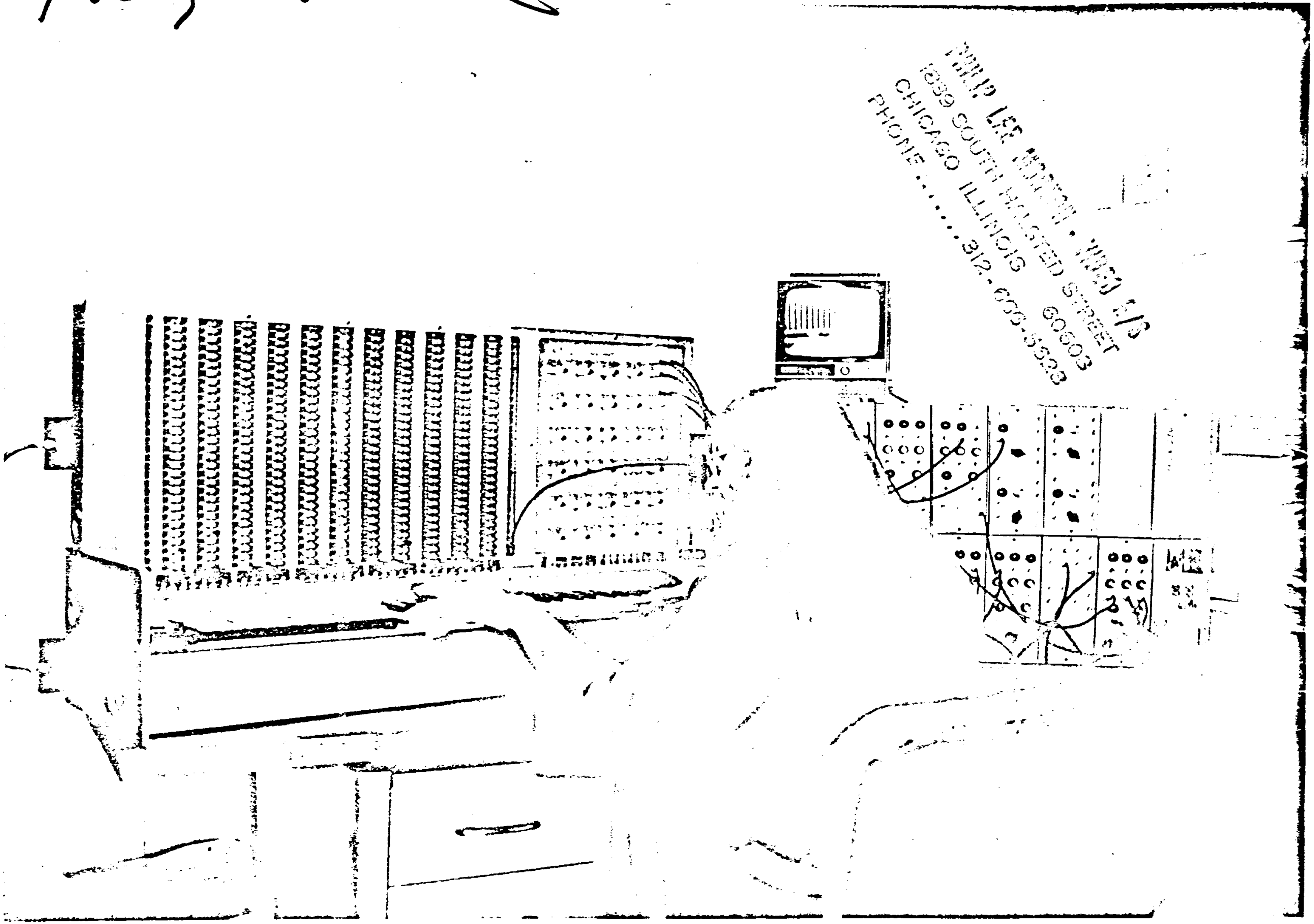
