As I said today, I think that there must be a few sentences tying this instrument into the larger community. I wasn't suggesting that there be statements such as "...this will simulate conditions in the interstellar medium and also the edge of a tokamak." On the other hand, I think that it is important to show that there are clear connections, as the Wisconsin group has done with their center. One might not agree with everything on the laundry list of connections, but the tie-in is important to show the NSF that this truly goes beyond our own needs.

At the appropriate time, I'd be happy to reach out to Sarnoff and ask to try out their UV camera. I already have the UV light source, quartz focusing optics, and quartz vacuum windows so this would be very easy to set up and compare the images from a visible laser/CCD camera to the UV lamp/UV camera.

Along with the experiments already occurring at NRL with magnetized electrons, I will find out the technical details on the source I briefly showed you yesterday afternoon. I don't know if it is realistic to turn it into a dusty plasma device for further preliminary experiments at lower fields, but I will find out.

While the MRI doesn't emphasize it, the idea of allotting N% of the user time to non-traditional users is a revolutionary idea. LPDA has a little of that with teachers, but adding the remote component to operation obviously opens that up to the country. The other major advantage is that dusty plasmas already have so many correlations to the existing curricula that there are infinite ways to tie the research work to the K-16 classroom work (light, color, electricity, magnetism, etc. etc. etc.) I think it also opens many possibilities in advanced undergrad/beginning grad education (visualizing gyromotion, acoustical waves, etc.)