

# MICROSCOPE

► Issue 39

► Summer 1993



- MAPE Annual Report
- the *Satcom* project
- Focus on Multimedia
- BBC favourites
- Save the planet

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# Information Technology saves the planet!

## Chilcote Primary School

### Introduction

In *MICRO-SCOPE 36* we announced a competition, sponsored by IBM and the World Wide Fund for Nature UK (WWF UK). Entrants were asked to submit a description by the teacher of a class project which demonstrated the use of any piece of information technology in helping children learn about the environment; entries were also accompanied by examples of children's work.

As Senga Whiteman reported in *MICRO-SCOPE 38*, entries were of the highest calibre, and the first prize was won by Chilcote Primary School. Three Year 2 teachers, Mrs Dunkley, Mrs Wake and Mrs Powell, together with their 85 children, planned a topic entitled Our World. The teachers take up the story . . .

Our year group topic for this term was 'Materials' and we as a team decided to put the emphasis on caring for our environment with particular reference to the disposal of waste materials.

We began by asking the children to talk about their visits to the seaside during the summer holiday. From this we devised our own seaside alphabet. We introduced the children (or re-introduced them) to *Stylus* and asked each child to type in one letter of the alphabet and the corresponding sentence. They then illustrated their work and produced a seaside alphabet display.

Still in the context of seaside we introduced *Paintpot Deluxe* (a new program for us). The children each produced a picture which in turn became the stimulus for creative writing.

Next we looked at how the seaside environment has been spoiled. The children talked about their own experiences. We also looked in books for information on types of pollution which are affecting our seaside and its animal life. We produced a further class alphabet – parents were also involved in this as we asked each child to produce a complete alphabet at home – and printed this off using *Stylus*.

At the same time we ran a competition in the year group for the best seaside picture, using wax crayons, showing land, sea and air. The winning entry was used to construct an overlay for the concept keyboard. Using *Touch Explorer Plus*

and in consultation with the children, we decided what information should be entered. Information about pollution and its effect on the environment and consequently on wild life was programmed in with the help of our IT post holder and an advisory teacher. This was then used to consolidate what the children had learned in the course of their topic and proved a useful reading experience.

Throughout the topic *Stylus* was used for the children's own writing on the theme of the seaside and pollution.

We then switched our attention from seaside pollution to our local environment.

We tallied the lunch time waste collected in the class over the period of one week. Using *GraphIt* we entered the information collected and made graphs illustrating the quantities of each item found in our bins. Mothers and ancillary helpers were enlisted to help groups of children to enter the information about each day.

They also supervised groups of children using *Stylus* and the concept keyboard to make a written report about the items of rubbish which we collected. The children were surprised to find how much rubbish we had in fact amassed.

We talked at great length about the materials each item was made of and how rubbish is disposed of in our society. We talked about ways of reusing and recycling all sorts of objects which are often discarded. Again parents were involved in this as we asked the children to discuss at home and to complete a sheet about reusing and recycling everyday objects. We talked about the depletion of world resources and the effect of such things as the destruction of the rain forests. The effect on the wildlife population of our earth was a factor which seemed to bring home the problems to the children more forcibly than anything else.

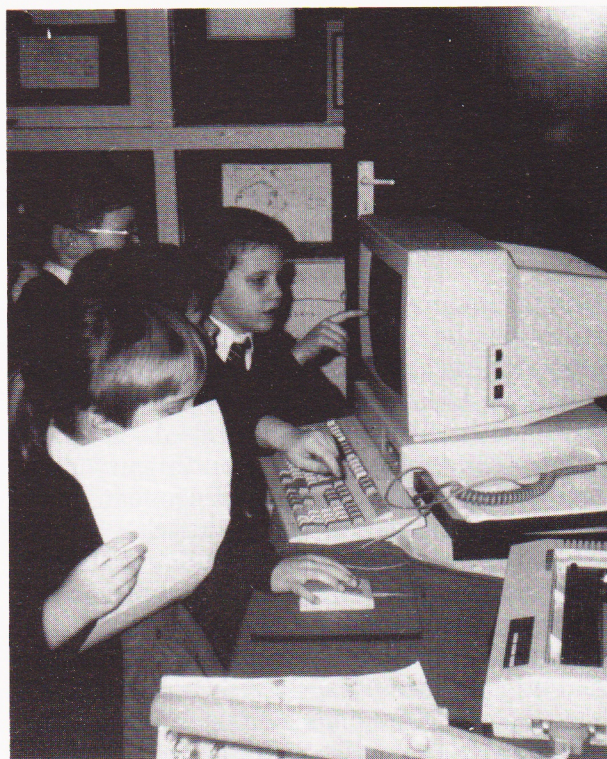
Our next undertaking was to enter information about typical items of rubbish into the database *Clipboard*. The information included colour, materials and recyclability. From this we asked the children to print out graphs. It was very clear from looking at these graphs that a large proportion of rubbish is in fact recyclable. The children used the database to find the answers to their own questions, eg which items are the same as plastic, which items are recyclable.



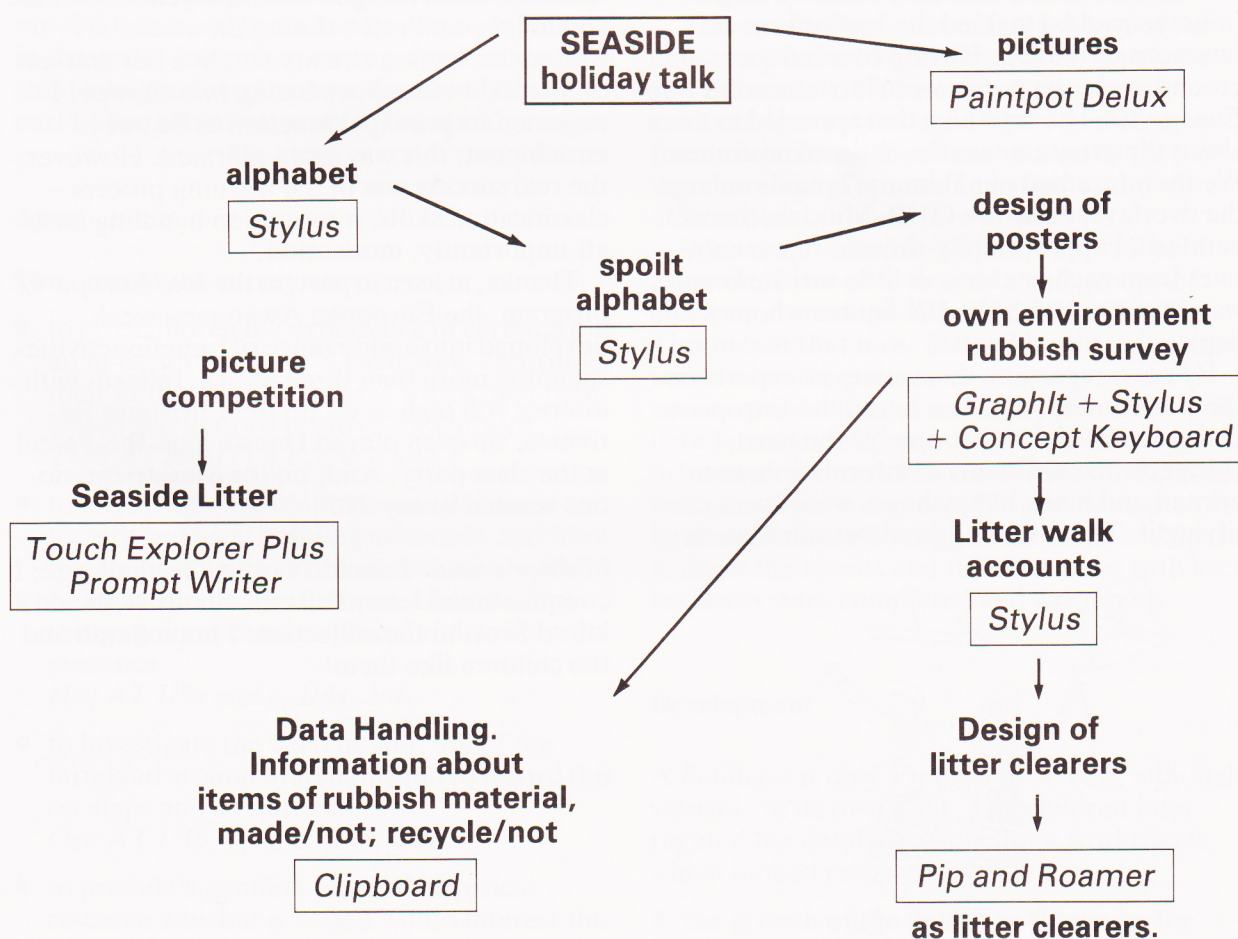
Looking a little further afield, we took the children on a litter walk around our streets. We tried to follow our route on a simple map and marked in places where there was litter and where there were bins and recycling stations. On returning to the class we discussed facts which tend to lead to litter being present and talked about what we can do about this. *Stylus* was again used by groups of children to make reports.

After having asked the children to design a machine to clean up our streets, we looked at our programmable toys Pip and Roamer. We suggested that they should be given the job of cleaning up an imaginary environment and groups of children then worked taking it in turns to program the toys to move towards items of rubbish in the imaginary streets.

The children have shown great enthusiasm throughout the topic and have had considerable success in using both the computer programs and programmable toys. Staff have also found the use of IT across the curriculum in this topic to be extremely stimulating.



### OUR WORLD





# Into Europe '92

**Sarah J Pope**

*Gracemount Primary School*

With the great and the good of Europe descending on Edinburgh for the European Summit, Gracemount Primary School held a European Awareness week at the end of November. All pupils were involved: the younger children covered European fairy tales, the Pied Piper of Hamelin and European Christmas customs; the rest of the school focused on the European Community itself. Not to be outdone, the PE specialist taught some European dances and the cafeteria even presented a week of Euro-menus – one day's 'plat du jour' being 'Taggli Telly' – Scotland's answer to the TV dinner, perhaps! The week ended with a European quiz and a visit by our local MEP, together with the BBC 'On the Record' team, who were filming a special programme on the Maastricht Treaty.

Throughout the week, my Primary 5 class (nine-year-olds) tackled the Institutions and functions of the EC. Having covered the groundwork, the pupils were introduced to *Into Europe '92*. The first thing that appealed to them about the program was the national costumes. We therefore had our Primary 7 pupils enlarge the overlays, using the OHP. My class then painted 24 appropriately-dressed representatives from each country. A little artistic licence was employed with the UK figures whom we depicted as kilted Scots!\*

By now, regarding themselves as experts on the Community, my class found the European Quiz section of *Into Europe '92* the most enjoyable facet. Reams of information were printed and many happy hours were spent classifying it. There was a grim determination to

exclude data from non-EC countries. Future use of the program can clearly be for a wider study of Europe.

The foods section featured in the program gave rise to a number of off-computer activities. Delving into recipe books to identify the dishes provided a particularly enjoyable and informative kind of research.

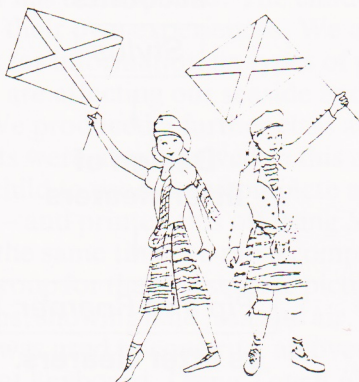
The Primary 6 classes had concentrated on landmarks of the EC, even running a separate quiz to identify their illustrations and CDT models. It was noticeable that my P5s, using the landmarks overlay, had this 'cracked' in no time.

Although these were the sections of the program most heavily used, individual children developed other areas such as customs and currencies.

I felt from the start that the program was particularly suited to eight- and nine-year-olds. This was amply confirmed during the week. Moreover, having already taught a fair amount on the EC before introducing *Into Europe*, I expected its principal function to be one of enrichment; this was again affirmed. However, the real success was in the learning process – classification skills, information handling and, all-importantly, motivation.

Thanks, at least in part, to the *Into Europe '92* program, the European Awareness week developed into a wide range of frenetic activities spanning more than three weeks. Indeed, with interest still high as we hit the Christmas festivities, we even played Danish Pass-the-Parcel at the class party. And, unlike Maastricht, no-one wanted to say 'No'!

*\*Editor's note:* I couldn't resist the challenge; I commissioned Jenny Russell, our artist, to add 2 kilted Scots to the collection. I hope Sarah and the children like them!





# A village survey in 1992

**Dick Brown**

*Marcham Primary School*

## Introduction

This survey was great fun. It was based on the need to design a study for History Supplementary Study Unit B, which looks at one aspect of the local community over a long period of time; it also brought in a great deal of IT work, particularly the use of the program *Map*. I had seen an excellent use of this on an INSET course a couple of years ago based on a survey of Eynsham. The survey had nagged at the back of my mind ever since; it had seemed an excellent use of IT in Humanities but the chance of using it had never arisen.

The survey finally covered three aspects of the local area: buildings, the use of land, and interviews with people who had lived in Marcham for a long time. We additionally tried to cover the village of Garford, where some of my children come from, but this proved difficult; in the end, I left this to one exceptionally able child who produced an excellent summary as part of her extension work in the class.

