- **Previous message:** Ronda Hauben: "re: Professional Development – comments on comments"

Re: Thoughts from New York

Currie Morrison (*currie@hale.ssd.k12.wa.us*)
Thu, 5 Sep 1996 21:09:19 -0700 (PDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Link Shadley: "Re: Why the Internet?"
- **Previous message:** Sylvia Nespoli: "Inclusion of post-secondary"
- **In reply to:** Preuss, Paul: "Thoughts from New York"

On Thu, 5 Sep 1996, Preuss, Paul wrote:
> We must focus on access.

Certainly access is a primary concern but of equal concern should be what we do with this access, hence training becomes an equal and primary concern as well.

>
> 2) The federal funding for access should be almost invisible to the
> school/organization much in the same way as "state contract"
> prices are negotiated for other commodities.

I have seen our state and school districts use federal money in ways clearly not intended under the original legislation. I don't like a bunch of strings attached any more than the next guy but I can see why they are needed.

> If the connections are made for the schools, libraries, etc - it
> will not be long before the same connections are made available
> to the community at large.

As an educator myself I tend to lean in the same direction although there are many legitimate community organinzations who would be equally deserving in my estimation.

>
> Bottom line - let's keep it simple and focused upon the intent
> realizing that there are many "related issues" with

Of course we can all agree the KISS method has a strong attraction. IMHO however, I draw the line at just dropping the raw product at the doorstep of the little red school house. I've seen the mess it creates when PEOPLE scramble for power, new hierachies, job protection, lies, deceit, incompetence, glory, backstabbing. Believe it or not technology scares the bejeebers out of those in power who know nothing about it. VERY strange things can happen because of this one reason.

I would minimally push for a training componet that requires a significant percentage of what ever monies are spent on tech.

Of sourse we only need to do this if we intend to keep the promise of making this all happen by the year 2000 ....as in goals 2000.... other wise we can wait till the next generation of underpaid and underppreciated teachers. :-)

Cheers!

Currie

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|\-----------------------------------------------------------/|
||      Currie Morrison       * currie@hale.ssd.k12.wa.us  ||
||  Nathan Hale High School   * Technology Coordinator     ||
||  HTTP://hale.ssd.k12.wa.us * Seattle Public Schools     ||
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```

- **Next message:** Link Shadley: "Re: Why the Internet?"
- **Previous message:** Sylvia Nespoli: "Inclusion of post-secondary"
- **In reply to:** Preuss, Paul: "Thoughts from New York"

Re: Why the Internet?

Link Shadley (*lshadley@seasurf.com*)
Fri, 06 Sep 1996 04:08:06 +0000

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Marty Tennant: "The FCC's and State Commission's Role"
- **Previous message:** ; ""
- **Maybe in reply to:** Bob Carlitz: "Why the Internet?"
- **Next in thread:** Rex Buddenberg: "Re: Why the Internet? -- second the motion"

Bob Carlitz wrote:
>
>
> The key to an understanding of why the Internet is such an important
> resource for schools and libraries is SCALABILITY. The Internet has
> a structure which allows it to accommodate increasing numbers of users
> at a given site or at multiple sites in a region without a wholesale
> re-engineering of the system and without costs which grow in strict
> proportion to the number of users.
>

This is an important point. We have schools in Oregon where teachers and students have held bake sales, bought some wire and a modem from Radio Shack, came into school afterhours (and dodged the electrical inspector) to string telco lines to thier classroom so they could have some connectivity. We also have schools which have planned large LAN and WAN systems, gone successfully to the voters for a technology levy and are now installing very large, high bandwidth systems. Most schools, however, are somewhere in between.

However Universal Service and access is defined - I hope we place no limitations or impose system standards on schools which would impair their creativity in utilizing this new resource.


```
* * * * * * * * * * * * * * * * * * * * * * * * * * *
*  In Balance,  Link Shadley                         *
*  LANCE - Ecotrust - Clatsop Community College      *
*  (503) 325-9657  lshadley@orednet.org              *
*  lshadley@seasurf.com                              *
* * * * * * * * * * * * * * * * * * * * * * * * * * *
```

- **Next message:** Marty Tennant: "The FCC's and State Commission's Role"
- **Previous message:** ; ""
- **Maybe in reply to:** Bob Carlitz: "Why the Internet?"
- **Next in thread:** Rex Buddenberg: "Re: Why the Internet? -- second the motion"

Inclusion of post-secondary

Sylvia Nespoli (*sylvia_nespoli@ridleysd.k12.pa.us*)
6 Sep 1996 07:58:36 -0400

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Currie Morrison : "Re: Thoughts from New York"
- **Previous message:** Bob Carlitz: "tangled thread"

REGARDING Inclusion of post-secondary institutions

In yhr browsing which I have had time to do, I found that the arguments which favored the inclusion of the post-secondary institutions to allow cooperative projects a very interesting suggestion.

