

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT INITIATION

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Date: 2/16/78

Project Title: Professions Seminar on "Technology and the Democratization of American Society"

Project No: G-43-612

Project Director: Dr. Melvin Kranzberg

Sponsor: National Endowment for the Humanities; Washington, D.C. 20506

Agreement Period: From 12/15/77 Until 8/31/78 (Grant Term)

Type Agreement: Grant No. FP-30747-78-304

Amount: \$42,209 NEH Funds (G-43-612)
840 GIT Contribution (G-43-316)
\$43,049 Total Funds

Reports Required: Final Financial and Performance Reports

Sponsor Contact Person (s):

Technical Matters

Contractual Matters

(thru OCA)

Mr. Morton Sosna
NFAH Mail Stop 101
National Endowment for the Humanities
Division of Fellowships
Washington, D.C. 20506

Defense Priority Rating: n/a

Assigned to: Department of Social Sciences (School/Laboratory)

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GEORGIA INSTITUTE OF TECHNOLOGY
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Handwritten signatures and initials in the top right corner.

Date: 2/14/79

Project Title: Professions Seminar on "Technology and the Democratization of American Society"

Project No: G-43-612

Project Director: Dr. Melvin Kranzberg

Sponsor: National Endowment for the Humanities; Washington, DC 20506

Effective Termination Date: 8/31/78 (Grant Expiration)

Clearance of Accounting Charges: N/A

Grant/Contract Closeout Actions Remaining:

- Final Invoice and Closing Documents
- Final Fiscal Report
- Final Report of Inventions
- ~~GOVT~~ Property Inventory ~~EXHIBIT LIST~~ (List) - if applicable.
- Classified Material Certificate
- Other _____

Assigned to: Social Sciences (School/Laboratory)

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G-43-612
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FACE SHEET

NATIONAL ENDOWMENT FOR THE HUMANITIES
DIVISION OF FELLOWSHIPS AND STIPENDS

PERFORMANCE REPORT: NARRATIVE REPORT OF ACCOMPLISHMENT

Institution: Georgia Institute of Technology
Atlanta, Georgia 30332

Project Directors: Dr. Melvin Kranzberg (Director)
Callaway Professor of the History of Technology
Dr. August Giebelhaus (Associate Director)
Assistant Professor
Department of Social Sciences
Georgia Institute of Technology
Atlanta, Georgia 30332

Project Title: "Technology and the Democratization of American
Society" ("Machine-Made America: Technology
and Democratic Ideals")

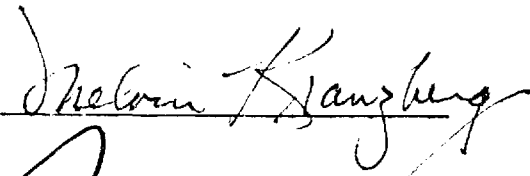
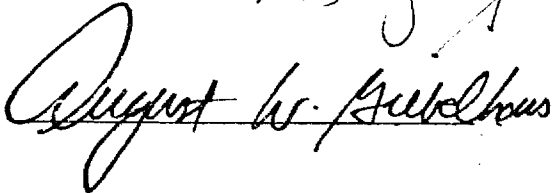
Grant Number: FP-30747-78-304

Grant Period: December 15, 1977 through August 31, 1978

Amount of Grant: \$42,209

Date of Report: November 28, 1978

Signatures of Directors

Background:

Our project was one of twenty-seven month-long summer seminars sponsored by the Endowment for members of professions (outside the field of teaching) in 1978. Titled "Machine-Made America: Technology and Democratic Ideals," this seminar was one of five slotted for journalists. This was the first year that the summer seminars were open to journalists; other programs were available for business executives, labor leaders, lawyers and judges, physicians and health care professionals, public administrators, and school administrators. The seminar ran from June 26 through July 21, 1978 on the Georgia Tech campus in Atlanta, Georgia.

The purpose of the Professions Seminars is to give men and women who are in positions of leadership and authority an opportunity to get away from their work for a month and reflect upon the historical, philosophical, cultural, and social dimensions of their professions. We feel that our program at Georgia Tech succeeded in this goal --and our journalists felt the same.

The focus of our seminar was the history of technology. We examined the historical relationship between technology and society in exploring answers to two main questions: To what extent has technology served to democratize society? Why and how has society recently moved to democratize technology? The first half of the seminar offered a chronological study of the history of American technology and the second half concentrated on topical problem areas. The dominant theme throughout the entire month was the interrelationship between technology and American society.

For much of our history as a nation, people viewed technology as a liberating force that helped to extend the principles of democ-

racy to more and more Americans. Yet, there has always been some opposition to the advance of technology, and recently there have been numerous challenges to technological change. Critics point to the inhumanity of a modern technology that sacrifices social concerns for the sake of economic growth. Despite the material progress wrought by technology we are still faced with serious problems of poverty, crowded urban centers, energy shortages, and a despoiled environment. To many, the individual seems powerless in the face of impersonal and omnipotent technological "progress." Through the use of history our goal was to examine the pros and cons of technology within the context of the past. By looking at the ways that man has previously confronted technological change, we hoped to offer insights into current and future problems.

Project Activities:

The first phase of the grant period was devoted to the advertising and promotion of the seminar, planning for the seminar itself, and the selection of participants. The months of January and February were largely occupied with the first two tasks, while the selection process absorbed a good deal of time and effort in March and April. We completed our selection by the first week in May. From that point until the beginning of the seminar on June 26, final mechanical arrangements, seminar planning, and communication with the participants took place.

Out of the thirty-two applicants to our seminar, we selected fifteen working journalists representing a diversity of experience, age, and background. There were reporters and editors from both large city dailies and small-town papers; individuals from radio,

television, and national magazines; and free-lance journalists with wide publication records. Geographically, they represented all sections of the country: the Northeast, the South, the Midwest, the Southwest, and the Pacific Coast. Assisting Professors Kranzberg and Giebelhaus on the local selection committee were Mr. Gary Thatcher, staff writer for the Christian Science Monitor; Mr. John Furman, Director of Broadcast Standards for Cox Broadcasting; Mr. Charles Seabrook, science editor for the Atlanta Journal/Constitution; and Mr. John Culver, vice president for public affairs, Georgia Institute of Technology.

In addition to planning the academic syllabus for the seminar, the directors also coordinated local arrangements in conjunction with the Georgia Tech Department of Continuing Education. These included food and lodging, library and recreational facilities, and special supplemental programs for the one-month seminar. With the exception of one person who lived off campus with his family (Tech has no adequate facilities for children) and a local participant who commuted, the seminar lodged together in a Georgia Tech dormitory.

The seminar participants arrived in Atlanta on Sunday June 25 and our first meeting was held on the morning of the 26th. We met for our regular seminar sessions each weekday morning from 9:00 A.M. until 12:00 noon with special topics and field trips scheduled for afternoons. A daily syllabus listed a topic and reading assignments for each class meeting. Reading came from four books purchased at the Georgia Tech bookstore, and photocopies of appropriate articles provided by the directors. Every morning there was a prepared lecture given by one of the directors

from 9:00 to 10:30. After a coffee break there was a general discussion of the day's topic.

On four occasions Georgia Tech colleagues visited the seminar in the morning session to give brief presentations and take part in the discussion. These specialists spoke on specific subjects on which they had done research and published: slavery, technology and the Civil War; communications technology; alternative technology; and technology assessment. The seminar benefitted from exposure to these different points of view and discussions were particularly lively on these days.

Each day at noon we ate together in a private dining room around the corner from our seminar meeting place. Lunchtime conversation usually consisted of a continuation of the morning discussion. However, on certain days we invited guests to lunch to make informal presentations and take part in our group discussion. We planned some of these activities in advance, but others resulted from requests made by the seminar members. They had a voracious appetite to learn as much about current technology as they could while at Georgia Tech. Since this was not the main purpose of the seminar, we scheduled most of these sessions for lunch or for the afternoon. They complemented the morning sessions well. The students benefitted from learning about the technical side of the issues that we were discussing within a more humanistic and societal framework.

