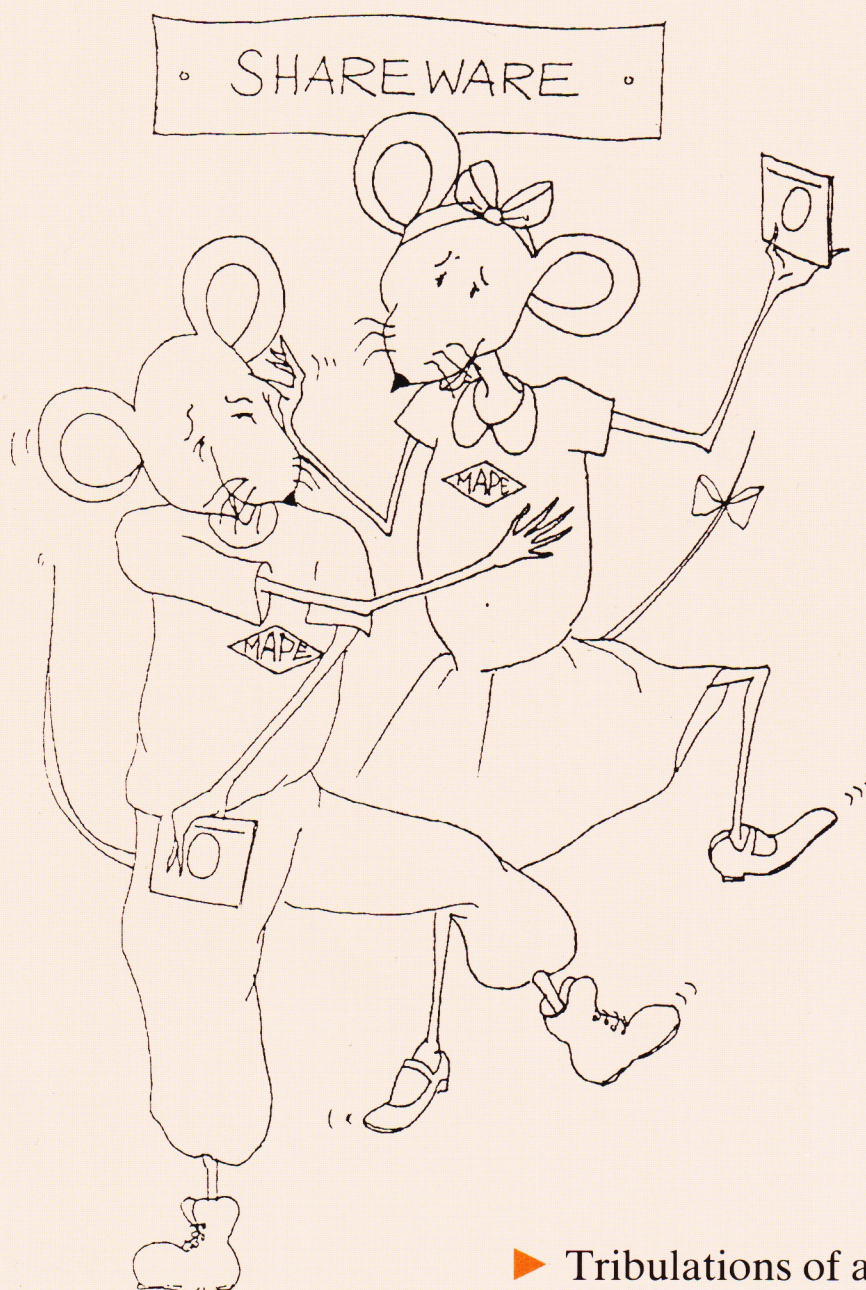


MICROSCOPE

► Issue 36

► Summer 1992



- Tribulations of a Treasurer
- Laptops at Longleaze
- More about Crosswords
- MAPE Questionnaire Results
- Advice on Software Copyright

NEWMAN COLLEGE with MAPE

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MICRO-SCOPE 36

MICRO-SCOPE matters

I'm writing this two days after returning from Bangor; as usual, the MAPE Conference has left me feeling refreshed, exhilarated, inspired . . . and gratifyingly exhausted! If you are one of the MAPE members who has never been to the Conference, why not put the dates 2nd–4th April 1993 in your diary now? It really is well worth the time and ranks high among the conferences run for either primary teachers or IT enthusiasts in terms of value for money and sound, practical help. This issue includes some Conference impressions to whet your appetite! There is also news from Senga Whiteman about the questionnaire, Chris Hurrell's first musing from North of the Border and responses to Chris Robinson's article in the last issue about crosswords.

This issue also sees the first appearance of a new feature – '10 years on . . .'. During an untypical burst of spring-cleaning, I came across all my old *MICRO-SCOPE*s. Welcoming any excuse to put off the rest of the cleaning, I looked through them and was struck by both the similarities and the differences in our dealings with micros 10 years ago. This time the extracts are from *MICRO-SCOPE* 6, published in June 1982. What are your favourite memories of the early struggles? Do write and let me know.

In the next issue there will be more news about the Curriculum Development Fund. Several of the projects which were granted funding in 1991 are now coming to fruition. There will be an opportunity to apply for small grants from the 1992 fund, to support small-scale projects which could benefit other MAPE members; the autumn term issue will contain further details and an application form.

The long awaited *Touch Explorer Plus* Special – *Into Europe* – is almost complete and should be with you very soon after this issue. Members of the working group presented an almost complete version of the pack to delegates in Bangor and a few last minute suggestions are now being incorporated. Other Specials are also nearing completion: the Humanities and Logo Specials should be completed by the end of the year and the Creative

Arts Special is in the early stages of preparation – there's still plenty of time to contact Senga, who is editing this Special, about contributing to it.

I said in previous issues that I had sufficient material for the termly *MICRO-SCOPE*s and that has indeed been the case. But I'm short of copy for the autumn term issue which I shall be preparing as you read this! All contributions are welcome at any time. How about a few experiences from year 2 teachers about this year's assessment of Technology? We can't compete with last year's floating and sinking bananas but I'm sure there will be some incidents of note! I would also like to hear from members in Scotland, Northern Ireland and overseas about the uses of IT in their curricula.

You will find suggestions in some articles for future work which could provide material for an article. What about the use of word puzzle generating programs or other ways of creating crosswords? The next issue is due out in mid-October, just in time for Christmas; I'd like to include some Christmas puzzles, ideas for cards, calendars and Christmas pictures from teachers and children. This issue includes pieces about two IT activities at Longleaze School in Wiltshire. I'm sure there are many schools both in the UK and abroad where exciting things are happening in a number of classrooms, and I would be happy to feature work from a number of teachers and children in one school in future issues. If you'd like to discuss this possibility, do contact me.

I have prepared a sheet of guidelines for anyone wishing to write an article for *MICRO-SCOPE* but these merely contain a few helpful suggestions and are not meant to restrict creative flow in any way! The final line states that 'All or any of these guidelines can be ignored and the article may still be included!', so don't feel you can't contribute without reading the guidelines first. If however you would like to receive a copy, drop me a line or ring me any evening after 8.30 pm.

Have a good summer break – I look forward to hearing from you!

Tribulations of a Treasurer

Keith Whiting
MAPE Treasurer

Unlike Dave Siviter, (see 'MAPE Office Memoirs' in *MICRO-SCOPE* 34), the moon is not shining serenely over our house. Instead, two large security lights, together with internal chimes, welcome you to my abode in Nuneaton, somewhere between Coventry and Leicester. Our claims to fame are Mary Ann Evans and quarry tip landmarks with poetic names like Mount Jud. Boudicca and Richard III also fought nearby in the distant past.

It would seem an appropriate setting for your treasurer to continue to battle on your behalf (when he is not battling with a class of 11–12 year olds!) Probably the most important change in the last year has been the introduction of Direct Debits. I have been trying to persuade the bank for years but, once in contact with the right people it was surprisingly easy. We are now half way to the 1500 Direct Debits needed to be really cost effective. Sign up now if you haven't already; there may still be a free mouse mat! Rumour has it that there is a Luddite or two on the National Committee when it comes to modern banking methods. (*Not me – I've been converted! – Ed.*) Direct Debit is by far the easiest way to pay these days and will help Val Siviter in the long run.

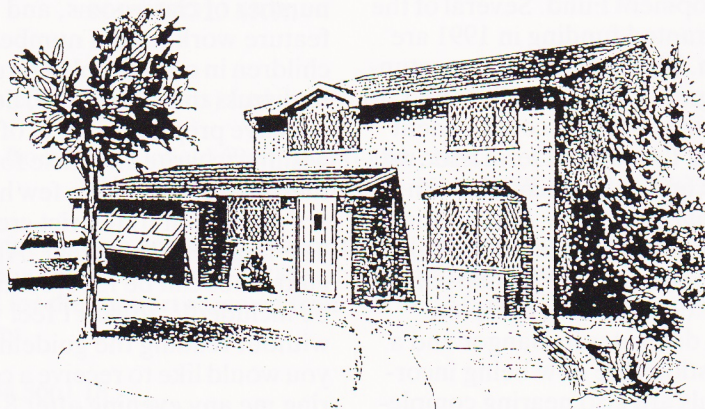
The expenditure on publications remains around 50 per cent of your subscription, and I anticipate that this will be even higher in the current year. Unlike similar organisations there are no full-time officials and we rely on enthusiastic volunteers. Local Management of Schools

means that some members on the Council or working groups will need to have their schools reimbursed for supply cover in the future. MAPE sales, through Newman College, have over the last few years been an important source of income and are important factors contributing to our healthy investments. These investments are also becoming a valuable source of income as well as enabling us to develop projects such as the Curriculum Development Fund.

My job is becoming increasingly complex, especially in having to keep abreast of changes in the VAT, tax and charities' laws. We therefore belong to other organisations such as the Foundation for Science and Technology and a VAT consultancy scheme who are available for advice.

I do not have a dog who chases me to the phone, only Puss-Puss (alias Fleabag), who insists on trying to compete with the keyboard for a place on my lap. Talking of computers for the first time, there is a new addition to the Whiting household. Thanks to Les Watson, there is the MAPE DEC 286 with Bubble-Jet. My main complaint is that it is so fast compared with the old Microvitec; when I delete I am in danger of wiping the whole page! Even the poor school Nimbus seems slow by comparison and I realise yet again how we so easily become dissatisfied with last year's technology.

On that philosophical note, I will finish with the assurance that your subscription is wisely spent and what remains is soundly invested.



Musing on the educational IT scene (6)

From a Caledonian standpoint

Chris Hurrell

Jordanhill College of Education, Glasgow

'For the want of a nail . . .'

How do you move on people who don't want to be moved on? How do you motivate the non-IT user to become an IT user? Force? Bribery? Sympathetic encouragement? Mentoring? Stick and carrot? Or just plain stick?

In whatever part of the land you live, there are worthy official-looking documents bearing titles such as 'National Guidelines 5-16' in patriotic blue and white, or colour-coded ring binders in jaundiced yellow, chic mauve or grassy green. What they all say is that children are entitled to use IT in the classroom, because we say so, and there will be a row if they don't. However the 'Because we say so!' attitude is the extreme bottom line with the unwilling teacher – not to be recommended for keeping an harmonious working atmosphere within the school.

So why are the non-users still non-users? Computers and other IT stuff have been about for a long time and if serving teachers have not got the IT message by now, who is to blame?

Themselves – for sitting back and saying 'It's just a passing fad – it will go the same way as ITA reading books and china ink wells'?

Their heads – for not encouraging or insisting that they go on good INSET courses?

Their heads – for not making IT development a priority at some time or other?

The Advisory Service – for not picking up on the non-IT users in the classrooms and doing something about it?

The government – for not putting enough cash into the system to enable the job to be done properly?

Or nobody, really – 'It's just that my classroom's outside in the demountable and we can't get the trolley up the steps, and in the spring term I always use the plug for the incubator so we can have chicks for Easter.'

This is where the good practitioner comes in. The good practitioner should make a point of being the caring/sharing type and take one of

these waverers under his/her wing and very gently . . . drag them by the hair kicking and screaming into the latter half of the 20th Century. I mean, if you very gently but firmly show them the need for using the stuff, they might find they like it after all. (Sounds like convincing children that cabbage really is good for them!)

