMAN

CSA

↑IT↑7S A CONTRADICTION IN TERMS TO ASK THAT AN EXECUTABLE  
COMMAND GIVE A CONDENSE ERROR. ↑BUT IT COULD GIVE AN  
EXECUTION ERROR. ↑THE PROBLEM WITH ↑T↑H↑A↑T IS THAT PRESENT  
USAGE (WITH VARIABLE -ERROR-) WOULD DICTATE THAT EITHER

-ERROR- GETS SET (AND SOMEONE MAY CHOOSE NOT TO CHECK IT),  
OR THAT AN EXECUTION ERROR IS GIVEN. ↑TO GIVE ↑B↑O↑T↑H  
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

NOTE 599 CALCERRTYP

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 ↑K↑I↑N↑D OF CALC ERROR OCCURED↑/  
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  
SYSTEMS EXEC. ERROR PAGE TO WRITE OUT.....

PLEASE↑/↑/

↑TO ↑WHOM ↑IT ↑MAY ↑COCERN↑; (IN ADVANCE)

↑THANKS

-----  
12/08 19.23 MIDDEN P

RESPONSE 1

FORMOK↑/

-----  
12/08 21.25 STEVE CU

RESPONSE 2

↑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.

-----  
12/09 00.28 MIDDEN P

RESPONSE 3

THERE IS↑.  
FORMOK IN THE IFERRORRED UNIT WILL BE SET TO 0 TO INDICATE  
N1=0 IN YOUR EXAMPLE. ↑THERE ISN↑7T ANY WORDS TO TELL WHAT  
UNIT THE ERROR, OR WHAT LINE THE ERROR WAS IN.

(DO YOU WANT THE LINE NUMBER OR SOMETHING↑/)

----- RESPONSE 4  
12/09 09.27 MICHAEL ENGLISH

↑CAN ERROR PAGE SHOW FORMOK ON ARRAY ERR EXIT↑/

----- RESPONSE 5  
12/09 11.09 OBRIEN UICC

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 ↑E↑X↑E↑C↑U↑T↑I↑O↑N ERRORS...JUST ONE GLOBAL SETTING FOR ARRAY ERRORS, NEG. SQUARE ROOTS, ETC. ↑WHAT ↑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.

----- RESPONSE 6  
12/09 20.17 ROWELL STAN

↑YOU GOT IT↑. IF I CHECK FORMOK IN MY IFERROR UNIT, IT TELLS ME I HAD AN EXECUTION ERROR.....GEE, WHAT ELSE IS NEW↑/

----- NOTE 601 LLISTARRRG  
12/08 20.57 PARRELLO UIMATHA

↑IT IS UNGODLY TRYING TO DEBUG A LESSON USING LESLISTS...  
↑COULD WE HAVE AN OPTION TO RETURN THEM TO DISK LIKE WITH COMMON↑/ ↑THANKS.....

----- RESPONSE 1  
12/09 04.38 FULLER UIMC

↑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↑O↑M↑M↑E↑N↑T↑S↑/

↑D↑F

----- NOTE 611 CONDNS STO  
12/09 10.01 MICHAEL ENGLISH

↑ONE FEATURE WHICH WOULD BE VERY USEFUL WOULD BE↑;

STORAGE USER=↑7INSTRUCTOR↑7,322,0

↑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 ↑E↑C↑S 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.

----- RESPONSE 1  
12/09 10.37 WOOLLEY P

↑PRESUMABLY 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.

----- RESPONSE 2  
12/09 10.56 MICHAEL ENGLISH

↑N↑O↑. ↑YOU WOULD WANT USER SET FOR EACH PERSON WHO ENTERS,  
AS IT IS NOW. ↑THUS STORAGE IS ALLOCATED ↑F↑O↑R THAT USER  
DEPENDENT ON ↑H↑I↑S USER TYPE. ↑SAY THE SYSTEM VARIABLE  
\*USER\* EXISTED WITH VALUES OF↑;

NON-ROUTED STUDENT	=-1
STUDENT	=0
MULTIPLE	=1
AUTHOR	=2
INSTRUCTOR	=3

↑THEN, AT ENTRY TO LESSON↑;

STORAGE USER,0,25,0,25,322

↑GET ITS USE NOW↑/ ↑NOT EXACTLY CONDENSE TIME VARIABLES,  
BUT ENTRY TIME VARIABLES.

----- RESPONSE 3  
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).

----- RESPONSE 4  
12/09 13.19 MICHAEL ENGLISH

↑IT WOULD ↑N↑O↑T 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

NOTE 612 MICROFICHE

↑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 ↑STOLARSKI (333-6211) ANY AFTERNOON  
FROM 2 TO 5. ↑SHE WORKS IN THE LIBRARY.  
SUSAN RANKAITIS

12/09 10.37 JONES RHRC

NOTE 614 EDITING↑.

↑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 -↑N↑E↑X↑T↑- 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 FRYE RESEARCH

RESPONSE 1

↑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↑7M AFRAID ↑I DON↑7T KNOW WHAT  
THAT REASON IS...

12/09 11.38 JONES RHRC

RESPONSE 2

DO THEY ALSO HAVE -↑B↑A↑C↑K↓- TO BACK UP FROM THE BEGINNING  
OF ONE BLOCK TO THE END OF THE PREVIOUS BLOCK, THIS WOULD  
ALSO HELP.↑V↑

[illegible]

12/09 12:36 KEITH S MATHA

RESPONSE 3

PLEASE SEE NOTE -§ 510 OF ↑O↑L↑D ↑G↑E↑N↑E↑R↑A↑L ↑N↑O↑T↑E↑S FOR  
↑AUGUST 18 - ↑SEPTEMBER 7 OF 1974 FOR FURTHER DISCUSSION OF  
THIS REQUEST.

12/09      13.09      BECKER      READING

RESPONSE 4

↑BETTER YET LOOK AT ↑GEN. NOTE #389 IN THESE CURRENT NOTES.  
↑PAY PARTICULAR ATTENTION TO THE RESPONSES BY ↑MAUREEN ↑STONE  
AND ↑PROF. ↑FRIEDMAN. ↑PAY NO ATTENTION TO THE LACK OF  
OFFICIAL SYSTEMS RESPONSES TO SAME.

RESPONSE 5

↑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.)  
↑S↑O, AS LONG AS THIS IS STILL AN OPEN QUESTION...

RESPONSE 6

↑D↑F

RESPONSE 7

[illegible]

RESPONSE 8

↑SCATTERING OF UNITS, AS WELL AS LACK OF DOCUMENTATION, IS, SAD TO SAY, UNAVOIDABLE IN LESSONS LARGE ENOUGH TO MAKE SCATTERING OF UNITS AND LACK OF DOCUMENTATION HIGHLY UNDESIRABLE. ↑EVENTUALLY WEE 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-TO-ADD-ANOTHER-UNIT  
ROULETTE...

----- RESPONSE 9  
12/09 15.33 ROPER SIU

↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑

↑QUETZAL

----- RESPONSE 10  
12/09 16.11 MCNEIL A UICC

↑HOW ABOUT A COMPROMISE...A NEW EDIT COMMAND IE. ↑B↑K↑6  
WHICH WOULD TAKE YOU TO BLOCK ↑6 WITH OUT GOING TO THE  
BLOCK DIRECTORY PAGE.  
↑B↑K WOULD BE A NON REMEMBERED COMMAND SO IT WOULDN↑7T  
WIPE OUT YOUR ↑C OR ↑U SEARCHS.  
↑A↑L↑VMCN

----- RESPONSE 11  
12/09 16.15 FRYE RESEARCH

↑THAT↑7S MORE KEYPRESSES THAN BACKING OUT TO THE DIRECTORY↑.

----- RESPONSE 12  
12/10 09.18 LAYMAN MATHA

WOULD THE ALL-FILE SEARCH BE MORE EFFICIENT IF THE BLOK  
WASNT RETURNED TO DISK, BUT WAS JUST OVERWRITTEN IF THE  
SEARCH YIELDED A ↑,NOT FOUND↑,--IF SOMEONE ↑↑S GOING TO SERACH  
A FILE MANUALLY, THE BLOK THAT FAILED WILL GET SENT TO THE  
DISK WHEN ONE BACKS OUT (UNLESS THERE↑7S SOME FLAG THAT  
↑I DONT KNOW OF THAT INDICATES A CHANGE HAS BEEN MADE TO THE  
BLOK)--MAYBE THE SYSTEM PEOPLE COULD RELEASE A TEMPORARY  
VERSION W/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 ITS SUBJECT TO ABUSE IS TRY IT OUT,  
IT↑7S HARD TO SECONDGUESS HOW THE AVERAGE AUTHOR WILL USE OR  
ABUSE SUCH A FEATURE--↑TOM↑L

----- RESPONSE 13  
12/10 18.56 JIM G READING

↑DUE 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↑/

----- RESPONSE 14  
12/11 12.35 D SLEATOR OLDEDIT

↑IT IS JUST A CASE OF THE ↑,HAVES↑, .VS. THE ↑,HAVE NOTS↑.,.

↑THE ↑,HAVE NOTS↑, WANT IT, AND THE ↑,HAVES↑, WANT TO



↑THE ↑,HAVES↑, ARE DELAYED TRYING TO FIND A ↑,RATIONAL REASON↑, THAT THE ↑,HAVE NOTS↑, SHOULDN↑T BE ABLE TO GET IT, ....AND THUS, NO SYSTEM RESPONSES TO THIS NOTE.

↑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.

↑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 ↑T↑U↑T↑O↑R (AGAIN IN REFERENCE TO THE  
\*CHARSET\* COMMAND).

↑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...

↑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 OBVIATE THE NECESSITY OF USING AN -AT- COMMAND TO ERASE A GIVEN LINE OF TEXT.

----- RESPONSE 1  
12/09 13:25 MICHAEL ENGLISH

ERASE 10

↑IT ALREADY EXISTS, BUT A LA-E↑;

AT 1010  
ERASE 10

↑EFFECT OBVIOUSLY DIFFERENT. ↑I LIKE↑;

ERASE 1010;37,10

↑I.E., ERASE 37 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 NEC-  
ESSARY. ↑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 IMPLIMENTED(↑ALTHOUGH ↑I AGREE THAT WE  
CANSS↑6↑6↑6 GET ALONG WITHOUT IT).

CURLY

----- RESPONSE 4  
12/09 14.22 PARRELLO UIMATHA

↑THIS HAS ALREADY BEEN SUGGESTED AND REJECTED.

----- RESPONSE 5  
12/09 18.02 NED 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  
-WRITEC-S BUT THOSE ARE FOR MEDICINAL PURPOSES)--AMPERSANDS

ARE LOTS MORE FUN ANYHOW -↑.- ↑↑L

----- 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↑S REST ROOM  
IS NOW THE THIRD FLOOR ↑W↑O↑M↑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 4 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.....

↑H↑E↑L↑P↑.↑.↑.

----- RESPONSE 3  
12/09 21.26 CHABAY P

↑IT WORKS FOR ME...TO DISPLAY 3 LINES ONLY, TYPE ↑L3, PRESS  
↑M↑E↑X↑T, AND THEN RELOT YOUR SCREEN -- FROM THEN ON ONLY  
3 LINES WILL BE DISPLAYED.