## Aims

The aims of the survey were:

- to give children the experience of carrying out an in-depth survey of a local area, recording their findings on a database which they then would use to draw positive conclusions.  
*Tech AT 5/4(IT) a,c,5/5c,d and e*
- to introduce children to vernacular architecture and local building materials, and from this to investigate the historical development of Marcham as a settlement, additionally using spoken, cartographical and written evidence.  
*Hist AT 1/3a and c, 1/4a, 3/4-*
- to investigate the current land use of the farmland around Marcham, and to record this on maps and as statistics.  
*Geo AT 1/3b, c, 2/3e, 2/4c, 4/4b*
- to provide a genuine piece of historical research which it is hoped would interest the residents of Marcham.

## Progress

After the spring half-term each child was asked as homework to produce a sketch map of his or her own street, looking at the system of numbering, the materials used for walls and roofs, the type and use of building, number of storeys and if possible the date of construction. Throughout the work, we kept in close touch with parents to make sure they knew exactly what their children were being asked to do. We also published a short notice in the local news-sheet, warning residents that they might be getting children knocking on the door as part of a school survey. Finally, when the database was as complete as we could make it, we put a copy of the print-out in the window of the local post office and another notice in the local news-sheet asking householders to check their details.

The results were encouraging. Most of the children produced excellent maps, which we related to the 1:2500 map and produced a reasonably accurate eight-figure grid reference for each building. Enthusiasm rose as they saw their own street appearing in lights, and were able to pick out their own house.

With the invaluable help of a classroom assistant, I was able to send small groups of children around the village to fill in the gaps. This meant that most children in the class were involved in the process of carrying out the survey, producing the raw data, and entering the data into the computer.

Soon after the summer half-term the database was just about complete. We had done the two land use walks and designed the maps and figures to show the results and the interviews with local residents were completed and written up.

## Development

A database is only a means to an end, although valuable in its own right. The children interrogated the database using three worksheets, which looked respectively at:

- the growth of the village as shown by the program *Map* (Figure 1), which could isolate



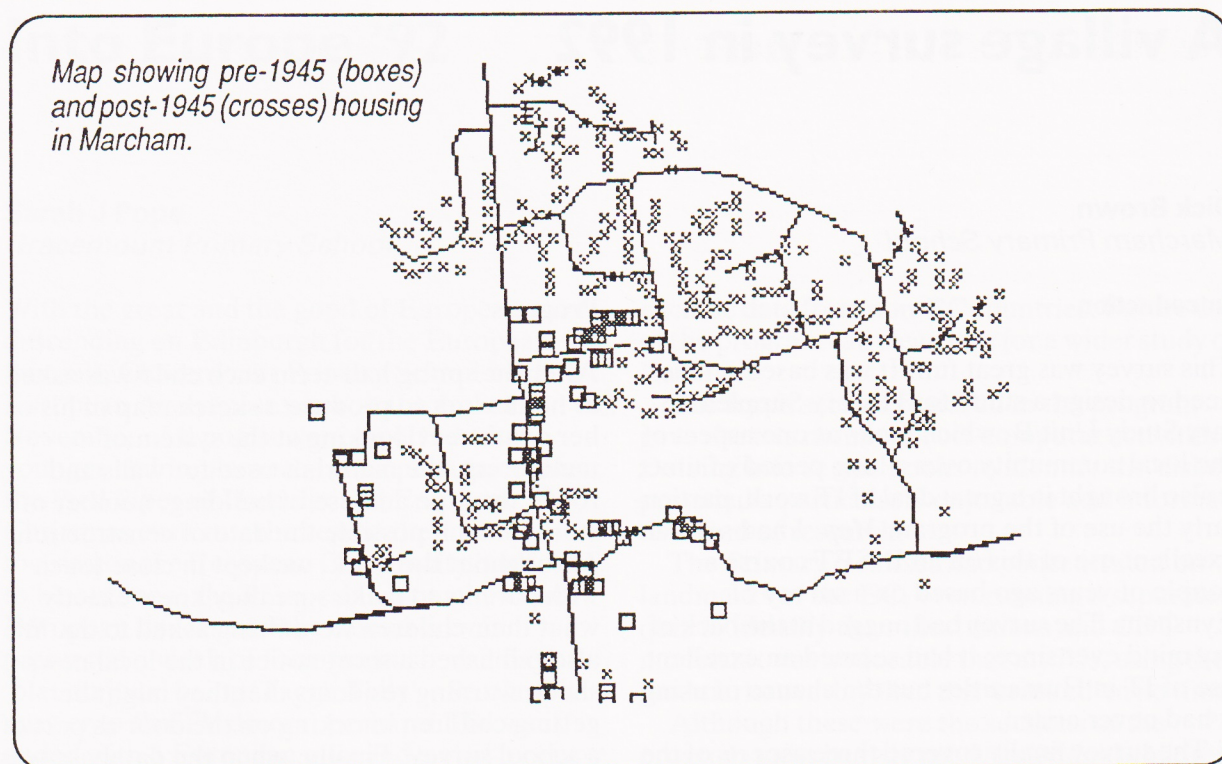


Figure 1

the housing development up to perhaps 1603, up to 1914, up to 1945 and up to 1992.

- the way Marcham was built using the program *DSPlay*. This produced a series of bar charts showing DATE (Figure 2), WALLS and ROOF, from which the children would find the periods when most building was done and the most popular materials used.

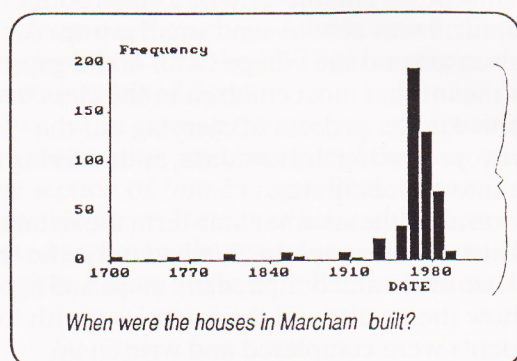


Figure 2 When were the houses in Marcham built?

- the 'how?' and 'why?' which used the program *Relate* and related one field to another. The ones selected were DATE and ROOF. From this the children were asked to find the most popular building materials for each of the different periods.

In each case the children were asked to draw conclusions from the evidence. 'Why did this happen? What do you notice from that?' and so on. This they found the most difficult part of the whole exercise, but probably the most valuable.

Finally Year 6 gave a presentation to the rest of the school and their parents at the Leavers' End of Year service. For this, we prepared displays showing print-outs, old maps of Marcham, and the current land use maps. The children described what they had done, and those who had interviewed residents formed a 'panel' to answer questions about the ways in which the village had changed over the last 50 years.

One of the nicest things about the whole study was the way in which the residents of Marcham were prepared to help. We had a good response to the original request in the news-sheet for information, and the people who agreed to be interviewed were unfailingly helpful and understanding. As we went round on the survey, we found the same interest and sympathy, and the final result is, I believe, a very genuine piece of historical research.

*Editor's note:* This article first appeared in *Hexagon*, Oxfordshire's IT Newsletter.



## Focus on multimedia

**Chris Robson**  
Editor, *MICRO-SCOPE*

### Introduction

In the years since computers came into our lives, there has, alas, been no reduction in the amount of jargon which they generate. One of the latest words to confuse us is *multimedia*. The *Concise Oxford Dictionary* defines *multi* as meaning 'many', and *media* as 'intervening substances through which impressions are conveyed to senses'.

Some years ago, I was involved with the MEP Primary Project in the production of what we then termed 'multimedia packs' of materials for in-service training. These comprised booklets, software discs, overhead transparencies, slides, audio and video tapes. In order to make full use of these 'intervening substances' you needed: a computer, disc drive and monitor, a tape recorder, video recorder, slide projector, overhead projector and screen – and a hired van to transport them all!

However, the development of more sophisticated machines with audio and video capability has now given us the power to store all these different media in one form, such as the compact disc, and to access them using only one machine, the microcomputer; consequently the meaning of the word *multimedia* is evolving all the time, and is currently used to include systems such as CD-Rom, interactive video and Compact Disc-Interactive. These powerful systems are now beginning to find their way into primary schools.

In the twelve years since its formation, MAPE has endeavoured to support primary teachers, not only in extending their use of existing technologies, but also by keeping them well informed about new developments. In this and future issues of *MICRO-SCOPE* therefore, we shall be devoting some space to looking at the available 'multimedia' systems and materials and the uses to which teachers have put them. We begin with CD-Rom.

### MAPE and CD-Rom

At the end of Jack Kenny's article in *MICRO-SCOPE* 35, I predicted that CD-Rom would find its way into primary schools in the next 18

months. As I walked round the BETT '93 exhibition where CD-Rom resources appeared on every other stand, and talked to software developers, colleagues and teachers, I was pleased to find that my prediction was beginning to come true, but, at the same time, I was frustrated both by the shortage of suitable discs, and by the lack of information about the primary schools which are using CD-Rom successfully.

I decided that one solution was to generate, collect and disseminate some of the information myself!

### What is CD-Rom? – technical information for the non-technical

**CD-Rom** means **Compact Disc – Read only memory**: when you hear that someone is 'using CD-Rom' it means that they are using a computer attached to a special compact disc player to interact with the information stored on the compact disc. People are already familiar with compact disc players for music; a CD stores music digitally on its surface in the form of light and dark areas. There are millions of these areas forming a track around the disc from the centre outwards. The disc is read using a laser beam which is directed at the surface and its reflection is read by electronics which convert the light and dark pulses into sound. The disc does not wear out because nothing touches its surface and the quality of the sound is excellent; there are none of the clicks associated with record players, or the hisses you get with tape recorders. However, it is not only sounds which can be stored on a compact disc.

Computers also store and read information *digitally*; they operate using the binary system of 0s and 1s / Yes or No / light or dark. Therefore, since *all* information which computers have to interpret has to be converted into a digital form, once pictures and words have been converted, they too can be stored on a compact disc along with sounds. The CD-Rom player is similar to the CD music player but contains additional electronics to enable a computer to read the information and this information can then be interrogated and searched using a suitable



computer program. Discs can only be Read (hence **Rom**); additional information cannot be written to, or added to the discs. However, it is possible to download information, such as text and pictures, from the discs and incorporate this in word processing, graphics and desk top publishing packages.

A CD-Rom disc holds more than 600Mb of information – about 400 high density 3.5” discs or, put another way, 250,000 pages of typed text – and access to the information is fast. Unlike television or video, the system is interactive and need not be viewed simply from beginning to end; the user is able to

move about pretty much as he or she wishes.

The first CD-Rom players were external devices, cabled to the back of the computer; sound output was from the player via an audio-out socket. CD-Rom players of this type are widely used, but an increasing number of manufacturers are now producing computers with internal CD-Rom drives which use the computer's own 'sound system'.

Further details of the systems currently available can be obtained from manufacturers such as Acorn, Apple, IBM, Philips and Research Machines, and from dealers, IT Centres and many publications on sale.

## CD-Rom in the classroom (I)

### Two years of CD-Rom in a primary classroom

**Chris Britten**

*Barry Primary School, South Glamorgan*

It is two years since I first started using CD-Rom in my primary class. At first there were very few titles available due to a circuitous argument that ran:

- a) there are no CD-Rom players in primary schools therefore it is not worth stocking any discs but . . .
- b) there are no titles available therefore it's not worth the expense of buying a CD-Rom!

Although this argument still pertains, three things have happened which are changing the situation. First, the cost of the hardware has dropped dramatically. Secondly, Microsoft have brought out *Windows 3.1* with multimedia extensions and defined the basic requirements of a multimedia machine. (A multimedia machine is one which is capable of playing sound through a soundcard to speakers or a MIDI device, has a CD-Rom drive and a hard disc; there are other requirements but that would warrant an article in itself.) Thirdly, the PC games market has taken advantage of the availability of CD-Rom players and started to produce more titles in the format, which has a knock-on effect with hardware companies. The technology is now more widely available and consequently cheaper. There are now many titles out on CD-Rom and the list is growing daily.

CD-Rom has an important place in education because it reflects our society's use of information. The problem in today's world is not where

to get information, but what to do with the masses of information available to us. How do we make sense of it and how do we equip children with the necessary skills to cope when they leave school? I would argue that CD-Rom technology goes some way to addressing this problem. As I said, a CD-Rom can hold a large amount of information; in fact one CD-Rom can hold a complete encyclopædia! When I first used an electronic encyclopædia with children I was struck by the speed at which it operated and the amount of information that could be accessed by a relatively simple search. CD-Rom encyclopædias ask you to type in a word which is then searched for, not just by title, but *line by line*. You are then given a list of articles containing the word you searched for and the number of times that word or words occurred in each article. *Every line of text in the whole encyclopædia is searched in seconds!* Thus, for example, a search for the word Roman may produce a list of articles with titles as diverse as 'The Fall of the Roman Empire' and 'Food throughout History'. Sound and video can also be accessed so that the children can see and hear some of the things they have looked up. The text can usually be printed or saved to disc and edited from within a word processor before final printout, which is a useful facility and again encourages children to use what they have found and turn it into their own work. This is a long way from a child's usual search of an encyclopædia which would have entailed looking up



'Roman', copying a few sentences and perhaps drawing a picture of a Roman centurion. We now have the task of educating children to make sense of this information by searching more exactly or by realising that the context of the research they wish to undertake is important.

I have used the following CD-Rom discs (for PCs) in my school; some were useful and relevant and some were less so, but this is what the children and I thought of them.

### *Mixed Up Mother Goose*

This is an excellent graphical adventure which is mouse-operated and 'talks' to the children; it therefore requires no reading or typing. The children have to help Mother Goose put the nursery rhymes back together. Each time they complete one successfully they get a golden egg and the character sings his or her nursery rhyme. The characters and objects are mixed up each time it is played so that no two games are alike. This package is ideal for nursery through to older primary children, although older ones will, of course, find the puzzles easier to solve.

