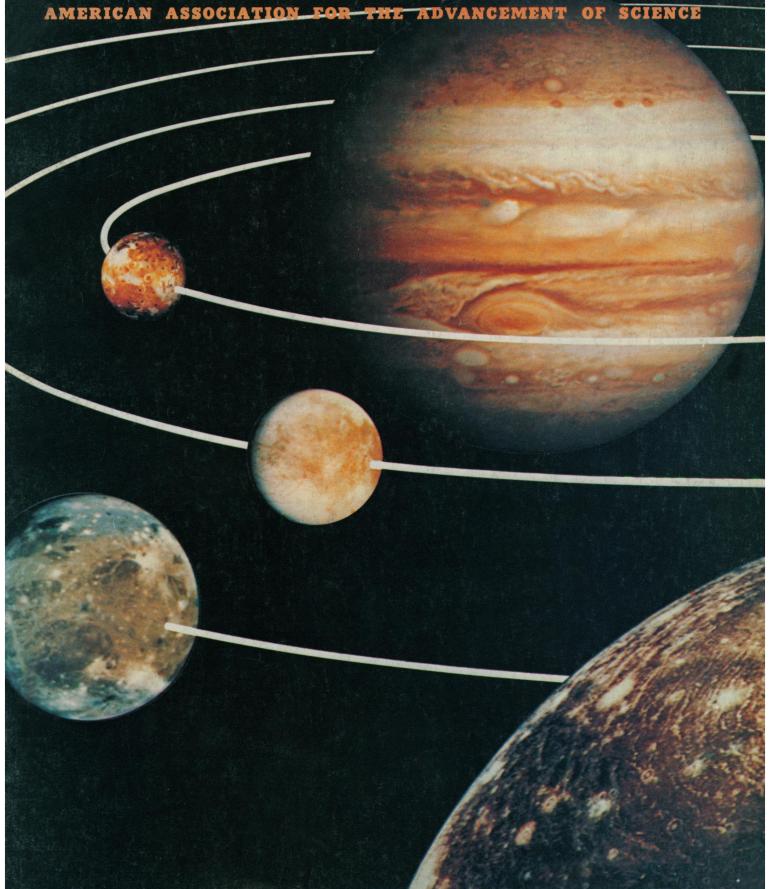
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\$1.50

## IENCE



## The new hypersensitization

Despite all that has been learned in recent decades by radio astronomy and x-ray astronomy from above the atmosphere, nobody is advocating that the optics of the great telescopes in the world's observatories be salvaged to make beer bottles.

Time on those magnificent instruments gets ever harder to earn.

At the Royal Photographic Society's tercentenary celebration of the Greenwich Observatory, R. L. Jenkins (left below) of the Kodak Research Laboratories in Harrow, England, brought glad tidings of more time to parcel out to the deserving.

Latter-day three-hour exposures put a pinch on telescope time that was never felt when photons from afar had merely to land on the Astronomer Royal's personal retina.

Jenkins' research partner G. C. Farnell shows below that bathing a plate in silver ions just before exposure greatly cuts the time needed to pick up all that's going to be picked up before sky light takes over and obscures the view. The speed enhancement is greatest for the plates we make for infrared astronomy.

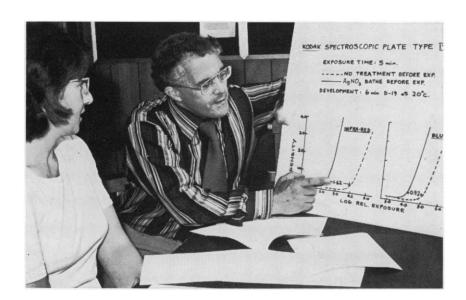
Though the treatment must be done very carefully for good results, a dip before exposure into nothing more advanced technologically than .001N aqueous silver nitrate solution markedly increases speed, particularly towards long

exposure times. In other words, low-intensity reciprocity failure is greatly reduced.

There is no reason why plates couldn't have been preexposure dipped into AgNO<sub>3</sub> before Rosemary Jenkins and Geoff Farnell were born. Astronomers are doing it now. Hindsight! It's so clear and penetrating!