----- RESPONSE 4  
12/10 01.02 AL MFLU

↑THE L COMMAND DOESN↑T DO ANYTHING VISABLE. ↑THAT IS WHY  
YOU PROBABLY DIDN↑T THINK THAT IT WORKED. ↑WHAT IT DOES  
IS RESET THE MAX LINE DISPLAYED TO WHAT EVER YOU TELL IT.  
↑IT IS ORIGINALLY 8.  
↑IT IS USEFUL WHEN SEARCHING THROUGH A LESSON FOR A CERTAIN  
UNIT WHEN YOU DON↑T 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.

↑A↑G

----- RESPONSE 5  
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.

DAVESSSS-↑A↑V↑V↑D↑V↑V↑A↑V↑V↑V↑V↑V↑E

----- NOTE 650 ↑K INS/SEC  
12/10 05.38 FULLER UIMC

↑I DISCOVERED WHAT SEEMS TO BE AN INACCURACY IN  
TERMS IN THE ↑,XX.YY ↑K MACHINE INSTRUCTIONS EXECUTED PER  
SECOND↑, DISPLAY. ↑I WAS DOING SOME HEAVY PROCESSING IN  
ONE LESSON, FOLLOWED IMMEDIATELY BY A JUMPOUT TO ANOTHER  
LESSON WHICH USED NEGLIGIBLE TIME. ↑WHEN ↑I STOPPED OUT  
↑I NOTICED THAT THE DISPLAY SEEMED TO REFLECT THE PROCESSING  
AVERAGE FOR BOTH LESSONS INSTEAD OF JUST THE LAST ONE,  
AS THE DISPLAY INDICATES... ↑IS THIS ON PURPOSE, OR IS IT  
AN ERROR↑?

↑D↑F

----- RESPONSE 1  
12/10 07.03 AVNER S

↑ON PURPOSE. ↑MANY INSTRUCTIONAL SEQUENCES REQUIRE SUCH  
JUMPOUTS AND THE FIGURES SHOULD REFLECT THE REALITY OF  
SUCH LOADS. ↑AL ↑AVNER

----- RESPONSE 2  
12/10 08.35 GOLDEN S

↑THE MESSAGE IS MISLEADING SINCE IT REFERS TO THE LESSON,  
WHILE THE NUMBER REFERS TO ALL ACTIVITY SINCE SIGN-ON.

----- RESPONSE 3  
12/10 15.51 FULLER UIMC

UNIT ↑A↑H↑A↑. ↑THANKS... WAS WONDERING HOW IN HECK A  
WAIT  
PAUSE 3  
GOTO FLAG=SET,X,WAIT  
LOOP COULD EAT UP 56.7 MILLS/↑K INS-SEC...

↑D↑F



----- RESPONSE 4  
12/11 12.21 OBRIEN UICC

↑WAAAIT A MINNIT...SINCE ↑S↑I↑G↑N↑O↑N↑/  
↑I THOUGHT IT WAS SINCE LEAVING THE ↑AUTHOR ↑MODE PAGE, OR  
THE EDITOR.

----- RESPONSE 5  
12/13 14.40 BOWERY COMM

↑MR. ↑GOLDEN WAS, ↑I BELIEVE, REFERING TO ↑7SIGNON↑7 TO A  
SEQUENCE OF LESSONS, NOT TO THE SYSTEM.

----- NOTE 654 NOTESERROR  
12/10 08.46 MERLE CONN

DEAR SYSTEMS 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 MTCC  
7. I THEN HIT NEXT AND ↑M↑Y ↑N↑A↑M↑E APPEARED AS NEXT PERSON TO  
WHOM I WANTED TO SEND A NOTE. I HIT NEXT AGAIN AND ↑M↑Y  
↑C↑O↑U↑R↑S↑E APPEARED IN THAT SLOT.↓THIS HAPPENED AT 8↑40 TODAY...

----- RESPONSE 1  
12/10 08.49 MERLE CONN

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

----- RESPONSE 2  
12/10 09.24 MICHAEL ENGLISH

↑MERLE, ↑KIM ADDED THE AUTO-FILL NAME AND COURSE IF YOU PRESS  
↑N↑E↑X↑T SO US FORGETFUL PEOPLE CAN EASILY SEND OURSELVES A COPY  
OF A NOTE OR A REMINDER.

----- RESPONSE 3  
12/11 16.20 DLE MTCC

↑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 ↑N↑E↑X↑T

↑RESULT↑; PAGING IS DONE OF PERSON W/ THAT NAME  
WHO IS ALSO IN YOUR OWN COURSE.

↑NICE FEATURE TO HAVE AROUND... THX

-----  
12/10 09.11 MAY BOT100

NOTE 657 ↑A↑I↑D↑S

↑YESTERDAY AFTERNOON ↑PLATO WENT THROUGH A SHORT CRASH...OK,  
THAT↑S COOL. ↑I WAS IN ↑A↑I↑D↑S AT THE TIME. ↑WHEN ↑PLATO CAME UP  
AGAIN ↑I IMMEDIATELY SOUGHT ↑A↑I↑D↑S...ONLY TO WAIT SEVERAL  
MINUTES FOR IT TO CONDENSE. ↑I CERTAINLY UNDERSTAND THE  
INITIAL OVERLOAD FOLLOWING A CRASH, ↑BUT COULDN↑T ↑A↑I↑D↑S, 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.....

----- RESPONSE 1  
12/10 09.35 GOLDEN S

↑AIDS INCLUDES SEVERAL DOZENS OF LESSONS. ↑DO YOU REALLY WANT  
YOUR STUDENTS TO WAIT FOR THEIR LESSONS WHILE WE CONDENSE  
ALL OF AIDS↑/

----- RESPONSE 2  
12/10 09.54 WHANSEN CSA

↑BUT WHY NOT JUST HAVE THE SAVED BINARY AVAILABLE↑/

----- RESPONSE 3  
12/10 09.58 MAY BOT100

↑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...

----- RESPONSE 4  
12/10 11.18 RADER S

↑REPLY TO LATER QUESTION↑;  
↑BINARIES CANNOT BE SAVED ACROSS CHANGES IN EXECUTOR. ↑SUCH  
A CHANGE WAS FORCED BY THE CRASH.

-----  
12/10 12.48 HODY MED

NOTE 666 ID SCREWUP

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

\*\*\*\*\*

↑7TIS A PUZZLEMENT↑.

-----  
12/10 14.22 CRG MTCC

RESPONSE 1

↑AN ADDITIONAL QUESTION, POSSIBLY ANSWERED EARLIER, BUT IF  
SO ↑I MISSED IT↑; ↑WHY CAN↑7T YOU DO AN ↑S↑SO AND NOT GET THE  
↑,UNRECOGNIZABLE STATEMENT.....↑, AND WHY CAN↑7T YOU INSERT  
BEFORE THE TOP LINE↑/↑/↑/

↑CHUCK ↑GANT

-----  
12/10 16.13 FRANKEL P

RESPONSE 2

↑ABOUT ↑I↑D...THAT ONLY HAPPENS SOMETIMES...↑I↑7LL TRY TO FIX  
IT SOON.

-----  
12/11 02.20 STEVE CU

RESPONSE 3

↑YOU CAN INSERT BEFORE THE TOP LINE. ↑IO HAS DONE  
THE JOB FOR ME EVERY TIME.

-----  
12/11 09.29 PERRY UW

RESPONSE 4

↑TO ANSWER THE ORIGINAL QUESTION↑;  
↑HIT THE SPACE BAR ON THAT BLANK LINE; IT WILL THEN BE  
SAVED.

-----  
12/11 09.36 CRG MTCC

RESPONSE 5

↑I NEVER SAID ↑IO DIDN↑T WORK. ↑I WAS ALWAYS SPEAKING OF  
↑S↑SO. ↑I PERIODICALLY WANT SOMETHING AT THE BEGINNING OF A  
BLOCK.

NOTE 667 NEW ECS

12/10 13.06 ORPHEUS CU

↑AS AN OPTIMIST↑;

↑I+7M OVERJOYED TO KNOW THAT WE HAVE A FIRM DELIVERY  
DATE ON THE NEW ↑E+C+S. ↑RUNNING LESSONS (AN DEBUGGING DURING  
THE DAY) SHOULD NOW BE EASIER. ↑BUT--

↑AS A PESSIMIST↑;

↑JUST HOW MUCH BETTER↑/ ↑BY HOW MUCH WILL THE AVAIL-  
ABLE ↑↑C↑S BE INCREASED AFTER TAKING THE INSTALLATION OF  
NEW TERMINALS INTO ACCOUNT↑/ ↑I UNDERSTAND PEAK USAGE MIGHT  
REACH 500 TERMINALS. ↑IT 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 ↑B≤≤≤≤≤↓↑^↑v↑v↑v↑MIKE ↑B

RESPONSE 1

12/10	13.31	MEERS	WRIGHT
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LESSON 1 PLATO PRESS TENDS TO ANSWER YOUR QUESTIONS.

RESPONSE 2

12/10	17.30	BLOMME	S
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↑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 SOMEWHERE 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

12/10	17.54	HODY	MED
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JUST A MINOR CORRECTION-- WITH THE INSTALLATION OF  
TERMINALS AFTER ECS SUPPLIES WERE CUT OFF MANY SITE  
HAVE MORE 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↑. T↑7AINT FAIR....REALLY....

-----  
12/10 19.54 ELSTON

RHRC

----- RESPONSE 4

↑JUST TO KEEP THE MATH STRAIGHT THAT↑7S 18↑K (↑NOT 8↑K).  
↑WHICH DOES FIGURE OUT TO APPROXIMATELY 562 WORDS PER  
TERMINAL.

-----  
12/11 15.42 HODY

MED

----- RESPONSE 5

THANKS ELSTON --

MAH FINGER SLIPPED↑. LAPSUS KEY↑ I GUESS....15↑68↑K INDEED

-----  
12/10 13.40 CRANE

CED

----- NOTE 669 BUMPED

↑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 OCCASSIONS ↑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.

-----  
12/10 13.55 SHLOSBERG

COM

----- RESPONSE 1

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....

-----  
12/10 14.13 MAGGS

LAW

----- RESPONSE 2

↑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 15.49 HODY . MED

IT IS POLICY OF THE SITE USERS COMMITTEE ON SITE 22 (7MED7) 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 DONNELLY 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 OCCASSIONS 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 NOISANCE SOMETIMES, BUT AUTHORS ARE LOW PRIORITY USERS (AS WAS ALREADY POINTED OUT).

BRUCE E. DONNELLY

----- RESPONSE 5

12/11 07.42 NAGEL VU

ALL YOU HAVE TO DO IS TO FIND A SITE0 TERMINAL.....AUTHORS ARE NEVER BUMPED ONCE ON. MANY OF THE AUTHORS EVEN SAY THAT THEY DO THE BEST AUTHORIZING DURING PRIME TIME.....THEY FREQUENTLY HAVE MORE THAT 1/2 OF THE AVAILABLE ECST.....

P00R STUDENTS

HOPE THINGS IMPROVE WITH MORE ECST FOR THE STUDENTS ON SITE0.

----- 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 SEES TO THAT.

12/10 14.52 RUSTY PDG

RESPONSE 1

12/10 15.06 CELIA PSO

RESPONSE 2

12/11	15.04	K MAST	P
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↑NO.