I was thinking of not only institutions on the College or University level, but also, Career institutions such as those which prepare a student for a trade career.

In areas which are isolated, I think that this cooperation would widely enhance the scope and sequence of projects.

I, also, am in agreement with the opinion posted that the Librarians are the last of the education team to be included in any curriculum redirection or renewal. Programs are in place , but the literature to go with the programs are rarely , if ever, available. The teacher must order such literature form the Librarian personally.

Sylvia

- **Next message:** Currie Morrison : "Re: Thoughts from New York"
- **Previous message:** Bob Carlitz: "tangled thread"

The FCC's and State Commission's Role

Marty Tennant (*marty@sccoast.net*)
Fri, 06 Sep 1996 08:24:43 -0700

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Mario Zinga: "Re: Policy Issues"
- **Previous message:** Link Shadley: "Re: Why the Internet?"

I'd like to provide a little backgound and a few predictions on the current and future state of universal service.

First of all, the current rate structure in the US has businesses paying from 2 to 3 times the rate paid by residential users. This has been part of the strategy of Universal Plain Old Telephone Service for as long as most people can remember. Business rates subsidize residential.

Now we have a situation where competition is being introduced. The first place the new competitors will go is where the easy money is. This is the large business user. In an effort to protect their turf, telephone companies have been busy preparing for this day by going to their State Commissions and talking about the need for "rate rebalancing".

In my State of SC, BellSouth sought, and was given, permission to change rates for residential and business lines as they see fit, as long as the total charged does not go up.

As a result, I predict home rates will go up and business rates will go down. Great for business. Bad for residence. Now, add on the cost of funding the NEW Universal Service regime, and we will see rates go up for residence even more. Has this been discussed anywhere so that the average user understands the dynamics of this new law and market?

As residential rates go up, it will create a more attractive market for competitors to atttack, such as the cable tv companies. So eventually, we may see competition work it's magic and help fix the imbalances brought on by competition itself.

These issues should be understood by all as we consider the role of State regulators. IMO, they have been given an enormously important role in this whole process. State Commissions are where the action is in a post Telecom Act world. I would urge all participants to get involved, if you can, in your State Universal Service proceedings.

Marty Tennant
President
Low Tech Designs, Inc.
Georgetown, SC

- **Next message:** Mario Zinga: "Re: Policy Issues"
- **Previous message:** Link Shadley: "Re: Why the Internet?"

Re: Policy Issues

Mario Zinga (*zinga@pps.pgh.pa.us*)
Fri, 6 Sep 1996 09:44:08 -0400 (EDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Mario Zinga: "re: Professional Development - comments on comments"
- **Previous message:** Marty Tennant: "The FCC's and State Commission's Role"

Larry

> A school here in Polson Mt. has had an internet provider place equipment and
> free access to the internet with a given number of connections ...and a
> discount 50%...for teacher connections from their homes...This provider then
> has a server ...maintained by the school...from which it can sell internet
> access to the community. Is this the sort of thing schools should do...or
> is this what is even being discussed when we are talking about selling
> service...?>

The scenario you describe is amazing. I was trying to suggest that issues like reselling will be determined by school boards, and therefore our discussions could be on other topics.

-mario zinga

- **Next message:** Mario Zinga: "re: Professional Development - comments on comments"
- **Previous message:** Marty Tennant: "The FCC's and State Commission's Role"

re: Professional Development – comments on comments

Mario Zinga (*zinga@pps.pgh.pa.us*)
Fri, 6 Sep 1996 10:05:06 -0400 (EDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Bob Carlitz: "college credit for the US/ND on-line seminar"
- **Previous message:** Mario Zinga: "Re: Policy Issues"
- **In reply to:** Ronda Hauben: "re: Professional Development – comments on comments"

In reading the response to "creating materials" for the Net, there is a critical point that is missing. The K12 environment is not the same as the university. Most teachers are responsible for 120 students a day. The number of computers with Internet access is small. I would even guess that the number of students who have their own email is limited. To suggest that this group, under its present setup, is ready and able to take on the task of creating materials, is to not consider the school culture that teachers and students live in.