Sudden thought. If you are reading this, then, by the law of all things great and good, you are an aware IT user of the caring/sharing type. So what are you going to do about colleagues who are not giving their children their IT entitlement? You may feel like a bit of dragging-by-the-hair, but it is not as much fun as it sounds – some colleagues are carrying a bit of excess weight.

You know it makes sense – go the extra mile for a colleague . . . be the good Samaritan . . . give them some of your time . . . lend/give them a copy of *MICRO-SCOPE* with articles that you know will strike a chord with them . . . spread the word . . . become the drip drip drip of water that wears away the stone . . . take them to a MAPE event . . . give them your last Rolo . . . but whatever you do, do something.

For the want of a nail the shoe was lost;
For the want of a shoe the horse was lost;
For the want of a horse the rider was lost;
For the want of a rider the battle was lost;
For the want of a battle the kingdom was lost;
And all for the want of a horseshoe nail!

Anon.

With the reduction in the numbers of advisory teachers, support for teachers in the classroom is becoming more of a problem. Not a problem of whether it needs to be done, just of who is going to find time to do the job in the first place; if time is not found the non-user will continue to be a non-user. Don't let the kingdom of IT be lost for the want of a nail in the right place and at the right time.

The views expressed in this article are personal and are not necessarily those of Jordanhill College.

Laptops at Longleaze

Introduction

As long ago as *MICRO-SCOPE 25* (Autumn 1988), Les Watson posed the question 'Who should write the software?', and told us about his early experiences using authoring software in Randwick School, Gloucestershire. The introduction of a laptop computer, to capitalise on the children's enthusiasm and allow more to take part, led to the extension of the project in

1989–90. Four more schools, in Gloucestershire and Wiltshire, joined the project, using laptop computers with both authoring and word-processing software. The following two articles show ways in which this work developed in one of the project schools, Longleaze Primary School, Wootton Bassett.

Editor

I. Writing your own software

Jim Brierley

Longleaze School, Wootton Bassett, Wiltshire

In 1989 our school and two others in Wootton Bassett were offered the opportunity of attending a course run by Les Watson at the College of St Paul and St Mary in Cheltenham.

The aim of the course was to show us how we could author our own software to meet the individual needs of our children. We were to use a 'shell' program called *Linx88* developed by the Prolog Education Group (PEG).

All of us attending the course had in the past used simulation programs such as *Mary Rose*, *Suburban Fox* and *Police – Language in Evidence*, so the idea of creating our own computer-based materials appealed to us.

After a couple of fairly tortuous sessions during which we experienced all the problems we possibly could (or so we thought!) we finally reached the point where, although not exactly expert, we were at least confident enough to begin writing our own programs. Les had deliberately selected three schools in the same area so that we could help each other should we have any problems!

Our whole school topic was 'Colour', and my colleague Ann Dow and I were given the colour black. Black holes came immediately to mind, so, having decided on 'Space' for our next term's project, Ann and I decided to write a simulation of a space journey. Our aims were:

- To simulate a real space voyage by providing as many opportunities for discovery, problem solving and decision making as possible;

- To encourage the children to work co-operatively in order to reach a satisfactory conclusion to the voyage;
- To provide a variety of experiences so that the children could use different writing styles in order to communicate effectively with different audiences;
- To provide a stimulus for creative expression in the form of artwork, craftwork, drama and music;
- To develop research skills by using a variety of resources;
- To build a core of knowledge about space, and space travel, the problems and how they might be solved;
- To give some idea of the vastness of space;
- To act as a stimulus to encourage children to use other commercially produced programs, for example, word processors, control programs, databases etc.

A further aim was, of course, to cover attainment targets in a number of curriculum areas, and so we began by looking at the areas of the curriculum we wished to cover and linked in the attainment targets. (See Figures 1 and 2.)

The advantage of authoring our own program was immediately obvious – we could go anywhere and do anything we liked!

Our two classes of 64 children were divided into eight 'crews' and began by writing letters of application for posts as engineer, cook, navigator and general crew members on Starship

Longleaze. The Nimbus became Mission Control and provided crew members with tasks to complete, many of them away from the computer (Figure 3). There was the ship's log to

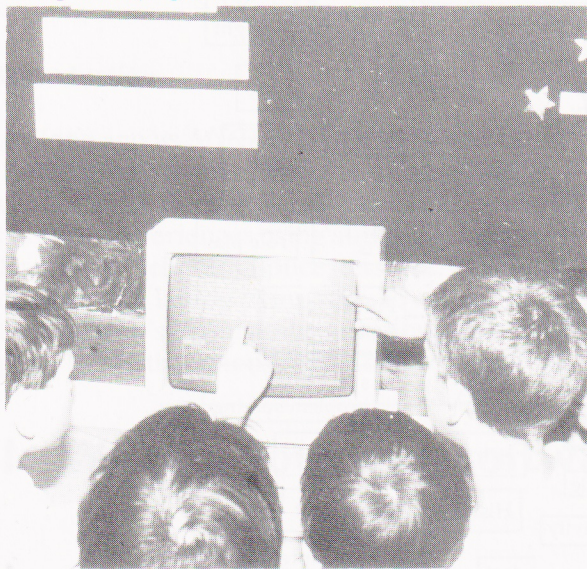


Figure 3 *Mission control.*

maintain, calculations of budgets and weights allowed aboard ship and information leaflets to prepare for the crews. Creativity was not neglected as the children produced recipes for interesting space meals, space games to pass the time, made a space quilt to keep crew members warm (Figure 4), and painted the view from the space ship (Figure 5). The spirit of cooperation became greater as the mission progressed and the children's interest and motivation was reflected in the high standard of the work they produced.



Figure 4 *Making a 'space quilt'.*

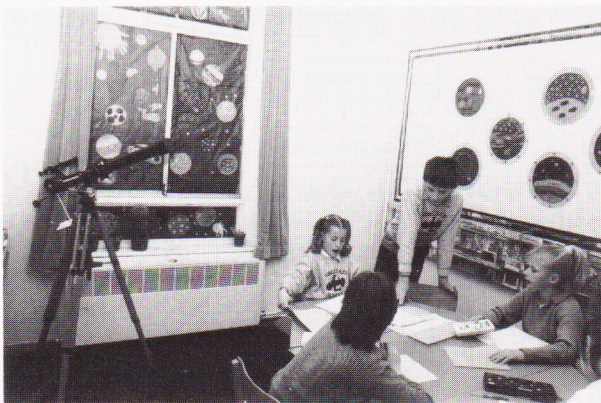


Figure 5 *News from the spacecraft.*

The advantage of authoring our own software was that we were able to match it to the needs of our children by suggesting appropriate work and tailoring this to their individual interests in ways which commercially produced programs would not have allowed us to do. We were also able to change the program at any given point as the project progressed, to take full advantage of any new situations which arose. For example, one boy broke his leg during the project, (no, not a space accident!). We managed to beam him down from the moon, wrote to him in hospital to keep him in touch with our adventures, and then beamed him up again to rejoin the crew as they sped past Saturn!

Conclusion

I cannot pretend that all this just happened – it didn't! Initially we had reservations about the time needed to plan and type in the data and whilst it still took us a long time, we did become more proficient as the project progressed. Another reservation was the lack of graphics since *Linx88* has no graphics facilities. This became an advantage rather than a disadvantage – the children were not influenced by anyone else's pictures and so their imagination and creativity were unlimited.

The project was a tremendous success and achieved all the original aims. As a substitute for first-hand experience the program provided such realism that some children really seemed to have 'been' on the voyage.

Editor's note: If you would like to know more about *Linx88* and other PEG Software, contact Les Watson, Cheltenham & Gloucester College of Higher Education, Shaftesbury Hall, St George's Place, Cheltenham, GL50 3PP.

2. Mike's Magic Bike

Children of the Upper Unit

Longleaze School, Wootton Bassett, Wiltshire

Introduction

In Les Watson's article in *MICRO-SCOPE* 34, Ann Dow and Jim Brierley outlined their aims for the use of the laptop computer they were using as part of the CLIPS (Cheltenham Laptops In Primary Schools Project).

'Our aim on receiving the laptop was to develop word processing as an accessible writing tool, to be used as and when there was a need for a piece of writing to be done. Previously we had tended to use our BBC word processor to produce 'best copy'; now we wanted to use the laptop as a starting point for writing.'

Several months later I received a copy of *Mike's Magic Bike*: a collection of adventure stories written by children of the Upper Unit of Longleaze School. Each of the fifteen chapters

was written by a different group of four children (all groups included boys and girls), and the book represents a collaborative effort by over 50 children. Their stories are among the most imaginative I have seen from children of this age and make a strong case for the benefits of collaborative writing.

The hero of the adventure is Mike; his bike is repaired by an old man and, unbeknown to Mike, fitted with a magic cog which transports him through history to different places in the world. Choosing extracts from 44 pages of well-presented, highly creative work was not easy, but I hope that the following excerpts will give you the flavour of the book. The spellings, punctuation and layout are exactly as in the children's book but have been retyped since my photocopy was too grey to reproduce satisfactorily. The illustrations are by Simon Taylor.

Editor

Chapter 1 The Rocking 50's

One fine sunny day, Mike was feeling at a loose end.

"I'm going for a bike ride, mum!" shouted Mike.

"All right!" shouted back his mum.

Sneaking into the kitchen, he took some Mars Bars out of the fridge.

"Get out of the fridge Mike!" a voice called out from the lounge.

"Yes, mom," he replied, saying mum in an American accent.

He did not put them back though. A couple of minutes later, he was on a hilly, narrow road. Soon he came to his favourite hill. He hit it gently, stretching his legs.

As he went down the hill, he was gathering speed until he had to brake suddenly. He looked down.

"Oh no!" he wailed, "One of my cogs has come off!"

So he wheeled his bike to the old man, who was good with bikes. The old man, who liked Mike, had given him a magic cog but had not told him, fixed the bike or Mike.

So, Mike still oblivious to everything, went back to the hill for another ride. He walked the bike up the hill.

When he reached the top he got on and went flying down the hill. He selected a gear to make the ride easier.

As he did this, the bike started TREMBLING. The speedometer was going crazy!

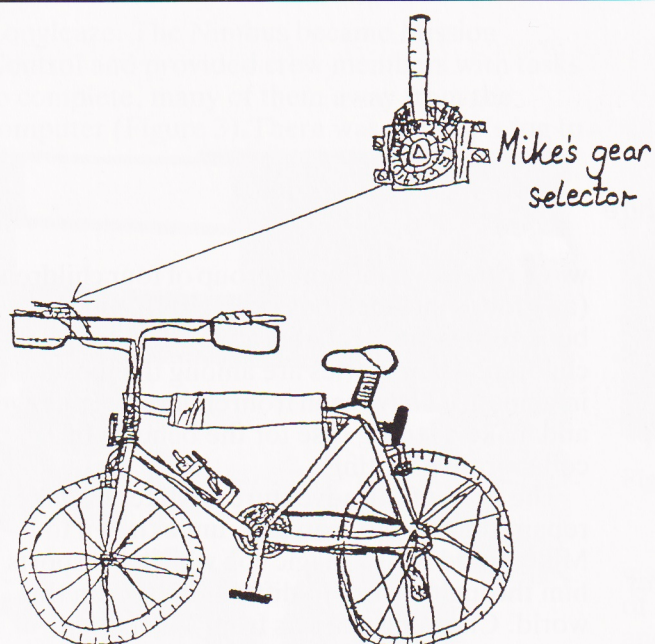
"What on earth is happening to this CRAZY bike!" Mike roared. "I'm sorry God for when I broke my mum's favourite vase."

Suddenly he and his bike were lifted in the air. He was thrown onto a hard pavement.

"Where am I?" Mike wondered.