If this is important to you and news to you, and you have to know more, write Kodak, Dept. 55-S, Rochester, N.Y. 14650; ask for Publication P7-670.





## WHAT'S BETTER THAN SPEED READING?

#### SPEED LEARNING

(SPEED PLUS COMPREHENSION)

Speed Learning is replacing speed reading because it's easy to learn...lasts a lifetime...applies to everything you read...and is the only fully accredited course with the option of college credits.

Do you have too much to read and too little time to read it? Do you mentally pronounce each word as you read? Do you frequently have to go back and reread words or whole paragraphs you just finished reading? Do you have trouble concentrating? Do you quickly forget most of what you read?

If you answer "yes" to any of these questions — then here at last is the practical help you've been waiting for. Whether you read for business or pleasure, school or college, you will build exceptional skills from this major breakthrough in effective reading, created by Dr. Russell Stauffer at the University of Delaware.

## Not just "speed reading" — but speed reading-thinking-understanding-remembering-and-learning

The new Speed Learning Program shows you step-by-proven-step how to increase your reading skill and speed, so you understand more, remember more and use more of everything you read. The typical remark made by the 75,000 slow readers who completed the Speed Learning Program was: "Why didn't someone teach me this a long time ago?" They were no longer held back by the lack of skills and poor reading habits. They could read almost as fast as they could think.

#### What makes Speed Learning so successful?

The new *Speed Learning Program* does not offer you a rehash of the usual eye-exercises, timing devices, costly gadgets you've probably heard about in connection with speed reading courses or even tried and found ineffective.

In just a few spare minutes a day of easy reading and exciting listening, you discover an entirely new way to read and think — a radical departure from any-

thing you have ever seen or heard about. Research shows that reading is 95% thinking and only 5% eye movement. Yet most of today's speed reading programs spend their time teaching you rapid eye movement (5% of the problem) and ignore the most important part (95%) thinking. In brief, Speed Learning gives you what speed reading can't.

what speed reading can't.

Imagine the new freedom you'll have when you learn how to dash through all types of reading material at least twice as fast as you do now, and with greater comprehension. Think of being able to get on top of the avalanche of newspapers, magazines and correspondence you have to read . . . finishing a stimulating book and retaining facts and details more clearly and with greater accuracy than ever before.

#### Listen-and-learn at your own pace

This is a practical, easy-to-learn program that will work for you — no matter how slow a reader you think you are now. The *Speed Learning Program* is scientifically planned to get you started quickly . . . to help you in spare minutes a day. It brings you a "teacher-on-cassettes" who guides you, instructs, en-



read. Interesting items taken from *Time* Magazine, *Business Week*, *Wall Street Journal*, *Family Circle*, *N.Y. Times* and many others, make the program stimulating, easy and fun . . . and so much more effective.

Executives, students, professional people, men and women in all walks of life from 15 to 70 have benefited from this program. Speed Learning is a fully accredited course . . . costing only 1/5 the price of less effective speed reading classroom courses. Now you can examine the same, easy, practical and proven methods at home . . . in spare time . . . without risking a penny.

### **Examine Speed Learning FREE for 10 days**

You will be thrilled at how quickly this program will begin to develop new thinking and reading skills. After listening to just one cassette and reading the preface you will quickly see how you can achieve increases in both the speed at which you read and in the amount you understand and remember.

You must be delighted with what you see or you pay nothing. Examine this remarkable program for 10 days. If, at the end of that time you are not convinced that you would like to master Speed Learning, simply return the pro-

gram and owe nothing. See the coupon for low price and convenient credit terms.

Note: Many companies and government agencies have tuition assistance plans for employees providing full or partial payment for college credit programs.

In most cases, the entire cost of your Speed Learning Program is Tax Deductible.

### EARN COLLEGE & CONTINUING EDUCATION CREDITS FOR SPEED LEARNING

COLLEGE CREDITS

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You may obtain 2 full semester hour credits for course completion, wherever you reside. Credits offered through Whittier College (California). Details included in your program.