Therefore when we discuss what "universal service" should look like, until we consider the reality of the K12 environment, I worry that we are a bunch of outsiders making pronouncements about how teachers should run their schools.

-mario zinga

- **Next message:** Bob Carlitz: "college credit for the US/ND on-line seminar"
- **Previous message:** Mario Zinga: "Re: Policy Issues"
- **In reply to:** Ronda Hauben: "re: Professional Development – comments on comments"

college credit for the US/ND on-line seminar

Bob Carlitz (*bob@info-ren.pitt.edu*)
Fri, 6 Sep 1996 11:22:26 -0400 (EDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Lisa Fleck: "Re: leverage vs. equity"
- **Previous message:** Mario Zinga: "re: Professional Development - comments on comments"

College Credit for the
Universal Service/Network Democracy
on-line seminar

The University of Pittsburgh will offer one undergraduate college credit for students who apply for this credit and successfully complete the seminar's weekly assignments. For this on-line activity the University has agreed to waive out of state tuition charges and student fees. There will, however, be a standard tuition fee of $189.

The seminar will be listed as "Directed Study" in the Department of Physics & Astronomy under my supervision. If you would like to apply for this credit, please send an e-mail message with your name and postal address to

info@info-ren.pitt.edu

We'll send you an application form and a reminder of the specific requirements for this credit. Sorry for the need for a paper form, but the Registrar's office requires a signature for their records.

Bob Carlitz
Moderator

- **Next message:** Lisa Fleck: "Re: leverage vs. equity"
- **Previous message:** Mario Zinga: "re: Professional Development - comments on comments"

Re: leverage vs. equity

Lisa Fleck (*NOTES.LFLECK@A50VM1.trg.nynex.COM*)
06 Sep 1996 11:10:11 GMT

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Bob Carlitz: "possible service disruption"
- **Previous message:** Bob Carlitz: "college credit for the US/ND on-line seminar"
- **Maybe in reply to:** Bob Carlitz: "leverage vs. equity"

The Telecom Act is a great opportunity for helping fund the connectivity portion of the Information Highway. However, the resulting money that's saved should be funneled by the schools and libraries to funding the other pieces. How do we ensure that the saved money gets used in this way? Maybe by educating the community that one (the connectivity) is no good without the other (the training, the support, the equipment, etc.). The telecom portion should be used as leverage in the communities and local districts to stimulate other funding--otherwise it's money down the drain. Those interested could set up demos, serve on committees, and meet with parents, teachers and the other members of the community, or with any individual or group who influences the sc hool budget. process and can potentially impact funding. (I know how frustrating this can be, but I did have an impact in my community in this way. I also suspect that I am "preaching to the choir.")

There's also a State role. States could implement complementary programs to finish the job, and there is lobbying work to be done at this level. There's the possibility of further federal involvement, as well. Some have suggested that a portion of the funds from spectrum auctions could be set aside, but that would take Congressional doing.

- **Next message:** Bob Carlitz: "possible service disruption"
- **Previous message:** Bob Carlitz: "college credit for the US/ND on-line seminar"
- **Maybe in reply to:** Bob Carlitz: "leverage vs. equity"

possible service disruption

Bob Carlitz (*bob@info-ren.pitt.edu*)
Fri, 6 Sep 1996 11:26:35 -0400 (EDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Ronda Hauben: "re: Professional Development - comments on comments"
- **Previous message:** Lisa Fleck: "Re: leverage vs. equity"

I have just been informed that there will be a power outage in our department on Saturday, September 7, between 7:30 AM and 3:30 PM EDT. It's unclear at this point if this outage will cause info-ren.pitt.edu to be off the air during this period, but there is a possibility of a service interruption. If you have trouble reaching the US/ND server during this period, please try again later in the weekend, when everything should be back in operation.