From where he was sitting he could see a massive sign which said "HOLLYWOOD"

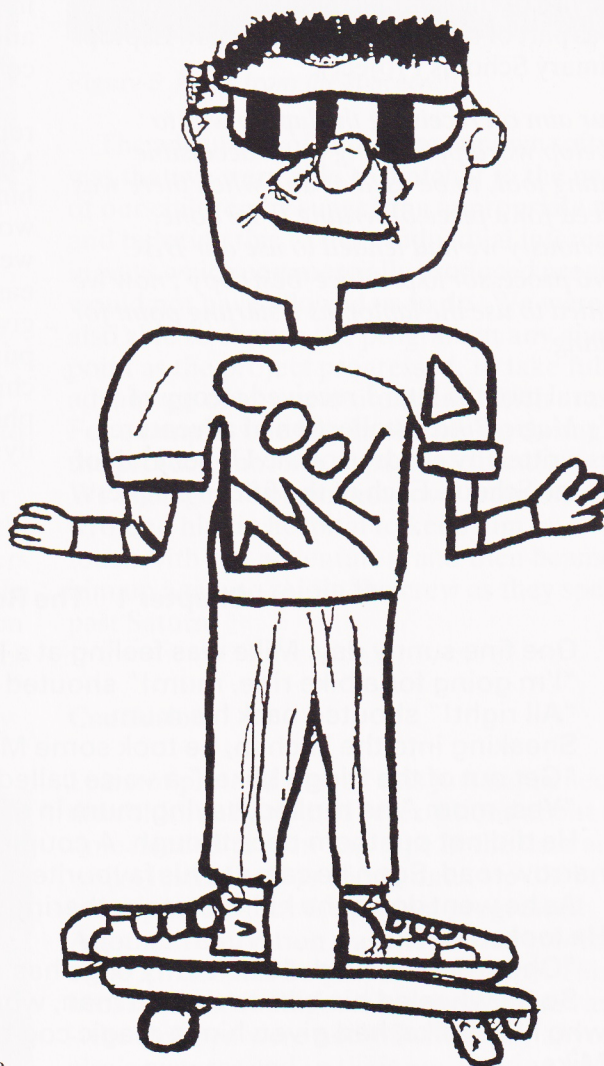
"I'm in California!" Mike whispered to himself. "I am in California!"



'Here's Mike's magic bike. It is a standard mountain bike, one you could get from any shop. The only thing that is different, is the magic cog, which was put on the bike after he bought it. Its power can take Mike wherever he wants to go when he selects the magic gear.'



'This is Rambo, Mike's dog. Rambo loves camouflaged things such as his dog house. Rambo often wears a head band. He loves Marrow bones. Rambo was born three years ago.'



'This is Mike.'

This is just the start of Mike's adventures! Next, he and his dog Rambo meet aliens on Mars, the cast of Beverly Hills 90210 and are saved from being eaten by pygmies of the Amazon by a scarlet macaw called Fred and his friends Boris

the Boa and Percy Piranha. They visit Legoland, Canada, the Lost City of Atlantis, the moon and Hawaii. They go back in time to visit Robert Red Beard in the land of the Vikings and to explore the pyramids of ancient Egypt. . . .

Chapter 11 The Pyramid Puzzle

One afternoon Mike was feeling fed up, he said to his mum,
"Mum, I'm going on my bike!"

His mum said, "OK, but don't be too long."

He put on his coat and went outside. When he was riding, he started to think about the adventures he had had on his bike before.

He wished he could go to Egypt to see the pyramids. He started to pedal faster. He changed from first to thirteenth.

Suddenly he felt a strange feeling running through his body and through the bike. He looked down and saw the magic cog sparkle and tremble! So he tensed his body ready for the trip of a lifetime to Egypt!

After a while, Mike thought nothing had happened. Then he opened his eyes. When he looked up he was in EGYPT!

He looked around, all he could see was sand, pyramids, the River Nile, camels and Egyptians.

Just as he was going to see one of the pyramids, Mike heard a bark! He looked around and there on the floor was Rambo, Mike's dog.

Mike asked, "How did you get here?"

But all Rambo said was "woof!"

Mike set off to a step pyramid. When he arrived there, he found a sign on the entrance which said

CLOSED DUE TO VANDALISM!

"Bother! I've always wanted to see the step pyramid. I know I'll ignore the sign and go in. Come on Rambo."

Inside the pyramid there were mummified cats and lots of treasure. Mike was going to see the treasure but Rambo had already gone on.

Further on, there were hieroglyphs and paintings scratched on the walls.

After a while, Mike said

"Cor! I'm starving. I haven't had anything to eat since breakfast."

But there was nothing around for him to eat. He decided to have a rest because it would take his mind off food.

As he was about to sit down he wondered where Rambo was hiding.

He looked around but there was nothing to worry about because Rambo was sound asleep next to a mummified cat!

"Rambo must have been pretty tired." said Mike.

He was just about to fall asleep when the wall revolved ninety degrees. He was in the heart of the pyramid!

He jumped up and said "Where on Earth am I?"

But there was nobody around to answer his question. Walking around were Mummies and Pharaohs and sliding around were snakes. He screamed because one of the snakes was slithering around his feet. But Rambo pounced forward and jumped on to the snake.

"Well done Rambo!" said Mike.

When Mike had screamed one of the mummies had heard him. The mummy came rushing forwards and caught Mike and Rambo.

Mike shouted, "Let me go!"

But the mummy took no notice of him. It locked Mike in a cage and tied Rambo to a tomb along with the magic bike.

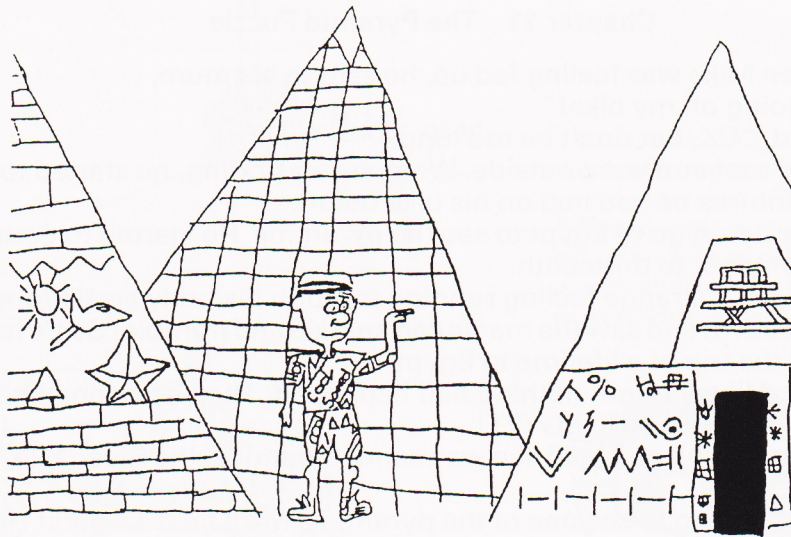
After a while when the mummies and pharaohs had gone, Mike decided to try to get out of the cage because he could not stay in there forever.

He thought, "I'll try moving the cage nearer to that golden key, because it might get me out of here."

After struggling and sweating, Mike was just near enough to pick the key up.

"At last I thought I'd never be able to get out of here."

So he unlocked the caged, untied Rambo, climbed on his bike and shot out of the pyramid. He was just in time because the mummies were going to check up on him.....



Mike jumped on his bike and put Rambo on a lead and started to pedal as quickly as he could but it was not very easy because of the sand.

He changed his gear to thirteen and had the same tingling feeling running through his bones and the bike.

Before he knew it he was back in Wiltshire again riding around his garden.

Jumping off his bike, he sprinted to his house with Rambo. As soon as he stepped through the door his Mum asked him where he had been.

Mike told her that he had been to Egypt to see the pyramids.

All his mum said was "Stop telling your silly stories and get into bed because it's getting late."

Mike said "But Mum I'm starving, anyway I'm not tired!"

Alternative sources of software

Chris Taylor

St. Luke's College, University of Exeter

If your school finds that choosing and buying software is something of a problem, you may be interested to know that there are alternative legal sources of software which permit prospective purchasers to try out programs before deciding upon purchase. Access to these sources is through the Shareware and Public Domain software libraries. These sell software, charging only for the discs, costs of copying, postage and administrative overheads. The principle behind these organisations is that there is a lot of good software available for which the authors don't have the time or resources to undertake a major marketing effort, particularly if the end result is that a large proportion of their software ends up being pirated. The marketing policy is to give the software away, with the right to make copies to give to other people. In order to make money, a registration fee is charged, upon the payment

of which the purchaser usually gets full documentation, support, and occasionally, an extended version of the program. The obligation on the prospective purchaser to pay is moral rather than legal, with the added benefit of full support. This concept is known as Shareware.

Some software is also in the Public Domain, that is, the authors have given it away to be copied and freely distributed, although there is usually a copyright clause, to prevent the software being altered.

There are Shareware libraries available for most of the commonly available makes of computer, with software for IBM compatibles and Apple Macintosh being the easiest to find. However, there are also collections for Research Machines, Acorn BBC and Archimedes, Amiga and Atari. Addresses can often be found in magazines such as *Computer Shopper* or

Micro User. Much of this kind of software will be of little direct use to a primary school, being mainly business packages, games or utilities, and the registration costs of some packages are near to those for commercial educational software packages, so you may not save a great deal if you register. There are, however, some programs which *could* be of use in school, such as word processing packages, painting programs, data handling programs and utilities such as hard disc managers and virus scanning programs.

Another source of software is the so-called 'Blue File' software written for use with special needs children and placed in the educational domain. This may be available from your local IT advisory centre, or through North-West Semerc.

Another benefit of shareware is that much has been written for low specification machines, without the need for hard disc drives and fancy facilities. For example, some of the IBM software is designed to run from one floppy disc drive with whatever kind of monitor is available, thus making a £250 basic computer system such as an Amstrad 1512 PC a valid purchase, if it is going to be used for a limited range of applications.

There can be disadvantages with using Shareware:

- Much of this software has been written in America, which has a rather different attitude towards the use of IT in schools, and tends towards the drill and practice type which is less favoured in Britain.
- Many of the software houses also 'compress' the software to maximise what can be put on a disc; the programs then need to be decompressed and copied onto another disc before using.
- Some sources of Shareware such as bulletin boards can be sources of computer viruses so always use a reputable Shareware supplier.
- Some sources also have libraries of 'adult software' – probably not the sort of thing that a school should inform children about!

If anyone knows of any program they have felt to be particularly useful from either public domain or Shareware sources, please could they let us know so that it may be publicised in *MICRO-SCOPE*. If any software authors would like to consider using MAPE as a vehicle through which to distribute their software, please contact us.

We have given the addresses of a few Shareware libraries; please refer to computer magazines for other addresses, and enclose an SAE when asking for a catalogue:

Archimedes

ArchAngel
9 Chancel Court, Pinhoe,
Exeter, Devon.

State of the Arc
The Holt,
29 West Lea Drive,
Tingley, Wakefield.

BBC

Cotswold PD
Maycombe, Field Road,
Whiteshill, Stroud GL6 6AG.

Re-Run
1 Northolme Close,
Grays, Essex RM16 2NX.

Nimbus

RM User Group
c/o Stephen Rochford
George Stephenson Community High School,
Southgate, Killingworth NE12 0SA.

IBM Compatible

The Disc Park
23 Eagle Drive,
Flitwick MK45 1RH.

Gemini Shareware
The Court House,
110 High Street,
Nailsea, Bristol BS19 1AH.

North-West Semerc
Fitton Hill,
Rosary Road,
Oldham OL8 2QE.



Puzzle page

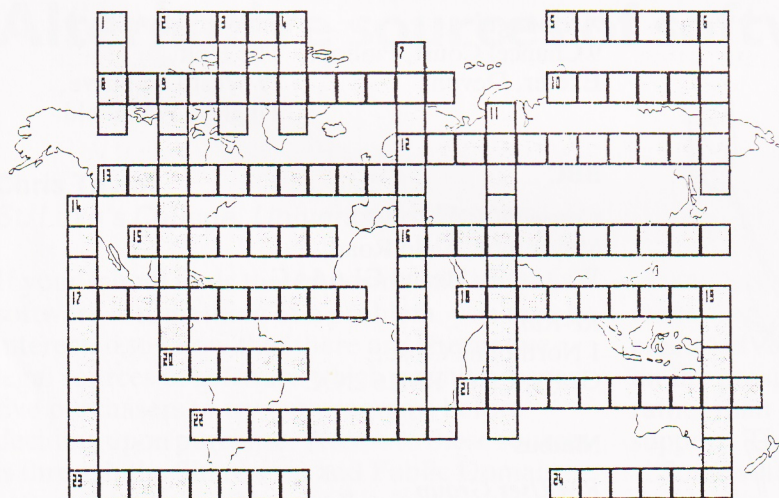
Chris Robson

MICRO-SCOPE Editor

Chris Robinson's article in *MICRO-SCOPE 35* ('Logo file: Crosswords – learning by our mistakes') has prompted two MAPE members to suggest alternative ways of producing crosswords. Des Thomas reminds us of Northwest SEMERC's *Wordpuzzle*, Northern Micromedia's *Crossword Callup* for the BBC and *Crossword Callup 2* for the Archimedes, and LTS's *Discovery*. Word puzzle generating programs are an extremely useful addition to any school's software library since they can be tailored to suit all age groups, abilities and topics; the ones mentioned here are only a few of those I know are available. Have you got a favourite one which has proved useful in your class, on the BBC, Nimbus, Archimedes or any other micro? If so, please write and let us know, enclosing some printouts of the crosswords and puzzles generated.