### *Grolier Electronic Encyclopædia*

This is a comprehensive encyclopædia with sound and pictures included. The only drawback is that the reading/language level is very high and this therefore really only makes it suitable for the upper end of the primary age range.

### *Mammals*

Mammals is a true multimedia encyclopædia with text, pictures, sound and video. There is a photograph of each mammal and some also have sound and video film; there is also a game which requires the children to identify a mystery mammal. This excellent resource for primary children is let down by a lack of a search facility and limited printing facilities.

### *North Pole Expedition*

This simulates a journey to the North Pole. The children assign tasks (such as radio operator) to each other and after a preliminary preparation set off on their expedition. But be warned . . . the tasks and questions (indeed the expedition itself) are difficult and would stretch upper juniors. The package is however well presented and like all CD-Rom products, fairly easy to operate.

### *World Atlas*

This stimulating package allows children to zoom in and out on areas of the world. It contains all the features you would expect from a high-specification atlas including geological, population and socio-economic information. It allows graphing of information and has full printing facilities. The only criticism is that the user interface could be improved although the version I have is not the *Windows* version which is due out soon and which should overcome the operating niggles that I encountered. It's an excellent resource for juniors.

### *King's Quest V*

This graphical adventure is entirely mouse and icon driven; no reading is required and the interest level is very high. The children play the part of Graham and have to help him get his castle back and defeat the wicked wizard. The package is well thought out and should prove a challenge for children aged nine and upwards.

### *Composer Quest*

Children are invited to explore the world of classical music (1600–1900) and jazz (1900–1950). They can learn about composers and what was happening in the world of art and music at that time. There is also an opportunity to hear part of the main work of each featured composer. They are also given headings about important events in world history at the time each particular composer lived. When they feel they know enough they can take part in a quest to find the composer of a piece of music which is played to them. This package is an ideal resource to complement or stimulate a history topic in the junior school.

### *Multimedia Beethoven*

RM package this with their multimedia PCs and in my opinion it was a mistake to send it to primary schools. The Ninth Symphony is dealt with in minute detail and the whole thing is far too difficult for the primary age range.

### *The Sleeping Beauty*

This is a talking storybook with animations. Unfortunately the language content is too difficult for the younger children, at whom the story is aimed, to read the story without hearing it. The animations are also simplistic and rather flat. That said, it sells at approximately £17 and is therefore, relatively cheap!



*Amanda Stories*

This is an interactive graphical adventure for young children. The graphics are a welcome change and the story is told completely through pictures and sound effects. This is ideal for children of nursery and reception age.

Children have a natural curiosity which is nurtured by technology. CD-Roms have generated a lot of excitement amongst my children and I heartily recommend them!

*Editor's note:* Prices have not been quoted because there is a great disparity between various retailers. If you are interested in any specific titles then you should check the specialist magazines, contact RM, your local IT Centre or a specialist CD-Rom supplier.

A word of warning: before you order any CD-Rom disc, check the system requirements carefully and make sure the disc you want will run on yours. Many applications specify a fairly high level machine. If in doubt, check with the supplier, your IT adviser or IT Centre, or anyone you think may be able to help.

## CD-Rom in the classroom (2)

### The Berkshire Pilot Project

**Chris Robson**

*Adviser/Inspector for IT, Berkshire LEA*

In 1991–2, six Berkshire secondary schools took part in the national pilot project to evaluate CD-Rom. Many useful things were learned from this project and now that CD-Rom is in all our secondary schools, through the IT in Schools ESG scheme, we continue to find new and exciting ways of developing its use. But what of CD-Rom in our primary schools?

As Chris Britten said in his article, discs which 'feel' as though they could become an integral part of the primary curriculum have been slow to emerge. However, materials such as *Frontier 2000* (Acorn Archimedes) and *The Anglo-Saxons* (RM/MPC) are beginning to change this and so, in November last year, I took the first steps towards running a small pilot project in Berkshire.

After consultation with IT and subject advisory teachers, inspectors and advisers, five primary and one special school were invited to join the project which is planned to run from March–December 1993. All accepted the invitation enthusiastically and on February 18th the head and a teacher from each school came to our Computer Centre to receive an A5000, CD-Rom drive, copies of *Frontier 2000* and *Creepy Crawlies* and a brief introduction to both the hardware and software. They were asked to spend the second half of the spring term familiarising themselves with the materials and to return at the end of March to plan the summer term's work in more detail.

Some two weeks later, I received the following account from one of the project schools.

### CD-Rom: some initial thoughts, observations and targets

**Andrew Allport**

*Parsons Down Junior School, Thatcham*

*Thursday 18th Feb*

Overwhelmed a little by the hardware and software presented to us at the introductory course. There seemed a lot to assimilate. Not a little daunted by the prospect of the task ahead – all very well having this marvellous technology in the school, but how do we use it?

During the drive back to school the Deputy

Head and I discussed the implications of what we had been presented with. Agreed that we needed to arrive at some modest, clearly-understood and achievable aims.

Got back to school and set up the system easily and got it working first time! Loaded up *Creepy Crawlies* and worked it without too much trouble – some of the mystery of that piece



of software were dissipated and I felt happier and more confident. The few members of staff who saw it were impressed and began to express ways they thought they could exploit it.

At the end of school continued the organisation of the hard disc. Hit a couple of problems which I worried about overnight.

#### *Friday 19th Feb*

Before the start of our INSET day I went in and continued with sorting out the hard disc. Sorted out the problem but encountered another when trying to transfer *Artisan* onto hard disc. While worrying at the problem I came to the conclusion that it was important to separate the handling of the new system from the familiarisation of the software which was, after all, the main point of the exercise. It will be all too easy to get distracted by the wonders of the A5000 and the hard disc.

During the day we (the three Y6 teachers who would be using it, and the Head) managed to snatch a half-hour look at *Frontier 2000*. As we explored it, the package began to lose some of its aura of difficulty. It was encouraging how much we learnt in that session. We began to learn what information was available and where to find it. I think it is true to say none of us came away feeling too bewildered or intimidated by it. What was evident to me was the fact that we, as well as the children when they came eventually to look at it, would need some help with the meaning of the icons.

Later on, after some quiet reflection about my initial experiences and discussions with colleagues, a glance through the manual (which I felt was not over-helpful), and a play with a demo of *Frontier 2000* at home, I began to organise my thoughts and was able to come to certain decisions about approaching the opening period of the trial.

#### **Siting of system and storage of software**

Since the intention is for the system to be used by several classes, it will be sited in the library. It is on a trolley so it can easily be accessed by any member of staff requiring its use. The CD Rom discs will be stored, for security reasons, in the IT coordinator's cupboard. Those using it will have to discipline themselves to supervise the shutdown of the system at the end of the day and the return of the discs safely.

#### **Use of software**

A group of three or four children from each of the Y6 classes would work through one of the selected *Frontier 2000* trails. The children selected would be, in this initial phase, those who were able and confident with computers. Y6 has been chosen because the history coordinator and deputy head are both associated with the trial. The main responsibility for the introduction and use of this package and the monitoring of progress will be with these teachers.

It is also hoped that Y4 classes, (in the same year group as the coordinator), will try to use *Creepy Crawlies*. It does not fit into any of the current schemes but would prove a useful and enjoyable way of tackling the challenge of accessing information from a database. It is also hoped that we can make use of *Timeline* in a similar fashion to augment our history study of the Tudors and Stuarts.

#### **The way forward**

1. For using *Frontier 2000* I will need to print off the information, support materials and worksheets contained in the disc's resource files. It is important that all necessary information is available. A sheet will need to be produced so staff and children know the meaning of each icon.
2. When this information is available staff can work completely through the trail they think most relevant.
3. During the staff sessions we should familiarise ourselves with the setting up of a printer driver and the printing off of information, answers etc. while using the program. Decisions will have to be made about how we will expect the children to answer and record tasks.
4. Once satisfied that we know our way around the selected trail, we will begin using it with children.
5. The IT coordinator will try to develop some simple tasks for Y4 children to use with *Creepy Crawlies* and *Timeline*. I also thought I would use the extra system in my after-school computer club – the new technology could be demonstrated and informally introduced to the small groups involved.



## ... and finally – your chance to contribute

In April 1994 we shall be publishing a *MICRO-SCOPE Special* about Multimedia in Primary Schools, giving accounts of projects around the country and reviewing a variety of hardware and discs. We want to ensure that the information we give is as comprehensive as possible and so would like to hear from developers and from any primary schools who are involved in CD-Rom or related activities. For example, I would be pleased to receive more reviews of any of the CD-Rom titles discussed by Chris Britten, or of others, by either teachers or children.

I would also like to hear from schools involved in trials of interactive video; following the extension of the Maths Interactive Video trial announced by Eric Forth at BETT, a primary school in each LEA in England will be using the Maths discs in the coming year, so if you are one of those schools do please tell us of your experiences with both the hardware and software.

If you can contribute anything – hardware, software, classroom experiences or opinions – to our new *Focus on Multimedia* section, do please get in touch.

## Our *Satcom* project

### Mrs Blake's class

*St Philip's Church and Community School, Warrington*

#### Introduction

*Satcom* is a data handling program sponsored by the World Wide Fund for Nature (WWF). It is currently being trialled by MAPE in ten primary schools, with the view to producing a further module, on forests, tailored to the specific needs of primary education.

The article that follows has been written by children aged nine to eleven years old in Mrs Blake's class at St Philip's Church and Community School, Warrington. It is an account of their experiences using *Satcom* and has been written collaboratively as an exercise in modelling the writing process.

MAPE is grateful to IBM for the loan of the hardware.

#### Our *Satcom* project

Last Easter (1992), at the MAPE Conference in Bangor, Mrs Blake, our teacher, heard about a program called *Satcom*. It is an information retrieval program that has been developed by the World Wide Fund for Nature and MAPE which currently explores environmental problems all over the world. Mr Keeling asked if any schools would like to try out the program. In July we met as a class for the first time and Mrs Blake told us about *Satcom*. We decided that we would write and ask if we could take part in the project. When we came back to school in

September we had a letter from Mr Watson saying that our application had been successful and that IBM would lend us a computer (a PS1) on which to run *Satcom*. We waited eagerly for the delivery of the computer. It seemed like a long time but when we got it we were glad.

We put the computer in the geography area of our classroom. We knew that *Satcom* was something to do with satellites, maps and finding information so we had been practising using an atlas, identifying continents and countries and finding out about lines of latitude and longitude beforehand. (We enjoyed doing that.) When you load *Satcom* (Figure 1) you are like in a control room, in charge of six satellites which orbit the world on different tracks. In front of you is a map of the world which changes. On the left is a small map of the world, and on the right is a picture of a globe. They always stay there. At the bottom of the screen is the control panel. You can choose a satellite and watch its path on the large and small map or you can click onto 'orbit', using the mouse, and then the large map changes and you can see what the satellite would see, the earth rotating below you. We thought it was quite good as you can go fast or slow or stop over a particular country. When you stop you can choose between two sensors. One shows the main land mass and the other shows the lines of latitude and longitude. Depending on which path the satellite was taking and in which direction it was travelling we saw the countries in a different way (upside down, sideways on or



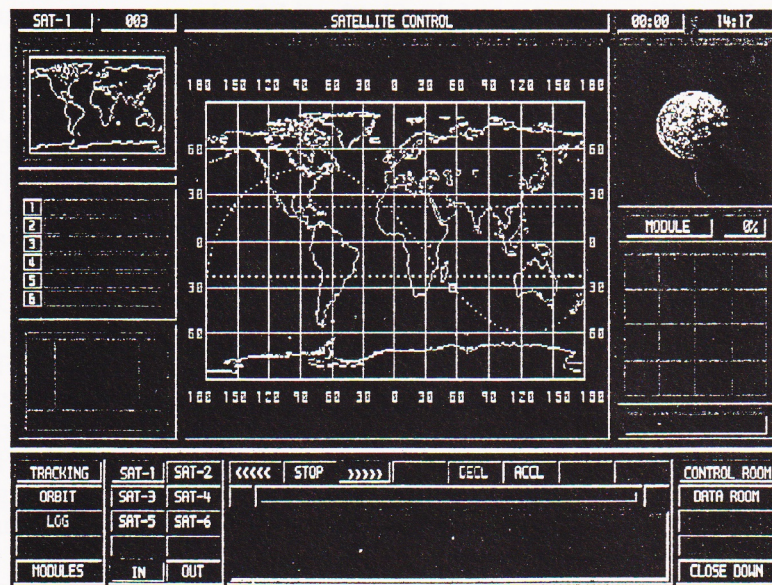


Figure 1 Control room in the tracking mode.

just a part of the country). We thought it was good to see Antarctica and the Arctic as whole places not split like they are on a traditional map of the world. This is what Simon and Greg found out about Satellite One:

'We started at New Zealand and passed over the Indian Ocean, orbiting in a north-westerly direction. We passed over Madagascar and continued travelling over Africa, particularly the countries of Mozambique, Zaire, Camaroon, Nigeria and the Sahara Desert. We crossed the Atlantic Ocean and passed over the western part of North America, southern Canada and the Hawaiian Ridge, then back to New Zealand.'