Thanks,
Bob Carlitz
Moderator

- **Next message:** Ronda Hauben: "re: Professional Development - comments on comments"
- **Previous message:** Lisa Fleck: "Re: leverage vs. equity"

re: Professional Development - comments on comments

Ronda Hauben (*rh120@columbia.edu*)
Fri, 6 Sep 1996 11:35:51 -0400 (EDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Frank Odasz: "Community infostructure"
- **Previous message:** Bob Carlitz: "possible service disruption"

>In reading the response to "creating materials" for the Net, there is a
>critical point that is missing. The K12 environment is not the same as the
>university. Most teachers are responsible for 120 students a day. The
>number of computers with Internet access is small. I would even guess that

But what then are you proposing will be done with Internet access?

In 1988 I went to give a talk on the history of computers at an educational conference in Cleveland. A Cleveland teacher was assigned to introduce me and chair my session. In talking with her I learned that her students had gotten connected to the educational network on Cleveland Freenet and that they were really excited about being connected.

>the number of students who have their own email is limited. To suggest
>that this group, under its present setup, is ready and able to take on
>the task of creating materials, is to not consider the school culture
>that teachers and students live in.

Then isn't the objective to increase the number of students who have their own email? And to increase the number of home users who have their own email?

What materials are you referring to?

>Therefore when we discuss what "universal service" should look like,
>until we consider the reality of the K12 environment, I worry that we are
>a bunch of outsiders making pronouncements about how teachers should run
>their schools.

>-mario zinga

It seems right that no one here should be talking about "how teachers should run their schools."

Since you didn't quote what comments in the discussion you were referring to in your response it is hard to know what you are saying.

I agree for sure that it doesn't seem that the FCC should be concerned with educational questions. That would seem more appropriately the purvue of the U.S. Dept of Educ. or the NSF, etc. Are you saying that there should be provisions made by the FCC to fund commercial educational packages?

It doesn't seem that that should be within the mandate of the FCC.

Also, the reality of "universal service" has to first concern the home

user and providing access to phones and to the Internet to the home user at a minimal cost. Otherwise it's not universal service, but something else. It is also important that the K12 environment get connected to the Internet, but how that happens would seem more appropriately a concern for the NSF and the U.S. Dept of Educ.

Instead of commercializing the NSFbackbone and providing all kinds of financial subsidies for uses for the Internet for business purposes, the U.S. government should be focusing attention on funding pilots regarding educational and school use of the Internet.

When I was at the Internet Conference in Montreal in June (INET '96) there were many Canadian government officials talking about the important educational importance of the Internet and how they were funding programs to connect the schools to the Internet. It didn't seem that they had abolished universal service to the homes and tried to replace it by discussing how to connect schools and libraries. But they were raising the issues of how to connect schools and libraries and also home users.

There is a rich history of how the Net was built to build on with regard to how to get all sectors of society in the U.S. connected to the Internet. However, that doesn't seem to be the current U.S. govt. political agenda and instead there seem to be deregulation of the telephone infrastructure (and thus deterioration of it) just at a time there is a need for the kind of broad based regulation that help spread telephone access in the U.S. to be applied to the spread of the Internet.

However, instead the phone regulations are being dismantled and therefore there seems the real danger that Internet access will become more expensive and difficult as a result, rather than spreading access.

Ronda
rh120@columbia.edu

- **Next message:** Frank Odasz: "Community infostructure"
- **Previous message:** Bob Carlitz: "possible service disruption"

Community infostructure

Frank Odasz (*franko@bigsky.dillon.mt.us*)
Fri, 6 Sep 96 11:12:57 MDT

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Sally Hawkes: "Re: Public Libraries, Internet and ISPs"
- **Previous message:** Ronda Hauben: "re: Professional Development - comments on comments"

Info-Ren discussants;

I'd like to commend the Info-ren folks on their quality organization and moderation of this discussion. This is the best-run electronic public input initiative I've seen.

In about 1867 when the first transatlantic telegraph was installed wonderfully flowery visions of our global human family being joined together were ushered from many a pulpit. Most of these visions have yet to be realized, even with today's technologies. The point is there's a big difference between espousing theoretical benefits and demonstrated practice/realization of specific benefits.

Beyond basic physical connectivity, universal service needs to focus on the social infostructure by which people become aware of the validated, not assumed, benefits of connectivity at all levels.