Among the luncheon programs were slide presentations on Georgia Tech-sponsored appropriate technology projects in the third world and solar energy research at Tech; a presentation on current research in nuclear energy; a discussion on technology and current economic growth; a discussion with a sociologist on

the social implications of technology for the third world; and an informal meeting with a colleague who is an official in the Georgia ACLU who led a discussion on the freedom of the press and the ethical responsibilities of journalists in a democratic society. After this presentation the seminar participants organized an evening discussion on their own to continue the dialogue on the rights and responsibilities of journalists.

In addition to the supplementary lunchtime programs, we arranged several afternoon field trips. Among these were the students-operated textile mill in the textile engineering department (and a meeting with students and faculty); the large General Motors assembly plant in Atlanta; the nuclear reactor test facility on campus; and the solar energy experimentation facilities at Georgia Tech. Although some of these trips had been planned ahead of time, others developed as a response to student demand. For example, we had assumed that everyone had at one time been to an automobile assembly plant. However, during seminar discussions of the implications of mass-production technologies, we found this not to be the case. The subsequent trip to the GM plant was a highlight of the seminar in that it functioned as an excellent culminating activity, bringing together many of the strands of technical development dealt with in the lectures. We toured the plant and met later with several plant executives. This experience made real many of the things that we had been discussing in class.

Whenever possible we tried to adjust the focus of the seminar to the individual interests of the seminar participants. Although the first two weeks of the formal morning meetings were tightly planned beforehand, we allowed for flexibility in the

schedule for the last two weeks. The group chose what topics they wished to investigate from a list that we prepared for them. As stated above, we also tried to bring in speakers at lunchtime and arrange afternoon programs that the students requested.

On those afternoons when no "special event" was planned, the participants were free to do individual research in the library, meet with the directors informally in their office, or to engage in activities on their own.

We did find time for fun and relaxation. Weekends were free and all of the participants took advantage of this time to get acquainted with Atlanta and to do some traveling throughout the south. A kick-off picnic during the first week broke the ice and was a large success. We also organized an evening field trip to "Ma Hull's," a legendary palace of southern cuisine that must be experienced to be believed. The culmination of our social activities came on the last night of the seminar. Our official softball team, "The Ramblin' Hacks," lost a squeaker to the Atlanta Journal/Constitution team, but spirits were lifted by a late-night session at a local pub.

The four weeks of the seminar were exciting, challenging, and exhausting for both the participants and the directors. We all learned from each other, gained respect for each other, and came to share a common understanding that there is nothing inherently evil about technology, but that man must always remain in control. In the sense that we were fundamentally concerned with the issue of man and his technological society, we believe that our program addressed the purposes and goals of the NEH.

The end of the seminar on July 21 was not the end of our

activities. Ever since then we have been in almost constant contact with several individuals, many of whom are developing stories, instituting new programs at their institutions, or just interested in talking about some of the issues raised in the seminar. Thus the seminar represents an ongoing intellectual experience for us and the fifteen participants.

Results:

Fifteen working journalists representing different specialties and backgrounds spent a month with us at Georgia Tech. They came with preconceived ideas about the uses of history, the role of technology in American life, and the ability of man to control his environment. Some labeled themselves as "anti-technology" or "pro-technology" at the outset. At the end of the seminar many probably still retained their basic attitude, but there were discernible differences in everyone's views. This was evident from the evaluations submitted to us (see attachment C), comments made during the course of the seminar, and the dynamics of the seminar discussions. Arguments became noticeably more sophisticated, the participants learned to respect the views of those with whom they fundamentally disagreed, and many were forced to consider issues that were either new to them or had not previously been taken seriously. In short, there was a significant amount of "consciousness raising" during the month-long seminar. This was greatly enhanced by the informal learning that took place at lunchtime discussions, dormitory bull sessions, and private discussions held after class or over a cup of coffee.

It was very difficult to quantify results. Most of the par-

ticipants said that it would be several months before they would be able to evaluate in just what ways they had been affected by the experience. Would the issues raised show up in their printed work? Would their general point of view be changed? We are now beginning to get feedback on these questions. One columnist for a major metropolitan daily has recently acted to develop a "futures beat" for his newspaper. Taking a lead from the seminar, he is concerned with questions of energy depletion, appropriate technology, the environment, and technology assessment as they relate to Detroit. We are in contact with him and are helping him with suggestions for carrying out his program. Another reporter from Florida is currently doing research for a feature story on the effects of technological change on the Fort Lauderdale area. Other "graduates" have also been in contact with us concerning stories that they are contemplating or have written.

This is all well and good. We hope that all of our "graduates" will have learned some history of technology, been stimulated to think more about their environment, and will reflect these ideas explicitly in their work. But this is not the whole story. In a more general sense we hope that these individuals will have benefitted from the seminar experience by broadening their viewpoints, and bringing a humanistic approach to their jobs. There is some evidence that the seminar has succeeded in this more nebulous area. The interchange among our participants, their sensitivity to each other's views, and the types of questions that they raised last summer and are continuing to raise indicate a spirit of genuine commitment. We feel that the experience provided Georgia Tech by the National Endowment has helped to deepen the apprecia-

tion of the humanities by our seminar participants.

Finally, a few words should be said about the impact of the seminar on its directors and the institution that sponsored it. We developed strong personal ties with the seminar members. In the beginning there was a certain student-teacher barrier that existed, but very soon we all learned to respect each other as professionals. The directors learned as much from the seminar as our journalistic student/friends did from us. There was a legitimate sense of sharing -- both of ideas and feelings, that helped to make the seminar a rewarding experience for us as individuals.

Georgia Tech is a school that has sometimes in the past neglected the broader implications of technology in its approach to engineering education. This is no longer the case. Although only a peripheral part of the educational activities in our Department of Social Sciences and in the Institute, the NEH summer seminar was a positive experience for both. In our lunchtime and afternoon activities we involved a wide number of people from the Tech community in our activities. Our journalists were sharp. They asked hard questions and suffered fools lightly-- in short they were a tough audience for us as well as our colleagues. But all who had contact with the seminar, both formally and informally, commented favorable on the experience. The goals of the seminar fit in well with our growing concern at Georgia Tech for the societal and humanistic aspects of technology in today's world.

Evaluation and Recommendation for Change:

Based on the evaluations of the seminar submitted by the participants and by their comments during their stay at Georgia Tech, we believe that the format was successful. If we are asked to offer a similar program in the future, we will make few fundamental changes in the structure of the seminar. However, there were several specific criticisms that were very constructive.

At times the seminar discussions needed more direction. In the directors' attempts to involve everyone in a common dialogue and not squelch someone's ideas, we sometimes allowed certain individuals to wander too far afield. We also plan to do more with individual reports and presentations by the seminar members to supplement the common readings. Those people who did make presentations enjoyed the experience and the group benefitted from it. Some complained that there was too much reading; others that there was too little; all liked some books better than others. We would definitely make changes in the reading assignments, dropping some and adding others. We would follow the particular suggestion of one individual to incorporate some science fiction literature during the last week of the seminar.

Some of the supplementary luncheon and afternoon sessions should be retained; others dropped. Perhaps future seminar members would want to add on programs that particularly interested them. We feel that our flexibility was a definite strength of the seminar. Most of the participants were enthusiastic about the afternoon "add-ons."

Comments on the physical arrangements at Georgia Tech were mixed. All liked the idea of eating lunch together and generally

approved of the food and the facilities; most were critical of dormitory accomodation. The seminar was lodged in the newest and best air-conditioned dorm on the Tech campus; but by the standards that most are accustomed to, these arrangements were certainly Spartan. The dorms were well worth the price charged, but were by no means luxurious. However, we feel that any temporary discomfort was more than made up for by the advantage of having the participants live together in the dorm situation.

The participants enjoyed Atlanta and took great advantage of cultural opportunities in the city. Not everything worked perfectly, but it was such a rewarding and successful program that we are eager to do it again.

Anticipated Dissemination of Results:

Since this was not a research grant we do not anticipate any publications by the directors stemming from the seminar. However, we might mention that we have already received and will probably continue to receive copies of stories and columns written by our seminar graduates. In the case of journalists there is potential for a continual output that will provide an assessment of the impact of the seminar.