I would also like to start a regular puzzle page and print puzzles invented by children. Have children in *your* class invented word searches or other puzzles to accompany topics, using computer programs? The autumn term *MICRO-SCOPE* should be out well in time for Christmas, so how about a few Christmas word puzzles which you and your colleagues can photocopy and use? Please send any Christmas puzzles, generated by you or your children on BBC, Nimbus or Archimedes, to the Editor by 1st August 1992. There will be a small seasonal prize for each puzzle printed!

In the meantime, just to get you started, here's a small summer holiday puzzle. This crossword, on the theme of Conservation, was compiled using Archimedes *Crossword Call-up*, available from NORICC. Answers are on page 32.



17. People's . . . can have a good or bad effect on their environment.
18. To pour out from.
20. Harmful or deadly.
21. The warming of the atmosphere by a build-up of gases – . . . effect.
22. The friendly petrol! (4–4)
23. An oil . . . at sea can cause a marine disaster.
24. A gas needed for life.

Clues for DOWN

Clues for ACROSS

2. You can injure yourself badly if this is left around on the beach.
5. This type of fuel was formed in pre-historic times.
8. Cancer causing!
10. These carry rain.
12. To grow worse or less useful.
13. People who prepare food must be very clean or they might . . . it.
15. Good gardeners should always have a bin of this.
16. This type of waste is highly dangerous, but you can't turn it on.
3. This type of rain kills plants and creatures.
4. A harmful mixture of smoke and fog.
6. This building is of special interest.
7. Substances which can be broken down by bacteria.
9. Often called jungle.
11. If farmers use too much of these they can harm our rivers.
14. Substances which may upset the balance of the environment.
19. This often takes place after forests have been cleared.

More about crosswords: making !Draw work for you

Dave Hollett

Cadishead Junior School, Salford

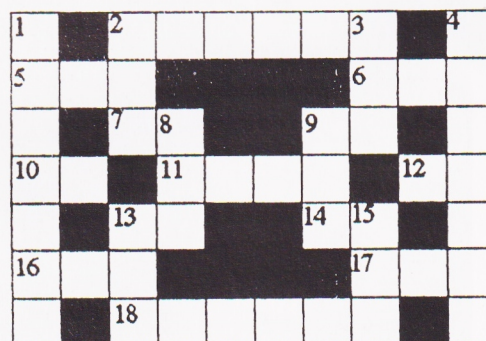
It struck me when reading Chris Robinson's 'Logo file' (*MICRO-SCOPE* 35), that the quickest method of drawing the crossword grid would be to use !Draw, one of the utility programs which comes free with every Archimedes. 'Free' programs often tend to be dismissed as being of little or no value, but !Draw is an extremely powerful and versatile piece of software and it is well worth spending a little time getting to know it.*

Producing crossword grids in this way has the advantage of being quick and there is the added benefit of being able to rescale them without loss of resolution – they don't become jagged or blocky when enlarged.

To draw a crossword grid:

1. Press the middle Menu button and slide down and across the Grid option.
2. From the Grid sub menu, select Show with the Adjust button (this keeps the menu on-screen) and Lock with the Select button (this then gets rid of the menu).
3. Each large point stands for 1 inch and small point for a quarter of an inch.
4. Select the rectangle tool and drag a box out to match your required grid.
5. Press the Menu button and go to Style. Select black as the fill colour.
6. Drag out a box the size of one of the small squares – it should be about a quarter of an inch square.
7. Select this small black box by choosing the bottom option on the tool box and clicking the Select button whilst the pointer is over the black box.
8. Hold down Select and drag the black box to the correct place. Release Select to drop the box in place.
9. With the box still selected choose Copy from the Select sub menu. (If you have the new version of !Draw you can press CTRL+C to copy.)
10. You can now copy and position as many black boxes as you need.
11. When they are placed choose the top item on the tool box, press Menu and change the fill colour to None.
12. Add your grid lines, which should all 'snap' into position.

13. Add your numbers by selecting the Text tool ('T') from the toolbox.
14. Press Menu and turn the Grid lock off.
15. Choose a suitable font and size from the Style sub menu (Trinity Bold at 10 point fits well.)
16. Click Select to make the text cursor appear and type in your number. Press Return or click Select to fix it, then select it as you did the black box. Move it to the correct place on the grid.
17. Select the text tool again and keep adding numbers in the same way as above. (You can zoom in if you want to position them more accurately.)
18. When you're happy with your crossword, you should 'group' all the parts of it: select all parts by either choosing Select All from the Select sub-menu (press F5 if you have the new !Draw) or by choosing the bottom option in the toolbox and dragging a box around the entire crossword.
19. When all the components are selected, choose Group from the Select sub menu (CTRL+G on the new !Draw).
20. You now have a crossword grid that you can drag anywhere on the screen, resize or drop into DTP program.



*Editor's note: !Draw and the updated !DrawPlus are available to all Archimedes users. The Archimedes guide contains instructions, but these are not written in a way which encourages novice users! Sherston Software's !Draw-Help costs £15.95 and contains a series of tutorials with supporting disc. It is also contains useful tips and hints about using Drawfiles with other programs such as *Genesis*, *Poster* etc.

Contact Sherston Software, Swan Barton, Sherston, Malmesbury, Wilts. SN16 0LH.

Bangor '92: impressions of the Conference

Chris Robson

MICRO-SCOPE Editor

As this edition of *MICRO-SCOPE* is going to the printers less than a week after the Conference, what follows is a series of impressions rather than a full Conference report. However, everyone I talked to thoroughly enjoyed it and I know I'm not alone in having already put 2nd-4th April 1993, York University, in my diary for next year. How about you? There's a little more information about next year's Conference in the Northern regional news. But back to this year's event . . .

The Conference was opened by Mike Rumble, IT Inspector for Northamptonshire. Mike's primary teaching background clearly showed as he began by reading us a story – an extract from the *Hitch Hiker's Guide to the Galaxy*. Mike's message was that now we have technology powerful enough to give us all the answers, helping children to learn how to form the questions, how to question creatively, is one of the most important things we have to do. If we ask the wrong questions, we shouldn't be surprised if we get the answer '42'!

Here are a few more of Mike's thoughts which set me thinking:

- HMI *Curriculum Matters 15* said 'New technology has radically changed the home and the workplace; it has a similar potential to transform the classroom' . . . the classroom *is* being transformed, but not by the technology, rather by what we are doing with it; only now are we getting the computers and software which will allow us to do what we want to do in schools.
- The last ten years might have been traumatic but we couldn't have got where we are today without them!
- Only now are we beginning to get computers in primary schools in sufficient numbers for them to make a difference . . . and they *are* making a difference.
- The most powerful computer available in the world today is slightly, but only slightly, more intelligent than a brick. (This is demonstrated by the following examples of hyphenation

perpetrated by a word processor: the-ories, leg-end, mans-laughter, bamboo-zle, linger-ie.)

- The ratio of pupils to calculators in 1969 was 1:2369.
- 'The microcomputer is incredibly fast, accurate and stupid; man is unbelievably slow, inaccurate and brilliant. The marriage of the two is a force beyond calculation' (Leo Cherne). In other words, children and teachers are creative and imaginative, and technology has a lot to offer too. The important thing is to match them up so that both function most effectively.

Conference delegates then scurried off to begin matching *their* imagination and creativity to the range of technology on offer in Bangor. The mixture of themes, workshops and

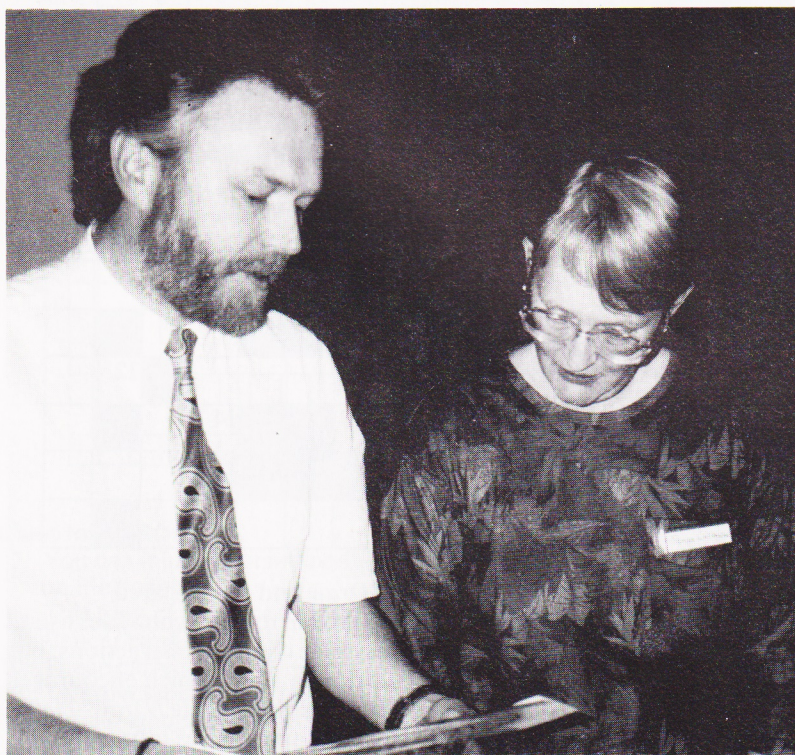


Figure 1 Mike Rumble and Senga Whiteman ponder the question and conclude the answer must be 42.

presentations was broad enough to suit all tastes and stages of development and your editor has persuaded several presenters to write about their topics for future issues. As usual, MAPE was well supported by the commercial exhibitors who were extremely generous with their time, demonstrating products old and new and discussing them at length with delegates. Our thanks go to all of them, and particular thanks are due to Research Machines plc, British Telecom and Philips for sponsoring some of the social events at the conference.



Figure 2 No expense was spared in arranging the informal entertainment in the bar. Cliff Richard made a special guest appearance (by courtesy of Nick Capstick and NCET), and was accompanied by David Congdon on keyboard and Rob Crompton on guitar.

The after-dinner speaker on the second night was Keith Evans, Director of Education for Clwyd. He began by giving new meaning to many of the acronyms we all know and love; I know I enjoyed them at the time, but I can't remember them now! Mr Evans quoted a lecturer who used to begin by saying: 'For the next hour, it's my job to talk to you and yours to listen to me. If you finish your job before I finish mine, let me know!' There was no danger of that happening on this occasion – Mr Evans left us all wishing for more, and as is the nature of after-dinner talks, gave an entertaining talk which was impossible to report on!

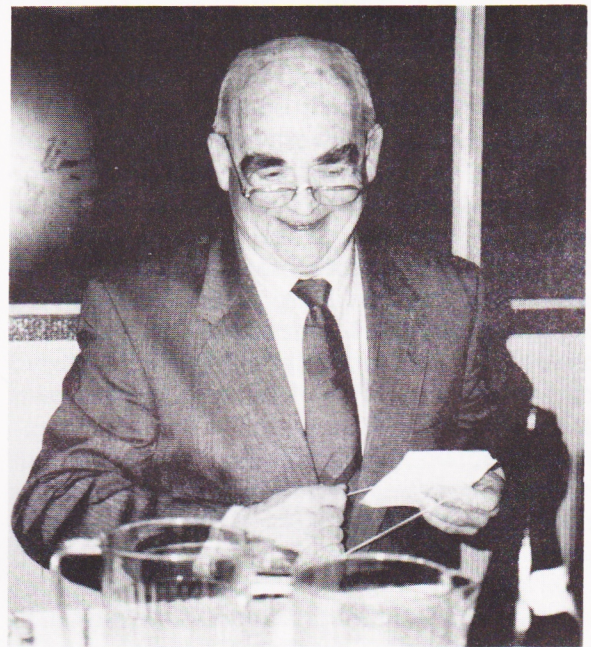


Figure 4 Keith Evans, Director of Education for Clwyd.



Figure 3 MAPE Software, guarded by Yvonne Peers, MAPE's Information Officer.