Effective citizen engagement in lifelong learning and purposeful public problem solving, that improves lives, is a key issue. We need ongoing evaluative metrics to measure what's really happening after connectivity is made available. Caring and connectivity are two related types of bandwidth which must interact with common sense.

The following quote, from another listserv, points to the need for attending to the specifics of each community. IF each community and school's public enjoyed widespread understanding of what's at stake, and what real benefits are possible, I suspect MOST would quickly find local funding to get the job done.

QUOTE from an Australian:
Why can't governments decide on a "minimum level of services" that must be available in every rural community and then stick to it?

The question was asked in the context of ongoing withdrawal of services both government e.g. health and private enterprise e.g. banks) in rural areas?

My immediate reaction was that because of the diversity between individual communities, prescribing a minimum level of services would be impossible and largely inequitable. I believe the services available in any given community should depend on the population demographics, history, local economic conditions and social characteristics pertaining to that community.

Moreover, any attempt to prescribe a minimum level without

appropriate consultation and input by local residents is grossly undemocratic and doomed to failure.
ENDQUOTE.

NPTN filed with the FCC an interesting suggestion that funding go to those communities who have organized their various constituent institutions around a shared vision for shared connectivity. In their view "community networks" are the proper model; joining schools, libraries, local government, local businesses, healthcare, etc. As a k-100 lifelong learning society all institutions and aspects of communities need to be part of this major societal change...plus the fact that sustainability is most attainable through such collaborations.

Case study: In Dillon, Montana, while waiting for our big telco to get around to offering flat rate Internet locally, the local Photomat owner closed the Photomat and opened Blue Moon Technologies to offer unlimited local Internet for $20/month. If he can do it, why can't most communities? Our town of 4,000 now has three local Internet providers.

NOTE: Ken Phillips of www.open.org in Eugene, Oregon has a sustainable model of a community network offering unlimited local access for $5/month.

What Dillon still lacks in our schools, libraries, businesses and local government, is a vision for what the Internet can mean, and any collaboration to acquire and disseminate Internet expertise and benefits.

We have a majority who don't know what's already available, and who won't attend free demonstrations of Internet benefits. Our majority of citizens are "Will-nots" who frankly don't care about any of it. (Another govt/telco scam at milking profits from gullible citizens.) They literally don't yet see how it can impact their lives in a positive way.

Most of the telcos (and Congresspersons,) discovered Internet within the last two years, yet don't allude to the need for discovery by us all as to the validated benefits and emerging social dynamics of online citizen engagement.

We need a national teleliteracy awareness campaign focused on measuring 'real benefits for real people,' not more hypeway glitz.

Footnote: Many telcos and online businesses consider themselves in direct competition with community networks generated from the bottom-up and plan to replace them with their top-down monopolistic enterprises. Will this trend bring us a society of solo browsers, or a citizenry engaged in purposeful public problem solving and an electronic democracy? The citizens themselves will ultimately decide based on their level of participation.

\ /
- >>>>--Big Sky Telegraph--> Welcomes your imagination!
/ \ Frank Odasz; franko@bigsky.dillon.mt.us
Western Montana College of the University of Montana
>>>-NEW--> http://macsky.bigsky.dillon.mt.us/
Telnet: 192.231.192.1 Dialup:406-683-7680, Type bbs

- **Next message:** Sally Hawkes: "Re: Public Libraries, Internet and ISPs"
- **Previous message:** Ronda Hauben: "re: Professional Development - comments on comments"

Re: Public Libraries, Internet and ISPs

Sally Hawkes (*shawkes@comp.uark.edu*)
Fri, 6 Sep 1996 09:56:45 -0500 (CDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Preuss, Paul: "Equity-School Income"
- **Previous message:** Frank Odasz: "Community infostructure"

I also administer the Internet grants for access to small, rural public libraries.

With Federal LSCA Grants the first priority is dedicated access (router, DSU and Frame relay circuit) because so much can be done with this connection, use of OCLC (Interlibrary Loan at $3.96/hour) for Selective Users, contact to OCLC FirstSearch (58 research database at no added telco), and Internet. This technology will be compatible with the next technology.

So, we've given $6,000 start up grants for Internet connections over providing funds for dial up to ISPs, but at a low priority. We also have a dial up program in cooperation with our Dept of Computer Services at $5.70/hour through a 700 number (800 number would cost $8.22/hour.) We will, however, get them into dedicated access as soon as funds are available.