Attachments:

- A. List of Seminar Participants
- B. Course Syllabus
- C. Seminar Evaluations
- D. Selected Communications from Seminar Participants

Participants in Dr. Kranzberg's Seminar:
Machine-Made America: Technology and Democratic Ideals
Georgia Institute of Technology, June-July, 1978

1. Church, Daniel C. Staff writer, Bethlehem Globe-Times,
Bethlehem, Pa.
2. Cramer, Dennis R. Assistant in Program Development,
San Diego State University Foundation
(KPBS-TV), San Diego, Ca.
3. Girard, Fred J. Columnist, The Detroit News, Detroit, MI.
4. Green, Michelle G. Freelance writer, Atlanta, Ga.
5. Herzog, Dennis M. Managing Editor, The Glenwood Post,
Glenwood Springs, Co.
6. Hladky, William G. Reporter, Savannah News-Press, Savannah, Ga.
7. Horne, Janet M. News Reporter, The Seattle Times, Seattle, WA.
8. Kelley, Mary Louise Freelance writer, Cambridge, MA.
9. Kelly, Michael J. Consumer Reporter, The Bergen Evening Record,
Hackensack, NJ.
10. Mann, Mark A. Reporter/Photographer, The Times-Mail,
Bedford, IN.
11. Murray, Laura M. Reporter, Philadelphia Daily News,
Philadelphia, PA.
12. Powell, Evan A. Southeast Editor, Popular Science Magazine,
Greenville, SC
13. Powers, Robert M. Freelance writer, Denver, CO.
14. Ronald, Stephen E. Assistant Managing Editor, The Minneapolis
Tribune, Minneapolis, MN
15. Tidwell, Otto T. News Director, Radio Station WYNF, St.
Petersburg, FL.

NEH Professions Seminar for Journalists

"Machine-Made America: Technology and Democratic Ideals"
Georgia Institute of Technology
June 26-July 21, 1978

Dr. Melvin Kranzberg, Director
Office: Smith Hall Rm 215
Telephone: 894-3198 (office)
256-1943 (home)

Dr. August Giebelhaus
Associate Director
Office: 202 Smith Hall
Telephone: 894-3195 (office)
378-2746 (home)

Syllabus

The first two weeks of the seminar have been structured to present an introductory overview of the role of technology in American history. The first part of each day's meeting will be devoted to an informal lecture on one particular facet of the technology-society relationship. After a short coffee break, the seminar will reconvene for a discussion of the ideas presented in the lecture and contained in the assigned readings for the day.

During the final two weeks of the seminar, we will examine particular topics chosen by the group for in-depth study. As soon as the group has chosen the topics for concentration, we will provide a revised daily schedule, including reading assignments, for the last two weeks.

Required Reading (on sale at the Georgia Tech Bookstore):

Thomas Parke Hughes, ed., Changing Attitudes Toward American Technology
Edwin T. Layton, ed., Technology and Social Change in America
Nathan Rosenberg, Technology and American Economic Growth
Albert H. Teich, ed., Technology and Man's Future

Daily Schedule:

Monday, June 26

Topic: "Why Study History? Why the History of Technology?"

Reading: Heilbroner, "Do Machines Make History?" (photocopy); Mumford, "Authoritarian and Democratic Technics," (photocopy); Rae, "The 'Know-How' Tradition: Technology in American History," (photocopy).

Tuesday, June 27

Topic: "Technology and the Democratization of American Society"

Reading: Temko, "Which Guide to the Promised Land: Fuller or Mumford," in Hughes, pp. 19-36; Miller, "Responsibility of Mind in a Civilization of Machines," in Hughes, pp. 63-83; North American Review, "Effects of Machinery," in Hughes,

Reading (Cont'd): pp. 119-41; Olmstead, "On the Democratic Tendencies of Science," in Hughes, pp. 143-54; McLuhan, "From Understanding Media," in Teich, pp. 99-106.

Wednesday, June 28

Topic: "The Transit of Technology, 1607-1800"

Reading: "Technology in Historical Perspective" Rosenberg, ch. I; "The Economic Matrix," Rosenberg, ch. II.

Thursday, June 29

Topic: "The Beginnings of American Technology, 1800-1860"

Reading: "The 19th Century: America as Borrower," Rosenberg ch. III; Ferguson, "Technology as Knowledge," in Layton, pp. 9-24; Hunter, "The Heroic Theory of Invention," in Layton, pp. 25-46; Meier, "The Ideology of Technology," in Layton, pp. 79-97; Ewbank, "The World as Workshop," in Hughes, pp. 112-18.

Friday, June 30

Topic: "Slavery, Technology, and the Civil War"

Guest Speakers: Dr. Robert C. McMath, Jr., "The Nature of Slave Labor"
Dr. Dorothy C. Yancy, "Black Inventors"

Reading: Stamp, "A Humanistic Perspective," (photocopy); Cochran, "Did the Civil War Retard Industrialization?" (photocopy); Salsbury, "The Effects of the Civil War on American Industrial Development," (photocopy).

Monday, July 3 -- Tuesday, July 4

Holiday -- No Class

Wednesday, July 5

Topic: "The Formation of an Industrial Society, 1870-1900"

Reading: "The 19th Century: America as Initiator," Rosenberg, ch. IV; Woodbury, The American System of Manufacturing," in Layton, pp. 47-63; Sinclair, "The Direction of Technology," in Layton, pp. 65-78; Byrn, "The Progress of Invention During the Past Fifty Years," in Hughes, pp. 158-65; Adams, "The Dynamo and the Virgin," in Hughes, pp. 166-75.

Thursday, July 6

Topic: "Business and Institutional Growth"

Reading: Chandler, "The Beginnings of 'Big Business' in American Industry," (photocopy); Marshall, "Edison's Plan for Preparedness," "What is Expected of Naval Board," in Hughes, pp. 191-210.

Friday, July 7

Topic: "Development of Industrial Leadership, 1900-1940"

Reading: "The Twentieth Century," Rosenberg, ch. V; Layton, "Engineers in Revolt," in Layton, pp. 147-155; Scott, "Technocracy Speaks," in Hughes, pp. 298-307; Ardzrooni, "Veblen on Technocracy," in Hughes, pp. 308-313; "Technocracy--Boon, Blight, or Bark," in Hughes, pp. 315-321.

Monday, July 10

Topic: "Innovative Technology in Contemporary America"

Reading: "Technology and Social Options," Rosenberg, ch. VI; Gordon and Ament, "Forecasts of Some Technological and Scientific Developments...", in Teich, pp. 6-22.

Tuesday, July 11

Topic: "Current Problems of Innovation"

Reading: A.M. Weinberg, "Can Technology Replace Social Engineering?;" "Daedalus of New Scientist;" S. Weinberg, "Reflections of a Working Scientist," in Teich, pp. 22-59.

Wednesday, July 12

Topic: "Technology and the Environment"

Reading: Commoner, "Technology and the Natural Environment," in Hughes, pp. 52-64; U.S. Office of Technology Assessment, "Coastal Effects of Offshore Energy Systems," in Teich, pp. 278-301.

Thursday, July 13

Topic: "Social Implications of Changes in Transportation and Communication"

Guest Speaker: Dr. James E. Brittain, "The Technology of Improved Communication: the Telegraph, the Telephone, and Radio"

Reading: McLuhan, "from Understanding Media," in Teich, pp. 99-106; Mesthene, "The Role of Technology in Society," in Teich, pp. 156-180.

Friday, July 14

Topic: "Alternative Technology"

Guest Speaker: Dr. Stanley R. Carpenter

Reading: McDermott, "Technology: the Opiate of the Intellectuals," in Teich, pp. 180-207; Goodman, "Can Technology be Humane?," in Teich, pp. 207-222; Carroll, "Participatory Technology," in Teich, pp. 336-354; Winner, "On Criticizing Technology," in Teich, pp. 354-375.

Monday, July 17

Topic: "Technological Interactions With Education and the Arts"

Reading: Compton, "Oxford and Chicago," in Hughes, pp. 288-298; Leo Marx, "Alienation and Technology," in Layton, pp. 121-130; Condit, "Science and Technology," in Layton, pp. 131-146.

Tuesday, July 18

Topic: "Human Values and Modern Technology"

Reading: Muller, "Human Values and Modern Technology," in Layton, pp. 157-173; Marcuse, "The New Form of Control;" Ellul, "from The Technological Society;" Fuller, "From Utopia to Oblivion," in Teich, pp. 107-155.

Wednesday, July 19

Topic: "Technology and the Limits to Growth"

Reading: Meadows et al., "Technology and the Limits to Growth," in Teich, pp. 59-81; Freeman, "Malthus With a Computer," in Teich, pp. 82-92.