12/10 14.53 STATE AMES

FRISCO

RESPONSE 1

12/10 15.20 AL MFLU

↑NUN - LOSE YOUR ↑NOTE FILE (SHORT NOTICE ON THE RULES GUYS)  
↑GIMEL- TERMINAL ↑GRABBED BY ↑GREEDY 3 YEAR OLD TANKWAR PRO  
↑HAY - ↑PLATO DOWN FOR ↑HALF A CENTURY  
↑SHIN - YOU MIGHT↑SSSS↑6↑6↑6↑6 GET IN (↑E↑C↑S, YOU KNOW)

↑A↑G

• RESPONSE 2

12/10 15 56 JONES RHRC

[illegible]

↑D ↑R ↑E ↑D ↑E ↑L . ≤ . ≤≤ . ≤≤≤ . ≤≤≤ . ≤≤≤≤≤≤≤≤≤≤ . ↑V↑V . ↑V↑V ≤≤≤≤≤≤≤≤ .

RESPONSE 3

12/10 16.20 RICK MFLU

↑IT↑7S ALWAYS BEEN HARD TO TRANSLITERATE BETWEEN TWO  
LANGUAGES, ESPECIALLY WHEN SOME SOUNDS DON↑7T 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↑7LL EVER GET).

----- RESPONSE 4  
12/10 16.30 WARNER IU

↑I DON↑7T KNOW, BUT WASN↑7T THIS NOTE ORIGINALLY ABOUT  
↑MIKE ↑CHANUKAH↑/ OF ED↑/

----- RESPONSE 5  
12/10 16.58 WEAVER MATHA

↑YES, ↑VIRGINIA, THERE IS A DREIDEL↑.↑.↑. ↑LESSON WEAVER.

----- RESPONSE 6  
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↑7S WORTH IT↑.). ↑ANYONE GOT AN EXTRA LESSON SPACE FOR ME↑/

↑A↑G

----- RESPONSE 7  
12/10 18.14 FLORY MFL

↑IF YOU LOOK HARD ENOUGH, YOU WILL FIND THAT THERE IS≤≤↑6↑6 A  
MENORAH ON THE SIGNON PAGE...IT JUST TAKES SOME DOING TO  
GET. (↑IT WAS STILL THERE THIS AFTERNOON.)

↑M. ↑FLORY

----- RESPONSE 8  
12/10 19.13 JIM G READING

↑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 WAS 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  
-HEBROUTE-. (↑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 ↑HANNUKAH 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)-THANK TO THOSE SYSTEMS PEOPLE WHO  
PUT IT ON THE SCREEN•IT DISPLAYS 1/8 ACCESSES AND WILL  
BE PRESENT FOR THE ENTIRE CHANNUKAH(I USE 2 N↑'S) FESTIVAL--  
LAST COMMENT IS IF YOU WANT TO SEE A GOODSSSS↑6↑6↑6↑6 DREIDEL SPIN LOOK  
AT UC13(THANK 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↑/  
↑R/↑B

----- RESPONSE 15

12/11	12.46	LAYMAN	MATHA
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↑HOW ABOUT RANDOM ↑6S LIKE ON HALLOWEEN ONLY THESE WILL BE  
PLATES OF ↑4FOOD↑.≤≤≤≤≤      ≤≤≤≤≤FOOD↑.≤≤≤≤≤      ≤≤≤≤≤FOOD↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.  
A PLATE OF KAPUSTA, A PLATE OF GOLCZ/UMPKI, A PLATE OF POTATO-  
ES, A PLATE OF KIELBASA, ANOTHER PLATE OF POTATOES, A PLATE  
OF PIEROGI, A COUPLE BOTTLES OF ↑DREWRY↑7S-----  
↑TOM↑L

----- RESPONSE 16

12/11	13.18	STATE	AMES
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↑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 KINDLEY DESREGERD ANNY ATHER COMENTS ↑I  
MAAK ABOUT SPELING. ↑HAPPY ↑HANUKA, ↑MERRY ↑CHRISTMAS, AND A  
↑HAPPY ↑NEW ↑YEAR TO ALL↑.

FRISCO

12/10 16.50 ROPER SIU NOTE 685 . ↑S↑FAUTHOR

↑JUST AS A MATTER OF CURIOSITY...  
↑ARE THERE ANY ↑SF AUTHORS (PUBLISHED OR OTHERWISE) ON THE  
↑PLA↑T↑O SYSTEM↑/ ↑SOMETIME IT WOULD BE NICE TO GET TOGETHER  
IN MINITALKO OR TALKOMATIC. ↑I↑M STILL UNPUBLISHED BUT  
↑I↑M TRYING HARD.

↑THANKS.  
↑QUETZAL

----- RESPONSE 1  
12/10 18.59 MICHAEL ENGLISH

↑ME TOO. (↑TRYING, THAT IS.)

----- RESPONSE 2  
12/11 00.37 ERIC WEATHER

ALSO UNPUBLISHED...

----- RESPONSE 3

12/13	21.36	DAL	AMES
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↑YOU MAY ADD A THIRD TO THE LIST (↑TRYING, SLOWLY BUT ALSO MOST DEFINITELY SURELY). ↑MICHAEL OF ↑ENGLISH HAS

A GOOD START, IF YOU WOULD TAKE TIME TO READ THE PAGES  
OF EXCELLENT VERBOSITY WITHIN HIS LESSON ↑,GALAXY↑,.....  
↑LET↑TS TRY TO GET TOGETHER SOMETIME.  
↑GEE, THIS MAY ALMOST WARRANT A NOTES FILE↑.

↑STARKHAN

----- RESPONSE 4  
12/13 23.20 BAKER CS109

↑I SHOULD BE SO GOOD↑,↑,↑. ↑UNFORTUNATELY ↑I CAN↑7I PUT MY WEIRD  
PLANS ON PAPER. (↑OH, ↑DR. ↑A WHERE ARE YOU WHEN ↑I NEED YOU↑/)

----- RESPONSE 5  
12/14 17.17 WELLS CERL

SAME HERE.....

↑BILL

----- RESPONSE 6  
12/15 19.55 TURNIER UALERN

↑M↑E ↑T↑O↑O ↑,↑. ↑M↑E ↑T↑O↑O↑,↑.

R.

----- NOTE 700 2 PAGES↑/  
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 RECORDS 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  
↑7↑END OF ↑LIST↑7 AND MISS THE SECOND PAGE.↓  
↑THANKS.

----- NOTE 712 BAD CONDNS  
12/11 10.29 JOHN R READING

↑ONE OF OUR LESSONS CONDENSED FAULTILY THIS MORNING.  
↑A -CHARTST- 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.

----- RESPONSE 1  
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,

↑HOWEVER, IF YOU DIDNT LOAD ANY CHARSETS BETWEEN THE TIME IT DIDNT WORK, AND WHEN IT DID, THEN SOMETHING MAY HAVE BEEN WRONG WITH THE CONDENSE, BUT ↑I DOUBT IT.

RESPONSE 2

RESPONSE 3

IV

RESPONSE 4

CU

RESPONSE 5

READING

RESPONSE 6

READING

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?

----- NOTE 718 \$MONEYS  
12/11 12.46 RDC

MTCC

IS THERE SOMEWAY I COULD ACCESS A FORTRAN COMPILER? I WOULD  
LIKE TO WRITE A PROGRAM ANALYSING DATA SAVED IN COMMON  
BUT IT SEEMS ABOUT 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 BASIC OR SIMPLIS  
WOULD BE EVEN BETTER.

----- RESPONSE 1  
12/11 13.19 JUDY

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=N1,6

X(I,J)=P(10(I-1)+J)

NOTE THAT SEGMENTED VARIABLES MUST BE IN INTEGER FORMAT.

----- RESPONSE 2  
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 CTS 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.

----- RESPONSE 3  
12/11 14.10 KOVARA J

CCCS

BY SCALING FLOATING PT. QUANTITIES, YOU CAN HOLD THEM IN  
SEGMENTED VARIABLES.

↑JUST DEPENDS ON HOW MUCH PRECISION YOU ARE WILLING TO SACRIFICE

↑I WILL TAKE THE DOLLAR IF ↑PROF. ↑FRIEDMAN DOESN↑7T WANT IT...

↑ARE YOU A ↑,BONA FIDE CHARITY↑,, ↑BRUCE↑/ (↑MAYBE YOUR  
RED SWEATER IS WEARING OUT↑/)

↑CONTACT ME (TALK↑; SHIRER VU) IF YOU WANT PREVIEW  
OF FORTHCOMING ↑TUTOR MATRIX STUFF. DON SHIRER.

↑BRUCE NEEDS ALL THE HELP HE CAN GET... THE PUBLISHERS OF ↑↑↑↑↑ DON↑↑T PAY MUCH...

↑THIS HAS NOTHING TO DO WITH IT....BUT ISN↑7T IT  
SUPRISING THAT ↑MARTY MEL HASN↑7T COMPLAINED ABOUT THE  
HANUKA SIGN-ON↑/↑/↑/

↑ARE YOU SURE ALL THIS JUNK BELONGS IN ↑G↑E↑N↑E↑R↑A↑L<<<<<<↑6↑6↑6↑6↑6↑6↑6 NOTES↑/↑/↑/↑/  
DJ0

↑AM ↑I A BONA FIDE CHARITY↑/

↑YES, YOUR RED SWEATER IS GETTING OLD AND FADED, DECAYED,  
ETC..... ↑EXCEPT↑.↑.↑.,.,.,↑I↑7M MORE A BONE-FIDE CHARITY.

CONSIDERING THAT MY NOZZLE IS ROTTEN↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.

----- RESPONSE 12

↑ I STILL THINK THAT THIS DOESN↑T BELONG IN ↑G↑E↑N↑E↑R↑A↑L≤≤≤≤≤≤↑6↑6↑6↑6↑6↑6 NOTES↑.↑.↑.  
DJO

↑OH, BY THE WAY....

↑FRO-LICHE ↑WEINACHTEN↑.↑.↑.