#### PROFESSIONAL SOCIETIES

Speed Learning is offered internationally to members of professional associations such as: American Chemical Society, Foundation for Accounting Education, Institute of Electrical and Electronics Engineers and dozens more.

#### BUSINESS, INDUSTRY, GOVERNMENT

Many companies and government agencies offer Speed Learning as a wholly-paid or tuition reimbursement program. Consult your Training or Personnel Director for details

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	nted in every way, I may return the materials

1 JUNE 1979

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The American Association for the Advancement of Science was founded in 1848 and incorporated in 1874. Its objects are to further the work of scientists, to facilitate cooperation among them, to foster scientific freedom and responsibility, to improve the effectiveness of science in the promotion of human welflare, and to increase public understanding and appreciation of the importance and promise of the methods of science in human progress.

#### COVER

Images acquired by Voyager 1 during its dash through the Jovian system were assembled in this abstraction to portray the diversity of phenomena to be found there. Jupiter, with the Great Red Spot seen in the southern hemisphere, is surrounded by the four Galilean satellites. Io, the innermost, is mottled by bizarre colors and is now mottled by bizarre colors and is now known to be intensely volcanically active. Europa, the brightest, displays pastel markings crossed by global ribbons, perhaps reflecting tectonics of immense scale. Ganymede, third from Jupiter, shows a complex network of intersecting stripes that bound peculiar grooved terrain. Callisto, the outermost, displays an ancient cratered surface with enormous vestigal concentric ring systems, apparently the last records of tremendous impacts into its soft, icy crust. See page 913. [Jet Propulsion Laboratory, Pasadena]

# How small IBM computers students run 10,000

Although it has been in existence for less than a quarter of a century, the University of Waterloo is the third largest university in Ontario and has gained a reputation for academic innovation. About half of the 15,000 students alternate their studies at the Waterloo, Ont.,

campus with periods of actual work experience with employers throughout Canada. And some 80% take at least one course in computing, reflecting the University's strong commitment to the computer for instruction, problem solving and research.

With this emphasis on computing, it is not surprising that the University should be active in new ways to increase the usefulness of computing systems for students. It scored a major ad-

vance not long ago with the advent of a system for online, video-terminal program preparation by large numbers of students – a system given the acronym WIDJET (Waterloo Interactive Direct Job Entry Terminal system).

An IBM-licensed program, WIDJET is an interactive multiuser system that runs on one or more IBM Series/1 computers. At Waterloo, using three Series/1s, it provides thousands of student programmers with the advantages of ready access to the computer – without the prohibitive costs that time sharing would involve. At the same time, it represents a marked improvement, both in function and expense, over punched card methods of program preparation.

#### From cards to terminals

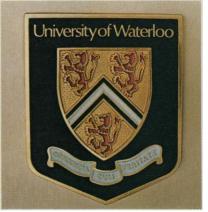
As the student computing load grew at Waterloo, increasing dissatisfaction was felt with methods which required a student submitting a program to punch a deck of cards, run the deck

through a card reader and then wait at a printer for the result to be returned from the central computer – especially since the process is usually a repetitive one. Moreover, the cost of the cards and printout paper had mounted to about \$21,000 a month or over \$250,000 a year. "You

might say a switch to video terminals was in the cards," says J. Wesley Graham, professor of computer science at Waterloo.

The low-cost interactive WIDJET system was the solution. In this system, most of the workload handled by the central computer is shifted to one or more of the Series/I computers to which a number of terminals are linked. Programs being prepared at the terminals can be developed interactively – that is, in back-

and-forth conversational mode – with the help of an editing capability resident at the Series/1 computers.



#### The Series/1 solution

"The Series/1 is an ideal base for such an interactive system, both in terms of its capabilities and of IBM service and reliability," says Professor Graham. "We now have 2,500 student programmers authorized to use WIDJET through as many as 200 terminals. On a normal day, we'll get 10,000 jobs submitted – up to 20,000 at a peak period. Because we've removed the constraints associated with card handling, the average submission has grown to around 200 lines of code, instead of 50. Yet with WID-JET, the six hours a week a student programmer typically puts in at a terminal nets out to only about one minute of actual processing time on our System/360 and 370 central computers. The rest is absorbed by the Series/1 and the

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# help University of Waterloo programs a day.