Thursday, July 20

Topic: "The Role of Technology Assessment"

Guest Speaker: Dr. Frederick A. Rossini, "A Critique of Technology Assessment and Environmental Impact Analysis"

Reading: Brooks and Bowers, "Technology: Process of Assessment and Choice;" Folk, "The Role of Technology Assessment in Public Policy;" Coates, "Technology Assessment;" "Organization and Operation of the Office of Technology Assessment;" in Teich, pp. 223-277; Baram, "Technology Assessment and Social Control," in Teich, pp. 311-335.

Friday, July 21

Topic: "Technology for Man's Future"

Afternoon Programs:

Tuesday, June 27: Dr. W. Denney Freeston, Jr., "Textile Engineering at Georgia Tech;" The Georgia Tech student "Tex-Tech" project.

Wednesday, June 28: Mr. Ross W. Hammond (Georgia Tech Experiment Station), "Appropriate Technology for Less Developed Societies."

Monday, July 10: Dr. Thomas E. Stelson, "Solar Energy Development at Georgia Tech."

Monday, July 17: Dr. Alfred Schneider, "Current Research in Nuclear Energy."

Monday, July 17: Visit to Tech test nuclear reactor

Wednesday, July 19: General Motors Tour

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

Overall, the lectures were ~~well~~ presented very clearly. I especially liked the fact that one lecture seemed to flow very well into the next. I suggest you allow for more discussion time during the first week of lectures. There was plenty of discussion time at the end of the ~~entire~~ one-month seminar, but we needed more in the early lectures.

Mel's jokes were great.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Mel and Gus were two of the most understanding and stimulating college profs I've ever met. They quickly recognized -- to their credit -- how uniquely different each seminar participant was, and they succeeded in allowing each person to contribute to the discussions.

The entire program opened new doors for me. The problem is technology assessment is now ~~more~~ more understandable and within grasp for me. I intend to study it further.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes:

Layton:

Rosenberg:

Teich:

Overall, I though^t the readings were fine, although there were too many of them for such a short period of time. (see note below). I found the opinions put forth rather interesting. The entire subject of technology assessment was new to me, so I wanted to read anything dealing with it.

Supplementary Articles:

What changes should be made to improve the reading materials?

I would decrease the amount of reading. With such a large amount it became difficult to differentiate between the large number of opinions put forth by the authors.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate ?

Bob McMath (Slavery):

very good - invite back

Dot Yancy (Black Inventors):

missed her lecture - can't comment

Ross Hammond (Appropriate Technology):

poor presentation and spoke too much from a public relations point of view. wouldn't invite back

Jay Weinstein (Appropriate Technology):

very interesting, especially because of his work overseas.

invite back

Tom Stelson (Solar Energy):

interesting, but not very objective. Too involved with getting grants and good public relations to be helpful - don't invite back

Jim Brittain (Communications):

would suggest you have him expand on his lecture about how communications affected living patterns - invite back

Stan Carpenter (Alternative Technology):

great lecture. would give him more time. invite back

Fred Allvine (Economic Growth):

lousy speaker. Not impressed. a waste of time. don't invite back.

Jon Johnston (ACLU):

did not hear him speak, but talked with him personally at mel's office. a very interesting man, especially because of his southern background. Invite back.

Fred Schneider (Nuclear Engineering):

interesting lecture, especially his opinion on the safety of nuclear energy. suggest he doesn't get too technical. Invite back.

Fred Rossini (Technology Assessment):

very interesting and useful ~~studies~~ studies of environmental impact statements. Invite back.

*** Suggest you invite Evan Powell down to Atlanta one day to lecture about how Popular Science evaluates new products. He's a very interesting person and seems to be an expert in his field.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering:

Did not go.

Nuclear Reactor:

Did not go.

General Motors:

Loved it. Include next year. Great chance to see one of the most organized forms of technology at work.

Ma Hull's:

My stomach didn't like it, but I thought ^t it was a good experience to see that side of southern life.

6. How much did you get from the seminar? How would you rate its overall value to you?

As a source of stories, the seminar was tops. By themselves, the discussions and lectures gave me more ideas than I'll ever be able to write about.

More importantly, the seminar was a catalyst for me to ^upersue some form of study into the effect of technology on American society. I am even considering going back to school ~~at~~ part-time to work towards a masters degree in this field. (I'll let you know more about this, and if you have any suggestions, please forward them to me.)

7. Would you recommend this seminar to a colleague?

I already have.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

1 - If possible, try to house all the seminar participants in a fraternity house. It would allow for a more comfortable community atmosphere, where discussions could carry on for longer periods.

2 - Keep the lunch setup. I thought eating ~~in~~ lunch together allowed us to keep the discussions going longer.

3 - Play more softball games, and drink more beer.

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

*John May
P. La Paro*

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

Well-organized and clear, redundant at times, redundancy helped reinforce the main points, that was good - it was repetition of minor details I thought unhelpful.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Very enthusiastic - made me care too

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes: Most articles not difficult; some folks obscured their theses in incredible jargon and awkward sentence structure. Some reading far more relevant than others. Good book on whole

Layton:

This book had lowest usage of exciting articles. Most fugally written articles. This one could be scrapped. Exception: article on

Rosenberg: Good survey - undifficult, could have read more of this

Teich: As good as the Hughes book. Provocative. Opened mind to possibilities of ways of living other than those we have now. Think most writers advocating sweeping changes underestimate mass man's resistance to change.
Supplementary Articles:

Don't know if historical statistical analyses of various industries were needed. Point could have been made without so much documentation. What changes should be made to improve the reading materials? answered on back of this page.

* the battle for uniformity of screw threads. Really drove home idea of how standardization increased productivity.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate?

Bob McMath (Slavery):

Repeat him.

Dot Yancy (Black Inventors): Broaden her topic to the presence/absence of blacks in overall technological development. How ~~to~~ has their enforced absence affected ~~from~~ ⁺

Ross Hammond (Appropriate Technology):

Okay. Could he talk about what's being done re "approp. tech" in this country? I don't mean at the ind. voluntary level

Jay Weinstein (Appropriate Technology): discussed by Carpenter - I mean

Repeat Weinstein

what's industry doing about it?

Tom Stelson (Solar Energy):

The people in the seminar who know something about solar seem to think he's too downbeat. I'm no judge,

Jim Brittain (Communications):

lets have some modern communications too.

Stan Carpenter (Alternative Technology):

Excellent. But present him in tandem with an intelligent opposing view.

Fred Allvine (Economic Growth):

Colorful, but of so-so value.

Jon Johnston (ACLU):

Don't repeat him without equal time for opposing view.

Fred Schneider (Nuclear Engineering):

A necessary evil.

Fred Rossini (Technology Assessment):

He explained bureaucratic structures of TA and also various statistical models, which was helpful. But could he fill in some blanks. actually go thru steps of assessing something?

Yancy continued) active participation affected the way they view life? I know there has been a token representation, but by and large blacks have been forced to be passive recipients of techno. prosperity - or even victims. Not only absent from R+D often absent from prestige assembly lines, good

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering:

Since materials are on way out, maybe this should be replaced with tour of Polyester manufacturing plant.

Nuclear Reactor: didn't go - would have liked to.

General Motors: Yes.

Ma Hull's: !!!

6. How much did you get from the seminar? How would you rate its overall value to you?

87

100

7. Would you recommend this seminar to a colleague?

Very warmly, esp. someone like me, who is out of touch with technological developments.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

I'd like to do the post world war II period with as much care as we spent on 1725-1850. Don't need to sacrifice early period. Just assign more reading.

Would be interested in some of the attempts by lawmakers and other groups to slow or halt techno. development in this century if there were any. I'm talking about before "Silent Spring" or anyone try to stop television?

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations? *generally good*

See p. 3.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Super all around.

Georgia Tech financial office should be instructed in reality role playing, since there is ample evidence that they are too remote to live.

3. Comment on the quality, quantity, and difficulty of the reading materials. Scale 1-10

Hughes: 7

Layton: 3

Rosenberg: 5

Teich: 6

Supplementary Articles: 7

What changes should be made to improve the reading materials?

The material is, I think, slow reading in general. Perhaps some "popular" articles could be thrown into the mix.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate?