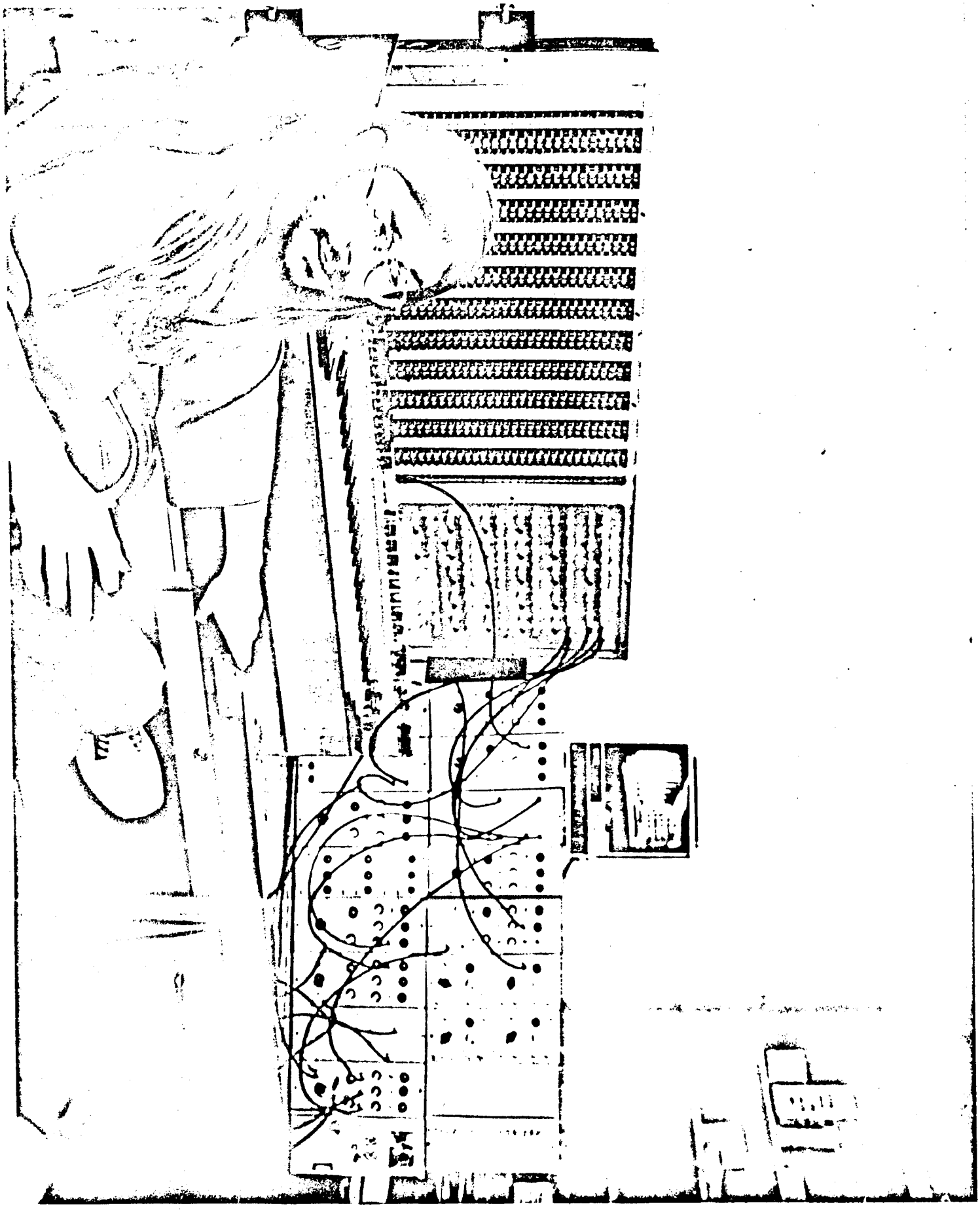