WIDJET system.

"And we've found that what we've saved on punched cards in a single year alone more than paid for a Series/1."

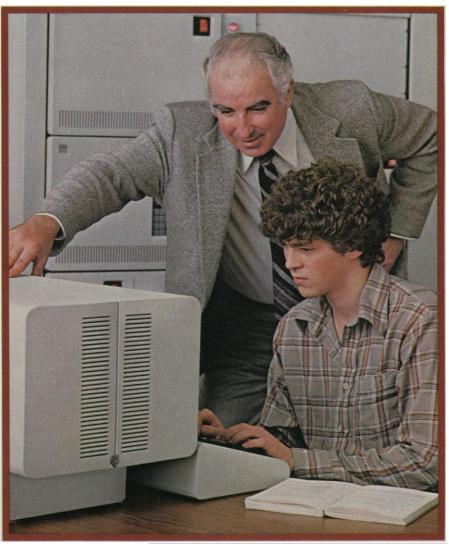
#### Personalized use

The Waterloo student using a WIDJET terminal keys in his or her identification plus a personal "invisible" password. Then he or she can create programs or data, edit material from a previous terminal session, or run a program. Any material the student wants saved can be placed in a personal file stored directly on the Series/1; there is no need to access the main computer when starting or ending a WIDJET session. The main computer is accessed only when a program is actually compiled or run. Since all of a student's output is identified by a personal number, no copying of another student's program is possible. As a result, students can receive a large part of their grade from an assessment of all their computer work performed during the term.

There is also a "public library" on the Series/1 which, unlike the personal file, can be used by all students; teachers can place class announcements and program and problem assignments in this library to be copied by their students.

#### A standalone, too

In addition to functioning as a front-end adjunct to a central computer, the WIDJET