Bob McMath (Slavery): *Neutral*

Dot Yancy (Black Inventors):
not clear, too brief.

Ross Hammond (Appropriate Technology): *neutral on him.*

Jay Weinstein (Appropriate Technology): *yes.*

Tom Stelson (Solar Energy): *yes*

Jim Brittain (Communications): *yes*

Stan Carpenter (Alternative Technology): *no, too fuzzy minded.*

Fred Allvine (Economic Growth): *yes*

Jon Johnston (ACLU): *definitely - and at more length.*

Fred Schneider (Nuclear Engineering): *yes, impressive & not one sided in a very controversial issue.*

Fred Rossini (Technology Assessment): *yes.*

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering: *yes*

Nuclear Reactor: *yes*

General Motors: *yes*

Ma Hull's: *don't know*

6. How much did you get from the seminar? How would you rate its overall value to you? *on a scale of 1-10, about 7.5*

7. Would you recommend this seminar to a colleague? *yes*

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

a greater % on group discussion might be helpful. I'd like to see Gus do some additional lecturing if it's held again. The % of field trips was good - probably shouldn't have been increased, but it might have been interesting. The speakers were good in general - about the right %.

Seminar Evaluation

Fred Girard

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

Excellent. Both instructors had a wealth of facts ready for instant recall, as well as concise, factual lectures. Both seemed to welcome questions.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Everything was top-drawer with the exception of one quibble: Some discipline is needed. When questioning becomes interruptive or obviously obtuse, someone needs to step in & get the group back on the tracks, for the benefit of the greatest number.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes:

Layton:

Rosenberg:

Teich:

I have nothing to compare them to, except each other; and all appeared about the same: An excellent mix of viewpoints, but extremely dry reading, of course.

Supplementary Articles: The one on the economics of the Civil War was incomprehensible.

What changes should be made to improve the reading materials?

One science fiction article wouldn't be a bad idea

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate?

Bob McMath (Slavery): - A+

Dot Yancy (Black Inventors): Dry, bristly, but informative.

Ross Hammond (Appropriate Technology): Interesting subject, bad speaker.

Jay Weinstein (Appropriate Technology): A+

Tom Stelson (Solar Energy): B

Jim Brittain (Communications): Terrible speaker. Wonderful subject, but droning presentation.

Stan Carpenter (Alternative Technology): -- excellent

Fred Allvine (Economic Growth): A

Jon Johnston (ACLU): Not really applicable to our seminar, but okay.

Fred Schneider (Nuclear Engineering): The fairest engineer I've ever spoken to.

Fred Rossini (Technology Assessment): A+ also.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering: Didn't go.

Nuclear Reactor: A+

General Motors: A+

Ma Hull's: A++

6. How much did you get from the seminar? How would you rate its overall value to you?

Quite high. I feel I now have perspective; a base of knowledge from which I can adopt a leadership stance, particularly toward the goals obtainable through alternative technologies & power sources.

7. Would you recommend this seminar to a colleague? Definitely.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

Early on, have a discussion about the expectations each participant brought to the seminar, and how they are - or aren't - being met.

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

The lectures were organized, clear. The presentations, however, at times became side tracked, dealing with "unimportant" materials. In addition, some lectures became too detailed, or esoteric. No lecture should ~~xxx~~ last more than 2 hours. Even if a lecture is good, it is lost on ~~xxxxxx~~ listeners because of fatigue.

after two hours.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

The instructors, being history professors, were history oriented. The majority in the group were present or future oriented. That situation caused some dissatisfaction. Once instructors sense this, it is felt the instructors attempted to accommodate the group's orientation without sacrificing a historical perspective. Nothing more can be asked of the instructors.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes:

Layton:

Rosenberg:

Teich:

I have a general comment on all the readings. All were interesting, but ~~xxxxxxxxxxxxxxxx~~ ~~xxx~~ some readings in all the books were esoteric. Most of the readings were over written and some were down right boring. This observation comes from one who dislikes academic ~~x~~ writings.

Supplementary Articles:

What changes should be made to improve the reading materials?

I don't know, since I am not familiar with the literature ~~xxxxxxxx~~ ~~xxxxxxxx~~ on technology.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate ?

Bob McMath (Slavery):

good

Dot Yancy (Black Inventors):

good

Ross Hammond (Appropriate Technology):

good

Jay Weinstein (Appropriate Technology):

better than good

Tom Stelson (Solar Energy):

good

Jim Brittain (Communications):

fair

Stan Carpenter (Alternative Technology):

fair. He would be better if, instead of giving a lecture on what others think, he would just come out and say what his opinions are.
Fred Allvine (Economic Growth):

His message, while I disagree with it is important. He needs to clean up his delivery, to become more economical in his ~~lecture~~ lecture.

better than good

Jon Johnston (ACLU):

better than good. Wished had more time with him.

Fred Schneider (Nuclear Engineering):

fair. Needed to address the ~~XXXX~~ nuclear controversy more directly.

Fred Rossini (Technology Assessment):

better than good.

We had ~~XXXXXXXXXXXXXXXXXXXX~~ speakers who were pro alternative technology, pro solar energy, pro nuclear energy, pro everything else. But ~~XXXX~~ nobody anti-nuclear energy, anti- ~~XXXXXX~~ alternative technology, etc. The anti's would have ~~XX~~ put issues ~~XXXX~~ in focus.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering:

Nuclear Reactor:

very valuable

General Motors:

very valuable

Ma Hull's:

yuck

6. How much did you get from the seminar? How would you rate its overall value to you?

The seminar placed technology's ~~development~~ development in an historical perspective. It forced me to think in ~~new~~ new terms. Also was introduced to new ideas, approaches, etc. Wished the seminar, though, put current technological controversies ~~in~~ in focus, which it didn't do.

7. Would you recommend this seminar to a colleague?

Yes.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations? Content: extremely informative, appropriate to the subject. Organization and coordination of subjects was skillful, demonstrated both expertise and thoughtfulness. A strong ~~xxx~~ point was that the instructors took suggestions from class members regarding particular areas of interest and concern and then ~~in~~ actually incorporated the suggestions into the course material. (I didn't feel as if we were bound to some preconceived notion of what the class should be; ~~xxxxxxxxxxxxxxxxxxxx~~ we witnessed Democracy at Work.) Style: generally conducive to the task at hand, which was conveying large chunks of information which was to be ~~later~~ digested and assimilated. Class discussion periods were particularly satisfactory and well-directed.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course? Both did superb jobs in making the seminar--I hate to use this ~~work~~ word, but I can't find an appropriate substitute--meaningful. They ~~xxxxxxxx~~ supplied more questions than answers--which is as it should be--and they were altogether lacking in the ~~xxxxxxxx~~ academician's disdain for reporters and writers of ~~xxxxxxxxxxxx~~ turgid layman's prose. They also ~~xx~~ engineered outside ~~xx~~ activities--including a trip to Tech's nuclear facilities--~~and~~ as well as an afternoon softball game--that heightened the general appeal and value of the seminar. I can't really think of any ~~xx~~ way that they could have done a better job in this particular area; I think that part of the reason that I enjoyed--and profited from--the experience so much was because Gus and Mel ~~xxxxxxxx~~ provided a fertile ground for intellectual ~~xxxxxxxx~~ growth.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes: (No problem with quantity or difficulty with any of the ~~xxxxxxxx~~ of (four books.) These readings (along with those in Teich) were most enjoyable because they were the most accessible to those who have no particular fondness for the dryish writings of academicians.

Layton: Useful and interesting in parts, but generally less compelling than the ~~xxxx~~ other two anthologies. Still, the information's what you're after; I tend to compare everyone to Thomas Wolfe.

Rosenberg: Surprisingly interesting. I have little understanding of the machinations of the economy, so I didn't pick this one up with any degree of anticipation. It was a good choice, I think; I'm glad I read it.

Teich: The sort of book I'll probably loan out, which is to ~~a~~ say I think that it has lasting value. A good complement to the other readings. On the whole, a well-balanced selection of texts.

Supplementary Articles;

Provocative. piquant. A little cheeky, like a fine wine.

Actually, they were ~~w~~ well worth the time it took to read them, which is more ~~xx~~ than you can say about most published material.

What changes should be made to improve the reading materials?