Figure 2

Another thing you can do is load up a module. In our version the module is about environmental issues. Once a module is loaded, if you are tracking a satellite, you can see hotspots highlighted on the map (Figure 2). Stopping the satellite inside a hotspot you can find out more information about that place. The orbital picture shows the country with a key to the kind of information available. A blue square means text, a red square means a picture and a green square means a sequence. We found out that nine countries have hotspots. They are USSR, Europe, UK, Nigeria, Antarctica, Alaska, Japan, Brazil and Peru.

After getting used to this part of the program we started to explore the hotspots in more detail. Susan and Gina were interested in Antarctica and the Ozone hole. They liked the picture-sequence which shows how the Ozone hole has spread over the last ten years. They also found out about an idea for conserving Antarctica as a world park. This is what they told us:

'Antarctica's delicate ecosystem hangs in a fine balance, which at the moment could easily be disturbed by the industrial world of today. The Antarctic Treaty of 1959 ran out in 1991 and now the Treaty Nations are arguing whether or not to use Greenpeace's solution of conserving Antarctica as a World Park. The five nations backing this idea (Australia, France, Belgium, Italy and Greece) see a World Park as caring for the land and the animals. They do not like the idea coming from the UK and USA, of controlled mining of Antarctica's natural mineral resources.'

Susan and Gina supported the idea of a World Park and were upset that Britain did not appear to be backing this proposal so they wrote to their MP, Doug Hoyle, to ask why this was. He wrote back saying:

'Thank you for your letter regarding the status of



Antarctica as a World Park. I agree it would be an excellent idea, as Antarctica is probably the last unspoilt and unexploited part of the World.'

He also sent a copy of their letter to David Maclean, Minister of State at the Department of the Environment, who is minister in charge of environmental protection. Susan and Gina later received a letter from Mr Tristan Garel-Jones, the Foreign Office Minister responsible for Antarctica. He told them that the Antarctic Treaty which now has the support of 40 countries, representing 80 per cent of the world's population, manages this area and is concerned that Antarctica should be preserved in its current pristine condition to be handed onto future generations. Mining activities have been banned for 50 years, commercial sealing is regulated and the ecosystem approach has been adopted for the conservation of fish. He is in the process of preparing a booklet on Britain's Role in Antarctica and he promised to send Gina and Susan a copy when it was ready.

In his letter, Doug Hoyle mentioned the *Exxon Valdez* disaster which showed what can happen when there is oil spillage in the Arctic region. We were very interested that he mentioned this because Kerry and Natalie had already been investigating this very subject on *Satcom*. This is what they told us:

'We were interested in the very serious oil spill off the coast of Alaska in 1989. Oil spills are very dangerous because they kill or injure animals and plant life both in the sea and on the shore. The oil tanker involved was the *Exxon Valdez*, the Captain was Mr Joseph Hazelwood. We have read his diary that has been logged into *Satcom*'s database. It was all about him retiring to his cabin and leaving one of his crew in charge of the *Exxon*, a 30,000 ton ship with 170,000 tons of oil on board. Something strange was noticed on the radar. Only a few hours later they lost control of the ship as it turned 180 degrees to avoid hitting an iceberg, went off course and crashed spilling hundreds of gallons of oil into the Atlantic Ocean. The oil spill started on the 24th of March and was still spreading on the 21st of April. It was a terrible disaster costing between £380 and £950 million in repairs and clean up operations. We have also found a chart listing other oil tankers that have crashed.'

Not long after Kerry's and Natalie's report we were all reading about the disaster in our country when the tanker *Braer* struck the rocks and discharged its cargo of oil all around

the coast of the Shetland Islands.

Nearer to home, Stephen and Chris got interested in British beaches and their pollution problems. This is what they told us:

'We found a chart that shows 12 beaches around the coast of the British Isles. Three of them, Rhyl, Formby and Southport are fairly close to us. Southport was the most polluted beach with five sewage outlets. We have drawn up our own charts and graphs to record the information we have found out. Some of our class are going on a Geography field study to Llandudno later this year, so we are going to draw up a questionnaire for them to use, to find out if people think that this beach is polluted.'

On another issue we are writing to the North West Water Authority to find out about pollution in the River Mersey. We have just been reading about a company in Grimsby who have recently spent a lot of money to help clean up the Humber Estuary by cleaning up the waste products they pump into the river. We want to know how clean our river is and we will carry on our studies.'

The question of pollution interested Graham and Adam. This is what they told us:

'We were working on *Satcom* and we clicked onto Europe. We found out that acid rain is caused by smoke from power stations and smoke stacks. Germany is most affected by acid rain and much of it comes from Britain. We were angry about this especially as we noticed a great deal of smoke rising into the sky from the chimneys and cooling towers of the Lever Brothers factory near our school and from Fiddler's Ferry Power Station not far away. We wrote to them asking them for an explanation. We wanted to know if they used the filters in their smoke stacks that were





up to European standards. They wrote back to us. Both companies told us that what we saw was mainly steam from the cooling towers. The Lever Brothers said that they use gas to provide heat for their drying process as it was a cleaner fuel than coal. Powergen said smoke came from their main smoke stack and that they burn low sulphur fuels and have dust filters in their chimneys in order to reduce harmful emissions. Our headteacher has just told us that the low sulphur coal comes from another country. Parkside Colliery which is near us has been closed down and the miners want to keep it open. We will be writing to the miners and to Powergen. We want to know if it is possible to get the sulphur out of our coal so that it can be used instead.'

The whole class has been involved in activities generated by ideas that have come from using *Satcom*. For example we have written letters to friends and relatives all around the world to ask them about their life style and any environmental problems that are worrying them. We have received pictures, postcards, photographs, weather reports, newspapers, letters and even a video in reply. Stephen wrote to a friend of his mother's in Australia. This is what she told us:

'Our Spring and Summer months are from 1st September to 31st March. Sometimes it gets very hot, so we go for a swim in our pool or to the beach but we have to be very careful with the sun and always put sunblock cream on and a hat and a T-shirt. Because Australia has a hole in the Ozone Layer and people can get skin cancer, we have to protect ourselves.'

We have talked about what 'green' issues are and the balance between pollution and conservation. We have looked at the sources of information given in *Satcom* and looked in books, magazines and newspaper reports of our own. Some of us collected information about animals and their environments that are in danger. Kerri found out about pandas, Gemma about turtles. Simon wrote about tigers and Gemma C about whales. We organised an assembly for the whole school and showed them what we had found out. Michael showed everyone an article from Greenpeace about dolphins that were accidentally killed by fishermen. (We had read about this in *Satcom* too.) He told us:

'Dolphins are friendly creatures and they are one of the most intelligent animals in the world. But man is harming them in several ways. One of them is the problem of driftnets. These are used to catch tuna fish but the nets are made from strong, thin plastic webbing.



This is hung in the water by floats at the top and weights at the bottom. The nets are too difficult for the dolphins to see and so they get caught up in them and die. Hundreds are dying needlessly. Over 2000 dolphins are killed every day. Greenpeace is trying to persuade governments to make sure that fishermen use other kinds of nets. We can help too by buying tuna in cans that have dolphin friendly labels on.'

We think that using *Satcom* has made us more aware of our world and things around us. There is a lot of interesting information given about the more important issues of the world. We have learned about reading information presented in different ways as *Satcom* has photographs, pictures, satellite images, all kinds of maps, diagrams and charts as well as text (Figure 3). We found the text quite difficult sometimes because it used long words and talked about things we didn't understand like the names of chemicals and things. Using the Data Room to research things was like using a dictionary or being in a library but you could get the computer to search for information. We have only looked at some of the hotspots and thought about the issues raised. This term we are looking at Peru and Brazil as this fits in with our theme work on 'People'. We have already discovered extracts from the autobiography of Chico Mendes. We liked the part where he talks about how he learned to read and write. We have written our own autobiographies. In the Summer term we hope to be looking at the next module that WWF are developing especially for the primary age range. This will be about forests of the world. We are looking forward to it very much.

If you have any comments about our writing or would like to ask us more about *Satcom* we would be happy to hear from you.

Further details of the *Satcom* materials are available from WWF UK, Panda House, Weyside Park, Godalming, Surrey GU7 1XR.



# BBC favourites (I)

## A PenDown Project

**Helen Campodonic**

*Support Teacher, South Glamorgan*

*PenDown* was one of the first word processors to be introduced and it is one with which many teachers still feel secure. It is an invaluable piece of software for children who are struggling with language skills, providing them with a dictionary and an easy means of access via the concept keyboard. However, the facility which I discovered motivated both the children and me was the ability to create our own fonts.

### The project

The practical work in this article took place with average and below average ability seven-year-olds. The program used was *Font Editor* which is on the *PenDown* Utilities and Toolbox discs.

The aim of the exercise was to allow the children to create Christmas pictures which could then be used in a variety of ways.

### The program and teacher preparation

*Font Editor* allows viewing of existing fonts and provides an insight into the way fonts are made. The Teacher's Manual contains essential information, and time spent reading this and practising with *Font Editor* before introducing it to the children is essential. After a period of experimentation, the children realised that even the most complicated-looking fonts and computer graphics are only pictures made of squares to form patterns.

There are six fonts on the *PenDown* disc: Normal, Jumbo, Horizen, Moderna, Gothic and Chunky. After loading each of these, their characteristics became apparent and we decided to use Gothic as the model for the following reasons:

1. It provided the largest grid.
2. It could be used with *Signwriter* as well as with *PenDown* (the small fonts can only be used with *PenDown*).

We also decided to edit the existing file rather than create a new one, ie Gothic was loaded so

that the same characteristics could be used but it was given a new filename and then each letter was erased so that a new picture (font) could be created.

The children were going to create a file called *CHRISTM* which had the same characteristics as Gothic but for each letter there would be a different Christmas picture.

### Introductory activities in the class

1. Discussion took place about computer graphics. Patterns, pictures and letters were mapped onto squared paper. The limitations and problems that might occur were experienced.
2. Christmas discussions and activities were taking place. Ideas and brainstorming lists were made, eg words, pictures and themes. Some of these ideas were attempted on squared paper and again problems arose such as drawing curves for hats and heads; thinking of a single different item.
3. The last but very important introductory activity was to teach the concept of codes. The pictures that the children were going to create were going to have a letter as their title and not a name and therefore it was important to show the children that every time the letter 'C' was pressed it would appear as C on the screen but something else would be printed.

This was illustrated with various fonts and two Christmas pictures that had been prepared.

### Using the program

As soon as the children saw the Christmas pictures and had been asked if they would like to try, the project was underway. It must be pointed out that all the loading, saving, clearing of the grid and other program preparation was carried out by the teacher; the children were only going to be asked to draw the pictures.



The class was shown the procedure for drawing on the grid, ie DRAW ON or OFF and ERASE ON or OFF and the use of the cursor keys. The children were grouped in pairs. The first pair was allowed a practice run and provided with squared paper in case they needed to try out their design.

To my surprise, after 15 minutes they had produced the picture of a candle dripping with wax shown in Figure 2. It was saved and promptly printed out using the largest option on *Signwriter*. If success was to be measured in the comments and enthusiasm that now prevailed then it was certainly achieved. Folded arms, straight backs and perfect silence remained until the second pair was chosen! It was not long before a tree was produced – one, which even though not perfectly symmetrical, had a definite character of its own.

These first two pairs of children were chosen because of their ability with art and design work; we felt they could appreciate proportion, size and design and would also be able to cope with the necessary instructions. They now became

the teacher's helpers and the children's consultants; all that was left for the teacher to do was to select the pairs and carry out the program requirements. Within three days a whole 'alphabet' had been created (Figure 1). The overall result was very pleasing and everyone was eager to begin using their work.

### Using the fonts

Five uses were made of the fonts:

1. Experimenting with *Signwriter*.
2. Making patterns and sequences.
3. Making borders.
4. Creating codes and messages.
5. Making Christmas cards and pursuing a small business project.

#### 1. *Experimenting with Signwriter*

Naturally the children wanted to see their own font in print and so they were allowed to experiment with the different sizes on *Signwriter*.



Figure 1 The alphabet.

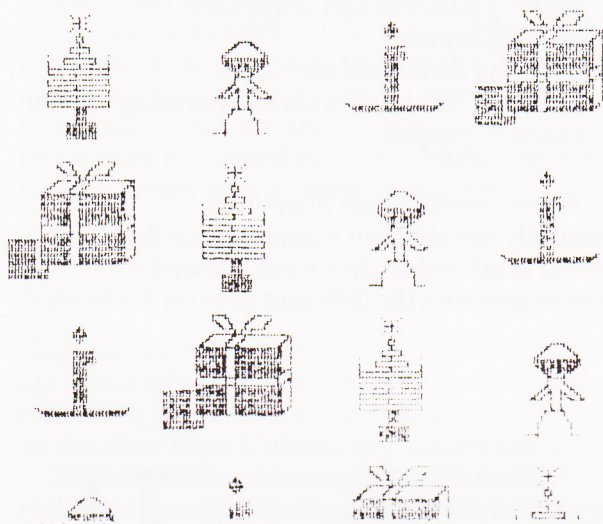


Discussion, criticism and opinions about the best picture and also the best size of picture arose. This exercise, therefore, was very useful as an introduction to the remainder of the activities.

### 2. Making patterns and sequences

The children had now viewed all the pictures and drawn their own conclusions.

Using *PenDown* and page width 10, they typed in appropriate letters to create pages of patterns, which we chose to call Christmas 'wrapping paper' (Figure 2).



**Figure 2** A corner of a sheet of our Christmas 'wrapping paper'.

Problem solving arose with tasks such as 'How can you make a symmetrical piece of paper using three, four or five etc pictures?' It also encouraged the children to look at commercial wrapping papers and appreciate how patterns were made up from simple beginnings, ie starting with one thing, adding to it and creating what appears an intricate design.