----- RESPONSE 13

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)=NC((I-1)*JDIM+J)
```

\*  
WHERE JDIM IS THE NUMBER PER ROW. IF YOU WANT YOUR ARRAYS  
ORDERED ALA  $\uparrow F \uparrow O \uparrow R \uparrow T \uparrow R \uparrow A \uparrow N$  JUST SWAP I AND J ON THE RIGHT SIDE  
OF THE EQUALITY.

GOOD LUCK

----- RESPONSE 14

RDC ORIGINALLY ASKED FOR A ↑F↑O↑R↑T↑R↑A↑M COMPILER.  
↑THEN ↑GEORGE TALKED ABOUT A ↑F↑O↑R↑T↑R↑A↑N↑S↑6 COMPILER IN  
THE CS LESSONS. ↑IS ↑F↑O↑R↑T↑R↑A↑M THE SAME AS ↑F↑O↑R↑T↑R↑A↑N↑/

12/12 09.43 KOVARA J CCCS RESPONSE 15

↑YES...A SLIP OF THE FINGER..UNLESS IBM HAS SPRUNG ANOTHER INCOMPATABILITY ON THE COMPUTER WORLD RECENTLY.

----- RESPONSE 16  
12/12 11.46 D SLEATOR OLDEDIT

↑I DON↑7T KNOW IF THIS IS AN ANNOUNCED FEATURE, BUT  
BY GOLLY ↑GEORGE THERE IS A FORTRAN COMPILER ON THE SYSTEM↑.  
↑OF COURSE YOU CAN↑7T ACCESS COMMON WITH IT AND YOU HAVE  
TO HAVE A SPECIAL FILE TO USE IT.  
↑AND IT IS RESTRICTED TO A FEW PRIVILAGED COURSES.

----- RESPONSE 17

WHAT CHANUKAH SIGN-ON↑/

----- RESPONSE 18  
12/18 13.31 RDC MTCC

↑THANK EVERYONE FOR ALL YOUR RESPONSES. ↑J↑U↑D↑Y ↑P↑S↑O REALLY  
SAVED MY ↑CHANUKA. AS DID LDF OF MTCC.

↑P.↑S. ↑JUDY PSO ALSO MISPELED ↑FORTRAN. ↑THIS INDICATES TO  
ME IT IS A SIGN OF INTELLIGENCE TO MISPEL ↑FORTRAN.

↑THANK YOU, AGIN.

↑MERRY ↑CHRISTMAS

----- NOTE 720 ENGRAF  
12/11 13.13 PHIL CU

↑WHO WROTE ↑7ENGRAF↑7↑/ ↑I↑7M WRITING A LESSON IN ENGINEERING  
GRAPHICS CALLED ↑7LANGRANA↑7, AND ↑I↑7D REALLY APPRECIATE  
IT IF THE AUTHOR COULD GIVE ME THE ↑I↑N↑S↑P↑E↑C↑T CODE FOR  
↑7ENGRAF↑7.

↑THANX.....

----- RESPONSE 1  
12/11 13.20 LEDERMAN CERLCC

↑THE TITLE PAGE OF ENGRAF SAYS ↑BEN ↑LATHAN WROTE IT..  
↑YOU COULD CONTACT HIM THROUGH ↑7LATHAN↑7 OF ↑7MXC↑7

----- RESPONSE 2  
12/11 13.24 WARE D VE

JUST GOT A  
↑DICK ↑I/↑O ERROR WHEN I TRIED TO READ THE REPLY TO THIS  
NOTE.....

Dw

----- RESPONSE 3  
12/11 16.16 BRADLEY IU

YOU MEAN A DISK≤≤≤≤↑6↑6↑6↑6 ↑I/↑O ERROR↑/

----- RESPONSE 4  
12/11 16.54 COPELAND PFW

↑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 ↑E↑R↑L ↑UOF↑I, ↑URBANA, ↑ILL. 61820 (217-333-7450)

----- RESPONSE 6  
12/11 22.53 SYFRIG IU

HMM.... ↑SO ↑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

AWW COMON YOU GUYS I SLIPPED OK↑/↑/↑/...  
SHHEESSHH ANYONE CAN MAKE A MISTAKE...  
YE SOF COURSE I MENT ↑D↑I↑S↑K ERROR...  
NOT ALL OF US ARE PREVERTS..(MISSPELLING INTENTIONAL)  
DW

----- NOTE 730 LASTAUTHOR  
12/11 15.07 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  
↑N↑O↑T THE LAST AUTHOR. ↑HAS THIS BEEN CHANGED AGAIN↑/

----- RESPONSE 1  
12/11 15.47 MCKEOWN COM

↑THIS FEATURE HAS NOT BEEN CHANGED, ↑B↑U↑T 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. ↑MC↑KEOWN↑7S 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  
12/11 15.25 RUSTY PDG

↑IN ANSWER TO SEVERAL QUESTIONS↑;  
THE ↑POPULATION↑DYNAMICS↑GROUP HAS DEVELOPED A FULL LESSON  
OF WORLD AND REGIONAL MAPS IN LESSON ↑7P↑INCOME↑7. ↑ONCE THIS  
COULD BE REACHED THROUGH OUR GENERAL ENTRY PROGRAM, AND  
THIS MAY BE POSSIBLE IN THE FUTURE. ↑MEANWHILE YOU CAN SEE  
THEM BY WAY OF LESSON ↑7P↑REGION↑7. ↑IF YOU HAVE AN OPERATING  
TOUCH PANEL YOU CAN CHOOSE REGIONS BY TOUCH...IF NOT, SEE  
DIRECTIONS AT PAGE BOTTOMS.

----- RESPONSE 1  
12/11 22.29 ELSTON RHRC

↑VERY↑NICE↑.↑.

↑ARE THERE PLANS FOR FURTHER SUB-DIVISIONS (STATES, PROVINCES,  
CANTONS, ETC.)↑/

↑WERE THE DISPLAYS HARD CODED OR WAS A POINT STORING FORMAT  
USED↑/

----- RESPONSE 2  
12/12 08.51 MOORE VIENNA

↑MANY THANKS , PEOPLE. ↑NEXT QUESTION...CAN WE BORROW↑/↑/  
MOORE VIENNA

----- RESPONSE 3  
12/12 12.06 RUSTY PDG

↑NO FURTHER SUBDIVISIONS 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  
12/11 16.03 FLORY MFL

↑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 ↑E↑C↑S  
THAT WOULD BE REQUIRED FOR A SUCCESSFUL CONDENSE AND  
INCLUDE THIS ON THE DISPLAY.

↑M. ↑FLORY

----- RESPONSE 1

12/12 07.15 NAGEL VU

↑I DON↑7T 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↑7T 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↑7T FIT IN THE  
AVAILABLE ECS, YOU WOULD GET THE ↑MEMEORY ALLOCATION...↑7  
MESSAGE, BUT THE SYSTEM HAS ALREADY DETERMINED THE LESSON↑7S  
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 MFL

↑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...

↑M. ↑FLORY

----- RESPONSE 4

12/12 16.40 FRYE RESEARCH

↑KOVARA↑7S RESPONSE IS CORRECT IN THAT THE SYSTEM HAS NO  
WAY TO KNOW THE SIZE OF A LESSON ↑UN↑7T↑7L 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↑7LL GET THE CONDENSE ERROR  
PAGE, WHICH TELLS THE SIZE OF THE LESSON. ↑REAL KLUDGEY....

DAVE

----- RESPONSE 5  
12/12 18.06 PARRELO UIMATHA

↑BUT NOTE THAT THE LESSON HAS BEEN CONDENSED BY THE TIME YOU  
GET THAT MESSAGE...

----- NOTE 760 BULLETIN  
12/12 10.57 WALTON READING

↑NOW THAT THE ↑BULLETIN ↑BOARD IS NOT SEEN BY EVERYONE WHEN  
THEY SIGN IN, IS IT BEING UPDATED PROPERLY↑/ ↑NOTE ↑\$587  
WAS WRITTEN 5 DAYS AGO BY ↑MR. ↑GOLDEN, CONCERNING WHEN  
↑PLATO WOULD BE DOWN OVER ↑CHRISTMAS, AND WHEN THE NEW  
↑E↑C↑S WOULD ARRIVE. ↑BUT THE ↑BULLETIN ↑BOARD HAS NOT BEEN  
UPDATED TO REFLECT THAT INFORMATION. ↑HMMMMM....

----- RESPONSE 1  
12/12 16.25 BLOMME S

↑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↑.

----- NOTE 765 ANTEBELLUM  
12/12 12.08 HODY MED

COULD WE HAVE A SYSTEM RESPONSE TO THE RESPONSES TO NOTE  
651 (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↑,...

----- RESPONSE 1  
12/12 19.06 JHW RESEARCH

↑THE SYSTEM VARIABLE \*PROCTIM\* CAN BE USED TO KEEP CPU DATA  
IF YOU HAVE A FEW SPARE VARIABLES, E.G. TI=V1, TT=VC1, P=VC2↑;

CALC TI=CLOCK \$SAT THE BEGINNING OF THE LESSON



CALC P\*P\*TT \$SIN THE FINISH UNIT  
TT=CLOCK-TT+TT  
P\*(P+1000PROCTIM)/TT

NOTE 766 NEW AIDS

12/12 16.08 JIM CHEM

FROM THE EXECUTION ERROR DISPLAY THE ↑H↑E↑L↑P KEY IS NOW ACTIVE. THIS TAKES ONE TO THE SECTION OF ↑A↑I↑D↑S WHICH WILL (HOPEFULLY) EXPLAIN YOUR EXECUTION ERROR.

THE CONNECTION BETWEEN THE EXECUTION ERROR DISPLAY AND ↑A↑I↑D↑S WAS PUT IN BY ↑KIM ↑MAST. MOST OF THE DESCRIPTIONS IN ↑A↑I↑D↑S WERE WRITTEN BY ↑CELIA ↑DAVIS. THE BRANCHING WITHIN ↑A↑I↑D↑S WAS DONE BY ↑JIM ↑GHESQUIERE.

IF THIS SEEMS VALUABLE, WE WILL THEN MAKE A CONNECTION BETWEEN THE CONDENSE ERROR DISPLAY AND ↑A↑I↑D↑S.

COMMENTS ARE WELCOME, PLEASE SEND THEM VIA PERSONAL NOTES TO ↑JIM↑, OF ↑PSO↑.

RESPONSE 1

12/13 10.07 GILPIN PEER

↑THE PRODUCTIVITY AND CREATIVITY OF ↑JIM ↑GHESQUIERE, ↑CELIA ↑DAVIS, AND COLLEAGUES IS REMARKABLE. ↑A↑I↑D↑S KEEPS GETTING BIGGER, BETTER, AND EASIER TO USE. ↑I ESPECIALLY LIKE THE TREND TOWARD INCLUDING ILLUSTRATIVE MODEL CODE (ALONG THE LINES OF ↑BRUCE ↑SHERWOOD↑S BOOK), AND THE WILLINGNESS TO EXTEND IN EXPERIMENTAL DIRECTIONS (LIKE THE JUST-ANNOUNCED FEATURE).

RESPONSE 2

12/13 12.01 BRUCE CHA

↑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 ACCESSABLE IN AN INSTANT FROM SO MANY PLACES IN THE SYSTEM↑.↑.↑

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↑/ THE TERMINALS DO  
MESS UP OCCASIONALLY.

MAUREEN STONE

----- RESPONSE 1  
12/12 17.58 FRANKEL P

↑I HAVE ALSO NOTED THE PROBLEM, AND WE↑LL LOOK INTO FIXING  
IT.

----- RESPONSE 2  
12/13 09.53 PETER MATHA

↑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.

----- RESPONSE 3  
12/13 11.01 STEVE CU

↑I BELIEVE THIS ONLY WORKS IF YOU ARE MONITORING  
SOMEONE. ↑OTHERWISE, ONE HAS TO LIVE WITH ALL THOSE  
GARBAGE DOTS.

----- RESPONSE 4  
12/13 15.14 PETER MATHA

↑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. ↑ODD.

----- NOTE 773 INCOS  
12/12 19.37 RRP MTCC

...↑ANYONE WITH A ABOUT 15-20 MINUTES...NEED A REST↑/  
...↑WANT TO HELP SCIENCE↑. ↑TAKE A LOOK AT LESSON ↑,INCOS↑,,  
↑TOMORROW MAY BE TO LATE↑. ↑THANK ↑YOU. -0-5-0

----- RESPONSE 1  
12/12 23.40 SYFRIG IU

↑HOW ABOUT AN EXPLANATION ON WHAT IN THE WORLD THS LESSON  
IS↑/↑/↑/↑/↑/↑/↑/↑/↑ I WENT THROUGH IT, AND COULDN↑T MAKE HEADS OR  
TAILS OUT OF IT↑.↑.↑.↑.↑.↑.↑. OH WELL.....

----- RESPONSE 2  
12/13 07.38 AVNER S

↑LOOKS LIKE ↑,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

----- RESPONSE 3  
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.

----- RESPONSE 4  
12/13 15.11 REL MTCC

↑TO↑; ↑AL ↑AVNER  
...SEE PERSONAL NOTES↑.  
↑BOB

----- RESPONSE 5  
12/13 15.16 JP MTCC

↑IN THE TOUCH PANEL PART OF THE LESSON(WHATEVER IT↑S INTENT)  
THE DIGIT 1 IS READ BY THE SYSTEM AS A 10.

----- RESPONSE 6  
12/13 15.31 GLYNN MATHA

↑ONE OF THE REALLY MEANINGFUL EXPERIENCES OF MY LIFE. ↑HOPE  
MANY MORE LESSONS LIKE THIS ARE COMING (WORKED ON IT FOR  
57 MINUTES...BEAUTIFUL)