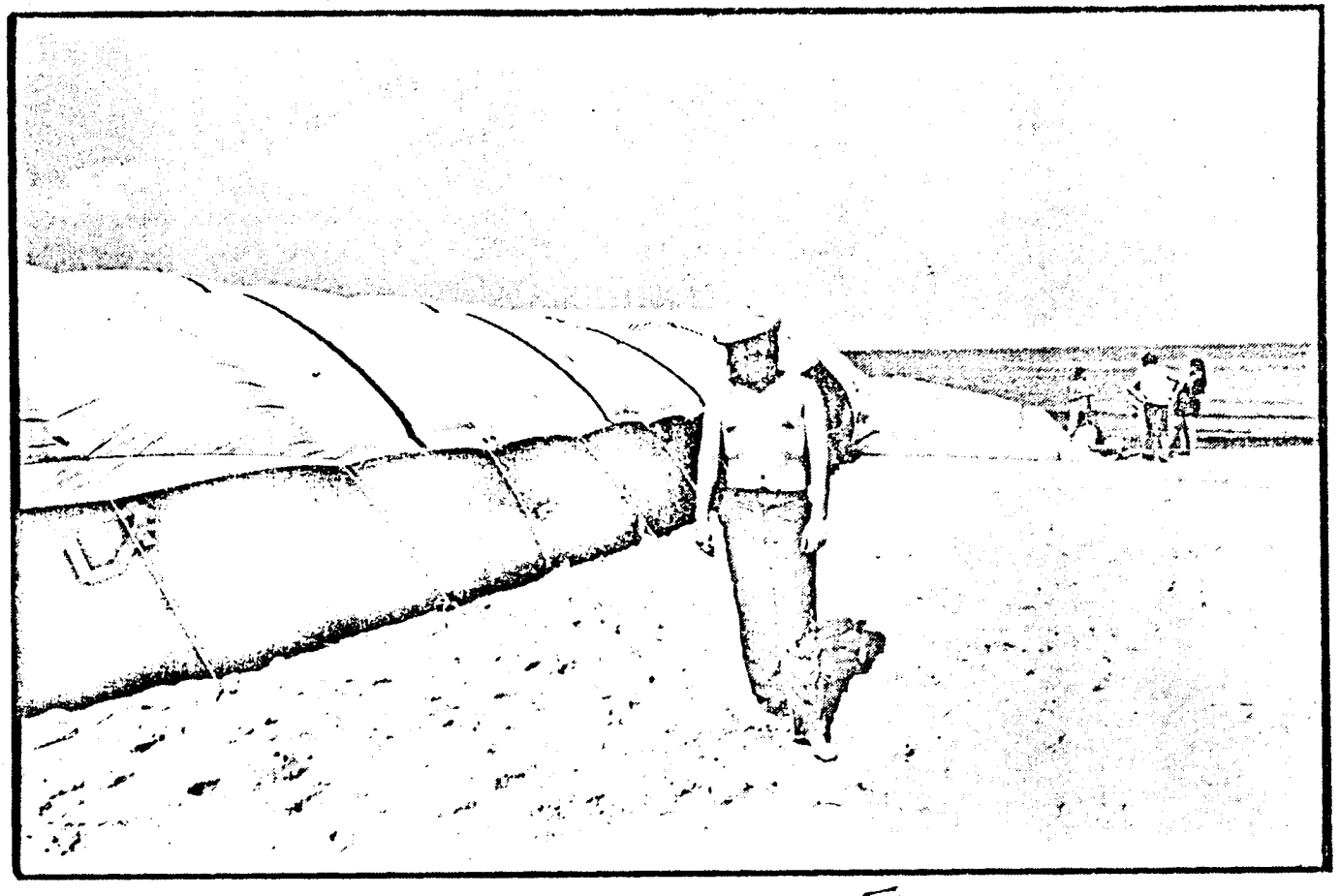