### 3. Making borders

*PenDown* was used (page width 10) to create Christmas borders around a sheet of paper. These were then used for Christmas messages, stories and drawings (see Figures 3 and 4, opposite).

This exercise proved more difficult than initially expected and investigation and first attempts had to be carried out along with much frustration before the correct border was obtained.

- a) How many pictures filled a line? (10)

- b) How many pictures filled the length of the page? (13)  
c) How many spaces between each edge? (8)  
d) How can a symmetrical border be achieved and what is the best number of different pictures to use?

### 4. Creating codes and messages

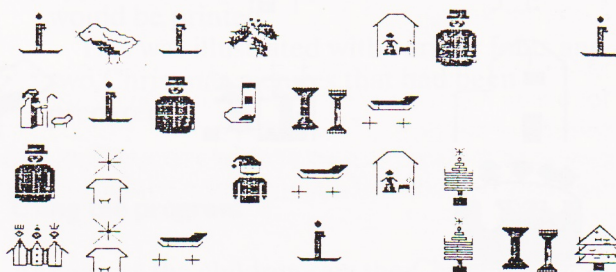
With this exercise the computer had a specific job to perform; it was to become a code writer. The children were able to type in their secret messages and display them on the screen but the computer was able to transfer them into Christmas code.

First the children printed their names in **CHRISTM**. They were asked to:

- a) look for patterns;  
b) find the longest and the shortest;  
c) look for names beginning with the same pictures;  
d) make guesses;  
e) use the Christmas alphabet to discover the names.

The children were reinforcing early reading skills and developing strategic skills for solving problems.

A simple message was then written in **CHRISTM**. This was sent to a standard three class along with the printed alphabet in **CHRISTM** (not decoded). The code was quickly broken, so it was decided to modify the help! The next message that was sent was accompanied by the **CHRISTM** alphabet printed backwards, ie starting with Z. This time it took much longer for the correct answer to come back. The children continued writing messages to one another for fun and discovered some interesting patterns along the way.



**Figure 3** "Away in a manger, no crib for a bed" in code.



# **MAPE Chairperson's Annual Report**

## **January 1992 – January 1993**

### **Membership**

MAPE's membership for the year has hovered around the 5,000 mark. We reached a low point in the Autumn of 1992 and, since then, membership has risen steadily. This is probably due to the production of the "Into Europe" resource pack which has been sent to all members, and which is, at present, sent to new members as part of the benefits of membership.

### **National activities**

The National Conference was held in Bangor Normal College, Bangor, from 11th–13th April, 1992. We attracted approximately 200 delegates and they enjoyed participating in an informative and lively event. The 1993 Conference will be at York University and the 1994 conference will be held at Nottingham University.

National Publications include the MAPE journal, Micro-Scope, which is published every term. Editions 35, 36 and 37 have been distributed to members this year. In association with BLUG (British Logo Users Group) MAPE produced a Micro-Scope Special which focussed on Logo and the primary curriculum and this was sent to members during the Summer of 1992. "Into Europe", a resource pack which includes Teachers' Notes, a book of photocopiable masters for overlay keyboards and software files for the Touch Explorer Plus program was distributed to members during the Autumn Term, 1992.

On the occasion of its tenth anniversary MAPE ran a competition with prizes kindly donated by Commodore. The competition was judged late in 1991 and the prize winners received their computers early in 1992. The winners were Diane Williams from St Francis Primary School, Cleveland, and Jo Newth from Pencoed Junior School, Mid Glamorgan.

In association with the World Wide Fund for Nature MAPE ran a competition with the first prize donated by IBM, and other prizes donated by WWF and MAPE. This competition, entitled "IT Saves the Planet", ran during 1992 and the prize will be awarded early in 1993.

### **Regional activities**

Regional activity levels are varied. Certain regions run a comprehensive series of Saturday workshops, conferences and associated meetings and these are well attended and much appreciated by members. Other regions have fewer members and operate via less formal contacts. Two regions are currently without representatives (Eastern, Yorkshire and Humberside) but MAPE is addressing this issue through its Development Plan.

### **National organisation**

MAPE was formulated more than ten years ago and during this year, 1992–3, the National Council focussed its attention on the way in which MAPE is organised. In response to a general belief that we could use the time of volunteers more effectively MAPE council members, with help from other agencies, have produced a Development Plan. This is currently in the process of being ratified by the National Council and details of the implementation are being refined.

### **Contact with external agencies**

MAPE and BLUG produced the Logo Special.

MAPE liaised with DfE in organising and managing a National Conference focussing on IT and primary education.

MAPE reached the final 12 in the selection process for the Jerwood Award which is an annual award for "an original and significant contribution to the theory and practice of education". There were over 130 entries so MAPE made a commendable effort in reaching the final long list.



Representatives from MAPE are liaising with the organiser of the 1995 World Conference for Computers in Education which will be held in Birmingham.

MAPE is working with IBM and WWF on the production of a primary module for the "Satcom" program which should be available, at a discounted price, to members of MAPE during the latter part of 1993.

#### MAPE support staff

MAPE membership continues to be run by Valerie Siviter Office Services, Bethesda, Gwynedd, MAPE software by Yvonne Peers, Newman College, Birmingham, and MAPE general administration by Gloria Jones, Normanton-on-Trent, Notts.

MAPE would like to thank them for their commitment and efficiency.

*Senga Whiteman  
March, 1993*

## Micros and Primary Education Financial Statements

### Income and Expenditure Account for the year ended 31st December 1992

	1991	
	£	£
<b>INCOME</b>		
Subscriptions	72,208	69,462
Sales of licences, tapes and magazines (net)	9,161	10,006
	<u>81,369</u>	<u>79,468</u>
Bank interest	9,081	9,738
	<u>90,450</u>	<u>89,206</u>
Deficiency on conference	(1,603)	(122)
	<u>88,847</u>	<u>89,084</u>
<b>LESS EXPENDITURE</b>		
Publications	39,203	25,330
Regional expenses	2,001	1,595
Council expenses	16,190	13,249
Administrative expenses	23,670	23,359
Advertising	3,453	6,777
VAT	1,159	1,739
Bank charges	914	200
Direct debit charges	566	1,217
Depreciation – office equipment	2,165	1,047
	<u>89,321</u>	<u>74,513</u>
<b>SURPLUS OF EXPENDITURE OVER INCOME FOR THE YEAR</b>	<u>(474)</u>	<u>14,571</u>



## Balance Sheet as at 31st December 1992

	£	£	1991	£
<b>FIXED ASSETS</b>				
Office equipment		6,494		3,142
<b>CURRENT ASSETS</b>				
Bank current account	12,820		12,490	
Bank deposit account	96,623		101,542	
Cash in hand	269		500	
Debtors and prepayments	1,660		3,316	
	<u>111,372</u>		<u>117,848</u>	
<b>CURRENT LIABILITIES</b>				
Creditors and accruals	<u>890</u>		<u>3,540</u>	
		<u>110,482</u>		<u>114,308</u>
		<u>116,976</u>		<u>117,450</u>
<b>REPRESENTED BY</b>				
Accumulated fund at 1st January 1992		117,450		102,879
Surplus of expenditure over income for the year		<u>(474)</u>		<u>14,571</u>
Accumulated fund at 31st December 1992		116,976		117,450

### 1. FIXED ASSETS

	Office Equipment
<b>COST</b>	£
As at 1st January 1992	5,309
Additions in the year	<u>5,517</u>
As at 31st December 1992	<u>10,826</u>
<b>DEPRECIATION</b>	
As at 1st January 1992	2,167
Provided in the year	<u>2,165</u>
As at 31st December 1992	<u>4,332</u>
<b>NET BOOK VALUE</b>	
As at 31st December 1992	<u>6,494</u>
As at 31st December 1991	<u>3,142</u>

### 2. DEPRECIATION

Depreciation is charged on a reducing balance basis at the following rates:  
Office equipment 25%



## Micros and Primary Education – AGM Report 1993

I shall begin by drawing your attention to some points on the accounts. MAPEs income for 1992 was roughly the same as for the previous year. This is despite membership dropping over the last 18 months. Since the autumn, there has been a steady monthly increase with membership currently approaching 5100.

I am pleased to report that our expenses have also been kept to the 1991 levels.

However, a substantial increase in publications expenses are evident partly due to the excellent "Into Europe Special" which we produced so that nearly 2000 copies were available for sale and/or freebies to boost membership. I must also point out that this represents 45% of our total expenditure.

The other increase can be found in council/admin expenses due to the purchase of office and conference computers etc. These fixed assets may be seen on the last page – £5300. Depreciation is taken as 25%.

After discussions with the bank manager our charges were increased! It was suggested that the current account should be reduced to a working minimum (about £5000 instead of the previous £15000) so that the excess could gain more interest and so offset the charges. As our capital is kept in a 1 month's notice account this method does require forward planning. The high end of year balance was high due to substantial subscription income and a number of large bills due in January!

The balance sheet, page 3 shows a break-even year with a healthy balance for carrying us through 1993 and beyond.

The big news of 1992, as far as financial matters are concerned, was that after nearly 5 years of letters, discussions and a VAT inspection last August, we have been granted exemption from VAT on our subscriptions. Putting this into simple terms, it means that your subscription will not have to be increased in order to pay Customs and Excise their share.

Taking VAT payments a stage further it could be possible to claim back the VAT we have paid backdated to December 1989. First of all we have to confirm that exemption is from that date. For example, £800 in VAT was paid on the computers purchased this year. If the previous pattern is repeated this correspondence should go for several years.

Direct debits have caused Val a few headaches with double payments for reasons which I shall not go into now. Suffice to say that if you hear of anybody having problems tell them to contact the Office for a speedy solution. The number of Direct Debits is now at an economic level and will ultimately be easier to operate.

Continuing our search for greater efficiency and cost effectiveness, we are soon to be using Mailsort for publications. This method of bulk mailing could save 10–20% of postage costs for publications in the future. We also pay Royal Mail postage directly, eliminating the need for franking every envelope.

*K.A. Whiting  
(Treasurer)*



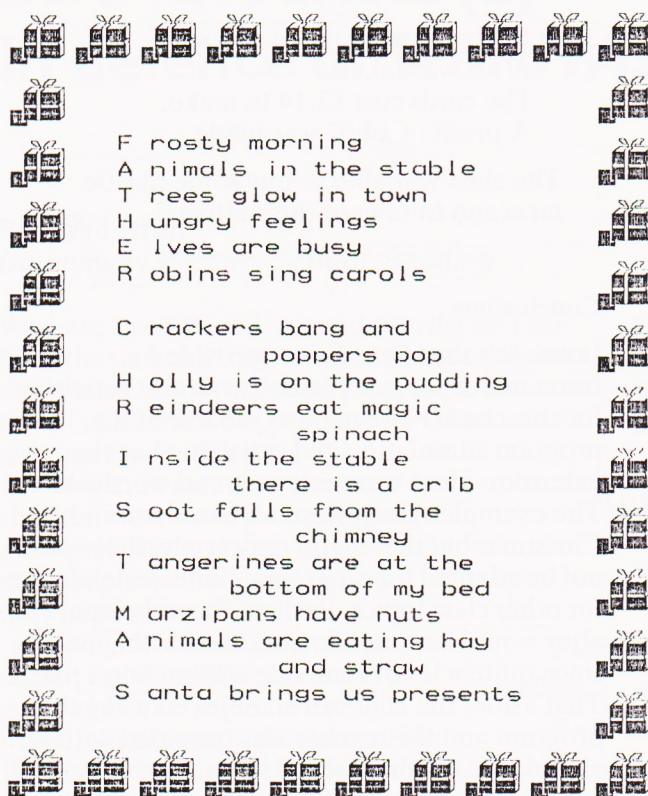


Figure 4 A surround for a poem.

### 5. Making Christmas cards

This last use of the fonts was to be the most exciting and the one that really took command of the classroom activities. The description of these activities alone would fill a *MICRO-SCOPE*, so what follows is a brief summary.

- The concept of mass production was suddenly realised. The computer was able to produce endless amounts of the fonts at a relatively fast rate so it was decided to make use of that.
- Christmas cards were going to be mass produced and sold!
- A great deal of class reorganisation and structured planning along with job delegation was required. The class was entering the world of business and the side effects, eg shrewdness, role keeping and management had to be considered.

### The plan of action

1. We discussed what business entailed: what was needed and what had to be done to achieve success.

### 2. Market research:

- a) Which picture would sell best?
- b) What verse appealed most?
- c) What writing font would attract the most customers?

Samples of each of these were displayed and teachers and children passing by the classroom were asked to select their choice.

Graphs were drawn up of the results and it was decided to use:

- a) Z the Christmas pudding.
- b) We wish you a Merry Christmas and a Happy New Year.
- c) The writing font – SHADOW.

### 3. Design

It was decided to print the pictures using *Signwriter* with letter height and width 4 for two reasons:

- a) It displayed the graphics best.
- b) It was small and would be cheaper and faster to produce.

The positioning of the words in the verse were decided upon after much trial and error using *PenDown*. This was saved on disc.

The size of the card was discussed and a template made.

### 4. Making

Jobs were allocated to pairs of children:

- a) printing pictures;
- b) printing verses;
- c) cutting out pictures;
- d) cutting out verses;
- e) using the template on card;
- f) cutting out cards;
- g) folding cards;
- h) glueing pictures;
- i) glueing verses.