----- RESPONSE 7  
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. ↑AL ↑AVNER

----- NOTE 776 BLK.SIGNON  
12/13 04.02 LOITZ CS109

↑AT THE TIME OF WRITING THIS NOTE THERE IS AN AUTHOR  
PRESENT AT 0-0 USING 1500 ↑E↑C↑S WITH NO SIGON NAME OR  
COURSE. ↑MAYBE IT↑S OLD ↑ST. ↑NICHOLAS TRYING TO REMAIN  
ANONYMOUS↑/

----- RESPONSE 1  
12/13 04.08 KOVARA J CCCS

↑THATS THE CONSOLE FOR THE CYBER 70/73.

----- RESPONSE 2  
12/13 04.28 LOITZ CS109

↑DOESN↑7T 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↑7S BAR-↑-GRILL↑, ↑/

----- RESPONSE 5  
12/13 09.57 PETER MATHA

↑SEE RESPONSE -↑1 TO HELP NOTE -↑427.....

(↑A NOTE FROM THE SYSTEM ITSELF, EVIDENTLY...BUT ↑I↑7M AFRAID  
↑I↑7M A BIT PESSIMISTIC ABOUT IT BEING ↑MIKE AT THIS TIME..)

----- RESPONSE 6  
12/13 10.02 ROPER SIU

↑ADAM ↑SELENE

(↑SEE ↑THESS↑6↑6↑6 ↑MOONSSSS↑6↑6↑6↑6 ISS↑6↑6 AS↑6 ↑HARSHSSSSSS↑6↑6↑6↑6↑6 ↑MISTRESSSSSSSSSS↑6↑6↑6↑6↑6↑6)

----- RESPONSE 7  
12/13 10.03 ROPER SIU

↑HEINLEIN FAN, EH↑/

↑ADAM ↑SELENE



↑SEE ↑,↑THE ↑MOON IS A ↑HARSH ↑MISTRESS↑,

12/13 10.07 MOORE VIENNA

RESPONSE 8

↑I AM OPPOSED TO ↑7MIKE↑7 (≤ FOR REASONS WHICH WILL BECOME  
OBVIOUS LATER.)  
↑UNLESS SOMEONE IS OPPOSED TO THEFT AND PLAGIARISM WE  
COULD POSSIBLY USE -↑H↑A↑L-(THAT OUGHTTA SHAKE VISITORS  
UP A BIT.) ↑OF COURSE, ↑I↑7M SURE MANY WOULD OBJECT TO  
STEALING ↑STANLEY↑7S IDEA, ERGO, ↑I (SERIOUSLY, NOW FOLKS)  
SUBMIT THE FOLLOWING↑; WE TAKE CARE OF TWO PROBLEMS  
AT ONCE BY NAMING IT ↑7BRIGETTE↑7 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↑7RE TRYING  
TO WORK(OK JUDY↑/↑/)

LOVE.

MIKE MOORE&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;↑6↑6↑6↑6 M

12/13 10.50 SILVER VE

RESPONSE 9

↑HOW ABOUT ↑MYCROFT↑/ ↑THAT↑S WHAT ↑MIKE WAS SHORT FOR.

12/13 11.06 STEVE CU

RESPONSE 10

↑SORRY, FOLKS, BUT THE SUGGESTED NAMES FOR MY FRIEND THE ↑CYBER CONSOLE ARE ALREADY CLAIMED. ↑MAYBE SOMETHING THAT WOULD REFLECT THE ↑CYBER↑7S DISPOSITION, LIKE, MAYBE, ↑IRVING↑/

↑H↑O↑L↑M↑E↑S4

12/13 12.13 HANSEN CSA

RESPONSE 11

↑ I MOVE THAT WE GIVE IT THE NAME OF ↑ PLATO...  
↑ AFTER ALL WITHOUT HIM WERE WOULD WE ALL BE↑↑/

12/13      12.14      AARDVARK      PHAR

RESPONSE 12

↑SPECTRA 70↑/↑/

----- RESPONSE 13  
12/13 12.27 BERGER USERS

↑DOESN↑7T ANYONE LIKE THE NAME, ↑, << CONSOLE >>↑/↑,

----- RESPONSE 14  
12/13 12.45 COPELAND PFW

YEA LOOKS IMPRESSIVE↑.↑.  
THE ↑WIZARD

----- RESPONSE 15  
12/13 13.21 BOWERY COMM

↑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 ↑7<0>↑7 WOULD BE A BETTER NAME.

----- RESPONSE 16  
12/13 13.24 RUSTY PDG

↑A CLASSICAL NAME↑; ↑ERGO ↑SUM.

----- RESPONSE 17  
12/13 14.02 MOORE VIENNA

↑I CAST ONE/HALF VOTE FOR -↑ERGO ↑SUM- AND ONE/HALF VOTE  
FOR CONSOLE(WHICHEVER WAY IT↑7S PRONOUNCED)

LOVE  
↑M↑↑↑↑↑↑↑↑J

----- RESPONSE 18  
12/13 14.29 BOWERY COMM

↑IF YOU HAVE READ ↑7↑I ↑HAVE ↑NO ↑MOUTH AND ↑I ↑MUST ↑SCREAM↑7  
BY ↑HARLEN ↑ELLISON YOU MAY THINK TWICE ABOUT THAT NAME.  
↑OR MAYBE THRICE.  
↑IN FACT IF YOU ↑R↑E↑A↑L↑L↑Y THINK ABOUT IT, YOU MAY END UP  
BOMBING THE MACHINE ROOM. (↑YET ANOTHER BAD SECURITY  
MEASURE)

----- RESPONSE 19  
12/13 14.50 AARDVARK PHAR

↑ARROWROOT, SON OF ↑ARROWSHIRT.

(READ ↑7↑BORED OF THE ↑RINGS↑7)

----- RESPONSE 20  
12/13 15.44 KOVARA J CCCS

1 VOTE FOR ↑7↑BIG ↑BROTHER↑7  
J. KOVARA

...↑GOOD ↑GULF↑/↑/...↑V8 MAYBE ↑/↑/

----- RESPONSE 21  
12/13 16.17 SHORTY LAW

↑HERBERT↑/ ↑EDWIN↑/ ↑ROXSANNE↑/

----- RESPONSE 22  
12/13 21.57 ROWELL STAN

↑HOW ABOUT ↑LADY ↑LOVELACE↑/

THE ↑F↑I↑R↑S↑T COMPUTER PROGRAMMER↑.  
(NO RELATION TO ACTRESS BY SAME NAME)  
SHE WROTE PROGRAMS FOR ↑BABBAGE↑7S MACHINE. SINCE THE MACHINE  
WAS NEVER BUILT, SHE CAN↑7T CLAIM TO BE THE ↑F↑I↑R↑S↑T DEBUGGER.  
(IS THERE SOME SYMBOLISM IN THERE SOMEWHERE↑/)

----- RESPONSE 23  
12/14 05.49 ERIC WEATHER

REF HANSON/CSA↑7S 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↑7T WE↑/

----- RESPONSE 24  
12/14 10.32 KOVARA J CCCS

DSD OF PPLIB THEN↑/

----- RESPONSE 25  
12/14 12.44 BOB KAPLOW NUI

↑HOW ABOUT ↑H↑A↑R↑L↑I↑E↑/

↑H UMAN  
↑A ANALOG  
↑R OBOT,  
↑L IFE  
↑I NPUT  
↑E QUIVALENTS

↑SEE ↑WHEN ↑HARLIE WAS ↑ONE=====↑6 (↑DAVID ↑GERROLD)

----- RESPONSE 26

12/14	12.45	PARRELLO	UIMATHA
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↑ I THINK CONSIDERING ALL THE WORK THE CONSOLE HAS DONE FOR  
US THE LEASTSSSSS↑6↑6↑6↑6↑6 WE COULD DO IS PUT IT IN COURSE ↑,S↑,...

----- RESPONSE 27  
12/14 13.29 SELLERS ARIZONA

↑DEAR ↑ROWELL OF ↑STAN,

↑I↑7M SORRY BUT THERE IS NO ↑LADY ↑LOVELACE. ↑HER NAME IS  
↑LINDA ↑LOVELACE. ↑I SHOULD KNOW. ↑I SAW THE MOVIE 30 TIMES.  
(↑I↑7M A UNION PROJECTIONIST). ↑ALSO ↑I WISH TO TELL YOU;  
SHE IS ↑N↑O LADY.

----- RESPONSE 28

12/14 20.22 WEAST USERS

↑ 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...)

----- RESPONSE 29  
12/14 23.07 OBERPRILLER UALERN

↑I VOTE FOR <↑BIG ↑BROTHER>....

↑HOW APPROPRIATE.....

DJO

----- RESPONSE 30

12/15 01:55 FOLK PFW

↑ I WOULD THINK THAT WE COULD BORROW THE ↑,↑H↑A↑L↑, SIGN-ON  
SINCE KUBRECK DID MENTION THAT THE ↑H↑A↑L 9000 SERIES WAS  
ASSEMBLED AT THE ↑H.↑A.↑L. LAB IN ↑CHAMBANA ↑ILL.



( I M SURE HARLEN WOULDNT APPROVE OF YOUR CHOICE AGG...)  
A SEEN 2001 AT LEAST 7 TIMES STARRY  
(ALSO A DEVOUT ELLISION FREEK)

----- RESPONSE 31  
12/15 02.24 KOVARA J CCCS

↑P↑L↑E↑E↑E↑E↑Z↑E↑.↑.  
↑H↑.↑A↑.↑L↑. = A LEXICAL LEFT SHIFT OF ↑I↑.↑B↑.↑M  
↑I↑I↑C↑C↑C↑C↑C↑K↑K↑K↑K↑K↑K↑K↑K↑.↑.↑.↑.↑.↑.↑.↑.↑.

----- NOTE 793 1MORETIME  
12/13 11.29 HANSEN CSA

↑I WOULD LIKE TO EXPAND ON ↑FRYE↑7S IDEA ( HELP NOTE 351 ) AND  
PROPOSE THE FOLLOWING FOR SERIOUS CONSIDERATION.

↑L↑E↑S↑S↑O↑N -- USEA                      ↑L↑E↑S↑S↑O↑N -- USEB

A. T1	A. S1
B. T1	B. S1
C. T1	C. S2
D. T2	D. S1

USE      USEA,T1    \$\$ THIS WOULD CAUSE BLOCK A,B,C TO BE USED

USE      USEB,S1    \$\$ BLOCKS A AND B WOULD BE USED

↑IN OTHER WORDS THE USE COMMAND WOULD PICK UP ALL BLOCKS IN  
A ROW WITH THE SAME NAME. ↑AM ↑I THE ONLY ONE THAT DESIRES  
SUCH A FEATURE↑/    ↑HOW ABOUT SOME FEEDBACK ON THIS IDEA.  
(SYSTEMS↑/↑/)

----- RESPONSE 1  
12/13 15.39 ROBSON ARIZONA

↑DEPENDING ON THE ↑7CONTINUITY↑7, OR LACK OF IT, OF BLOCKS  
WITH THE SAME NAME SEEMS A LITTLE RISKY - REARRANGING  
(ADDING OR REMOVING) BLOCKS MIGHT EASILY CHANGE THE  
PERFORMANCE OF ANOTHER LESSON.

----- RESPONSE 2  
12/14 09.55 FRYE RESEARCH

↑HMMM...THIS IS A LITTLE DIFFERENT FROM MY ORIGINAL PROPOSAL  
-- ↑I SUGGESTED THAT IT PICK ↑A↑L↑L BLOCKS BY THAT NAME, IN  
SEQUENTIAL ORDER... BUT THIS CERTAINLY WOULD BE USEFUL.  
↑CH - ROBSON, PRESUMABLY YOU WOULD HAVE A LITTLE MORE CONTROL  
OVER -USE-D LESSONS...WOULD THERE BE ↑T↑H↑A↑T MUCH HASSLE↑/

DAVE

----- NOTE 814 SPAZ TERM  
12/13 17.39 BRADLEY IU

MAN,↑I HAVE GOT A TERMINAL THAT IS BROKEN OR SOMETHING↑.

EVERY TIME ↑I ACCEPT A TERM TALK ↑I HAVE TO PRESS SHIFT STOP  
BEFORE ↑I CAN TALK AND HALF THE TIME ↑I CAN↑7T GET AN ARROW AND  
NOTHING WORKS BUT SHIFTSTOP

↑I CAN↑7T 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↑7T GIVE ANY ARROWS SO ↑I CAN↑7T TYPE HELP OR ANYTHING

----- RESPONSE 1  
12/13 18.03 BERGER USERS

↑I HAVE SEVERAL SUGGESTIONS FOR YOU.

1. ↑GO EXTENSIVELY THROUGH LESSON TESTOR 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↑7S HIGHER THAN 3 MS/S, YOU MAY BE AUTOBREAKING IN  
WHATEVER YOU↑7RE DOING, THUS HAVING PROBLEMS WITH ACCEP-  
TING THE TALK.

----- RESPONSE 2  
12/16 08.33 JUDY PS0

↑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.

----- RESPONSE 3  
12/16 16.35 BRADLEY IU

↑I COULDN↑7T TYPE ANYTHING AND WHEN ↑I WENT INTO SOMETHING  
LIKE DOGFIGHT ↑I GOT NOTHING BUT A ↑; AND SOMETHING LIKE A  
PAUSE KEYS=STOP1 BECAUSE NOTHING WORKED..  
IT WAS VERY INCONSISTENT AND IT WAS NOT AUTOBREAKING..  
SOMETIMES ↑I GOT ALL THE WAY TO THE CHARACTER LOADING PLACE..

----- NOTE 826 A LA MODE  
12/14 13.39 LAYMAN MATHA

DURING A RECENT BURST OF LINE ERRORS ↑I WAS BACKING UP TO THE  
AUTHOR PAGE → IT READ↑;

ALX ↑M↑O↑D↑E  
CHOOSE A LA LESSON↑;

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↑DID ↑I HOOK INTO SOME CRAZY SYSTEM STUFF OR WAS THIS JUST

AN AMAZING COINCIDENCE↑/ ↑IT SURE IS BETTER THAN↑;  
Z V ZV Z Z Z V V V Z Z V Z.

↑TOM↑L

----- RESPONSE 1  
12/14 13.48 HODY MED

IS THIS AT THE ↑BASKIN ↑ROBBINS TERMINAL↑/

----- RESPONSE 2  
12/15 14.27 LAYMAN MATHA

NO, IT ISNT--BUT I HEAR THAT ↑B-↑R, FORESEEING A POSSIBLE  
BANANA SHORTAGE, IS THINKING OF USING TIMESLICES ON THEIR  
SUNDAES AS A SUBSTITUTE (PROBABLY W/ AN EXT)-- THE WIERD  
AUTHOR DISPLAY MAY BE DUE TO THE WAY THE -POLAR- COMMAND  
HANDLES THE VALUE OF ↑P [BUT ↑I HAVENT HEARD A SYSTEM  
CONFIRMATION.YET]--↑T↑L