St. Olaf and the FP





ST. OLAF INFLATO 5

INSTALLED ON LAKE ~~MISE~~ CHICAGO

ME

DAN SANDIN FROM THE UNIVERSITY OF ILLINOIS, CHICAGO CIRCLE CAMPUS, WILL EXHIBIT IN SPACE THURS. & FRI., OCT. 14-15 . IN THE COURT YARD OF 2700 KNAUSS COLLEGE OF GEN. STUDIES

SPACE

WESTERN MICHIGAN UNIVERSITY

Hi.

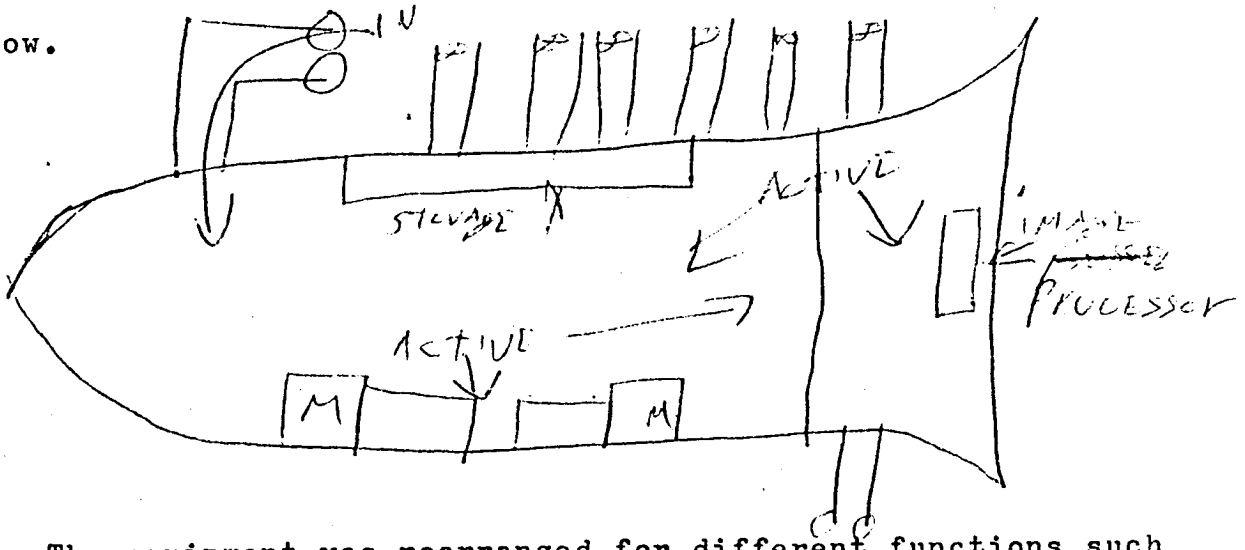
Thank you for your request for information etc. I think an info request of this sort is a very valuable approach for radical soft ware.

My response is in three parts. Part One is about Videopolis in collaboration with Anda Kosts (under separate cover). Part Two is a description of events with Phil Morton at St. Olaf college, and Part Three is a description of a machine I have been designing (the Video Image Processor).

I hate to write, if video and audio tapes are OK feedback let me know.

PART TWO

Phil Morton and myself did a Video Inflato event workshop at St. Olaf College in Northfield, Minnesota, October, 1972. The event was done in an inflatable structure drawn below.



The equipment was rearranged for different functions such as:

1) showing tapes (group)
2) showing tapes (individual)
3) work with I.P. (individual)
4) performance with I. P. (group)
5) editing
6) sleeping
7) eating
8) talking
9) anything else that happened

IMPORTANT

Living in your own building...make your own rules. The atmosphere would have been very different if it was performed in a standard class room.

ECONOMICS

Money came from St. Olif media center (to train people in the use of T.V. stuff) and from the para college (an experimental college).

As a whole, we probably broke even.

NON ECONOMICS

Human return of energy was very high; people had a good time, learned alot, got zapted--

I think a playback environment for V.T. alone is not very interesting, but a play-environment with good doing--personal and electronic connections--where several things can go on at once is interesting. Ad hoc high density short term dissolvable event seem more important than ongoing V.T. playback at least for my experience as a video doer maker. But maybe this is not as good for the V.T. watcher.

PART THREE

THE VIDEO IMAGE PROCESSOR

In brief, the Video Image Processor (i.p.) is a patch programable general purpose analog computer optimized for the real time processing of video images. I have been designing and building it over the last year.