Figure 5 Senga presents Roger with a World Atlas and an Easter egg.

After the dinner Senga Whiteman presented Roger Keeling with a World Atlas and an Easter Egg in recognition of his work as Chairman from 1985–1991.

Roger Keeling's talk closed the Conference on Monday morning. Those of us who have heard him talk before were not disappointed – his juggling act improves with every performance! This time however, he left us even more breathless as we then parallel-processed our way through his multi-screen presentation; we watched a CD ROM demonstration, read Roger's overheads, listened to him talk and answered ten questions about MAPE's history being shown on a rolling demonstration of *News Bulletin* – all at the same time! After reviewing some interesting predictions made ten years ago and looking at the present state of the art, Roger raised some of the issues which we shall need to tackle in the next decade:

- We now have immediate access, through CD ROM and remote databases, to vast amounts of information. Both teachers and children need to know how to use it effectively.
- We need sound, well-reasoned advice about which machines to buy. For example, do we buy six machines at £200 each, which will do a

few things well, or do we buy one for £1200 which does everything?

- We must emphasise the need for *sustained* professional development. Initiatives which provide 'one-off' training for teachers are insufficient.

Roger repeated Mike Rumble's thoughts from the opening talk: there is great potential for the classroom to be transformed, not so much by the technology as by what we do with it; technological developments are giving children the opportunity to become much more autonomous learners, but if they are to learn effectively, we must make clear our role as educationalists in the advances of IT in schools. We need to be prepared to make good use of the new tools when they appear.



Conference '93 - Presenters wanted!!

Presentations are always a popular part of the conference, since they allow delegates to sample a wide range of ideas and hear what colleagues are doing in other parts of the country. The Conference committee are now planning the presentations for the '93 Conference and inviting volunteers. If you are interested in giving a presentation and would like to find out more about what is involved, contact David Campbell, 8 Heron Gate, Guisborough, Cleveland, TS14 8PG Tel: 0287 636552

Reflections from the Conference

Beryl Bartter

Lea House School, Kidderminster

It was early in 1981 that I first became interested in the use of computers in the classroom. A colleague's husband had a Sharp computer sitting in the corner of their lounge. From my interest, and his enthusiasm to educate primary teachers in the computer's use, I agreed to spend an evening a week learning how to do some BASIC programming. After five weeks I wondered how I was going to extricate myself without appearing a failure, and hurting his feelings! As I walked in on this particular evening, 'DON'T PANIC' was flashing on the screen. I didn't: I taught the computer to draw a line . . . Eureka! I was hooked! I had power over this diabolical machine. I started to construct a program for the classroom – even using PEEKS and POKES – but quickly realised I did not have time to be a programmer, a teacher and run a home.

I bought a ZX81. I found minutes turned into hours when you sat in front of a computer. But by now I knew I needed help. Although I knew it was an exciting new dimension for children to learn with, I did not know how to use the computer effectively in the classroom. I heard children have heated, excited discussions on how they should progress through a problem – even if it was a programming problem in BASIC. I also realised that programming was exciting for those who coped well with the other academic subjects such as maths and grammar but it was the usual turn-off for the less academically minded.

On August 1st 1981 I attended a conference – 'Microcomputers in Education'. In my report to my authority, a copy of which I have just found tucked away in an early *MICRO-SCOPE*, I stated that although the conference was aimed mainly at secondary schools, I felt that some of the six ways they suggested of using computers in schools could be adapted to the primary school, in particular as a classroom teaching aid, as support for computer appreciation courses, and in individual computer assisted learning (remember, this was 1981!) I put forward their arguments about the choice of system: 'Whether to go for a simple machine like the ZX81 or the BBC Acorn that has a limited use and life(!) or to the other extreme where music and colour are involved with floppy discs, high resolution graphics etc.'

The majority of the speakers were computer buffs and they were not in tune with the ignorance of the ZX81 users of my calibre. But I also heard Pam Fiddy speak; she had been seconded for a year as a teacher adviser to infant schools on the use of computers. She was inspiring! Things were happening out there in the wider world after all. I came away with mixed feelings of frustration, inadequacy and excitement.

I then begged and borrowed computers for the classroom from whoever would loan me one for a few hours . . . a week . . . a term . . . until the head and the authority realised I was serious and bought one of the first BBCs – how *did* our enthusiasm survive those tape recorders?

Then someone suggested I join a new group called MAPE. I can't remember where this first Conference was held – was it Newman College? (*No, I think it was Exeter – Ed.*) There I met Senga Whiteman and Roger Keeling and their steady practical enthusiasm have been one of the mainstays behind all that has developed in the primary computing world since that time. All those acronyms – MEP, MUSE . . . which delighted Keith Evans, have left their mark; many have faded into the past but MAPE lives on!

At the 1992 Conference I was sitting at the AGM listening to Senga, the present Chairperson, awarding 'Oscars' to all those who had played a prominent part in recent developments. It occurred to me that Senga and Roger, the two unsung heroes of my early struggles, and those of many others like me, are still there in the forefront, still actively encouraging, delegating and developing more enthusiasts, and deserve their Oscars too. Thank you both for all you have done; may you long continue to spread your philosophy.

Editor's note: Following Keith Evans' discussion of acronyms, Beryl suggests a competition to uncover the true meaning of MAPE. She starts us off with **Medals of Appreciation for Patient Encouragement!** Any more suggestions will be gratefully accepted and printed in the next issue!

News from the Chairperson

Senga Whiteman

The MAPE Questionnaire

We distributed a questionnaire with the Autumn edition of *MICRO-SCOPE*. In return for completion we offered a badge to the first 500 respondents plus a chance to win one of five £50 software vouchers. We were delighted to receive almost 600 completed questionnaires. Thank you! The badges and the software vouchers have been sent out.

The questionnaire was designed to provide us with some insight into what you, the members, would like MAPE to offer as part of its services. Those of us who are active in running MAPE are called upon to make decisions about what is, and what is not, appropriate support for members and, in general, we believe we choose well. But, as a prelude to the formulation of a development strategy, we decided to take a more pro-active line and ask you.

The ratio of members who replied is about 10 per cent. What follows, therefore, must be set into that context. Slightly more than 98 per cent of respondents will be renewing their membership when it becomes due. *MICRO-SCOPE* is rated highly by 90 per cent of respondents. Software Specials are rated highly by 80 per cent (13 per cent didn't give them a rating). (See Figure 1.)

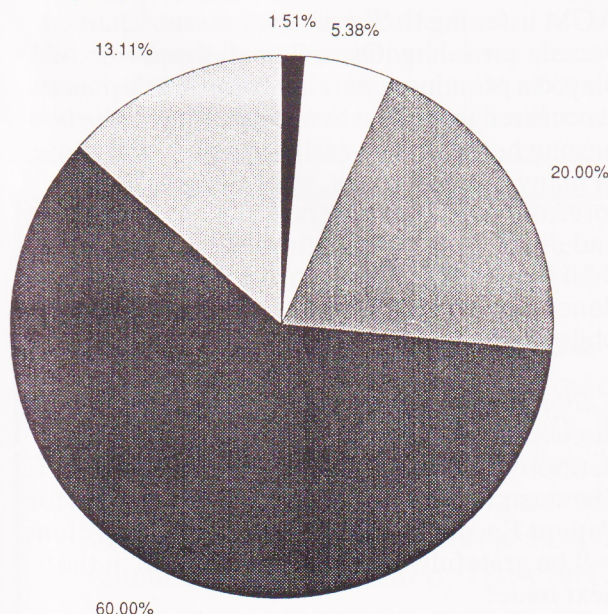


Figure 1 How do you rate software specials (on a scale of 1 to 4)?

Part of the questionnaire was open-ended and invited members to tell us what they would like MAPE to offer. Out of those who replied, 342 made no comments in that section. Those who did complete it offered us a range of possibilities. These can be grouped under several headings. With reference to the regions, the most common request was for more regional events (34 people) and for groups which are more localised rather than region-wide (10 people). The suggestion for *MICRO-SCOPE* was that it should include a greater number of reviews of both hardware and software (28 people). Not surprisingly, more software specials were requested by 39 respondents. Eleven people wanted more information about Archimedes software. Fourteen people wanted a support hotline and ten wanted us to offer a discount scheme for both hardware and software.

There were lots of requests which were made only once.

We have collated all this information and we will be reviewing our provision in the light of your responses. But it may take a little time because, as I said earlier, this forms part of a thorough evaluation of all aspects of MAPE. I hope to include a version of the development plan in the Autumn term edition of *MICRO-SCOPE* and we would like members to respond again then. Your regional representative will keep you informed.

Software Specials – BBC, Nimbus and Archimedes

With the Spring term edition of *MICRO-SCOPE* there was a form on which members were invited to indicate whether they would like software specials in a Nimbus format. Thank you to those who returned them. 'Into Europe' – the forthcoming *Touch Explorer Plus* Special, will be available in BBC and Nimbus formats which will include a version of the program on disc allowing you to use the files, but not

to alter them in any way. For technical reasons, such a version cannot be distributed for the Archimedes but we are planning to make the files available in an Archimedes format. Details of how to obtain these will be given in the pack. Previous Software Specials are now available for the Archimedes (*Lost Owls*, *Front Page Extra*, *Stylus*, *Graph-IT*). Write to the MAPE Information Officer at Newman College, Bartley Green, Birmingham B32 3NT for further details.

MAPE competition

In the Spring term edition of *MICRO-SCOPE* we published the results of our competition. I would just like to record our thanks to Commodore who donated the prizes, to Anne Liddle who managed the competition and organised one of the prize-givings and to Chris Britten who organised the other prize-giving but who, at the last moment, was ill and unable to attend. Thanks are due to Bill Urwin who stepped in at the last minute. Well done to everyone who entered. If you would like another competition then let us know!

Conference '92 and '93

It's all over for this year! A Conference Report has been compiled and appears elsewhere in this issue. Now is the time to start to think about Conference '93! This will be held in York, at the University, from 2nd to 4th April. The theme will be 'Managing IT'; there will be opportunities for teachers to attend short presentations or to study aspects of IT in greater depth. There will be themes and presentations by both teachers and commercial companies, covering a range of IT applications and management issues relevant to teachers throughout the primary age range. See Regional news for further information.

Hints and tips

I'm typing this on an RM Notebook. It's A4 in size, weighs a few pounds and fits very easily into a small briefcase. It's not mine but I've borrowed it to take to conference to write reports immediately. I've worked my way up in terms of machine power, and down in terms of machine size for about ten years and I sometimes feel as if my software using skills are diminishing by the second. Yesterday, by some accidental slip of the fingers, I turned the typing mode to overwrite instead of insert. I tried every key press, and every combination of key presses, to turn it off, I even read the help pages. I tried to think what it would do if it was intuitive. I raged. I had an inspiration. I saved the work, took the disc out and turned the machine off. When I reloaded the file, luckily, the overtype option was off. The moral is, never feel inadequate when faced with a computer! Your solution might not be the most elegant or the most efficient, but you've got intelligence on your side. It would take a very sophisticated robot to find my solution. (And if anyone does know how to turn the overwrite mode off, don't tell me, I'll have found out by the time you read this.)

One thing remains constant: no matter how new or how different the technology is, the frustration you feel when you don't know how to make it do what you want is exactly the same. You are not alone. And, if you do have some helpful hints and tips relating to hardware or software please send them to me. We'll have a page of your hints in each edition of *MICRO-SCOPE* and the sender of each edition's most interesting tip will receive a £10 software voucher. Please send your tip to me before 20th August 1992. I look forward to some interesting reading.

[illegible]

10 years ago . . .

'At the Exeter Conference a Scottish teacher was responding positively to an enthusiastic informal presentation of the PROLOG language. Suddenly she stopped short. "How on earth," she asked, "can I go back and sell them this idea, when I've been hammering BASIC at them all year?"'

[illegible]

Software reviews

Title: **Discover** (A database for the RM Nimbus PC186)*

Publisher: Cambridgeshire Software House
7 Free Church Passage, St Ives,
Cambridgeshire PE17 4AY.

Price: £35 + VAT (stand-alone version)
£55 + VAT (network version)

The introduction says '*Discover* has been designed as a database for use in the 6–16 age range, with the classroom in mind.' This seemed to me to be quite a tall order for a single program, so I looked forward to trying it out. I had a brief look at it one lunchtime at school but soon decided that tackling a new program in such circumstances was fair neither to the program nor to me so after half an hour, I decided to leave it until I had more time to read the manual.