We decided to use three sheets of card and with all hands on deck, we produced 60 Christmas cards.

### 5. Costing

A great deal of mathematical work now took place: adding, sharing, more than, less than, profits and use of the calculator.

We worked out that the 60 cards cost 91p to make. First, the cost of



one card was worked out practically, along with many more examples, and then the calculator was used to demonstrate the division sign. It was concluded that each card was more than 1p but less than 2p and therefore if we sold them at 5p our profit was going to be more than 3p but less than 4p.

#### 6. Advertising

The next stage was to tell everybody the cards were for sale. This created another job and the two children who were put in charge had the task of spreading the word in as many different ways as possible.

- a) All the children made a poster which was displayed all over the school.
- b) Announcements were made in the assemblies.
- c) Word of mouth took place in the playground.

#### 7. Selling

The shop was now opened. Daily accounts of sales were kept and graphs were drawn.

More cards were made until the profit was brought to a close.

141 cards were made and sold.

£7.05 was taken.

The cards cost £2.14 to make.

A profit of £4.92 was made.

The class was able to buy some plastic meccano to reward their efforts!

#### Conclusions

It was felt that *Font Editor* provided a tremendous scope of cross-curricular activities for this class. Not only was the use of the program stimulating and satisfying but the extension ideas were relevant and worthwhile. The examples given were all based around Christmas but there is no reason why they could not be adapted for other times in the calendar or for other class topics. Perhaps the only aspect to alter would be to use lower case for the models since quite a lot of sentence writing takes place. That aside, the children all enjoyed using the program and the teacher was provided with an abundance of material and ideas. So can we find a use for *PenDown*? The answer is most certainly Yes with a capital Y!

## Information exchange

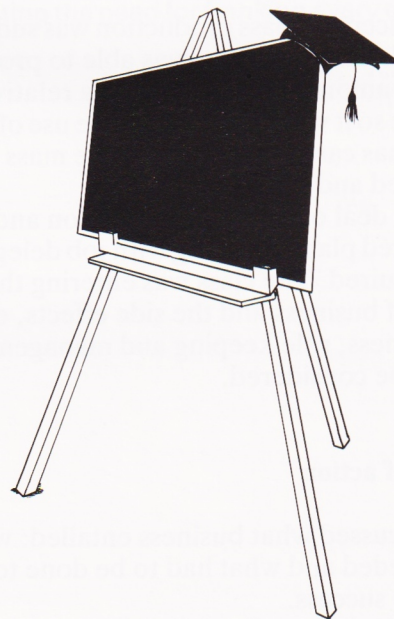
### Margaret Vousden

*Foxfield Primary School, Sandbach Place, Woolwich SE18 7EX Tel: 081 854 0816*

From time to time, I am contacted by post-graduate students researching into different aspects of IT and wanting to know of other work in similar areas. As a service to MAPE members, I am happy to include brief details of such requests in each issue, beginning this time with a plea for information from Margaret Vousden:

*'I am about to start an M Phil researching alternative access to computers and cognitive development in Nursery and Reception children'.*

*'I am keen to hear of any recent or current work in these areas'.*





## BBC favourites (2)

### In defence of WordWise

**Paul Wootten**

*Downsway Primary School, Reading*

We have used *WordWise* and *WordWise Plus* from the time the BBC computer first came into our school and have found them to be the most useful of all the word processors. Of course we also use *PromptWriter* and *PenDown*; in fact the younger children start word processing on *PromptWriter* and then move on to more sophisticated packages as they need them.

So why do I have such a high regard for *WordWise*? It is not as good as *PenDown* for creating fonts; it has no spell-checker as *First Word Plus* has for the Archimedes (unless you tag one in on a chip); it is not *WYSIWYG* like most of the others.

*WordWise* scores by being fairly easy to use if it is introduced properly and easily progresses from *PromptWriter*, both having menu pages with limited functions available. No confusion there! Its main attraction for me however is the ease with which it creates ASCII files. Once the children become familiar with the idea that a word processor will create a file that can be used in another package, *WordWise* comes into its own.

We use *TypeSetter* on the BBC and *Impression* on the Archimedes. *WordWise* files, having been created on either machine, can be used to publish newspapers, magazines, or information articles as follow-up to project work using any of the above DTPs on either type of computer (ASCII files being passed by serial link between computers (Figure 1). In fact *WordWise* files pass very easily without spooling from BBC to Archimedes and run very well on *Impression*.

During an intense media day,

when we wrote three newspapers, generated video TV news reports on the hour, and radio news reports on the half hour, (the news was generated from a BBC running *Extra*), the

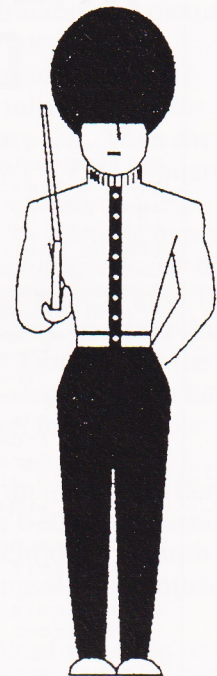
#### *MY LITTLE TOY SOLDIER*

*I looked all day for my little tin  
soldier,  
But I couldn't find him anywhere.  
He was not on the turret,  
he was not on the tower,  
he was not on the drawbridge,  
he was not on the walls.  
OH! Where is my toy soldier.*

*I looked in my bedroom,  
I looked under my bed,  
I looked in my garden,  
I looked in the shed.  
OH! Where is my toy soldier.  
It's time for tea*

*I do want my tin soldier  
Where can he be  
Then I saw him on the chair.  
My little tin soldier,  
is my very best soldier.*

*by  
Jonathan Smart*



**Figure 1** *Caption?*



newspapers were written on *WordWise* and set up on *TypeSetter* enabling lots of children to be involved at the same time (see example in Figure 2).

During the last couple of years we have been able to respond to letters coming through TTNS from Norway, Finland and France. The children have been able to write and check their letters in their own class areas before spooling and sending them on the modem.

Incidentally, *WordWise* is not fussy about what it will read. On a number of occasions I have been able to 'clean up' files when other word processors won't read them, and spooled *WordWise* files, if dumped to a DR DOS format disc, will work on word processors on PCs.

So don't throw your old *WordWise* chips out just because you have moved on to the Archimedes. Use them to create files for use on the more sophisticated packages available today.

# THE DAILY MAY

30p      20th November 1989

## WALL COMES DOWN

At 10.00 a.m. leader of the Politburo in Berlin, East Germany, gave a speech that was causing some people to question whether the East German communists are losing their grip on east Germany. Later at 10.20 we heard that East Germans who have been unable to travel freely to the West since 1961 are now escaping to West Germany through Poland and Hungary. These two communist countries are defying their politicians and allowing free passage from behind the wall which divides Germany.

At 10.30 a.m. the East Germans from Berlin, which has been the capital of Germany from 1871 until 1945, are breaking through the wall itself into the West. 5000 communists in East Berlin demonstrate calling for reforms.

Egon Krenz begged them to be patient but the crowd would not listen, and more East Germans flooded to the West. Soon 48,000 East Germans had escaped into West Berlin.

The guards on the gates in the wall are allowing people into the West. The guards themselves looked bewildered. One told me, "This city has suddenly come alive."

An East Berliner I spoke to said, "I can come into West Berlin now to visit my son and his family. We have waited for this moment for 28 years."

## M4 CRASH

On the M4 there has been a crash at the Chippenham turn off. Westbound traffic has been at a standstill and the queues extend for 20 miles.

The Newbury turn off is congested and you are advised to avoid the area if at all possible.

## ROYALS VISIT HONG KONG

Princess Diana and Prince Charles were out and about in Hong Kong. Princess Diana was wearing a long blue gown and he picked up an old ladies walking stick as it had fallen over a barrier.

Prince Charles was offered some herbal medicines and was told that it was good for his heart muscles. The people of Hong Kong love the Prince and Princess of Wales.

## DOG SCARE

A man in southend on Sea, Essex, was trapped in his own room by his own dog. The rottweiler was thought to be a very tame. Mr Graham could do nothing for the 15 stone dog pinned him to the wall so he had no chance of getting out.

Nearby neighbours said that the dog was always friendly and kind to their little children and never bites.

Figure 2 Caption?



## BBC tips and troubleshooting

**Fiona Sanderson**

*IT Team, Aln House, Hepscott Park*

- When things don't work, remove your current disc from the disc drive, then switch off all your equipment, switch it back on and try loading your disc again.
- If you have just added more data to your database, or finished writing your story, remember to SAVE your work at this stage before you do anything else with it. If your disc hangs up, you will then be able to load it back before printing or graphing it etc.
- Need to print out graphs or pictures the children want to colour in? – then this is for you. When your printer ribbon wears out, don't throw it in the bin. Keep it! Your new one will give a very dark print not suitable for colouring in, but you can quickly insert the old one when you need to.
- Forget what to type in to tell the program to print etc? – then write the instructions on the disc sleeve. This usually stays with the correct disc (if they are both named), whereas the booklet with the instructions could be anywhere! Also put saved filenames here in pencil – they can then be rubbed out when you delete them.
- Lost in a sea of spaghetti cables? – then just leave the correct length unwound and wrap an elastic band round all the spare cabling – also useful for disc drive, printer and concept keyboard cables.
- Which plug is which? – to help you solve this problem write on all of them with a black permanent felt tip what it belongs to.
- Printer not working all the time, only spasmodically? First try turning it off and then on again and trying to print once more. If it is printing every line on top of the previous line, it needs one of the dip switches turning on (generally at the back of the printer). This is the line feed switch, and you need to consult your printer handbook to find out which one – different for each type of Epson machine. Once reset, turn your machine off and back on again before re-using.
- Printer churning out reams of paper or printing pages of rubbish as soon as you turn it on or when you first touch one of the control bars? If you touch the control bars on the keypad and they will not 'click', they are stuck 'on'. To release them temporarily, switch off machine at mains, then put fingers underneath pad and gently push upwards. This is not a permanent solution as that is a technician's job.
- Concept keyboard – if you recently purchased one and are struggling with the instructions and primary software that came with it, don't – just put them in the bin as they are not worth wasting your time on. If you received *Concept Kids/Concept Ken's Cartoon* then have a look at the *Cartoon* program. It is very similar to *Fairy Tales*, but all the characters and pictures you select are on the overlay provided.
- Concept keyboard not working properly? Check cable is screwed in fully and all pins on user port under computer are OK. Then check SHIFT LOCK light on QWERTY keyboard and on concept keyboard are turned OFF.
- Concept keyboard overlays – wanting to make your own? Load on your *Concept Writer* disc and from the main menu press the & key. This takes you to the CK menu and you then just follow screen instructions. Don't press the TAB key to save your overlay until you have finished putting in your text for the whole overlay.
- BBCB computer playing up – sometimes it works, sometimes it doesn't – then try turning it off at playtimes and lunchtimes. It tends to get quite hot and 'old' things do need more rests than newer models!
- Check all your ribbon cables from time to time. If you can see bare wires, or the cable has been cut, it will not work effectively all the time. Sometimes the connector on the end of it comes loose, so doesn't make an efficient contact.
- *Concept Writer* disc playing up? – check that you have the newer version – to do so, load on the program, from the main menu press the & key and you will now see the concept keyboard menu. This should have some green instructions, and a 'D to delete an overlay or story' facility. If not, you have the old disc. Contact MAPE software for help!
- Occasionally check all pins on sockets under keyboard – they can become bent or pushed in and cause equipment to operate incorrectly.



# Clip art in the classroom: DTP resources for the Archimedes\*

**Des Thomas**

## Editor's introduction

In *MICRO-SCOPE 37*, Des Thomas suggested that *!Drawfile* artists might like to send him their artistic creations for inclusion on a MAPE Clip Art disc. Although many teachers thought how useful it would be to receive such a disc, there were few offers of contributions to it! As we reflected on this, we were not really surprised, since there are so many pressures on teachers' time; however, as teachers' and children's publishing skills become more sophisticated, there is undoubtedly a need for collections of clip art suitable for the primary market. To meet this

need, Des has compiled a comprehensive catalogue of clip art currently available for the Archimedes; details of how to obtain the catalogue and the three discs which accompany it are at the end of the article. But before you read on, many thanks to Des for the time and effort he has put into this project; we are sure that it will prove a useful resource to busy Archimedes users in classrooms.

**\*Note for Nimbus/PC/Apple users:** I would be pleased to hear from anyone who knows of or would like to prepare similar publications for these, or indeed, any other micros.

Producing good quality graphics is a time-consuming task – even if you have a reasonable amount of artistic talent – so, for most desktop publishing enthusiasts, a good collection of clip art comes fairly high on the priority list. It is certainly a resource which I have found invaluable, and so I have compiled a shopper's guide to Clip Art for the Archimedes, which is suitable for use by teachers and pupils in primary and middle schools. Before giving more details of the catalogue and discs however, it might be useful to talk about the 'technicalities' and sources of clip art.

1. The majority of clip art is stored in either Drawfile or sprite format. Put simply, the former are drawings – created using lines and shapes in programs such as *!Draw*; the latter are paintings, created using pixels in programs such as *!Paint*. The former are more adaptable, in that they can be enlarged easily without loss of details, and usually take up less memory, while the latter give more detail but need to be used 'as is'. At the time of writing, unless you are using the latest version of *Impression2* (v 2.18), you will not be able to use files saved in *ArtWorks* format in any other DTP program. The *smArt* discs listed provide a 'linked graphics system' which allows you to mix-and-match the graphics and then save them as Drawfiles, but

you do need a copy of *smArt* in order to create the Drawfiles. Some of the bargain general collections advertised are often collections of scanned pictures or drawings which may or may not have been changed to Drawfiles using one of the convertor programs. The quality of these 'conversions' varies considerably and the resulting files are not usually very acceptable.