Why give the details? So many people are discussing dial access for public library access or large user programs. After the initial hook-up to dedicated access at library here pays between $2,500 to $3,500 annually for membership, services and telco costs. Several public libraries paid $1,800 just in telco costs last year for dial in services without Internet.

Yes, you need a group or consortium to help defray T1 or T3 costs (it's split in Arkansas between three networks), but this is building the infrastructure as well as increasing access. With dial access through an ISP, users are simply added to existing lines and clogging those lines, because the ISP have to get line access through the telcos. This is where all those highway comparison come in.

It also makes sense to have a community or regional or the state involved to help pay costs. Schools close at 3:00 or 3:30 in the afternoon. Where are students without access at home going to get Internet connections? The public library. Home access is an individual choice like microwave oven, color TVs, or yes, owning a computer at all--unless you can't afford the access. Public libraries are suppose to provide some basic access to all as well -- low income, ADA regulations provide instructions for diabled access, etc.

So what happens if separate tariff discounts are listed for state govt., local govts., public schools and public libraries? There goes cooperative networks that help foot the bill and build the infrastructure. Public libraries don't have an administrative unit to pay the connection cost academic libraries and school libraries do; public libraries are their own administrative unit.

Sally Hawkes
Coordinator of Library Network Services
Arkansas State Library

shawkes@comp.uark.edu
501-682-6052
501-682-1531 fax

On 29 Aug 1996, BRANDIS Rushton G wrote:

>
> Summary: We have to be careful to include various existing Internet
> public library efforts with consideration of discounted library
> service.
> In my experience, cooperation already exists. Libraries can contribute
> to local economic development as well as provide public access to
> members of their community.
>
> Rushton Brandis, Network Development Consultant
> Library Development Services, Oregon State Library
> State Library Bldg, Salem, OR 97310-0640
> 503 378 2112 x 224 voice; 503 588 7119 fax
> rushton.g.brandis@state.or.us
> <http://www.osl.state.or.us/oslhome.html>
>

- **Next message:** Preuss, Paul: "Equity-School Income"
- **Previous message:** Frank Odasz: "Community infostructure"

Equity-School Income

Preuss, Paul (*PPREUSS@Herkimer-BOCES.moric.org*)
Fri, 6 Sep 1996 08:14:49 +5 EST

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Rex Buddenberg: "Re: Why the Internet? -- second the motion"
- **Previous message:** Sally Hawkes: "Re: Public Libraries, Internet and ISPs"
- **Next in thread:** Christine Rademan: "Re: Equity-School Income"

In New York the SED establishes a "wealth ratio" for each school district which in turn determines that district's "state aid ratio". "Wealth" in NYS is determined by the combined factors of the district's property wealth (as determined by true value of all property) and income wealth (as determined by individual income as reported on the state taxes). The combined wealth ratios may go as high as 15.221 (Amagansett Central Schools = 15.221 times the state average wealth) or as low as .194 (Salmon River CSD = 1/5 of the state's average wealth). In turn - Amagansett receives only 4% state aid while Salmon River receives 68%.

Perhaps most other states have a similar mechanism? If so this could be used within states to "equalize" aid to school districts based upon their relative wealth.

Perhaps there could also be included an incentive for those who have found local monies to support the necessary internal infrastructure and training.

Finally - NYS also has had a "sparcity aid" concept which deals with the issue raised by Richard Bono on the rural/urban problem. Perhaps the greater the sparcity the greater the funding to help resolve the issue of distance in the rural settings.

Paul Preuss
PPreuss@Herkimer-BOCES.moric.org
Phone: 315 867 2007 FAX: 315 867 2024

- **Next message:** Rex Buddenberg: "Re: Why the Internet? -- second the motion"
- **Previous message:** Sally Hawkes: "Re: Public Libraries, Internet and ISPs"
- **Next in thread:** Christine Rademan: "Re: Equity-School Income"

Re: Why the Internet? -- second the motion

Rex Buddenberg (*budden@nps.navy.mil*)
Fri, 06 Sep 96 10:55:21 -0700

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Marty Tennant: "Rural Internet Access"
- **Previous message:** Preuss, Paul: "Equity-School Income"
- **In reply to:** Bob Carlitz: "Why the Internet?"