None, with the ~~xxxxxx~~ exception of the addition of a few ~~xxxxxx~~ random magazine articles appearing in the popular press (i.e. New Times, Mother Earth News, etc.) which might be used to illustrate the mistakes, insights, etc. that crop up in writings of non-experts ~~on~~ who are taking on the same subjects.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate?

Bob McMath (Slavery):

Knowledgeable. Agreeable. Ask him back.

Dot Yancy (Black Inventors): Perhaps not. Interesting subject, but Yancy isn't a compelling speaker. It may be better to ask her to talk about a slightly different ~~one~~ (but related) subject; the whole area of ~~xxxx~~ antebellum black inventors is so murky--as she noted--that Ross Hammond (Appropriate Technology): it's difficult to say anything ~~is~~ truly noteworthy about it.

Good foil for other speakers ; good presentation. Yes.

Jay Weinstein (Appropriate Technology):

Interesting followup to Hammon~~nd~~'s talk. Thoughtful. Perhaps more valuable than the less-~~philosophical~~ technical specialists.

Tom Stelson (Solar Energy):

fine. could have been more philosophical, but the information was valuable.

Jim Brittain (Communications):

Not the best speaker we heard, but the presentation was pretty good. Other subjects--solar energy, appropriate technology--were more interesting, but this was a worthy addition.

Stan Carpenter (Alternative Technology):

My favorite. A rebel in the midst of Philistines. Excellent foil for hard-core people like the man who guided us through the nuclear facility at Tech. He should definitely be included next year.

Fred Allvine (Economic Growth):

His personality was more compelling than what ~~he~~ he had to say, I thought. Interesting blend of egomania and intelligence. Great delivery. Optional for next year.

Jon Johnston (ACLU):

Really engaging, even if his talk wasn't precisely concerned with Technology. (Was it Democracy, then?) I liked the debate about freedom of speech for Nazis, etc. Provocative. Good example of the

Fred Schneider (Nuclear Engineering), Southern liberal to present to Rather dry speaker, but certainly Yankees who think we still have knowledgeable and fair~~x~~, consider- segregated drinking fountains. ing the fact that most nuclear engineers seem to be zealots. His talk Fred Rossini (Technology Assessment): was just a little above my head.

Really interesting thinker; good spokesman for the proponents of technology assessment. A repeat performance would be warranted, I think.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering: Worthy, instructive. Keep it.

Nuclear Reactor: Frightening, instructive. Good choice.

General Motors:

Valuable; would be good to take earlier in the seminar, as it helps you visualize ~~xxxx~~ the incredible ~~xxxx~~ complexity of mass production, which is something ~~xxx~~ that doesn't come through Ma Hull's; the ~~xxx~~ same way in the readings.

Sorry I missed it.

6. How much did you get from the seminar? How would you rate its overall value to you?

I think that the seminar was extremely valuable; I came in with a strong anti-technology bias, and I think that I'll probably be much more fair in covering anything that has to do with technological change, etc., than I would have previously. And I think ~~xxx~~ that's important; I don't believe in total objectivity, but I believe that it's necessary to expunge any bias that's attributable to ~~ignorance~~ ignorance or misinformation--which was certainly accomplished during the month-long onslaught of readings and discussions. And believe it or not, (despite the contention that New York Times reporters hold the world by the genitals) for every active writer who displays a responsible attitude toward technological change, there are probably a thousand peons who are

7. Would you recommend this seminar to a colleague? influenced by said responsible attitude. So the positive influence extends much further than my own little head.

Definitely. Several of my friends were distinctly jealous of my opportunity.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

observations:

The seminar evinced the ~~good~~ solid planning that was behind it.

The subject was particularly good for journalists (see question six.)

The format was well-conceived (it was a good idea, for example, for the outside speakers to ~~xxxxxxx~~ visit from time to time.)

Suggestions:

I hate to sound like Gloria Steinem, but why were only four women present? (was it because a proportionately small number applied? I suspect so.)

Even more field trips might be planned for the afternoons--Tech has a wealth of bizarre places that would be appropriate (it might be elucidating to see a monster computer, for example.)

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

Excellent.

Would like to have heard more from Gus -- perhaps some joint presentations.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Your informal approach stimulated general rapport.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes: Introductory notes helpful.

Layton: Selections more interesting, bibliography stimulated further reading.

Rosenberg: Most readable.

Teich: Least readable.

Supplementary Articles:

Mumford most interesting, Chandler least.

What changes should be made to improve the reading materials?

Assign less reading immediately pertinent to each topic,

more optional including other books in library.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate ?

Bob McMath (Slavery):

Interesting, but probably no more so than regular instructors.

Dot Yancy (Black Inventors):

Very interesting -- have again.

Ross Hammond (Appropriate Technology):

Informative -- have again.

Jay Weinstein (Appropriate Technology):

Tom Stelson (Solar Energy):

Jim Brittain (Communications):

Informative -- have again.

Stan Carpenter (Alternative Technology):

Most interesting -- have again.

Fred Allvine (Economic Growth):

Jon Johnston (ACLU):

Fred Schneider (Nuclear Engineering):

Fred Rossini (Technology Assessment):

Very interesting -- have again.

Other speakers failed to hold my attention. Perhaps some optional advance reading would prepare the uninitiated for these topics.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering: Very interesting -- repeat.

Nuclear Reactor: Trip should be repeated, perhaps with advance orientation.

General Motors: Eye-opening -- repeat.

Ma Hull's: Disappointing...liked Mary Mac's much better. Suggest group dinner there early in course so participants can return independently.

6. How much did you get from the seminar? How would you rate its overall value to you?

Revealed the narrowness of my interests and the additional concerns I should have.

7. Would you recommend this seminar to a colleague? Yes.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

Start earlier in June if weather is likely to be cooler then.

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

The first two weeks of lectures were well-organized. The last two weeks sometimes lost focus. Style was always excellent --- I like the humor. One note for Gus-crediting authors and their works, at times, detracted from your general observations. You often told us too much, with important points overwhelmed with footnotes.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Mel and Gus always seemed to put this seminar first --- that created a good environment. Mel's cautious yet enthusiastic optimism for technology in the face of well-reasoned criticism was refreshing. Shows he is not tied-up with the hobgoblin of consistency.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes:
A-

Layton:
B- (often simple-minded)

Rosenberg:
C- (dull, subject much more interesting than Rosenberg allows)

Teich:
A

Supplementary Articles:

What changes should be made to improve the reading materials?

Notwithstanding Rosenberg, fewer yet longer articles could be investigated. Frankly, I don't know what materials are available.

Using a '+' , '0', and '-' to indicate high, medium, and low value I give these marks.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate ?

Bob McMath (Slavery):

0

Dot Yancy (Black Inventors):

-

Ross Hammond (Appropriate Technology):

+

Jay Weinstein (Appropriate Technology):

0

Tom Stelson (Solar Energy):

0

Jim Brittain (Communications):

+

Stan Carpenter (Alternative Technology):

0

Fred Allvine (Economic Growth):

-

Jon Johnston (ACLU):

0

Fred Schneider (Nuclear Engineering):

0

Fred Rossini (Technology Assessment):

0

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering:

N.A.

Nuclear Reactor:

N.A.

General Motors:

Very interesting, include in next seminar

Ma Hull's:

include in next seminar

6. How much did you get from the seminar? How would you rate its overall value to you?

If it weren't for this seminar I would have not noticed the obvious, i.e. technology is a central category in understanding today's world.

7. Would you recommend this seminar to a colleague?

Because this is Gus' bottom line question I'll give a bottom line answer.

Some colleagues yes, some colleagues no.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

I had fun reviewing Williams' book for the group. It made me organize some of my thoughts without laboring over a tome. I don't know how you can do this for each participant, but the pursuit of answers, in my case "What is T.V.?", without having to be definitive seems engaging while not being oppressive. You have got to make us responsible for something!

Seminar evaluation...

1. Instructor's presentation.

The material presented was clear and understandable (except some of those jokes, I tell you...). However the readings and the lectures did not always relate that much.

2. Instructors' helpfulness.

The "instructor's helpfulness and general attitude" could not have been better.

3. Reading materials.

On the whole I was not that impressed with the readings. I did enjoy the Layton and Rosenberg books. I liked the supplemental readings. The amount of reading was not that great and could be increased a bit.