The first day of the Easter holidays arrived – no children, no bells, no interruptions – so I opened the manual on page 1 and read that from the Main Menu I could get to an Options page by holding down the 'O' key and pressing a mouse button. I clicked on 'Printer Options' to tell the machine that my printer was an Epson LX80. The screen then changed to a list of printer codes in order to invoke different letter qualities etc, with reminders to check printer manuals. It all seemed a bit technical and daunting to me, and as I don't normally shy away from the technical side of things I wondered what effect this might have on less confident colleagues.

I thought that I'd start by 'Looking at Data', so I loaded in the data file 'WEATHER88', as suggested on page 2 of the manual. The program seemed slow at refreshing the screen, because the disc is accessed each time a different record is looked at. The next stage suggested is 'Graph Records'; this part of the program is extremely slow accessing the disc. From clicking with the mouse on the option 'Graph Record' using a data file of 366 records for 'WEATHER88', it took five minutes to access the disc. That's a very long time to sit watching a screen which displays only the message: '*Searching record xxx of 366 records, Found xxx records*'. It then took almost six minutes to collate the data for maximum temperatures, and then mere seconds to actually draw a pie chart. The pie chart was quite good, with options to remove or add shading from the chart, and for a small or large printout. I then foolishly clicked on 'Pictogram' of numbers of

hours of sunshine, and had to wait a further six minutes while the disc was being accessed again! Was I doing something wrong, or is this the only way the program can handle volumes of data? Either way, I began to lose interest – 25 minutes and more to produce two graphs, and I'm still only on page 4 of the manual! I decided to give it one last chance, and see if searching was any quicker. I wanted to see records with rainfall 'less than 5 mm' so clicked on the appropriate choices; again it took almost 5 minutes to complete the search. There must be a faster way to access and manipulate data – I could have almost searched a card index for this sort of information in this time. The program has a number of good features and I tried to like it, but I really didn't have the time.*

Mick Harwood

**Editor's note:* The version reviewed was for the PC186 and, as the reviewer found, searching and sorting speeds are quite slow especially with such a large data file as 'WEATHER88'. However, a different version exists for users of 286/386 Nimbus and all operations in the program are considerably faster, particularly when using a machine with a hard disc. When ordering the program, you are recommended to specify which machine you intend using it on.

Title: **My World**

Publisher: North West Semerc,
Fitton Hill CDC, Rosary Road,
Oldham OL8 2QE.

Price: £15.00; support discs £7.50 each.

Teachers are always looking for software which is:

- easy to use;
- relevant to their children's needs and interests;
- flexible enough to be used in different areas of the curriculum;
- designed with children in mind;
- inexpensive.

A piece of software which fulfils all these needs for the Archimedes user is *My World*, developed by a group of advisory and support teachers 'representing the combined expertise of no less than six major local education authorities'.

My World is a framework program which allows the user to pick up graphics objects and place them on a prepared background or diagram. All the objects are visible on the work screen and 'attach' themselves to the mouse pointer when selected. They remain visible whilst being moved, making it possible to position them very carefully. Text can be added in a variety of colours and sizes and finished screens can be printed.

The disc comes with 18 sample files and new screens can be created or existing ones amended in *!Draw*. Among the sample files are:

Weather Map was developed as part of a language activity for mainstream primary pupils. It allows children to place weather symbols on a map of Great Britain. The map in Figure 1 shows the sun shining over Bangor during the MAPE Conference!

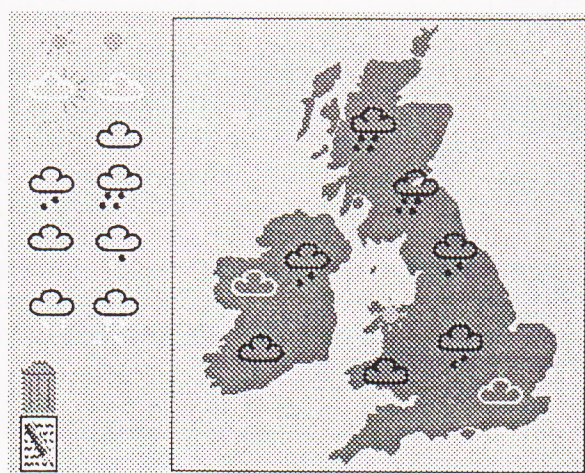


Figure 1

Teddy is similar to *Dress* on the BBC, allowing children to dress a teddy on the screen, although there is nothing to tell children if they have misplaced an item of clothing! (See Figure 2.)

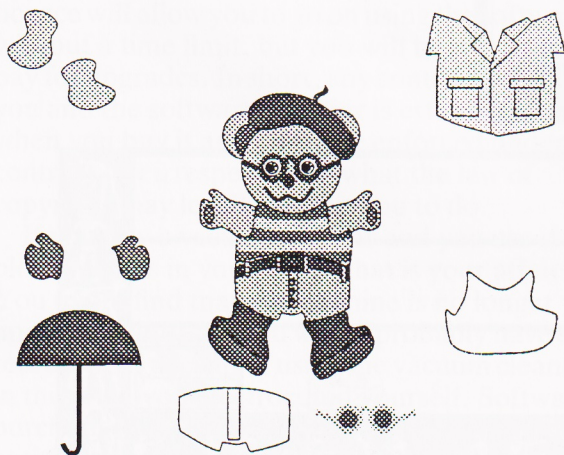


Figure 2

Number Pattern allows a wide range of numerical investigations to be carried out in a graphical environment. The fact that movable objects in *My World* can be moved, repeated and discarded if necessary encourages experimentation and reduces the inhibition caused by the fear of getting it wrong! (See Figure 3.)

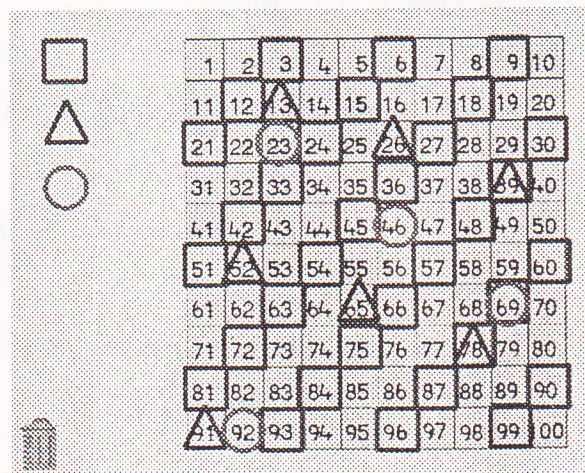


Figure 3

Punjabi is an alphabet which allows text to be put on screen in this language, even if you don't have the Punjabi font.

The documentation is excellent and takes you, step by step, through the process of creating your own screens using *!Draw* and *!Paint* so that teachers with time, patience and a little artistic inclination can create sets of screens to accompany particular topics.

Chris Hopkins and Dave Hollett

My World Support discs

My World is quickly establishing itself as a versatile classroom tool for Archimedes users and many people are developing their own sets of screens.

North West SEMERC publish discs of screens on different themes. More are becoming available all the time and they are also always pleased to hear from teachers who have developed their own ideas which they are willing to make available to others. Present titles include: Simple Stuff, Maths, Patterns, Skeleton, Christmas, I'm Special, Design, Nursery discs and My Town. There is also a French version, *Le Monde a moi*. North-West Semerc. Tel. 061 627 4469.

Dave Hollett has prepared a set of 21 screens on the theme of Ancient Egypt, addressing aspects of Key Stage 2 History and Technology AT5. Some of the topics covered are:

Map: locate places on a map of ancient Egypt;

Hieroglyphic: use hieroglyphics and the alphabet to write messages;

Canopic: put the correct heads on jars and place the contents with the correct god;

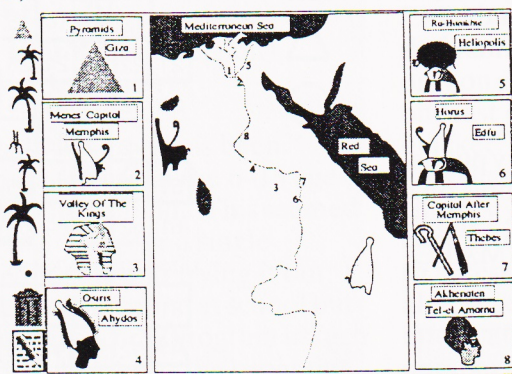
Farming: design and label a farming scene with copiable farmers and cattle;

Time Lines: place dates and events along various time lines;

nets for Pyramids: decorate and design step and ordinary pyramids. Print out the designs (See Figure 4 overleaf.)

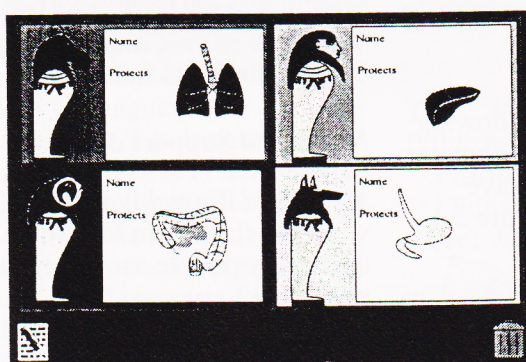
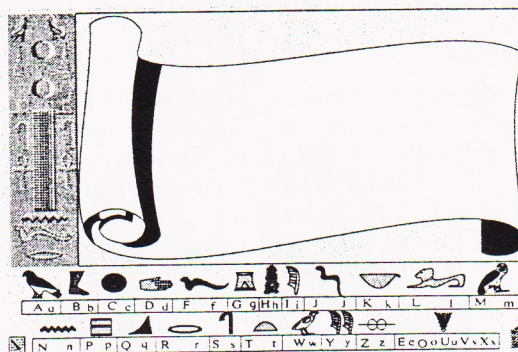
The *My World Ancient Egypt* support disc with full documentation is available for £12.95 + VAT from Arm-Tech (UK) Ltd, 86 Meadowbank, Moor Lane, Holway, Holywell, Clwyd, CH8 7EF, Tel: 0352 715840.

Chris Robson



Screenshot from Map

Screenshot from Hieroglyphic



Screenshot from Canopic

Screenshot from farming

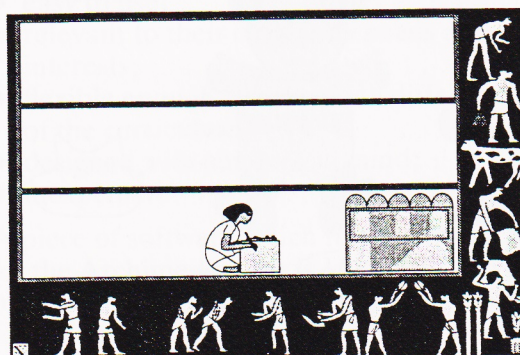


Figure 4

My World and Collage screens

Collage, for the RM Nimbus, is a program which operates in a similar manner to *My World*. I would like to publish a review of this in the next issue so if you have used it, and could write either a brief review or an account of its use in the classroom, please give me a ring. We are also

interested in knowing about any sets of screens which MAPE members have produced, either for *My World* or *Collage*, with a view to making them more widely available to MAPE members. Again, please contact me if you can help or contribute in any way.

Chris Robson

Advice to schools on software copyright and licensing

FAST (the Federation Against Software Theft) has recently brought successful actions for infringement of software copyright against a number of organisations, including local education authorities. Teachers are now much more conscious of the issues involved but in order to clarify these, we are printing part of a document prepared for the National Association of Advisers for Computers in Education (NAACE). The document has been fully vetted for its legal accuracy. The extracts which follow are those which we feel are of particular relevance to primary teachers:

What is a licensing agreement?

When you buy software, you purchase the material media – discs, manuals etc and in addition, you pay for permission to use it but you do not buy the copyright. As a result of the purchase, you are also entitled to certain rights. However, you do not own the software and it is not yours to do with as you like. Usually, the licence will allow you to go on using the software without a time limit, but you will be expected to pay for upgrades. In short, any contract between you and the software supplier is established when you buy it and might be enforced under contract law irrespective of what the law of copyright may legally permit you to do.

If you buy a vacuum cleaner and you use it to blow bubbles in your pond, that is your affair. You might find that the machine is no longer under warranty and you would probably have no redress if, as a result of using the vacuum cleaner in this way, you electrocuted yourself. Software purchase is not the same and the vendor is entitled to specify what you may or may not do with it.