>
> The key to an understanding of why the Internet is such an important
> resource for schools and libraries is SCALABILITY. The Internet has
> a structure which allows it to accommodate increasing numbers of users
> at a given site or at multiple sites in a region without a wholesale
> re-engineering of the system and without costs which grow in strict
> proportion to the number of users.
>

Bob's close to the target here. As our economy shifts from vertically oriented (pre-Industrial Revolution) methods of building information systems to a more assembly-line oriented one, the role of the network becomes increasingly critical.

I've dealt with a lot of large information systems and the ones that put the computer or the sensor at the center and then try to build out routinely come in over schedule and over budget ... if they work at all. But those systems that are network-centric (and treat computers and sensors and ... as end systems attached to the network) have a much higher probability of succeeding.

Additionally, as Bob noted, they are more scalable. And flexible and robust ... the list of Good Things is not inconsiderable. (Most of my experience here is in military and government information systems, but that doesn't seem to make much difference, except that the military has brute-forced a few more of the kluges into success than the commercial world -- with our tax dollars).

The bottom line lesson here runs like this:

- get the network done first
- do it right

If you do, the rest of the system design and engineering gets a lot easier and the risks of getting it wrong decrease, because it's a lot easier to recover.

Chasing the thread a bit farther, this leads me to the conclusion that education about the Internet -- how it's put together, how it's managed, what its economy looks like, ... is a valid and important subject for our educational system.

Note that this point is entirely additional to the observation that most of the rest of this list understands -- that the Internet is a good educational research tool.

Rex Buddenberg

- **Next message:** Marty Tennant: "Rural Internet Access"
- **Previous message:** Preuss, Paul: "Equity-School Income"
- **In reply to:** Bob Carlitz: "Why the Internet?"

Rural Internet Access

Marty Tennant (*marty@sccoast.net*)
Sat, 07 Sep 1996 13:39:11 -0700

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Christine Rademan: "Re: Equity-School Income"
- **Previous message:** Rex Buddenberg: "Re: Why the Internet? -- second the motion"

I got this off an interesting USENET group and thought the group might like it.

Marty Tennant

Rural Internet Access

dave@oldcolo.com
26 Aug 1996 15:58:10 GMT

In <telecom16.407.11@massis.lcs.mit.edu>, bsharp@cris.com (Brian M. Sharp) writes:

> Is there any way people living outside a metropolitan area can get
> internet access without having to pay per hour? With all the interest
> in the internet, isn't there some service that can see the huge number
> of people in this uncomfortable position?

> [TELECOM Digest Editor's Note: Some small towns have an ISP or two
> in the community. Bill Pfieffer has told me for example that where
> he lives, there are two or three ISPs including a Free Net in the
> nearby (also relatively small) town of Springfield, Missouri. I think
> it is just a matter of time until small towns everywhere are included
> in the net. Maybe we need someone like Andrew Carnagie, the steel mill
> baron of the 19th century who went around to small towns all over the
> United States building public libraries, to do the same now with
> Free Nets. A century later, there are still a large number of 'Carnagie
> Library' facilities all over the country; for the most part still
> using the endowments established for them by Andrew Carnagie.

> I guess you could say this is my million dollar dream: to see libraries
> throughout the USA connected to the internet; and to see Free Nets
> in small towns everywhere. Today the great promise is that thing
> sitting in front of your face as you read this message. Where are the
> Carnagies and the Rockefellers to do today for America what those men
> did a century ago? Where are they to join Bill Gates?

You don't need Carnegies or Bill Gates to get rural communities - including all 15,000 US public libraries (1) connected to the net (2) operating a 'free net.' They can do it themselves, right now, for (relatively) peanuts of cost. What you *do* have to do is be sure the less-than-generous CEO's of RBOCs, LDCs, and cablecos don't act -- at the Washington, DC level to *prevent* small towns, neighborhoods, rural communities from connecting up with no-licence (or licenced but

Re: Equity-School Income

Christine Rademan (*cradema@libby.litchpkeld.k12.az.us*)
Sat, 07 Sep 1996 10:56:14 +0000

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Christine Rademan: "Re: Why the Internet? -- second the motion"
- **Previous message:** Marty Tennant: "Rural Internet Access"
- **Maybe in reply to:** Preuss, Paul: "Equity-School Income"