4. Speakers

Four Stars*** Stan Carpenter; Fred Schneider (although his talk was a bit dry, this is a very important issue that needs to be discussed); John Johnson (always too good to discuss civil liberties).

Two stars** Ross Hammond, Jay Weinstein, Tom Stelson, Fred Allvine and Fred Rossini.

One Star* Dot Yancy and Jim Brittain.

5. Field trips.

More, more, more. Very good.

6. Seminar value.

I'd give it a 3.0 on a scale of 4.0. Besides the natural value of meeting fine people (instructors included), it was good to pick up a technology view of history. I wish my history classes

had included the impact of technology more.

As I mentioned before my personal preference would have been to discuss more about the direction our present technology is taking up.

7. Recommending the seminar.

Yes.

8. Comments.

Random thoughts: The \$1,200 stipend was very adequate. The dorm rooms were...well something else. I enjoyed seeing Georgia and parts of Atlanta-it is probably something I would not have had a chance to do otherwise.

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

Mel's was generally very informative and enjoyable, although he had a tendency to ~~ix~~ stray from the subject at hand (which would have been fine -- his anecdotes were usually amusing and worth listening to -- but the structural confines of the classes ~~didn't~~ didn't allow time for much other than the topic for the day). Didn't hear enough from Gus -- would have liked to have heard more.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

Both Mel and Gus were more than helpful when approached about anything -- not just matters related to the topic of the seminar. My only recommendation would be that they make a point of telling participants explicitly that they are available during the afternoons to discuss anything that the participant might want to talk about. That might (it's really a long-shot, these folks being journalists who usually don't do more than absolutely necessary) lead to more independent study by some participants.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes: The most comprehensive, although some judicious editing would have made it more enjoyable (don't forget we're not scholars).

Layton: Very dry, although some worthwhile information is there if one takes the time to sort it out. It's difficult to critique and anthology, since some writers will be agreeable to some readers and others will not.

Rosenberg: Round-file it.

Teich: Except for the portions ^(dealing with a lot of methodology,) which I failed to begin to comprehend and doubt that I could have without at least a couple of semesters of work in those areas, I thought it was the best of the bunch -- particularly Marcuse, Freeman

Supplementary Articles: For the most part good. (and Weinberg) However, as is evident in the above critiques, remember we are journalists and cringe when we see words we think could be deleted without changing the meaning of anything.

What changes should be made to improve the reading materials?

Would it be possible to assign parts of the class certain readings and other members other readings, in the hope that diversity in reading assignments would lead to livelier discussions? (Not to suggest that ours were not lively.)

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate?

Bob McMath (Slavery): Bring him back -- his topic was interesting, although his presentation was less than dynamic.

Dot Yancy (Black Inventors): She seemed to know a lot of names and dates and not much else. Would look for a replacement.

Ross Hammond (Appropriate Technology): Myopic, although his program seems to be of utmost importance in today's world. Wish he had been capable of seeing what ~~max~~ he did in relation to everything else.

Jay Weinstein (Appropriate Technology): Very good. Would it be possible to have him and Ross Hammond appear together?

Tom Stelson (Solar Energy): Obviously biased toward solar energy, but then so am I. Would have his book.

Jim Brittain (Communications): Would have him back only if he could relate 19th Century communications developments to what's going on today. Like Dot Yancy, he seemed to know a lot of names and dates, but not their relevance.

Stan Carpenter (Alternative Technology): It was unfortunate that he had to talk about alternative technology. I think the topic certainly deserved some time during the seminar, but his presentation was too tedious and, quite frankly, boring.

Fred Allvine (Economic Growth): If people want to listen to him, let them pay admission. That way everybody would be happy. Don't force him on a captive audience.

Jon Johnston (ACLU): Give him more than an hour. He was probably the most articulate outside speaker we listened to.

Fred Schneider (Nuclear Engineering): If he could make his presentation less technical it would be more easily understood, but he certainly should be on the program.

Fred Rossini (Technology Assessment): Ho-hummy.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering: Would be more valuable if more ~~time~~ time were ~~allotted~~ allotted to spend with the director and less seeing the machines work. All in all, worthwhile.

Nuclear Reactor: Didn't attend.

General Motors: One of the highlights of the four weeks, possibly because I had never seen anything like that. Quite frankly, it boggled my mind. Certainly do it again.

Ma Hull's: Outstanding.

6. How much did you get from the seminar? How would you rate its overall value to you?

The most valuable thing I left Atlanta with is the realization that not all technology is inherently evil. ~~xxxx~~ To be honest, before I came to Atlanta, you could have classed me as an anti-technologist. But after spending four weeks at Tech, I think I have become a bit sensitized to other points of view, although I don't think my basic bias has changed that much. No longer, though, will my response be ~~xx~~ 'don't do it,' but instead I think it will be 'do it right and only after consideringg ALL alternatives.'

7. Would you recommend this seminar to a colleague?

Absolutely.

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).

Seminar Evaluation

Machine-Made America: Technology and Democratic Ideals

1. Comment on the style and content of the instructors' presentations. How clear and well-organized were the presentations?

I found the lectures for the most part fascinating, but there were points of repetition which I feel went beyond tying materials together. But as a former history student, I prefer an anecdotal approach ~~with~~ where a framework of concepts has been previously erected.

2. Comment on the instructors' helpfulness and general attitude toward the seminar participants. How did the instructors contribute to or detract from your interest and enthusiasm for the course?

I can't imagine how either instructor could have been more eager to ~~infuse~~ transmit personal enthusiasm for the material to the group. I particularly enjoyed the interplay between Mel and Gus, the different views of a different generation of scholars, which gave a living quality to the historic dialogues.

3. Comment on the quality, quantity, and difficulty of the reading materials.

Hughes: Fair Selections, mixed

Layton: Enjoyable selections

Rosenberg: Excellent - good balance economics + case studies. This book I really enjoyed.

Teich: Dry. Dense. And, I admit, helpful.

Supplementary Articles: For the most part good, except the long Stamp (sp.?) piece which was perhaps too minute.

What changes should be made to improve the reading materials?

If sample newspaper articles on several subjects discussed could be found, this might help bridge the gap between scholasticism and application, might impress the relevance of the material.

4. Comment on the quality of the outside speakers. If we give the seminar again which speakers should be invited to participate?

Bob McMath (Slavery): crisp presentation. a plus.

Dot Yancy (Black Inventors): rather scattered delivery. somewhat neutral.

Ross Hammond (Appropriate Technology): very powerful person, germane to the core problems tackled in the month. Certainly a highlight.

Jay Weinstein (Appropriate Technology): a key balance to Hammond, another factor in the equation.

Tom Stelson (Solar Energy): also a very good presentation, and as important as example of technological advocacy (along with nuclear proponents).

Jim Brittain (Communications): very knowledgeable but perhaps too much straight history and too little attention to interactions -- this a matter of direction, I would guess, rather than anything else.

Stan Carpenter (~~Alternative~~ Technology): an important, and significant, balance to Mel. Perhaps he should have been augmented by others of similar viewpoints.

Fred Allvine (Economic Growth): a character. as interesting for how he said things as for what he said. x

Jon Johnston (ACLU): nothing relevant to stated topic that I remember, but a thoroughly nice gentleman.

Fred Schneider (Nuclear Engineering): a balanced, restrained advocacy presentation. I found his confidence profocative.

Fred Rossini (Technology Assessment): a delightful sense of humor made what might have been a rather dry recital of bureaucratic procedure quite enjoyable.

5. Comment on the value of the field trips taken. Which should be included in a future seminar?

Textile Engineering: Enjoyed seeing the progression of technological changes represented in machines. Not bad. Probably include.

Nuclear Reactor: Forget it.

General Motors: Very interesting, though I think we ~~were~~ failed to press executives on relevant matters during discussion session. (This is retrospect.) High point. include.

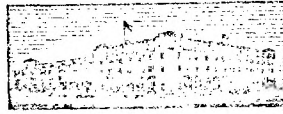
Ma Hull's: Will Ma survive the move? Will she use less sugar someday? Very memorable.

6. How much did you get from the seminar? How would you rate its overall value to you?

I feel intellectually refreshed. Perhaps that is what I most value from the seminar. So far, I have not scheduled dozens of new stories based on the seminar. I did not particularly consider its primary value as vocational. Instead, I sense a sharpening of awareness, of reflection, on matters which formerly passed by without notice. A few editorials have benefited, I guess. But I believe I have benefited in ways far deeper than I can easily express.

