

Dyson was never awarded an earned doctorate, since he was obviously good enough that the incremental value to him of such credentials was trivial (or even negative). Dyson *earned* a doctorate many times, quite possibly more times than any other physical scientist in the generations since Debye, von Neumann, and Bethe.

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Computer Assisted Instruction

In his excellent editorial on computer assisted instruction (14 July 1972, p. 121), Philip Abelson says, "The new technology also seems to have good potential for off-campus instruction of adults." At Penn State we can endorse that notion with facts. For the past 26 months we have had a mobile CAI (computer assisted instruction) facility in the field, providing graduate level accredited courses to elementary school teachers and other educators, at convenient times and locations. Since December 1970 about 2500 Pennsylvania educators have taken the CAI course on early recognition of children's handicapping conditions (CARE I), at ten different locations. In addition, we have provided a "hands on" demonstration of quality CAI at three major conference sites, to a total of more than 15,000 persons.

We are encouraged by some favorable evidence on course achievement. Our students tell us that they very much enjoy this new method of updating and refurbishing their skills. In spite of the obvious success of CAI and the mobile delivery system for meeting the needs of teachers in an off-campus setting, it is proving difficult to expand and extend the service. The education enterprise, unlike business, is handicapped in responding to new technological opportunities, because it lacks experience in providing capital investments for necessary development and hardware costs of new programs. Government (state or federal) must play the role of "angel" for implementing the new computer technology in the service of better education, or we shall continue to experience overlong delays and stagnation.

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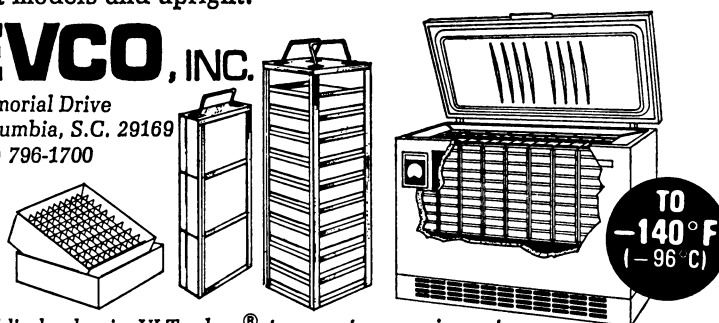
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