Different licensing agreements*Use on one machine*

This is the most common agreement. Probably, you are expected to use only one copy at a time although exceptionally you may be allowed to have several copies of the software, perhaps installed on different machines.

Sometimes, the software is provided on a *copy protected disc* so that it is this disc which you have to use and any attempt to copy it onto another disc will fail. Sometimes, the software itself may be copied, but at various times when you are running it, you have to put a *signature disc* into the drive. The signature disc is copy protected.

If the software is designed primarily for use on a *hard disc*, the installation process counts how many times you install it. Often you are limited to two successful installations. Most such installation software will also allow you to de-install the software back onto the *distribution disc* (thus allowing you to re-install it onto another machine).

Another method used by some software producers, to prevent you from illegally using multiple copies, is to provide you with a *dongle*. This is a small piece of hardware which plugs into one of the ports on your micro and which is periodically looked for by the software as it is running. If it is not there, the software refuses to work.

If the software is not protected, you can technically make as many copies as you like, and unlike photocopies, each one is perfect. The software vendor might even encourage you to make back-up copies for safety. However, if you have bought a single user licence, you are trusted not to use back-up copies except when your working copy gets lost or damaged.

Use on a network

If you have a *local area network*, you will need a different kind of licence. In this case, the software is installed on the server's disc and all the users of the network have (simultaneous) access to it.

Sometimes, the cost varies with the number of stations so that (for instance) if a single user copy costs £100, you might find that a network version costs £250 for each group of 16 stations on the network. This means that when you buy more stations, you have to pay for an upgrade to your licence. Some users find this hard to bear, because you are paying the extra and are physically getting nothing for it. However, it should be remembered that a network licence is normally a good deal (unless you have very few stations), because it will normally be much less than multiple single user copies.

A site licence

A network licence does not normally entitle you to use the software on *stand-alone* machines, so if you have a number of machines not linked into a network, you will be looking for a site licence. Not all software vendors will offer you this in which case you will just have to buy a number of licences of individual use. Again, any site licence might restrict you to a maximum number of simultaneous users.

A site licence may allow you to use the software on a machine which has been temporarily removed from the premises (so that a teacher is able to use the software on a machine taken home for the holidays).

Local Authority Licence

Sometimes, your local authority might pay for a licence to cover all or some of its schools. In this case, you may get a disc copied for you by a local computer centre and although the licence has been paid for, you might still have to pay for media costs and for the manual. To cover yourself, when you receive software in this way, ask for written authority to use it.

Shareware

Shareware is a scheme whereby you can give a copy of the software to as many other users as you like. However, when you receive copies in this way, you are expected to send payment to the originator once you have evaluated it and decided that you would like to go on using it. Of course, if you think it not worth having, you simply wipe it off your disc and forget about it. If you decide to pay, you may get an official version with a manual or you may get nothing but a clear conscience.

So-called 'copyright free'

No software is free of copyright, but it is possible that the copyright holder is prepared to waive any rights so that you can copy the software and give copies to other people. If you receive software in this way, insist on seeing (and possibly obtaining) documentary evidence that it is freely copiable.

Particularly, software written specifically for children with special educational needs is freely copiable. This is because the market is so small, that it is difficult to make a living out of writing it. Under the a Government scheme known as the Microelectronics Education Programme (MEP) which operated during the early eighties, a good deal of special needs software was made available in a form where it could be freely copied. This software is known as *blue file* software (because it originally came in blue files!).

Homegrown

If you write your own software, you might think that it really is yours. However, this may not be the case. Where software is prepared by someone in the course of their duties as an employee, then the copyright would belong to the employer unless there was an agreement to the contrary. So a local education authority might own the copyright in software produced by a teacher even if it were produced in the teacher's own time and on a personal machine at home.

Also, it is possible that the producer of the *compiler* or *interpreter* which you have used to write it, has an interest. Sometimes, the compiler writer asks for a one-off payment each time you market a new product.

Who might be liable?

If anyone in your school is foolish enough to breach copyright, then not only that person, but the Head of the school and possibly the Chief Education Officer will become liable for legal action. In the past, it was very unlikely that a software vendor would bother to do anything about it, but this is not so today. Now, they are acting collectively and will spare no one, so it is very important that you obtain documentary evidence that what you are doing is legal. It is not sufficient to be 'unaware' of the fact that you are in breach of contract.

- Remember: ●
- illegal copying of ●
- software can get you into ●
- serious trouble ●

You can get a full version of the paper quoted here *either* from your local authority computer adviser or inspector, *or* from MAPE Information (NAACE Document), Newman College, Bartley Green, Birmingham B32 3NT. Please enclose a self addressed envelope, stamped to the value of 33p, and a cheque for £1.00 (to cover photocopying costs).

Remember: illegal copying of software can get you into serious trouble.



Regional news

Chiltern region

Our session on 4th April had to be postponed due to the late publication of *MICRO-SCOPE* (sorry!). However, it is heartening to see that twelve slips have already been returned for our rearranged date of 6th June. For once, I shall not have to report an event being cancelled through lack of support!

At our next committee meeting on May 11th we shall be planning our autumn happening and so Chiltern members should find an insert with this issue giving them further details. It will also be advertised in local papers and Teachers' Centres so please watch out for these and respond!

If you would like to be actively involved in planning events in your region, we'd be delighted to see you. Our committee meetings are informal termly gatherings in one of our homes and never last more than two hours.

Betty Lumley

East Midlands

As many of the regional committee were involved in organising Conference '92, there was less time to arrange events in the region. We wanted to target the more specialist market and

use specialist speakers, but communication problems frustrated this aim! Beginners' sessions for the Archimedes continue to be popular however, and after a short breather following the exertions of Conference organisation, we are beginning to plan events for the next academic year. Please contact me on 0664 480070 with suggestions for events, venues and topics.

Trevor Wright

Eastern

After long and loyal service championing the use of computers in the primary classroom, Don Walton is beginning his well-earned retirement, and has also resigned as regional representative. We would like to hear from anyone in the region who is interested in helping to organise regional activities in any capacity, or from MAPE members in the region who would like to attend locally-arranged events. Please contact Senga Whiteman with your suggestions.

Eire

The Eire self-support group to which Ron Cromie referred in *MICRO-SCOPE* 35 is

beginning to take shape. There will be an article about the background to this group in *MICRO-SCOPE 37*. Contact MAPE representative, Scoil Clochar Mluire, Carrigtwohill, Co. Cork, Tel: 021 883293 for further details.

Luke McAuliffe

Great Western

The next meeting at Somerset Education Centre in June will be looking at the Archimedes and *Touch Explorer Plus* and this session will be repeated in Frome in July. Our AGM will be held in September. Contact me for further details on 0278 423721 ext 214.

Bill Urwin

North Wales

We're still recovering from Conference '92!

Dave Siviter

North West

The North West region is on the move – literally! There will be a meeting for members from the Cheshire area, at Newman College, Birmingham on Saturday 4th July. The topic is Movement, Models and Micros, the time 10.00–15.30, and the cost £15. I shall be coordinating transport arrangements for this, so ring me on 0925 267690.

Yvette Blake

Northern region

The postponed regional conference entitled 'The Effective Use of IT' finally took place on Saturday 6th June and was well worth waiting for. A wide range of topics was presented including recording and assessment, early years work and how IT can support teachers. Members travelled from as far afield as Whitby to the south, the west coast of Cumbria and north Northumberland! Mike Hall, IT Adviser for Northumberland gave the keynote address at the end of a very full day.

The regional committee will be meeting soon to plan our next event and any suggestions for events or venues should be sent to the regional representative.

The 1993 Conference will be held at York University. The Conference Committee is planning a 'New Look' Conference, aimed at three types of delegates: evening, day and residential delegates. As usual, the commercial exhibition will be a key feature and there will also be an emphasis on classroom practice with a strong link to National Curriculum provision.

David Campbell

Northern Ireland

The finals of this year's BP Oil competition will be held at Stranmillis College on 17th June and there will be more news about this in *MICRO-SCOPE 37*. Numbers for this year's Ireland Conference on 7th March were down, resulting in a slight loss, but there will nevertheless be another conference next year. In the autumn term we are planning several series of workshops, each of which will meet once a month. Members will be able to work with support from other colleagues to produce classroom materials using particular packages. Ideas so far include files for *My World*, *Touch Explorer Plus* on the local environment, letters and posters on the Apple Mac for parent communication and files for *HyperCard*. Contact me for further details on 0232 669698 (school) or 0232 793136 (home).

Pete Young

Overseas

I was delighted to see my old friend Dennis Unsworth, from the English School in Geneva, at the Conference. I understand from him that micros in their classrooms are continuing to thrive following (or despite!) my two visits there. Best wishes to everyone in Geneva and especially to Tasha the dog!

I am putting together a newsletter especially for overseas members and this will be sent to you in the next few months. I realise that this sounds rather vague, but for economic reasons, mail to overseas members is sent surface mail and this does cause some delays! In the meantime, I would like to hear from any overseas members about what they are doing in school. We've had articles from Australia and Singapore in recent issues and I have just sent some membership forms to New Zealand. What's happening in the rest of the world?

Chris Robson

Scotland

Preparations are underway for the annual Scottish Conference. This will take place on 28th November at the Auchterderran Staff Development and Resource Centre, Woodend Road, Cardenden, Fife. More details will be sent to Scottish members later but if you can't wait till then, please contact Anne Foster, 69 South Road, Charlestown, Fife KY11 3EF.

Ann Clayton

South Eastern region

After the collapse of our planned email meeting at Erith due to major technical problems (lack of telephone lines!) we have no definite plans or dates fixed. We do however have projects in mind for:

- reviving the email on-line workshop;
- a discussion/workshop on the use of databases;
- a discussion/workshop on the use of spreadsheets;
- a general discussion about organising and making the best use of a single computer system in a classroom with books and other resources which might be of use.

We would like anyone with suggestions for venues not too far away from main centres – for example Maidstone, Chelmsford etc, to contact either me (081 850 4112) or Chris Price (081 300 2112).

Eileen Jaques

PS Did any MAPE members participate in the Campus 2000 World Tour? It looked extremely interesting and we would welcome a volunteer to write about it for a future issue.

South Wales

As you will have read in *MICRO-SCOPE* 35, the winner and runners-up in the 8–13 category of the 10th anniversary competition came from Pencoed Junior School in Mid-Glamorgan. Unfortunately I was ill on the day of the presentation and could not attend, but many thanks to Bill Urwin, Great Western regional representative, who came down to officiate.

I am planning to work with Mike Treadaway, IT adviser for South Glamorgan, on CD Rom and interactive video and hope to be able to

write something about this exciting work for a future issue of *MICRO-SCOPE*.

Chris Britten

South West region

Our four spring term meetings: Graphics, Data handling, Text handling and the day conference on Measurement and Control were all very well attended. The events were run jointly with the University In-service office to make the administration easier.

Schools in the Tavistock and North Devon areas have volunteered to host events and we hope to have more news of these meetings in the next issue. If you would like to 'volunteer' your school as a venue for future meetings, please write or phone. It can make a good in-service event for you and your colleagues and it is usually possible to make a small donation to the school.

This term's events are:

Concept Keyboards and special needs – 4.30–6.30 p.m. – 3rd June at Exeter University and 17th June at Lipson Vale School, Plymouth.

Dyslexia and Specific learning difficulties Day Conference – 9th July.

Measurement and Control Day Conference – 1st July and 3rd July at Exeter University (these days are repeats of the earlier, over-subscribed event).

Please contact Chris Taylor (0392 264828) or Beryl Phillips (in-service secretary, 0392 264836) for further details. As we have only limited accommodation, please do not 'just turn up', in case the events are full.

Chris Taylor

Southern region

Dorset region has had two events this academic year. November saw an enthusiastic group hear Roger Keeling talking about an alternative way to use a database – to solve a murder! He showed us a glimpse of a cowboy murderer and we had to find out who he was from the database information. This led to much discussion about how to create such a database from scratch. Although few people came to our Leap Year day's presentation of 'Words and Pictures' – using *PenDown* with graphics, those who did found it a valuable session. We also looked at a video still camera,

public domain software and concept keyboard software for the A3000.