----- RESPONSE 3  
12/15 20.25 TURNIER UALERN

↑/

R.

----- NOTE 834 DATAERROR  
12/15 17.51 SYFRIG IU

ON A LESSON SPACE, WHEN ↑I GO IN TO EDIT THE THING, BEFORE  
↑I ACTUALLY GET INTO THE BLOCKS, FIRST ↑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

----- RESPONSE 1  
12/15 17.55 WHITE P

↑THE EDITOR IS JUST REMINDING YOU TO FILL OUT THAT  
PAGE (THE DATA PAGE) COMPLETELY.

----- RESPONSE 2  
12/15 18.04 FULLER UIMC

↑SPECIFICALLY, LINE 6, THE DESCRIPTION OF THE LESSON.

----- RESPONSE 3  
12/16 02.39 SYFRIG IU

WHAT ARE DOING IN MY LESSON, FULLER↑/

----- RESPONSE 4  
12/16 02.44 SYFRIG IU

NO OFFENSE, FULLER, BUT WAS JUST CURIOUS (NOT MAD OR ANYTHING.)

----- RESPONSE 5  
12/16 08.41 JUDY PSO

↑YOU SHOULD FILL OUT ALL OF THE DATA PAGE, BUT YOU ↑M↑U↑S↑T FILL OUT LINE 6 OR IT WILL KEEP PESTERING YOU.

↑THESE RECORDS ARE USED TO CLASSIFY LESSONS BY TOPIC (WORKSPACES ARE JUST ↑,WORKSPACE↑,; IF THE GRADE, ETC. ISN↑7T APPLICABLE WRITE N/A). ↑THEY ARE CROSS-REFERENCED THROUGH ↑,CATALOG↑, AND ↑,AUTHORS↑,. ↑IT IS TO YOUR ADVANTAGE TO FILL THE PAGE OUT COMPLETELY.

----- RESPONSE 6  
12/16 10.56 PARRELLO UIMATHA

↑FULLER KNEW IT WAS LINE 6 BECAUSE HE AND ↑I HAD THE SAME THING HAPPEN ON A LESSON WE ONCE SHARED...

----- NOTE 840 ↑S↑D  
12/15 23.21 RICK MFLU

↑IN ↑S↑D IN THE EDITOR, THE -MODE- COMMAND IS NOT RECOGNIZED, AND EVERYTHING ↑S↑D↑ZD 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.

----- RESPONSE 1  
12/16 07.36 FRANKEL P

↑O↑K...↑I↑7LL TRY TO PUT -MODE- IN ↑S↑D...

----- RESPONSE 2  
12/16 07.46 NAGEL VU



↑MY ↑S↑D MODE HAS BEEN WORKING IS MODE REWRITE  
LAST WEEK AND STILL IS NOW.....

PRESS T  
WRITE A LINE IN ↑S↑D  
PRESS BACK  
PRESS T  
NEXT LINE REWRITES OVER 1↑AST↑V ONE.

BE SURE THAT THE CURSOR IS POSITIONED AT THE  
START OF THE FIRST LINE TO OVERWRITE IT.

----- RESPONSE 3  
12/16 08.07 WALTON READING

↑THAT↑7S TRUE. ↑WHEN INSERTING TEXT IN ↑I↑D (NOT ↑S↑D), YOU  
ARE IN MODE REWRITE (UNLESS IT↑7S SIZED WRITING). ↑THE  
COMPLAINT HERE IS THAT ↑S↑D↑O IN THE EDITOR WILL NOT BE  
ABLE TO RECOGNIZE THE -MODE- COMMAND.  
↑ROB ↑WALTON

----- RESPONSE 4  
12/16 11.00 PARRELLO UIMATHA

↑YES, BUT NOTE ALSO THAT ↑S↑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...

----- NOTE 848 ↑CALENDER  
12/16 10.28 PIFKO UIMATHA

↑DOES ANYBODY KNOW WHERE ↑I CAN PICK UP ONE OF THE ↑CERL  
CALENDERS FOR MY OWN PERSONAL USE. ↑I WOULD BE VERY  
GRATEFUL IF ↑I COULD GET ONE↑.

↑LOSER

----- RESPONSE 1  
12/16 21.12 TEBBY PSO

↑C↑E↑R↑L 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 ↑C↑E↑R↑L.  
↑TEBBY ↑LYMAN

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 CALENDERS THAT IS UP  
ON THE WALL IN THE OPERATOR↑7S ROOM ON THE FIRST FLOOR  
OF ↑C↑E↑R↑L. ↑IT IS A COMPUTER PRINTOUT.

----- RESPONSE 3

12/17 13.58 BAKER CS109

↑YEAH↑.↑.↑. (PANT,PANT,DROOL)

----- NOTE 851 THANKS

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↑7S A GOOD EXAMPLE OF  
THE HIGH LEVEL OF RESPONSIVENESS OF THE PLATO OWNERS  
AND CUSTODIANS TO THE WISHES OF THE MULTITUDINOUS  
USERS .....

(DON↑7T MAKE ME EAT THOSE WORD IN THE FUTURE, FOLKS)

----- NOTE 852 JOB OFFER

12/16 13.00 CINDY CDCC

↑THE ↑S↑UN (↑STATE ↑UNIVERSITY OF ↑NEBRASKA) ↑PROJECT  
IS LOOKING FOR A PERSON TO HEAD UP THEIR ↑C↑B↑E/↑C↑A↑I/↑C↑M↑I  
ACTIVITIES. ↑AT THIS POINT IN TIME, THEY HAVE A LARGE  
↑E↑T↑V NETWORK CONCENTRATING MAINLY ON THE AREAS OF  
↑ACCOUNTING AND ↑PSYCHOLOGY. ↑THEIR PLAN IS TO INTEGRATE  
↑P↑L↑A↑T↑O 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 ↑T↑U↑T↑O↑R AS WELL AS OTHER  
PROGRAMMING LANGUAGES,
  4. ↑MANAGEMENT CAPABILITIES.
- ↑THERE IS A NEED TO FILL THIS POSITION AS SOON AS POSSIBLE,  
I.E., ↑JAN. OR ↑FEB.  
↑INTERESTED PARTIES, PLEASE CALL ↑CINDY ↑POULOS  
AT 3-4217, OR LEAVE A PERSONAL NOTE FOR CINDY OF CDCC,  
OR RESPOND HERE.

----- NOTE 853 ECS PROBAB

12/16 14.10 BOWERY COMM

↑FOR THOSE OF YOU INTO PROBABILITY DISTRIBUTIONS↑;  
↑LESSON -VAN- HAS (AT LEAST TEMPORARILY) A ↑E↑C↑S MONITOR  
GIVING FREQUENCY DISTRIBUTIONS OF ↑E↑C↑S WORDS AVAILABLE  
OVER TIME. ↑ALL YOU DO IS ENTER AND WATCH THE DISTRIBUTION  
DEVELOP. ↑FOR SITE 0 IT SEEMS THAT THE CURVE IS SKEWED  
TOWARD THE NEGATIVE END (ECS EXCEEDED) WHICH SHOULD COME  
AS NO SURPRISE.. ↑CHECK YOUR SITE OUT.

----- RESPONSE 1

12/16 15.01 RUSTY PDG

↑APPARENTLY IT IS NOT OPERATING RIGHT NOW.

----- RESPONSE 2

12/16 15.46 MOORE VIENNA

IT MIGHT BE OPERATING NOW BUT ↑↑↑M STILL NOT SURE EXACTLY  
WHAT ↑↑ SAW..EXPLICATION↑↑↑↑↑↑↑↑↑↑/  
LOVE  
↑M↑V↑J

----- RESPONSE 3  
12/16 17.27 LAYMAN MATHA

↑IN -SITE-  
IT MUST BE RIGHT.

↑TOM↑L

----- RESPONSE 4  
12/16 18.54 AVNER S

↑FOR THOSE INTERESTED IN THE SAME DISTRIBUTIONS FOR THE  
SYSTEM AS A WHOLE, LESSON ↑7TERMINAL↑7 CONTAINS SUMMARIES  
FOR THE PREVIOUS MONTH (UPDATED MONTHLY-SEE THE ↑,HOURLY  
USAGE↑, AND ↑,SITE ECS↑, OPTIONS).

----- RESPONSE 5  
12/17 01.21 BOWERY COMM

↑SORRY FOLKS BUT DUE TO A LACK OF GRAPHIC CAPABILITES  
THE PROGRAM AS IT STOOD WAS UNABLE TO COPE WITH  
ECS (MALLOT-MUSE) SCALES FAR FROM THOSE OF LOG. SITE 0.  
FIXED NOW

----- NOTE 854 LINEERRORS  
12/16 14.34 MGS MTCC

↑WHAT IS WRONG WITH ↑P↑L↑A↑T↑0. NOTHING BUT  
LINE ERRORS AT THIS END↑.↑.↑.↑.↑.↑.↑.↑.  
↑IT IS REALLY GETTING BAD↑.↑.↑.↑.↑.  
↑PLEASE FIX↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.

----- RESPONSE 1  
12/16 15.13 MIDDEN P

↑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 MTCC

↑PLEASE FIX↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.  
↑I↑VE REPORTED THE MESS IN LESSON REPAIR, BUT IT  
SEEMS AS IF THAT↑S ONLY IF THE TROUBLE IS IN THE  
TERMINAL, NOT THE SYSTEM↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.

↑IT↑7S GETTING SO BAD, ↑I↑7M THINKINGJ OF COMMITTING  
SUICIDE↑.↑.↑.↑.↑.↑.↑.↑.

↑I CAN↑7T GET ANY WORK DONE↑.↑.↑.↑.  
↑H↑E↑L↑P↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.↑.

-----  
12/16 16.10 LTL

MTCC

----- RESPONSE 3

↑WE MAY HAVE A MASS SUICIDE HERE IF SOMETHING DOESN↑7T GET  
FIXED...↑IT↑7S A LITTLE FRIGHTENING TO GO THRU A PROGRAM YOU  
WERE WRITTING 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

-----  
12/17 08.43 CAT

CDCC

----- RESPONSE 4

THE SAME WAS NOTED HERE YESTERDAY, IE, STRANGE ERASING  
IN LESSONS PREVIOUSLY WORKING.

ON OCCASSION, THE ENTIRE PANEL FAILED TO PLOT AT ALL, BUT  
RESPONSES TO ARROWS WERE SHOWN.

WEIRD.

CHARLENE

-----  
12/17 10.14 BERGER

USERS

----- RESPONSE 5

↑HOLD IT GUYS.... ↑TO THE INITIALS↑;  
↑YOUR PROBLEM ISSS↑6↑6 MOST LIKELY A HARDWARE PROBLEM.  
↑TALK TO THE ENGINEERS HERE BEFORE YOU START  
SCREAMING ABOUT THE SYSTEM AS A WHOLE.

-----  
12/16 15.43 FRIEDMAN

CSA

----- NOTE 857 CODE WORDS

↑I↑7D 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. ↑NOW, SOMETIMES THE SAME LESSON HAS TO HAVE  
ACCESS TO THE ROUTER↑7S 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↑7S 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 ↑L↑A↑B)

----- RESPONSE 1

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, 4 OR 5) 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 REAL PROBLEM, OF QUITE SOME URGENCY TO  
MY PROJECT. ↑I↑7D ESPECIALLY LIKE TO SEE ↑S↑Y↑S↑T↑E↑M RESPONSES  
TO THESE SUGGESTIONS.

----- RESPONSE 2

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 BLOK  
-- CALL IT EITHER CHARSET, SOURCE, ETC-- A GENERAL CODEWORD  
COULD BE TAGGED AS COMMON, JUMPOUT, ETC (EXCEPTSSSSSS↑6↑6↑6↑6↑6↑6 FOR THE  
CHANGE CODE) ↑TOM↑L

----- RESPONSE 3

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 CODE WORDS. ↑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↑7D HOPE THAT THIS CAN BE COMPLETELY EARLY  
NEXT YEAR (LIKE BEFORE THE END OF ↑JANUARY).

----- RESPONSE 4

12/16 21.15 CARTER COMM

↑WHILE WE↑7RE 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.

----- RESPONSE 5

12/17 10.17 FRIEDMAN CSA

↑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.)↑  
↑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↑.

----- NOTE 862 PCALENDAR

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↑C↑E↑P↑T↑;  
EVERY 100 YEARS IS NOT↑SS↑6↑6↑6 A LEAP YEAR, ↑E↑X↑C↑E↑P↑T↑;  
EVERY 400 YEARS IS↑SS↑6↑6 A LEAP YEAR.  
↑THUS 2000 IS CORRECT, AND 1900 (AND ALL BEFORE IT) IS NOT.

----- RESPONSE 1

12/16 17.10 MEERS WRIGHT

ACTUALLY THE ↑7↑LEAP ↑YEAR ↑RULE↑7 OF ↑POPE ↑GREGORY ↑X↑I↑I↑I IS THAT A DAY BE DROPPED FROM EVERY CENTESIMAL YEAR (ENDING IN 00) WHOSE NUMBER CANNOT BE DIVIDED BY 400.. ↑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...

----- RESPONSE 2

12/16 18.56 AVNER S

↑OF COURSE THE DATE OF INTRODUCTION OF THE CURRENT CALENDAR ALSO VARIED FOR THE DIFFERENT ↑EUROPEAN COUNTRIES, SO WATCH THOSE EARLY DATES↑.