2. Before buying, consider what you might have available already. Most of the graphics used in programs created on the Archimedes can be extracted. Any files indicated by a Drawfile or sprite icon can be saved using a program such as 4mation's *Snippet*. Some software houses now include or supply separately a disc of graphics from the program as part of the support materials. Presentations created in programs such as *Magpie*, *Genesis* and *My World* are often particularly good sources, but in the first two, you might need to have the full version of the program in order to extract them. I must emphasise however that this is copyright material and, while software houses are usually quite happy to see their graphics used in support work undertaken with their software, these graphics should not be used commercially without their permission.



3. Some discs of Drawfiles are created mainly in outline format; some use the grey tones, some 16 colour mode, eg MODE 12, some use 256 colour mode, eg MODE 15. While the colour versions are likely to be considered the most appropriate if used in hypermedia presentation, ie on screen, or if a colour printer is available, the tonal versions might be more suitable for printouts on a black and white printer, and the outline version is useful if young children are going to colour in the printout. Of course, most of these can be altered if you have a limited experience of using *!Draw*; for those who do not wish to go to the trouble of ungrouping the file in order to change or add colours, 4mation's *Chameleon* provides an easy-to-use alternative.

4. Several software houses have created discs of support material for their own word processing or desk top publishing programs. Any outline fonts can, of course, be used with any RISC-OS program and likewise, any files saved as Drawfiles or sprites. Good examples of this are the *Desktop Folio* Theme packs; while the stationery is specific to the program, the fonts and Drawfiles included can be used equally well in any other DTP program.

### The catalogue

I have deliberately concentrated on thematic

collections; large, general collections from which you are likely to use a file or two once in a blue moon are not, in my experience, good buys. Themes covered include: anatomy, space, a wide range of historical and geographical topics, science, mathematics, religions, sports, various creative themes and general DTP resources such as borders, signs and symbols. Mostly, prices do not exceed £20 but, having said that, some public domain libraries have quite an extensive DTP section and you can pick up some bargains, though it is wise to try a few sample buys first for quality! The list also includes several packages which provide sources of clip art, for example, the *smArt* files, and a couple of programs for creating crosswords and word searches.

### The discs

Three discs accompany the catalogue: Disc 1 is a collection of Public Domain clip art (see Figure 1); Discs 2 and 3 are samples from many of the collections listed in the catalogue. MAPE would like to thank the software producers who have generously donated these examples especially for inclusion in this MAPE Collection.

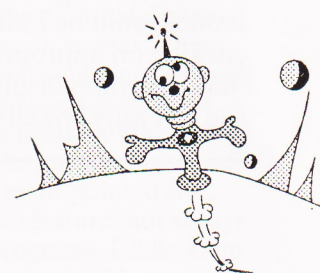
The MAPE Archimedes Clip Art Collection, comprising catalogue and three discs, costs £6.00 including postage and packing. It will be available from the beginning of July from MAPE Software, Newman College, Bartley Green, Birmingham B32 3NT.



Balloons



Happy



Thing

**Figure 1** Examples from the selection of Public Domain clip art on MAPE Disc 1.



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# Control technology and elementary education

**Chris Robinson**

*Horndean C.E. Middle School, Hants*

NATO, recognising the desperate world shortage of engineers, scientists and technologists for the twentieth century, are sponsoring initiatives to promote the education required to produce these skills in the future generation.

It was at their invitation that thirty participants from Belgium, Canada, Denmark, Finland, France, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, Switzerland, the United Kingdom and the USA met at an Advanced Research Workshop in Liège in November.

Papers were presented and discussed around a number of issues pertaining to robotics, cognitive development, programming etc, including methodology and assessment techniques.

Amongst new products under development that were there for us to play with were the new Lego Logo and Lego Dacta materials. Lego have taken their basic brick and turned the connecting studs into electrical connections to enable models and sensors to be easily connected. The intelligent control panel may be used directly to control the model whilst learning the commands to reproduce them on request.

When coupled to the new *LogoWriter*-based software, using mouse and icons, the same model could be built on screen and operated by clicking on appropriate parts. Sensor bricks can 'talk' to graph displays directly and everything can be easily linked while working within a Logo

environment, making the programming easily managed and understandable.

Swallow Systems have developed the idea of 'do and learn' for their new products under development: a new overlay keyboard which memorises keypresses to replicate and 'control' Pip, which adds sensors to the floor turtle. Pip is taught how to behave when the sensors are activated by 'walking' him/her through the action which it will then replicate when the sensor is triggered.

David Argles, from King Alfred's College, demonstrated a parallel processing 'Control Logo' on the Archimedes which enables different actions to be running from different programs (displayed in separate windows) concurrently.

Meanwhile, Jean Baptiste LaPalme, from the University of Quebec, demonstrated a different approach to parallel programming, called 'Andros', which can learn whilst being guided through the various actions.

There isn't room to report all the exciting ideas that were generated but one of the most mind blowing must be the Pangee project which will link a number of schools worldwide in a control technology modelling of local environmental issues that could be remotely accessed and controlled by one of the other participating schools across the world using the facilities of TC Logo and telecommunications! I hope to report further on this in a later issue of *MICRO-SCOPE*.

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## Software reviews

### New graphics programs for the RM Nimbus 186

**Barry Wake**

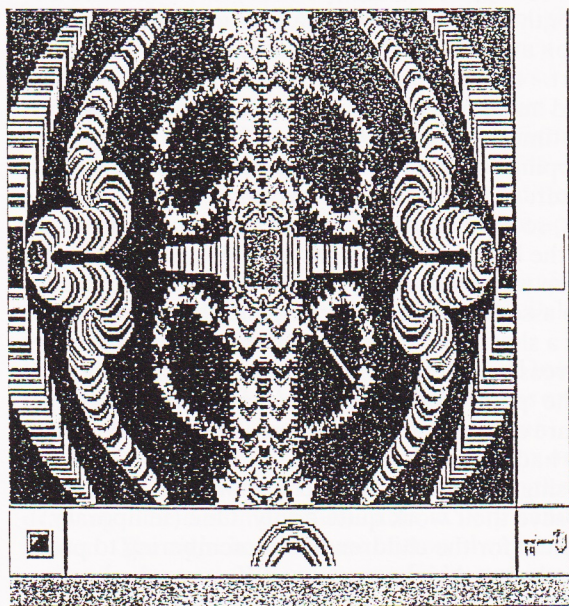
*Ex-Advisory Teacher, Birmingham LEA*

Actually, 'new' is probably the wrong word: *Paintpot de Luxe* has been out for over a year now and *Rembrandt* nearly that long. On the other hand, if you don't know about them, they must be 'new' to you. Either way, they're both worth bringing to your attention.

#### *Paintpot de Luxe*

Some of you might already be aware of the original (Birmingham) *Paintpot*, one of the first easy-to-use, mouse-driven graphics programs for the Nimbus. One particular feature was the symmetry function allowing four types of symmetrical painting: horizontal, vertical, both, and 180 degree rotation.

This new, enhanced version keeps that symmetry feature but has added some others. Firstly there are now four levels. Play is the simplest (see example shown in Figure 1), offering just three shapes, star, circle and square, but as you move the paintbrush (the mouse pointer) over the screen, the shape selected is drawn in all 16 colours in sequence and gradually gets larger or smaller. What fascinates young children (and not just children!) even more is when you click on the rainbow icon and the colours change rapidly giving the appearance of movement on the screen.



**Figure 1** *Paintpot de Luxe* on the Play level.

The Doodle and Sketch levels are virtually the same as the original simple and complex bars but the Design level now also includes a straight line function, circles, rectangles, both filled and unfilled, text, as well as fill, zoom, and undo functions.

What are also important in the new design of the menus are the very clear, large rectangular buttons each with its own identifiable icon which children find much easier to use and understand. (In fact, this menu layout provided the prototype for the Primary Works package of programs for the IBM PC platform – more in the next issue!)

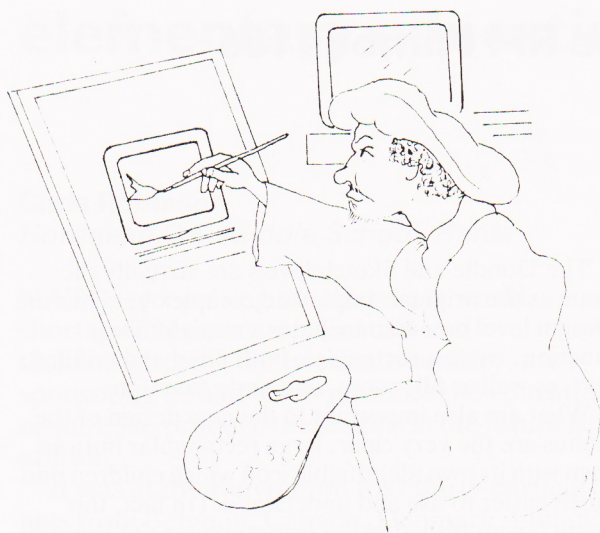
#### *Rembrandt*

*Rembrandt*, just like *Paintpot de Luxe*, is yet another program from the pen (or is it paintbrush?) of Eddie Pope. This one is, as far as I can tell anyway, the most powerful art and design package you are ever likely to see on a 186! And yet, in spite of its potential complexity, it still manages to be simple to use, straightforward, and easy to understand. You can see where you are and what options are available to you at any time.

To start with, the full screen is available to you, and totally uncluttered when you are actually 'painting', by making good use of drop-down (and drop-across) menus to access the various features. You move the mouse pointer to the very top edge to select from a palette of 32 colour choices, or the tube of paint icon to access various management functions such as saving, loading, printing and clearing your picture. Moving your mouse pointer to the right-hand edge of the screen makes the toolbox menu appear. There are ten options, most with further submenus and an illustrated example. Choosing Shape for example, offers choices between drawing from the rim or the centre, empty or solid, rectangle, circle, ellipse, six regular polygons or a three- to eight-pointed star.

There are also many additional features not always found in educational graphics programs. Eddie's aim was 'to try and use the computer to do things easily that I found hard to do as a graphics artist'. Among the extra options are a variety of easily controllable curves, geometrical, non-geometrical and symmetrical, such that drawing the curves for bottles and boats presents no problem. A line can be bent at any point many times, whole areas can be squashed and stretched. With the Model option an area can be redrawn anywhere so that it appears in true perspective. By dragging any or all of the corners to new positions, you can make objects look much more





**Figure 2** Graphics from Rembrandt.

three dimensional, or even distort them altogether. When using the Lens function you can zoom in on any area and still use line drawing, block in an area and undo. The mouse pointer itself changes shape too, to indicate one of 14 implements such as pen, brush, spray, blend, fill, curve, text and so on.

This program is highly recommended to any budding artists who want to develop their skills in 'painting with light'. Who knows – there may be another young Rembrandt out there, and a 'hi-tech' one at that! But don't just take my word for it – read what the real users say in the following reviews from a Y2 teacher and also a group of Y5 children.

P.S. The children and I would also like to add our votes, Madam Editor, for a few colour pages in *MICRO-SCOPE* nowadays. There are some excellent graphics packages and some incredible artists in our primary schools, whose work often loses such a lot when reproduced in black and white. I know colour is expensive, but MAPE really ought to be at the forefront of such developments.

*Editor's reply:* I agree! We are looking at ways of financing a colour supplement.

### Reviews from the classrooms

**Title:** *Paintpot de Luxe*

**Publisher:** CSS-IT, Martineau Education Centre,

Balden Road, Harborne, Birmingham B32 2EH

Tel. 021 428 1174

**Price:** £15.00

The real crunch for us in Y2 was looming closely with the requirements of the IT SATs and we realised that we needed a good software package that would suit the children and enable them to cope without teacher

input. The children had had experience of *Paintpot* lower down the school but they had only 'experienced' it – ie the program was set up, the children came to the computer and produced pictures, but often the teacher saved and loaded etc for them.

*Paintpot De Luxe* proved to be an excellent program for our needs. We used the package to 'create pictures, to design and make wrapping paper from the suggested IT activities of 1992. After two class-based sessions on showing the children the main screens, they were able to work independently and with confidence.

### *The program features*

The 'key' icon – the children could relate easily to the idea of the key ('It opened up the boxes') and those with limited language could follow the instructions and get around the screen.

The 'mouse' icon – again seeing this told the children what to do and we found it very user friendly.

The picture symbols for choosing the level were easy to follow. The children enjoyed the 'play' option, and this proved popular with them, getting them used to the moving mouse changing patterns but not worrying about choosing a colour option. They were really impressed with the patterns they could create – 'The shapes get bigger and smaller' – and gave the idea of perspective to a picture.

Pressing the 'rainbow' icon makes it look as it is all going round, and they thought it was fantastic to see things actually 'moving' on the screen. (Most activities involve fairly static images.) The children thought that all levels should have this option. (*Ed's note:* It is still possible, because you can change levels at any time without losing your current picture.)

The children coped well with all the levels and discovered things for themselves. Lynsay said: 'If I press this square my purple disappears.' She had clicked on the 'undo'. It was a good opportunity for them to explore for themselves.