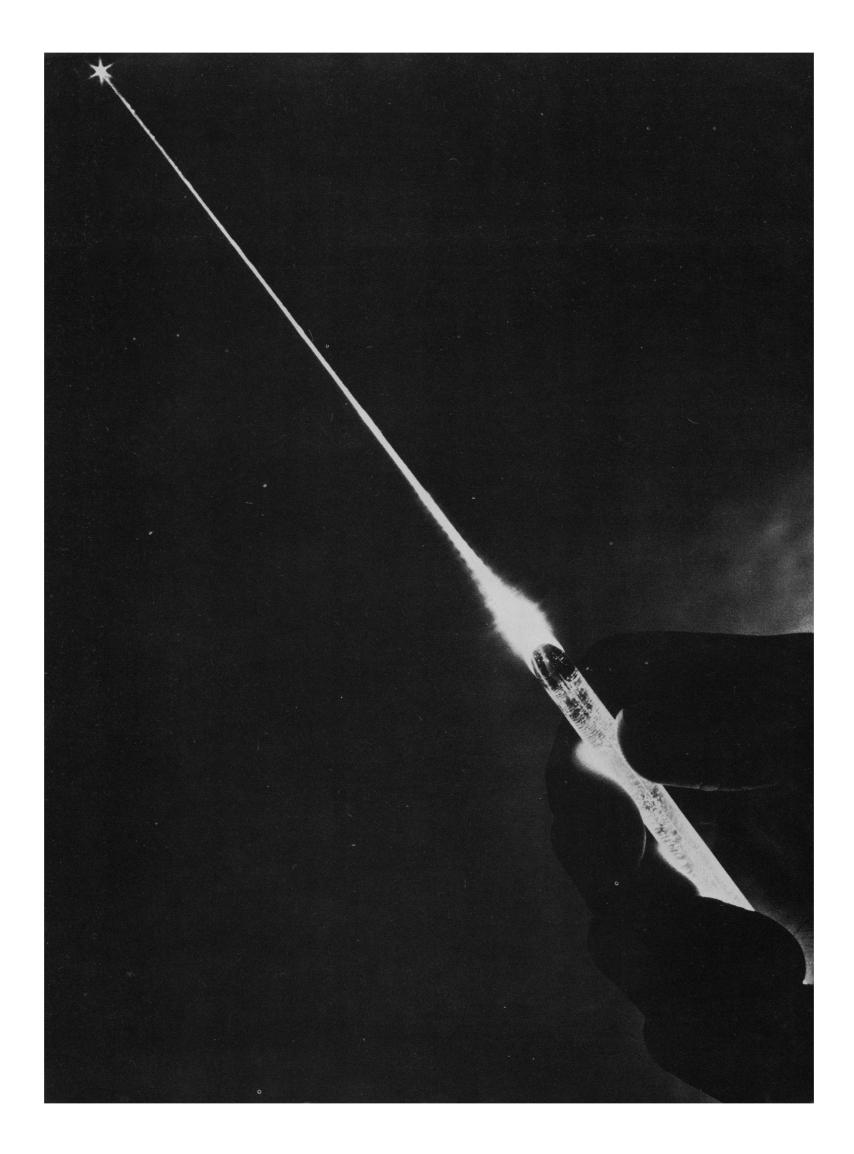


WORKING WITH WIDJET: Professor J. Wesley Graham with a University of Waterloo student at an IBM 4978 terminal.

Series/1 system can also operate in a "standalone" mode in which all jobs are submitted to the Series/1 itself. The standalone configuration can be converted to the front-end configuration by installing a multileaving remote job entry (MRJE) module. For more information, write IBM General Systems Division, College/University Programs, A06B1,

P.O. Box 2150, Atlanta, GA 30301.





# Why this one-of-a-kind invention didn't end up as the only one of its kind.

Every new invention needs another new invention—the one that can mass-produce it at an affordable cost.

For example, Bell Labs invented a process for making the glass rods from which hair-thin fibers used in lightwave communications can be drawn. The fibers have far greater capacity than conventional copper wires, so they'll help keep costs down. In fact, they've been carrying voice, data, and video signals under city streets for about two years in a Bell System demonstration.

But standard lightwave systems will require *miles* of the fiber, produced at low cost and to specifications nothing short of microscopic.

That's where Western Electric's Engineering Research Center comes in.

#### **A Unique Center**

The Center is devoted exclusively to manufacturing research.

Here, a highly trained team of scientists and engineers probe fundamental questions about materials and processes. They provide Western Electric factories with pre-tested,



proven ways to manufacture products based on the latest technology coming out of the laboratory.

For example, while Bell Labs scientists were inventing new glass fibers, Western Electric engineers and scientists were tackling the manufacturing problems involved.

The fibers had to be drawn from molten glass at high speeds, with less than a 1% deviation in diameter.

But how do you control a "thread" of glass being spun at rates up to 15 feet per second?

Scientists and engineers at the Center discovered that laser light beamed onto the fiber cast a characteristic pattern.

By correlating the pattern to the fiber's diameter, they were able to build a monitoring system into the fiber drawing machinery. It measures the fiber 1000 times per second, automatically adjusting production to keep the diameter constant.

The system works so well that in all the miles of fiber produced by Western Electric, the diameter varies by no more than 30-millionths of an inch

#### The Key to the Future

In the Bell System, technology is the key to keeping costs down. It is the key to constantly improving your phone service.

And Western Electric's Engineering Research Center is an essential link between the ideas of the laboratory and the realities of the factory.

So your Bell Telephone Company can make the best one-of-a-kind inventions a part of your phone service.

Keeping your communications system the best in the world.

**Western Electric** 

### AAAS Colloquium on

# R&D Policy

19-20 June 1979

Mayflower Hotel Connecticut Avenue, NW Washington, D.C.

"The budget analysis that the AAAS prepares for these meetings keeps getting better; the latest, third in a series, is a fine, item-by-item review of federal R&D spending and now qualifies as the best way of tracking the complexities of science and money in the US."