Paul Preuss wrote:
> In New York the SED establishes a "wealth ratio" for each school
> district which in turn determines that district's "state aid ratio".
> "Wealth" in NYS is determined by the combined factors of the
> district's property wealth (as determined by true value of all
> property) and income wealth (as determined by individual income as
> reported on the state taxes). The combined wealth ratios may go as
> high as 15.221 (Amagansett Central Schools = 15.221 times the state
> average wealth) or as low as .194 (Salmon River CSD = 1/5 of the
> state's average wealth). In turn - Amagansett receives only 4%
> state aid while Salmon River receives 68%.

The AZ State Legislature has addressed providing equity in school districts unsuccessfully for the past several years. Thanks for sharing an interesting method. It sounds fair.

Here as in WI, there is a state cap on school budget expenditures, so that most districts have to go to the voters for override elections (to provide regular programs) every three years. Now there is a baby "boomlet" so districts sometimes have to go for a fall school construction bond election +and+ a spring budget override election to maintain class sizes and programs.

Without universal service, poorer districts, or those with more retired voters, will have to forgo the luxury of modern technology. (Today 1 of 4 voters is 50+ years, and the percentage increases as the boomers age.)

Connectivity can be part of those construction bonds, if there is some sort of "shared platform" developed--just as we already expect water, sewer, electric, fire etc. to meet established codes.

- **Next message:** Christine Rademan: "Re: Why the Internet? -- second the motion"
- **Previous message:** Marty Tennant: "Rural Internet Access"
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Re: Why the Internet? -- second the motion

Christine Rademan (*cradema@libby.litchpkeld.k12.az.us*)
Sat, 07 Sep 1996 06:23:53 +0000

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Gordon Cook: "Re: Rural and School Internet Access"
- **Previous message:** Christine Rademan: "Re: Equity-School Income"

Rex Buddenberg wrote:

> The bottom line lesson here runs like this:
> - get the network done first
> - do it right
> If you do, the rest of the system design and engineering
> gets a lot easier and the risks of getting it wrong decrease,
> because it's a lot easier to recover.

I agree with those who argue for universal service to individuals; schools are closed for so many hours every week, not to mention 12 weeks during the summer!--unless school boards and communities change their attitudes about the little red school house.

Most of you can tell that I don't know a lot about the nuts and bolts of delivery systems. In the western states, and probably Alaska or Hawaii, there are many locations still not wired for POTS. It is very expensive to extend phone service to these areas because population density is so low. Do the wireless satellite systems represent a solution?

Also, what would be the implications of using an existing system--say the U.S. Postal system--which serves many remote areas, as a location for free, or at least inexpensive ($.32), email terminals? What if the terminal were like the photocopy machine in the library, or the pay phone outside the grocery store, or the stamp vending machine in the lobby of the post office?

- **Next message:** Gordon Cook: "Re: Rural and School Internet Access"
- **Previous message:** Christine Rademan: "Re: Equity-School Income"

Re: Rural and School Internet Access

Gordon Cook (*cook@netaxs.com*)
Sat, 7 Sep 1996 14:35:16 -0400 (EDT)

- **Messages sorted by:** [date][thread][subject][author]
- **Next message:** Ken Hammer: "Scope of Universal Service"
- **Previous message:** Christine Rademan: "Re: Why the Internet? -- second the motion"

One of my specialties is in introducing people with shared objectives and world views to each other. I am proud to say that dave hughes' project came out of some introductions i made early last year. I have known Hughes for 16 years and consider him to be the single most important visionary in the area of grass roots telecom in the United states.

One of his goals is a cookbook on how to get connected by wireless. watch his web site carefully.... and watch the regulators and LECS even more carefully.


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The COOK Report on Internet                 For subsc. pricing & more than
431 Greenway Ave, Ewing, NJ 08618 USA       ten megabytes of free material
(609) 882-2572 (phone & fax)                visit   http://pobox.com/cook/
Internet: cook@cookreport.com               For case study of MercerNet &
TIIAP induced harm to local community  http://pobox.com/cook/mercernet.html
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- **Next message:** Ken Hammer: "Scope of Universal Service"
- **Previous message:** Christine Rademan: "Re: Why the Internet? -- second the motion"