The IP accepts naturalistic images, modifies and combines them in complex ways, and displays or stores the result. A television camera, film train, video tape recorder or similar device can be used to decode moving images into a form which the image processor accepts. A television monitor decodes the signal and displays the modified image. The processor itself is composed of modules which do specific modifications of the image. The instrument is programmed by routing the image through various processing modules and then out to a monitor or tape recorder. The modules are designed to maximize the possibility of interconnection, thereby, maximizing the number of possible modifications of the image.

This description of the image processor may sound like a sophisticated special effects board in a television station. There is, of course, a similarity. A good analogy would be to compare a desk calculator to a general purpose digital computer.

Both the desk calculator and computer can add and subtract numbers. The computer, however, can also store a program (which it executes in time) and more importantly can modify its program based on results of the program. The image processor has, in addition, the power to modify images, the power to execute a program in time, and more importantly to modify what modification is done based on the content of the input image and the program. The image processor is a general purpose machine and the special effects generator is not.

Another level of description of the I.P. is to say it is a member of a special class of educational machines called design tool learning machines.

A tabular comparison of teaching machines and design tool learning machines follows.

Learning Machines	Teaching Machines
MOTIVATION	
The user is able to do what he considers to be something worth doing. A problem or project of his own choice.	Teaching machines usually depend on aversive external rewards, i.e., grade threats of failure to encourage user to use the machine.
DIRECTION OF ACTION	
The user acts on the machine by structuring it to do a task.	The machine directs the user along prescribed paths with little options left to student discretion.
AVAILABILITY OF STRUCTURE	
The structure of the machine is accesible to the user. This allows him more control of the learning situation.	The structure of the machine (the program and logic behind the program) is inaccesible, contributing to the users lack of control of the situatio

Learning Machines		Teaching Machines
	PACING OF USER	
The user is in control. He may take as long or as short as he likes. May investigate an area to any depth.		Although the user may go along at his own pace, he cannot skip sections in which he is not interested in (and come back to them later), and can usually not investigate one area to much greater depth than other user's executing the same program.
	PROBLEM OF VARYING LEVELS OF COMPETENCE	
Because of its generalized structure, users of varying levels may interact with the machine profitably.		Must have separate programs tailored to various levels of competency with a ~~tentative~~ placement of problems. STUDENT
	REPERTORY OF STUDENT RESPONSES (input to machine)	
Large and varied, including keyboard, joy sticks, biological and environmental sensors.		Limited to a small number of specific operations, i.e., pushing one of 5 or 26 buttons.

Learning Machines		Teaching Machines
	FEEDBACK (outputs of machine which respond to student's action)	
Immediate, multi-sensual, unambiguous, and varied. Includes colored kinetic events, tactile audio and ENVIRONMENTAL FEEDBACK		Often delayed and usually limited to correct-incorrect with perhaps some additional information or a program branch.
	GENERALITY	
The machine can accomplish many tasks and can be re-structured to accomplish new tasks under user control.		The machine is usually designed for a particular subject and requires re-programming by other than the user, to new things.
	NEW ONE	
The machine is capable of sensing small variations of input. (much information is carried in small variations of intonation, gesture, etc.)		Only the teaching machine is sensitive to gross ordering of input information.

At yet another level the image processor and allied machines are designed for the express purpose of modifying consciousness, increasing awareness, centering, learning (non linguistic) etc. Machines whose primary function is this consciousness modification are not new. A musical instrument is a good example of a machine designed to modify consciousness! (What else is it used for?)

And finally at the most immediate level it has been a joy working with the instrument; I have learned a great deal from it.

The image processor is not finished but it is functioning. It is still restricted to black and white and not many input devices have been built. Expansion is slow but steady.

For more information I would recommend ordering copies of the video tape instructions for the image processor. Two ½ hour tapes cost $20.00 per tape or bulk tape +$5.00 per ½ hour. Order from:

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Department of Art
Box 4348
Chicago, Illinois 60680