Dorset Technology Exhibition: 2nd–4th July. The MAPE contribution to this will be a musical morning on Saturday 4th July. David Congdon, designer of Longman Logotron's *Notate*, will talk about Music on the Arc. His talk will be followed by a hands-on session. The meeting will be at Ashdown Secondary School, Adastral Road, Poole, from 10.00 a.m.–1.00 p.m.

An event will be held in the Autumn term on 17th October; the venue and topic are still to be decided.

Other meetings are happening around the region, but we should like to organise a full regional meeting. Southern Hampshire seems to be the most central place, so I would be pleased to hear from anyone who would be willing to host such a meeting.

John Bennett

West Midlands

We began 1992 with a Saturday morning session in January at Newman College, where we looked at concept keyboard software for a variety of machines. There were both demonstrations and workshops and having set a limit of 60, the day was so heavily oversubscribed that we repeated it on 14th March. Our summer term session on Information Handling took place on 16th May, again at Newman College. We are planning a Christmas meeting on Saturday 17th October, 9.30–12.30. West Midlands MAPE members can contact me any evening on 021 449 8224.

Mick Harwood

Yorkshire region

There is still no representative for the Yorkshire region, but as next year's conference is being held at York University, the conference committee would like some Yorkshire members to help them. If you are interested in helping in any way, please contact David Campbell on 0642 560692 (school) or 0287 636552 (home).

MAPE Membership news

Unfortunately there have been a few problems with direct debits, where banks have failed to cancel existing standing orders (as requested on the direct debit instruction form). I am gradually sorting these out and am sending refunds to those who have inadvertently paid twice. It would be helpful if anyone who previously paid by standing order and has now signed a direct debit form could check with their bank that the *standing order* has been cancelled.

If you have a query re membership, or if your address is incorrect on the mailing, please write or phone; details on the inside back cover.

Val Siviter, MAPE Subscriptions

Solution to Crossword puzzle on page 12

ACROSS

- | | |
|-----------------|----------------|
| 2. GLASS | 18. DISCHARGE |
| 5. FOSSIL | 20. TOXIC |
| 8. CARCINOGENIC | 21. GREENHOUSE |
| 10. CLOUDS | 22. LEAD-FREE |
| 12. DETERIORATE | 23. SPILLAGE |
| 13. CONTAMINATE | 24. OXYGEN |
| 15. COMFORT | |
| 16. RADIOACTIVE | |
| 17. LIFESTYLES | |

DOWN

1. CFCS
3. ACID
4. SMOG
6. LISTED
7. BIODEGRADABLE
9. RAINFOREST
11. FERTILISERS
14. POLLUTANTS
19. EROSION

MAPE Software news

Archimedes Christmas Special

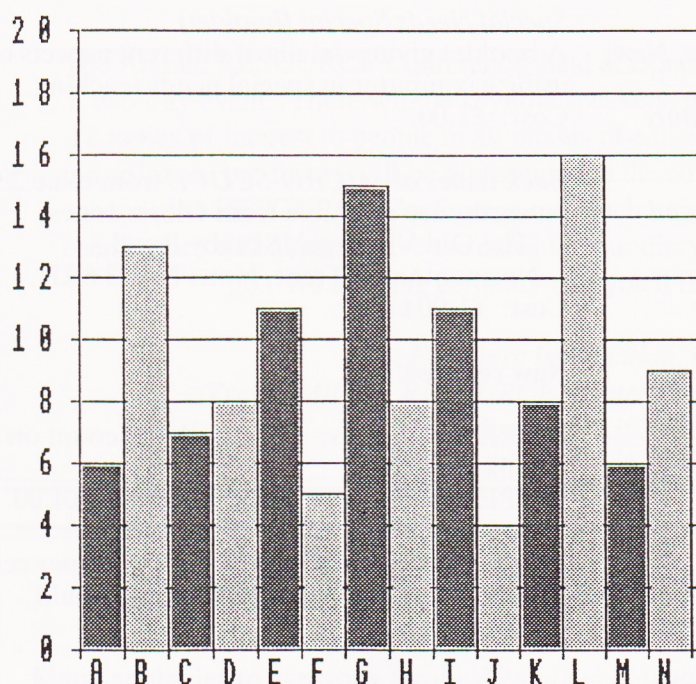
An Archimedes version of the 1990 MAPE Christmas Special is now available. It includes *Graph-It* and *Wordplay* with example files, and three concept keyboard overlays for *Stylus*. Contact the MAPE Information Officer at Newman College for more information.

Archimedes version of *Graph-IT*

This program has now been updated with respect to the way it prints out the graphs. The previous version only printed to an Epson (or compatible)

dot matrix. This version has been extended to cater for RISC-OS printer drivers and hence will support an Integrex, HP Laserjet, Postscript Laser or dot matrix printer. The Integrex printer will enable the children to acquire colour print-outs of the *Graph-IT* displays. In addition a range of print sizes is also available: small, medium or large. These are accessed by typing the initial letter of the size you want instead of typing P as on the existing version. To acquire the new version, please return your existing copy to MAPE Information Officer, Newman College, Bartley Green, Birmingham B32 3NT, together with a cheque to the value of £5 made payable to MAPE.

A survey of children's
Christmas presents



DATA TABLE:

A	Bike	6
B	Books	13
C	Connect 4	7
D	Cuddly toy	8
E	Jigsaw	11
F	Model racer	5
G	Pens	15
H	Shell suit	8
I	Shoes	11
J	Sindy Doll	4
K	Skate Board	8
L	Sweets	16
M	Trainers	6
N	Transformer	9

MAPE software is distributed free of charge only to those people who are members at the time of publication. However, those who subsequently join may still obtain copies of the software at favourable rates. (Please note that all software prices include VAT.)

MAPE Tapes 1-3 (now on disc) were produced a number of years ago. A selection of the better programs has been collated in order to produce:

The MAPE Compendium

Micro: BBC, RM480Z, RM Nimbus*

Cost: £14.00 (non-members); £10.00 (new members)

Programs include *Canal Locks*, *Mangonel*, *March*, *Mallory Manor*, *Crackit*, *Mousey* and *Front Page Extra* and other old favourites.

*A Nimbus version of a number of early MAPE programs is available for £6.00 to members and £10.00 to non-members.

Also available:

MAPE Disc 4

Micro: BBC, RM480Z

Cost: £12.50 (non-members); £8.50 (new members)

This includes:

BBC: *Pond Dipping*, *Magic Telephone*, *News Bulletin* and *Topol*.

RM480Z: *Adventure Story* and *Adventure Editor*, *Picasso*.

MAPE Disc 5: The Owl Pack (software and resources)

Micro: BBC, RM Nimbus

Cost: £15.00 (non-members); £9.50 (new members)

A3000 version from Newman Software.

MAPE Disc 6

Micro: BBC B and Master, RM480Z (*Orb of Zalibar* only), RM Nimbus

Cost: £15.00 (non-members); £9.50 (new members)

MAPE Disc 6 includes *Stylus*, an introductory word processor and *The Orb of Zalibar*, an adventure game.

Stylus Plus is now available for the BBC micro. This is a modification to the original version of the program, in which the Talk option has been removed and replaced by the facility to block move text. Anyone who would like this version in addition to their existing one can acquire a copy for £5.75.

MAPE Disc 7

Micro: BBC (B and Master), Archimedes, RM Nimbus

Cost: £15.00 (non-members); £9.50 (new members)

MAPE Disc 7 includes *Graph-IT* which is a simple graphical display package (similar to the original *DataShow* program). *Wordplay* is an amended version of the program which first appeared in the MEP Language Pack.

MICRO-SCOPE

ESP Science Special

Micro: BBC

Cost: £12.50 (non-members); £8.50 (new members)

ESP is a BBC computer program which allows children to become involved in data-logging at a basic level using a simple analogue interface.

LEA bulk purchase price (10 or more copies) – 30 per cent off the non-members' price.

LEA licences also available.

Technology Special (booklet)

A booklet looking at Technology across the curriculum. Cost: £1.00.

Special Needs Special (booklet)

A booklet giving details of different aspects of using a computer in special needs teaching.

Cost: £1.00.

Back issues of MICRO-SCOPE

from issue 23

onwards, are available from Gloria Jones, 'The Old Vicarage', Skegby Road,

Normanton on Trent, Notts NG23 6RR.

Cost: £1.00 each.

Now reduced!!!

MAPE Pin Badges: £2.50 each (discount on bulk orders).

MAPE Mouse Mats: £2.50 members, £4.00 non-members.

All prices quoted include VAT at 17.5 per cent. Post and packing included, except on bulk purchasing.

Please send orders (include information about the type of micro) to:

MAPE Software, Technology Centre,
Newman College, Bartley Green,
Birmingham B32 3NT.

Cheques should be made payable to MAPE.

looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back

10 years ago . . .

'I have for a long time feared that the greatest resistance to real change in education is found within the teaching profession. This may be particularly true for the concept of computers in the primary sector.'

10 years ago . . .

'Members fortunate enough to be able to attend Conference '82 appear to have gained a great deal from the experience; visitors were struck by the sheer verve and expertise displayed by many members.'

10 years ago . . .

'I would prefer to equip my school with interesting books, paper, paints and the more essential educational equipment appropriate to children of this age range. When our schools are fully equipped and furnished with all the conventional necessities then I would consider microcomputers as a possible option, but until then I shall happily return to my ivory tower until somebody is able to convince me otherwise.'

MICRO-SCOPE 6, June 1982

looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back looking back

SIXTH RESOURCE CONFERENCE and EXHIBITION 18th-19th November 1992

The Annual RESOURCE Conference, held at Doncaster racecourse, is for the first time a two-day event. There will be keynote speakers, presentations and seminars covering IT topics of interest to people in all phases of education. All the major manufacturers and software producers will be represented in the commercial exhibition and many often choose the RESOURCE Conference to launch new products. Those of you who have been before will already have the dates in your diary, but if you haven't been, do try and go.. it's a racing certainty that you'll find lots to interest you!

For more information, contact:

*Trevor Millum, RESOURCE, Exeter Road, Doncaster, DN2 4PY
Telephone: 0302 340331*

.....stop press..... Into Europe '92stop press.....

Many apologies to everyone for the delay in getting the **Into Europe Touch Explorer Plus Special** to you, and even more apologies to Val Siviter who has been dealing with people ringing to say they thought they had missed it! The final touches are now being put to the booklets, the discs are being copied and packs will be distributed in the final two weeks of July.



...stop press...stop press...stop press...stop press...stop press...stop press...stop press...stop press...stop press

MAPE and WWF announce the
"Information Technology Saves the Planet"
Competition



Supported by IBM



The World Wide Fund for Nature and MAPE are launching a major competition open to all primary schools. MAPE is the leading organisation helping teachers to use computers in the Primary Classroom. WWF are interested in how best to use information technology to help teach children about the issues facing the world in which we live.

The competition, supported by IBM, is looking for good examples of what teachers and children are currently doing with computers in learning about the environment.

First prize will be an IBM PS/2 386SX with a 40 MByte hard disc and software. Other prizes will also be provided by MAPE, WWF and IBM.

For full details of the competition fill in and return the coupon below. The closing date for entries (a description of your school's environmental project with examples of children's work) will be December 1st 1992.



Please send me details of the MAPE/WWF "IT Saves the Planet" Competition

Name:

School:

Address:

.....
.....

Return to: MAPE Information Officer(Comp), Newman College, Bartley Green, Birmingham B32 3NT

MAPE National Committee Members 1992

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<i>MAPE Sales</i>	Yvonne Peers, Technology Centre, Newman College, Genners Lane, Bartley Green, Birmingham B32 3NT. Tel: 021 476 1181

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LEAs

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Code 12

EASTERN

Contact the Chairperson

LEAs

Norfolk, Suffolk, Cambridgeshire

Code 03

EAST MIDLANDS

Trevor Wright, 28 Grantwood Road, Melton Mowbray, Leicestershire LE13 1SB
Tel. 0664 480070

LEAs

Derbyshire, Leicestershire, Lincolnshire, Nottinghamshire

Code 10

GREAT WESTERN

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LEAs

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Code 02

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To be appointed

LEAs

Humberside, North Yorkshire, South Yorkshire, West Yorkshire

Code 06

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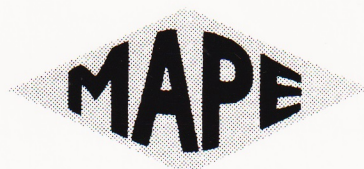
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MICROSCOPE -

Conference '93

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York University

2nd - 4th April 1993

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