----- RESPONSE 3

12/16 23.28 SHIRER VU

↑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  
12/17 08.41 JUDY PS0

↑THINK OF THE NOISE AND CONFUSION THAT RESULTED MERELY  
FROM CHANGING SIGN-ON PROCEDURES. ↑CAN YOU ↑I↑M↑A↑G↑I↑N↑E WHAT  
WOULD HAPPEN IF THE GOVERNMENT TRIED TO DROP 11 DAYS  
FROM THE CALENDAR (EVEN FOR A GOOD REASON) ↑/↑/↑.↑/↑.↑/↑.↑/↑.↑/↑.

----- RESPONSE 5  
12/17 11.50 RUSTY PDG

↑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  
12/17 12.38 MEERS WRIGHT

↑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  
12/17 13.31 GILPIN PEER.

...AND ↑RUSSIA 1918

----- NOTE 867 MIRACLE↑.  
12/16 18.03 WARNER IU

↑A TRUE ↑CHANUKAH MIRACLE IS TAKING PLACE ON THE  
↑.↑WELCOME TO ↑P↑L↑A↑T↑↑O↑, PAGE↑.  
↑THE MENORAH IS NOW EQUIPPED WITH TEN≤≤≤↑6↑6↑6 LIGHTS, ONE  
BURNING MIRACULOUSLY IN MID-AIR WITHOUT A CANDLE TO  
SUPPORT IT↑. ↑THIS IS ESPECIALLY A MIRACLE, SINCE  
↑CHANUKAH IS OVER↑.

----- RESPONSE 1  
12/16 18.22 LAYMAN MATHA

↑HOW↑7D THAT -SPECS NOCANDL- GET IN THERE↑.↑/↑.↑/↑.

----- NOTE 868 PRE-6JUDGE  
12/16 18.14 LAYMAN MATHA

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 -GO(NE)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. ↑TOM↑L

----- RESPONSE 1  
12/16 18.58 AVNER S

YES

----- RESPONSE 2  
12/17 10.55 LAYMAN MATHA

THANX

----- NOTE 873 WHEN DOWN↑/  
12/16 19.34 ROPER SIU

↑EXCUSE ME BUT WHEN DID YOU SAY THAT ↑P↑L↑A↑T↑O GOES DOWN FOR  
BREAK↑/ (↑WHAT HOUR ON WHAT DAY↑/)

↑THANKS,  
↑QUETZAL



----- RESPONSE 1  
12/16 19.37 BLOMME S

↑SEE THE BULLETIN BOARD↑. (↑PRESS THE ↑D↑A↑T↑A KEY ON THE  
↑AUTHOR ↑MODE DISPLAY IF YOU DON↑7T KNOW WHAT ↑I AM TALKING  
ABOUT)

----- RESPONSE 2  
12/16 21.17 CARTER COMM

↑S↑H↑I↑F↑T ↑D↑A↑T↑A

----- RESPONSE 3  
12/16 23.07 BLOMME S

↑OH WELL..DOESN↑7T CLOSE COUNT↑/ ↑YOU MIGHT ALSO TRY  
PRESSING ↑B (↑S↑H↑I↑F↑T-B).

----- NOTE 882 PHRASES  
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.↑;↓  
VOCABS TEST

<OF>

(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↑/

----- RESPONSE 1  
12/17 12.52 TENCZAR S

COULD BE DONE...BUT ↑I SEE SOME PROBLEMS..

VOCABS...<BEFORE,THE,OF>

(CG,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 INTERSPERCED BETWEEN THE MAIN ACTORS)

IT SEEMS SAFER TO LEAVE IT THE WAY IT IS...ANYONE ELSE  
HAVE ANY OPINIONS↑/

----- RESPONSE 2

12/17 15.34 JIM PS0

I PREFER TO HAVE THE PHRASES AS THEY ARE...PHRASES WITH  
ENDINGS WOULD BE NICE.

----- NOTE 885 SYS ROUTER  
12/17 09.45 LEDERMAN CERLCC

↑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  
YET 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

↑Y↑O↑U ↑A↑R↑E ↑B↑E↑A↑U↑T↑I↑F↑U↑L↑.↑.↑.↑.↑.↑.

IE...THANKS.....BARB

----- NOTE 889 PRINT BUG  
12/17 10.47 FRIEDMAN CSA

↑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 INTRO TUTOR  
12/17 12.22 STEVE CU

↑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 DOESNT TAKE UP EXTRA ↑E↑C↑S, AND IS A VALUABLE LEARNING  
TOOL. ↑NOW, STUDENTS MUST GET WHAT ↑T↑U↑T↑O↑R THEY CAN FROM  
THE MANUALS AND FROM ↑AIDS↑,, NOT THE BEST WAY TO BE  
INTRODUCED TO THE LANGUAGE.

↑STEVEN ↑LIONEL/↑CORNELL ↑UNIVERSITY

↑I↑7D LIKE TO ADD MY VOICE TO ↑STEVE↑7S IN PROTESTING THIS RESTRICTION. ↑LIKE MOST OF THE OTHERS WHO HAVE BECOME AUTHORS HERE, ↑I LEARNED THE BASICS OF ↑T↑U↑T↑O↑R 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 ↑T↑U↑T↑O↑R LANGUAGE. ↑I CAN SAY FOR MYSELF THAT ↑A↑I↑D↑S, WHILE AN INVALUABLE REFERENCE SOURCE FOR EXPERIENCED AUTHORS (↑I CAN↑7T THINK OF ANYONE WHO COULD DO WITHOUT IT), IS ALMOST COMPLETELY INCOMPREHENSIBLE TO THE UNINITIATED.

↑MIKE<<<<↑↑↑↑↑↑↑↑MIKE

↑YES THAT DOES SEEM TO BE A PROBLEM...BUT THE MANUALS ARE  
VERY WELL WRITTEN...IT IS MUCH EASIER TO LEARN ON THE SYSTEM  
THOUGH...↑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...

USER TYPE STUDENT CAN NOW USE ↑I↑N↑T↑R↑O↑T↑U↑T↑O↑R. 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.

-----  
12/17 13.05 ORPHEUS . CU

----- RESPONSE 4

↑NO ONE HAS YET EXPLAINED WHY THE LESSON WAS RESTRICTED IN THE FIRST PLACE.

↑I↑7D REALLY BE INTERESTED IN KNOWING WHAT SORT OF LOGIC LED TO THIS ACTION.

CURIOUSLY YOURS,

↑MIKESSSS-↑↑↑↑↑↑↑↑MIKE

-----  
12/17 13.21 JIM

PSO

----- RESPONSE 5

IT WAS BASICALLY --- IF A PERSON WANTS TO LEARN ↑↑↑↑↑↑↑↑, ONE SHOULD INCLUDE PRACTICE. IT IS DIFFICULT TO PRACTICE WITHOUT AN AUTHOR RECORD.

-----  
12/17 15.09 CELIA

PSO

----- RESPONSE 6

↑AND IF ↑I MAY ADD TO ↑JIM↑7S 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 ↑A, THE LEARNER WILL BENEFIT GREATLY FROM WRITING HIS VERSION OF SAMPLE LESSON ↑A RIGHT THEN.  
↑TO DO THIS, AN AUTHOR RECORD IS NECESSARY.

-----  
12/17 21.37 HODY

MED

----- RESPONSE 7

I AM SORRY BUT MAYBE I DON↑7T UNDERSTAND

YOU ARE WITHOLDING A VALUABLE PIECE OF WORK FROM THOSE WHO HAVE ONLY STUDENT RECORDS BECAUSE THE WORK BECOMES MORESSSS↑6↑6↑6↑6 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...

-----  
12/18 09.22 JUDY

PSO

----- RESPONSE 8



↑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.↑/

----- RESPONSE 9  
12/18 10.41 RADER S

↑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↑7S COMMENTS TO GET THE FLAVOR OF  
WHAT THE INTENDED USE WAS. ↑IS IT TRUE THAT ALL OF THE  
BURDEN OF POOR COMMUNICATION IS ↑JIM↑7S↑/ ↑I DON↑7T THINK SO.

↑I HOPE THIS LITTLE STORY NOW HAS A HAPPY ENDING, HOWEVER.

----- NOTE 906 PARTRIDGE  
12/17 15.15 SHIRER VU

↑IF ↑I WERE A JUDGE (AND ↑I↑7M 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↑7M ONLY SORRY ↑I DONT HAVE AN  
AUDIO UNIT TO HEAR THE SOUND TRACK. ↑NICE GOING↑.

----- RESPONSE 1  
12/17 17.19 LAYMAN MATHA

HEAR↑. HEAR↑.

----- RESPONSE 2  
12/17 18.35 TOM S READING

↑THANKS.....WHAT MORE CAN ↑I SAY↑/

----- RESPONSE 3  
12/19 09.42 LEE F READING

↑THANKS ↑DON, WE GAVE IT ALL WE GOT. ↑HAPPY ↑HOLIDAYS

----- RESPONSE 4  
12/19 11.28 LHM MTCC

↑A FEW OF US AT ↑A↑R↑I HAVE LOOKED AT READ47. ↑MUST SAY  
THAT IF THE LIL↑7 KIDS LIKE IT AS MUCH AS THE BIG KIDS  
HERE, YOU HAVE A REAL WINNER.  
↑R↑B

----- NOTE 908 ↑S↑DSUPER  
12/17 15.37 ORPHEUS CU

↑STRANGE THINGS HAPPEN IN ↑S↑D MODE WHEN YOU TRY TO

USE ↑S↑U↑P↑E↑RSCRIPT CHARACTERS IN -SIZE-D WRITING. ↑EACH TIME  
THE ↑S↑U↑P↑E↑R 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↑/

↑MIKESSSS↑↑↑↑↑↑↑↑↑↑MIKE

----- RESPONSE 1  
12/17 15.42 PARRELO UIMATHA

↑/↑/  
↑COULDN↑T GET THIS TO HAPPEN WHEN, OUT OF CURIOSITY, ↑I  
TRIED IT, ↑B↑U↑T ↑I DID NOTICE THAT WHEN LOCKING ↑S↑U↑P↑E↑RS AND  
↑S↑U↑BS ARE USED IN ANY SIZE, ↑S↑D GIVES YOU THE NEW ARROW IN  
THE WRONG PLACE.....

----- RESPONSE 2  
12/18 09.39 JUDY PS0

↑I DON↑T UNDERSTAND ↑,NEW ARROW IN THE WRONG PLACE↑, ↑/

↑IF ↑I TYPE (IN THE REGULAR EDITTING TEXT)  
SIZE 2  
AT 1010  
WRITE UU↑AUUUP  
DD↑VOWN  
HERE ↑I AM

AND THEN USE ↑S↑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

↑MAYBE BY ↑,NEW ARROW↑,, HE MEANS IN ↑I↑D OR ↑S↑D ↑,T↑,EXT MODE↑/

----- RESPONSE 4  
12/20 08.16 ORPHEUS CU

↑THE FOLLOWING CODE PRODUCES THE EFFECT ↑I DESCRIBED  
(THIS IS AN EXAMPLE)↑;

AT 1616  
SIZE 2  
WRITE FAX IS Y↑1↑/^2 ABOVE Z

↑EVERYTHING AFTER THE SUPERSCRIPED X APPEARED ON THE SAME  
LINE AS THE X, INSTEAD OF RETURNING TO THE LINE OF THE F.

↑MIKE ↑BSSSSSS↑↑↑↑↑↑↑↑↑↑MIKE ↑B

12/17 15.51 PARRELLO

UIMATHA

↑A FUNNY THING...

↑IF YOU TYPE AN ↑A↑C↑C↑E↑S↑S-↑S↑P↑A↑C↑E, THEN DO A ↑T↑A↑B (IN ONE OF THE EDITORS, SAY) THE NEXT THING YOU TYPE IS PLOTTED A HALF-SPACE TOO FAR BACK. ↑THUS, ↑A↑C↑C↑E↑S↑S-↑S↑P↑A↑C↑E ↑T↑A↑B \* PLOTS AS IN LINE (1) BELOW WHEN YOU TYPE IT IN AT THE ARROW, AND AS IN LINE (2) BELOW WHEN YOU RELOT IT ON THE DISPLAY PAGE. ↑NOT ONLY DOES THIS MAKE IT HARD TO LINE THINGS UP, BUT WHEN YOU PRESS ↑E↑R↑A↑S↑E, IT ERASES IN THE RIGHT PLACE EVEN THOUGH YOU ARE PLOTTED AT THE WRONG PLACE. ↑THIS IS FRUSTRATING TO NO END...

(1) \*  
(2) - \*  
AFTER ↑E↑R↑A↑S↑E, (1) BECOMES  
(3) \*-S↑2\*

(↑THE PROOF WILL BE LEFT AS AN EXERCISE FOR THE READER.)

----- RESPONSE 1  
12/18 13.41 JUDY PS0

STRANGE INDEED...

↑T↑A↑B ↑A↑C↑C↑E↑S↑S-↑S↑P↑A↑C↑E \* SEEMS TO WORK OK.... MAYBE YOU CAN CHANGE YOUR TYPING HABITS.

----- RESPONSE 2  
12/18 15.38 BRADLEY IU

..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-BACKSPACE AND THEN GO ON..AT THE ARROW IT LOOKS OK BUT WHEN DISPLAYED IT LOOKS LIKE TWO SPACES IN FRONT...

----- NOTE 911 VARLOC↑/  
12/17 16.01 BOWERY COMM

↑CONTRARY TO INFORMATION IN ↑A↑I↑D↑S, VARLOC IS NOT A FUNCTION LIKE UNTO -SIN- -BITCNT- -LOG- ETC... IN THAT YOU CANNOT USE IT AT AN ARROW AND HAVE IT EVALUATED EVEN WITH A -DEFINE STUDENT-. ↑H↑O↑W↑E↑V↑E↑R IF YOU SAY↑;