7. Would you recommend this seminar to a colleague? YES

8. Additional Comments - any other ways that you feel the seminar could be improved (use back if necessary).



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The Detroit News

THE HOME NEWSPAPER
DETROIT, MICHIGAN 48231
.....

Oct. 23, 1978

DR. AUGUST GIEBELHAUS
GEORGIA INSTITUTE OF TECHNOLOGY
ATLANTA, GEORGIA

DEAR GUS:

HERE'S THE FILE: THE WRITINGS I DID BEFORE AND AFTER THE SEMINAR, AND THE TWO INTERNAL MEMOS THAT RESULTED IN OUR CURRENT EFFORT.

WE'RE PROCEEDING FULL SPEED AHEAD WITH THE HEAT-LOSS PROJECT AND THE SYMPOSIUM. CONCERNING THE LATTER, I'VE STARTED IN A NEW DIRECTION. I DID CONTACT OUR LOCAL PUBLIC TELEVISION STATION, AND BROACHED THE IDEA OF CO-SPONSORING WITH THE PAPER SOME SORT OF FUTURISM SEMINAR ALONG THE SAME LINES AS "THE ADVOCATES" -- WHICH YOU HAD MENTIONED. OUR FIRST THOUGHT IS TO TRY TO GET TWO LEADING THINKERS WITH WIDELY VARYING VIEWPOINTS IN EACH MAJOR AREA, AND DO A SERIES OF SHOWS. A MAJOR NEWSPAPER STORY WOULD COINCIDE WITH THE AIRING OF EACH; AND PERHAPS OTHER PBS STATIONS AROUND THE COUNTRY WOULD PURCHASE THE SERIES.

I'VE TALKED TO TOM STELSON ALREADY, AND HE WAS VERY HELPFUL.

PLEASE KEEP IN TOUCH -- I NEED ALL THE HELP I CAN GET.

BEST REGARDS,



FRED GIRARD

INTER OFFICE CORRESPONDENCE
USE THIS FORM FOR ALL OFFICE CORRESPONDENCEDate AUG. 11, 1978To BURT STODDARD From FRED GIRARDSubject: NEH SEMINAR

FOR FOUR WEEKS BEGINNING JUNE 26, 1978, I ATTENDED A SEMINAR AT GEORGIA INSTITUTE OF TECHNOLOGY ENTITLED "MACHINE-MADE AMERICA: TECHNOLOGY AND DEMOCRATIC IDEALS." THE SEMINAR WAS ONE OF A SERIES SPONSORED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES, INTENDED "...TO GIVE MEN AND WOMEN WHOSE DECISIONS AFFECT THE QUALITY AND DIRECTION OF OUR NATIONAL LIFE...THE OPPORTUNITY TO STAND BACK FROM THEIR WORK AND EXAMINE THE HISTORICAL, PHILOSOPHICAL, CULTURAL AND SOCIAL DIMENSIONS OF THEIR PROFESSIONS." EACH SEMINAR BRINGS 12 TO 25 PARTICIPANTS TOGETHER WITH A DISTINGUISHED HUMANIST FOR A MONTH OF FULLTIME STUDY.

FIFTEEN JOURNALISTS, REPRESENTING NEWSPAPER, RADIO, TELEVISION, MAGAZINES AND FREE-LANCE AREAS, FROM ALL OVER THE COUNTRY, ATTENDED THE GEORGIA TECH SEMINAR UNDER THE DIRECTION OF DR. MELVIN KRANZBERG, RECOGNIZED AS ONE OF THE PIONEERS AND AUTHORITIES OF THE GROWING DISCIPLINE KNOWN AS HISTORY OF TECHNOLOGY. KRANZBERG AND HIS KNOWLEDGEABLE COLLEAGUE, DR. AUGUST GIEBELHAUS, DISPELLED SEVERAL STEREOTYPICAL IMAGES I'VE HELD ABOUT ACADEMICIANS. THEIR KNOWLEDGE AND AUTHORITY COVER AN INCREDIBLY WIDE RANGE, AND LEND EASILY TO PRACTICAL APPLICATION.

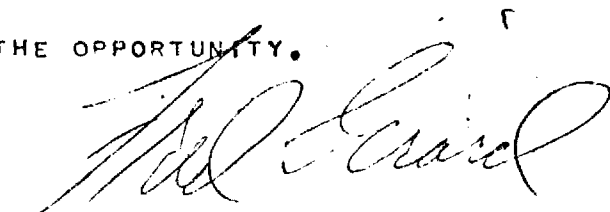
THE EXPERIENCE WAS OF VALUE TO ME ON AT LEAST THREE LEVELS. FIRST, THE MONTH OF CLOSE CONTACT WITH JOURNALISTS FROM ALL OVER THE NATION FORMED FRIENDSHIPS AND CONTACTS THAT WILL LAST FOR YEARS. SECOND, I DERIVED A WEALTH OF COLUMN MATERIAL.

THIRD, AND MOST IMPORTANT: I BROUGHT BACK A VISION OF A BROAD NEW AREA OF JOURNALISTIC CONCERN: NOT ONLY ALTERNATIVE ENERGY FORMS, BUT ALTERNATIVE TECHNOLOGIES THEMSELVES. TEN MILLION AMERICANS, BY ONE SURVEY DESCRIBED AS CONSERVATIVE, HAVE "OPTED OUT" -- GIVEN UP THEIR CONSUMER-ORIENTED EXISTANCE FOR ONE OF RELATIVE SIMPLICITY, IN TUNE WITH THE ECOSTRUCTURE RATHER THAN ITS CANNIBAL. IT'S A TRUE MOVEMENT, AND ONE THUS FAR UNTOUCHED BY ANY MAJOR NEWSPAPER. PEOPLE HAVE NEVER BEEN MORE INTERESTED IN READING ABOUT THEIR FUTURE, I FEEL, AND WE'RE IN A POSITION TO DESCRIBE TO THEM ALTERNATIVES.

AS I COLLATE MY NOTES OVER THE NEXT FEW WEEKS I'LL BOTH BE WRITING ON THESE SUBJECTS MYSELF AND PASSING ON STORY IDEAS ON MATTERS I CAN'T HANDLE ALONE.

THANKS FOR GIVING ME THE OPPORTUNITY.

CC: BILL GILES
MEL KRANZBERG





108 MORNINGDALE DRIVE, GREENVILLE, S. C. 29609. TELEPHONE: (803) 242-1366

EVAN POWELL

August 11, 1978

Mr. Melvin Kranzberg
Department of Social Science
Georgia Institute of Technology
Atlanta, Georgia 30332

Dear Mel:

Just wanted to drop a brief note to you to let you know that I have often thought of some of your admonitions to us during our recent stay at TEC, and also to tell you that I have really missed you and the rest of the group. I find myself becoming much more conscious and aware of things that we studied. As an example of this, I have (in a note to Gus) enclosed a couple of news bulletins that came across my desk within the last couple of days. Even at this short range, I think you deserve a pat on the back. The points you have made have already become adapted into our work.

Since I have been back, I have received letters from Mike Kelly and Dan Church who tell me the same thing. Thanks for all of your efforts, and I hope to be seeing you again.

All best regards,

Evan Powell
Southeast Editor

EP/1c
cc: NEH



August 28, 1978

Dr. August Giebelhaus
202 Smith Hall
Georgia Institute of Technology
Atlanta, Ga. 30332

Dear Gus,

Here is my seminar evaluation. I'm sorry it's a little late, but I misplaced it and only recently found it in my desk.

I finished the Ku Klux Klan story last week, and I expect it will run sometime during the first few weeks of September. I think it turned out very well. Taking the advice from you and Bob McMath I telephoned nearly a dozen southern historians, including Dan Carter, David Chalmers, Kenneth Jackson, Newman Bartley, and Neil McMillian. Their comments really helped make the story more ~~authoritative~~ authoritative. I'll send you, Mel, and Bob a bunch of copies when it's printed.

Take care and stay in touch.

Again, thanks for such a great seminar.

Sincerely,

PS -- As I mentioned in my evaluation, I'm now toying with the idea of returning to school part-time to pursue a masters degree in the study of how technology affects American society. Any suggestions on how I might do this?