— Dan Greenberg, New Scientist, 29 June 1978

#### Colloquium Topics

- Federal R&D R&D issues in the FY 1980 budget
   Federal policies on R&D Outlook for FY 1981 and the future
   Problems in the budget process
- Industry R&D and the Economy
   Problems of R&D in industry
   Emerging federal policies on innovation
   Impacts on economic outlook of federal and industry policies on R&D and innovation
- International Aspects of R&D R&D and international competitiveness • R&D and international cooperation and assistance • R&D and U.S. foreign policy
- Science and Basic Research Impact of federal policies and practices on the conduct of research Universities and academic science Federal scientific institutions and capabilities Basic and long-term research in industry Public accountability versus excessive paperwork

#### Colloquium Speakers

Speakers at the colloquium will include:

**Jordan Baruch**, Assistant Secretary for Science and Technology, Department of Commerce

Kenneth Boulding, President, AAAS

The Honorable George E. Brown, Jr., Chairman, Subcommittee on Science, Research, and Technology, U.S. House of Representatives

Jacob Clayman, President and Secretary-Treasurer, Industrial Union Department, AFL-CIO

The Honorable Don Fuqua, Chairman, Committee on Science and Technology, U.S. House of Representatives

**J. Herbert Hollomon,** Director, Center for Policy Alternatives, MIT **Carl Kaysen,** Vice Chairman and Director of Research, The Sloan

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**Elliot Richardson,** Ambassador at Large and Special Representative of the President to the Law of the Sea Conference

Nathan Rosenberg, Department of Economics, Stanford University Harrison Shull, Research Professor of Chemistry, Indiana University Dorothy M. Simon, Vice President for Research, AVCO Corporation Senior OMB Official

Research and Development: AAAS Report IV covering R&D in the federal budget for FY 1980, data on R&D in industry, international aspects of R&D, and other topics related to R&D and public policy is being prepared by Willis H. Shapley and Don I. Phillips and will be available in advance to Colloquium registrants. Registrants will also receive the published proceedings of the Colloquium.

## 4th R&D Colloquium Washington 19-20 June 1979

The fourth AAAS R&D Policy Colloquium will be held on Tuesday and Wednesday, 19 and 20 June 1979 at the MAYFLOWER HOTEL, 1127 Connecticut Ave., NW, Washington, DC 20036. [Although commercial parking is available in the vicinity of the Mayflower, the Hotel is a short walk from the Farragut North (Red Line) and Farragut West (Blue Line—connecting to National Airport) Metro stops.]

AAAS Colloquium (19-20 June)	8			
□ \$85 Full Registration (in		s, dinner on Tuesday	y, the R&D: FY 80 Repo	rt,
and the Colloquium	n Proceedings) ((includes Report and Pro	oceedings only)		
□ \$25 Student Registration	- · · · -	_ ,	lable to full-time gradua	ite
or undergraduate st				
Separate Meal Tickets (lunc	hes at \$12 and dinner at \$1	17):		
☐ Lunch on Tues., 19	th; $\Box$ Dinner on Tues., 1		Wed., 20th	
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	&D: FY 78; □ R&D: FY Proc. 77 Col.; □ Proc. 7			
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1 JUNE 1979 907

"Tunable semiconductor diode laser" is a long name for a speck of lead-salt crystal. When tuned (by adjusting temperature) to emit the infrared wavelength that a particular gas can absorb, this tiny device can beam through a mixture of gases and quantify even small amounts of the targeted gas.

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8.0

7.5

7.0

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#### Mission to Jupiter and Satellites

This issue contains first scientific reports of the Voyager 1 mission to Jupiter and its satellites. It also has a description of the telecommunication system that maintains two-way transfer of information between Earth and a spacecraft 700 million kilometers away. The excellence in communication equipment on Voyager 1 and the new results obtained mark the mission as a high point in this country's space effort. At a moment when unease and gloom abound, it is good to have evidence of continued competence among