```
DEFINE STUDENT
      X=N1,ZORKO(I,J)=V(I*3+J+10)
      VAR(I)=VARLOC(I)
ARROW  WHEREVER
STORE  X
OK
AT     1010
SHOW  X
* SAY -6 VAR(ZORKO(2,3))
*YOU ARE SHOWN 19 AT 1010↑.
```

↑BELIEVE IT OR NOT.. THIS FUNCTION IS USEFUL IN COMMON

EDITING SO YOU DONT HAVE TO REFER TO YOUR DEFINE SET.

↑JIM ↑BOWERY

----- RESPONSE 1  
12/17 16.38 PARRELO UIMATHA

↑ALSO ALONG SIMILAR LINES... ↑WE WERE TOLD SOME TIME AGO THAT  
TO GE SYSTEM VARIABLES INTO DEFINE SET -STUDENT- WE SHOULD  
USE SOMETHING LIKE

DEFINE STUDENT  
...  
SYSVAR=SYSVAR  
...

BUT THIS GENERATES A WARNING MESSAGE....

----- RESPONSE 2  
12/18 10.00 JUDY PS0

YOU SHOULD SAY↑;

DEFINE STUDENT  
ECSGONE=MUSE  
WHEREIAM=STATION

↑THE SYSTEM WORD ITSELF MUST NOT BE ON THE LEFT OF THE  
DEFINE STATEMENT.

----- RESPONSE 3  
12/18 12.02 PARRELO UIMATHA

↑OK, THANKS....

↑DRATS, ↑I WAS HOPING ↑I WOULDN↑T HAVE TO USE MY IMAGINATION...

----- NOTE 915 BINARIES↑/  
12/17 20.16 TERMINET RHRC

↑I HAVE BEEN TOLD THAT ↑,BINARIES↑, OF LESSONS WITH CONDENSE  
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

----- RESPONSE 1  
12/18 06.56 WHITE P

↑BINARIES OF LESSONS WITH (AND WITHOUT) CONDENSE  
ERRORS ARE STORED ON DISK.



1 2  
\*\*\* END OF NOTES \*\*\*