To most people, the payoff of the mission is in the form of striking pictures of Jupiter and its satellites. For scientists, results from other observing equipment on Voyager 1 are also important. A smaller group is interested in how the results were communicated back to Earth and in the control of the spacecraft in its travels through space. The reception of large numbers of pictures and other information was made possible by advances in communications. On Earth some radio stations broadcast with a power of 50,000 watts, yet one's radio may not receive such a station 100 kilometers away. Voyager 1 transmits with a power of 10 to 30 watts, yet its signals are dependably received at a distance of 700 million kilometers. The circumstances in the two instances are quite different; nevertheless, the dependable reception of signals from deep space is a technological feat. Part of the trick is a good directional antenna at the spacecraft accurately pointed at Earth. Even so, the signal energy reaching Earth is less than  $10^{-18}$  watt per square meter, and this weak signal is detected reliably in spite of all manner of background electromagnetic noise. This capability is the result of steady improvement over the past 15 years. The present system is a factor of 150,000 better than that used with the 1965 Mariner mission to Mars.

Substantial evolution has also occurred in spacecraft. Voyager 1 has incorporated many improvements over its Mariner predecessors. This is especially true of the computer systems on board. The changes reflect opportunities created by advances in microelectronics. They are also responsive to needs created when a spacecraft is far away. The transit time for a message from Earth to Jupiter is about 40 minutes. Onboard computers must control the functioning of Voyager 1, including the scheduling and pointing of its scientific equipment. It is also desirable to preserve flexibility to meet contingencies. For example, during the 18 months of travel from Earth to Jupiter, the planet's restless atmosphere was observed from Earth. To optimize picture-taking in the vicinity of Jupiter, it was necessary to reprogram an onboard computer by commands from Earth. This can be done only slowly but the flexibility proved to be very useful.

As can be seen in this issue, a large amount of information was accumulated about Jupiter and its satellites. Particularly striking were some of the 18,000 photographs of the Jupiter system including color pictures of Jovian clouds and images of Jovian lightning, auroras, and meteor trails. Jupiter, with its large magnetic field, energetic particles, electromagnetic emissions, and complex atmospheric motions, will continue to be a closely studied object. On this occasion, however, photographs and other observations of the Jovian satellites produced the most novel information. For example, the two outer satellites Ganymede and Callisto are ice-covered and show preserved craters, apparently formed 4 billion years ago when an intense episode of cratering occurred in the solar system. The satellite Io has no ice and impact craters, but has been the scene of volcanic activity which continues. Plumes of dust and vapor reaching up to 285 kilometers were noted. The internal heat in Io seems to be due to tidal friction rather than radioactivity, and the surface of the satellite is renewed at least every 10 million years.

Our generation is likely to be the first to understand how the solar system was formed. The Voyager missions move us toward that goal.

-PHILIP H. ABELSON



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Although it is too late to submit suggestions for symposia for this Annual Meeting, contributed papers can be sent in up to 7 September 1979. Instructions for abstracts are given below and a sample is shown. Contrib-

uted paper sessions are of the POSTER type; in such sessions each contributor will have a bulletin board on which to place text and graphic material (of an oversized nature) for an extended period of time so that the work can be discussed with all interested parties (see *Science*, 28 June 1974, page 1361).

Please note that all contributions must be submitted (and signed) by an AAAS member or fellow (although this person need not be one of the authors).

#### **Instructions for Contributors**

Type abstracts, using a clean (new) ribbon, on ordinary white bond paper (8.5 by 11 inches; 21.5 by 28 cm) according to the format shown on the right (the example is reduced to about one-half of the linear dimension; your abstract will be printed *directly from your copy* at about two-thirds of its linear dimensions). Indicate at the top of the page the letter of the AAAS Section which comes closest to your subject matter (a full list will be found at the bottom of the contents page of any issue of *Science*), as well as two or three words which give the subspecialty involved.

It is very important to keep your abstract within the limits of a 5-inch (12.7-cm) square. If it is too wide, it will be returned; if it is too long, it may be arbitrarily cut. Note that your original will be our camera-ready copy, so type and letter as neatly as possible.

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Send the *original* together with three copies of your abstract to:

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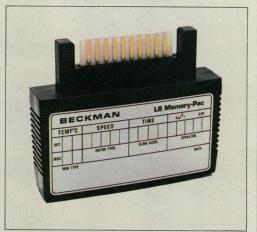
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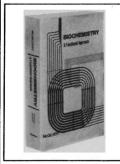


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