For the purposes of the SAT we used the symmetry option and this produced pleasing results with little effort – the children found it fascinating that they could make one mark on the screen and it came up four times! They designed a pattern for their wrapping paper and we printed it out on the colour printer. The program has an option for two print sizes, so we used the full size for the wrapping paper and the half size for the gift card. We also found this option was excellent to use as a small print to fasten onto assessment sheets as evidence because it took only a short time to print out, was economical and was reasonable enough to see detail.

The 'pointy hand' icon – the children liked the picture of the hand pointing and it made it clear what they had to do.

Using the disc icons, the children were able to load and save their work quite easily. One (temporary) problem for the children was remembering to press 'enter' after their names.

From a teacher's point of view, it was also easy to manage in the classroom. For a teacher not very confident in IT, the program was very accessible and



any amendments could be easily changed through clear screen instructions and graphics. With this program, children and staff have grown in confidence. As both staff and children feel they can cope with IT, they are more likely to try other programs. With *Paintpot*, we felt the children had learnt a lot about art and using a computer, and that the skills they had acquired could be usefully translated into other areas.

Jackie Turrell  
*Hawkesley CE/Methodist Infants, Birmingham*

**Title: Rembrandt**

**Publisher:** Newman Software, Newman College,  
Bartley Green, Birmingham B32 3NT  
**Tel:** 021 476 1174

**Price:** £30.00

**N.B.** *Rembrandt* needs 1 mb of memory to run on a 186; 286/386 versions are under development.

We are writing a review about the program called *Rembrandt*. It is a drawing program. When *Rembrandt* comes on, the screen is white and there is a red square at the top right hand corner. This red square shows which colour you will draw with. If the pointer goes up to the top of the screen, the colour menu comes on. This includes a tube of paint icon. If the pointer goes to the right hand border of the screen, a menu appears that lets you do lots of things that the program has got. We would recommend the program to schools because it will help children to draw good pictures.

*Rembrandt* comes with documentation and the disc. On the disc there are some pictures by Mr Edward Pope – these are very good. The program is good value for money because you can do lots of different things with it. You can draw star shapes and you can blend colours and you can change colours. You can draw any sort of pictures that you might want to. You can write in BIG, small, or fancy writing. The names of the fonts are as follows: Aladdin, Chubby, Fancy, Longhand, Parisian, Roman, Tabloid, Uniform, and Vampire (Figure 3). Also, you can turn writing and pictures upside down and at any angle. You can draw dot to dot in different ways. It is possible to draw the planet Saturn and its rings because you can draw ovals.

The tube of paint icon lets you see six other icons when you choose it. These are: The Artist's Palette, Printing, Saving, Choosing Borders and Backgrounds, Clearing the screen, and the Door (this exits the program). *Rembrandt* has a lens on the menu. A magnified box appears on the screen. You can draw big pictures in the box and a little box on the left hand side shows what it will look like on the drawing. The documentation came in very handy indeed. The right hand mouse button always undoes a mistake for you. When you use Fade, you can fade one colour into another. You can also Fill shapes. If you choose Image on the Menu you can do two pictures and transfer them to each other. The picture



**Figure 3** The fonts available on *Rembrandt*.

disc lets you save pictures with long names to fill the name box. When you choose Plot from the Menu you can play around with a straight line and make it a curved one. When you choose Shapes from the Menu you can choose from a number of different shapes: Rectangle, Circle, Star, Elipse, or Polygon. You can look at the Gallery of pictures by Mr Edward Pope. You can scale a picture by cutting it out with a knife mouse pointer and making it bigger or smaller. You may select a different tool to draw with from the sub-menu, eg Chalk, Pen, Pencil, Spray or Dots.

*Rembrandt* is really easy to use (except for scale), it's got lots of colours and different patterns. It lets you write, you can do two pictures at once, and there are symmetry and stretch tools as well.

**Ratings:**

Overall	100%
Documentation	90%
Ease of use	80%
Value for money	100%
Pictures	100%

*Louise Vanstone, Becky Brown, Lee Latimer,  
Sam Round and Shamair Martell  
from Year 5 at Hawkesley Church Junior School,  
Birmingham*



Title: **Body Mapper**

Publisher: TAG Developments, Unit 5B







Callywhite Lane Industrial Estate,  
Dronfield S18 6NS.

Price: £44.95-£134.85

*Body Mapper* is a new piece of software produced by TAG Developments which enables the investigation of the human body and creation of a database of physical characteristics. The software is available for Acorn A3000, Apple Mac, RM Nimbus/IBM compatible 386 PCs.

The review version was for A3000, and consisted of two discs, one to load the *Genesis Browser* and one to load *Body Mapper*. 2 megabytes of memory is necessary for the package to run effectively, and a hard disc would speed up operations a great deal (although a simplified version for 1 megabyte machines is available).

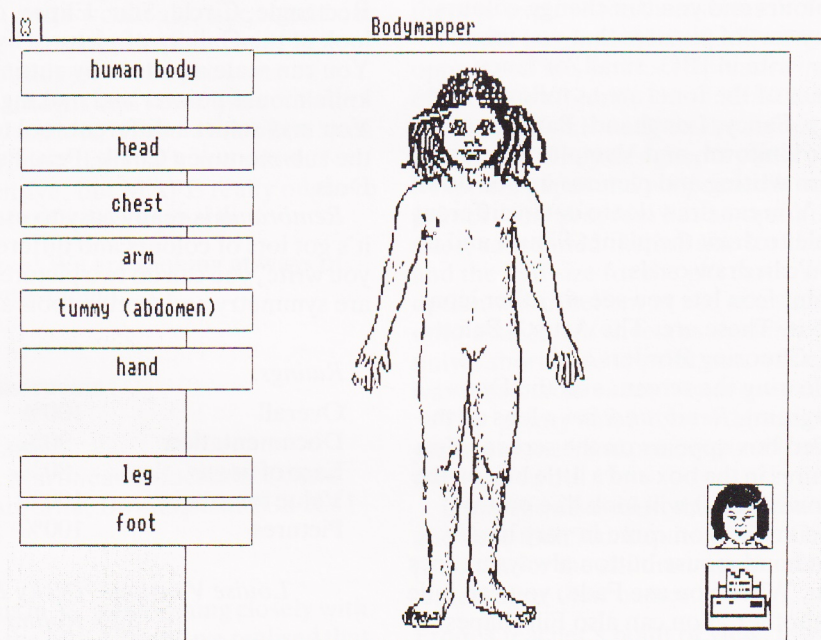
The initial screen consists of the faces of a number of children of different sexes and ethnic origins. Clicking on one of these brings the whole body into view. The teacher can configure the program to have the body clothed or unclothed. It is then possible to enlarge sections of the body, to look at different layers such as internal organs and the skeleton, and to add a vocabulary on the screen. The organs have been simplified for the sake of clarity and details such as the nervous systems and muscles are not available. Children can write about the body using a notepad facility, add labels and create their own labels (Figure 1). All the pictures and text can be printed, giving good quality, with either a dot matrix or ink jet printer. The data facility allows the users to explore a sample database, or to create their own with their own data, with the entry forms being printable to use as data collection sheets (Figure 2). The data can then be graphed using a number of different formats.

name:	<input type="text"/>	group:	<input type="text"/>
my body sizes		date: <input type="text"/>	
my height		<input type="text"/>	cm
my weight		<input type="text"/>	kg
my chest around		<input type="text"/>	cm
my waist around		<input type="text"/>	cm
my leg length		<input type="text"/>	cm
my arm length		<input type="text"/>	cm

**Figure 2** A personal data entry form.

The only significant facility that appeared to be missing from the package was the ability to compare sets of data by scatter graphs, for example to compare height and weight.

The program is well written, has great educational potential and is simple enough for children from year 3 upwards to use effectively. It would fit in very well with a topic such as 'Ourselves'. Although topic specific, it has features to offer which make it far more effective than simple database packages such as *OurFacts*. The quality of the graphics is very good, and I recommend it highly to schools. Cost is £44.95 for a single copy, £89.90 for a small school site licence (up to five copies), and £134.85 for a large school site licence (six or more copies).



**Figure 1** An undressed body for labelling.



## Book review

**Chris Robinson**

*Horndean C.E. Middle School, Hants*

### **Logo Ar Scoil**

*Turtle Graphics – a Guide and Scheme of Work for Teachers*

*by East Cork Teachers' Computer Group*

This is a neat, professional-looking publication produced by a group of teachers for teachers and their enthusiasm and industry should be congratulated. I believe any group that devotes the time and energy to their profession as has this group, deserves support and encouragement. (See *MICRO-SCOPE* 37 p. 17)

The booklet is a collection of ideas (roughly progressive) that have worked for these teachers. The teaching style implied (with a whole class, rather than a group approach) may differ from your own practice, as may the philosophy of leading children through a turtling course in preference to the more open learning philosophies of Logo's originators, but what has worked for this group may well work for others.

The publication does state as a sub-heading that it is a guide to Turtle Graphics rather than full Logo. Perhaps their next venture will look at other aspects of the language?

There are, unfortunately, a few inaccuracies that I hope will be corrected before the work is reprinted. Most are typographical but there are a few fundamental inconsistencies. The most important is that turtling usually initially uses the relative notation of FD, BK, LT and RT commands. Later the Cartesian and Polar alternatives of SETPOS and SETH may be employed. It is difficult to reconcile the group's use of the command HOME in connection with the former rather than the latter for instance.

The booklet is relevant to teachers using Acornsoft Logo on BBC, or Archimedes under emulation, and as such may cause some confusion for Logotron users discovering some facilities not implemented in the form printed.

LogoS (the Logo user group) has made some recommendations for the group to consider before the booklet goes to reprint. If any other groups are considering their own publications of this kind, LogoS is always ready to provide assistance.

For fuller details of how to obtain this publication, contact Luke McAuliffe, our Eire Representative.

## Letter to the editor

### **A debt acknowledged**

Stan Norman's work on the Owl Pack was acknowledged on the back and his name has also appeared inside the back cover of *MICRO-SCOPE* as Regional Representative for the East Midlands.

He was teaching my daughter at the Fred Nicholson Special School, Dereham, Norfolk and one evening we were discussing her progress. Stan mentioned that Deanna had been using a computer so at the end of the session I asked to see the machine, explaining I had heard of computers yet had never seen one.

Later, that computer identity tutorial led to my becoming responsible for IT at my First and Middle School, undertaking RSA IT Diploma courses and five years as an internal, non-class-based (Teacher Without Class?) Technology Support Teacher. Staffing requirements have now returned me to the proverbial chalkface. All very inward looking. Then

after ten years as a reader (no – let's be honest – scanner!) of *MICRO-SCOPE* and a user of MAPE software I volunteered to serve MAPE and spent a January weekend in Birmingham at a MAPE Council Meeting and met up again with Stan.

We often find no time to acknowledge the source of our enthusiasms so may I use *MICRO-SCOPE* to say that I owe a lot to Norwich City College, especially Dr George Smith, now at UEA, (he could quote the RSA manual chapter and verse), the Norfolk IT Advisory Teachers over the years (particularly George Gleadhill, Sue Cooke, Paul Shreeve, Mark Hickson and Tamara Goulding), but particularly to my wife Janine whose patience at getting me away from the keyboard to the dinner table has often been sorely tested.

But principally, thanks Stan.

*John Raybould*



# MAPE matters

## Chairpersons's news

This year's conference has now taken place and you can read all about it on other pages of this edition of *MICRO-SCOPE*. I would just like to reiterate MAPE's thanks to everyone involved in the conference, organisers, keynote speakers, presenters, theme leaders, sponsors and exhibitors. Team work makes MAPE conferences such a success and many of the team beaver away in the background. Here's a special message for those who worked unseen – you are appreciated. Thank you all very much.

We have been running a special offer whereby new members of MAPE get a complimentary copy of *Into Europe* when they join. This offer will close on 31 May 1993, so if you know anyone who is thinking of joining, please advise them to do so promptly.

We are still in the process of implementing MAPE's development plan. We hope that our restructuring will help us to use the time that people give to MAPE as effectively as possible. We believe that you, the members, will see the results of our reorganisation, during the coming months, as we hope to produce a variety of support materials which will be available to members, either free of charge, or at very reasonable prices. Further information about the restructuring, and details about how you can become actively involved, will be in the Autumn term edition of *MICRO-SCOPE*. But you don't have to wait until then; get in touch with us and tell us what kind of service you would like MAPE to provide.

Here's to a sunny (with enough rain for the gardeners) summer!

Senga Whiteman

## MAPE software news

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 back copies of the software at favourable rates. (Please note that all software prices include VAT.)

*MAPE Tapes 1-3* (on disc now) 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: £10.00 new members; £15.00 non members; £6 for Nimbus version

The programs included are:

*Canal Locks*, which simulates the way lock gates work;

*Mangonel*, which allows you to investigate the workings of a Roman catapult; *Marsh*, a problem-solving activity; *Mallory Manor*, the famous detective game; *Crackit*, in which you crack the code; *Pattern*, a simple pattern creation activity; *Front Page Extra*, the easiest and simplest newspaper program; *Mousey*, a shape matching activity and, in addition

BBC only: *Jumbo*, a problem-solving activity involving a crane and an elephant; *Deetree*, a branching tree program for information handling. RM480Z only: *Treasure Hunt*, an adventure game for the very young; *Picture Builder*, in which you construct pictures and patterns by operating on a range of given shapes.

### MAPE 4

Micro: BBC, RM480Z

Cost: £8.50 new members; £12.50 non members

This includes the following programs:

BBC: *Pond Dipping*, which simulates a systematic exploration of a pond; *Magic Telephone (Part 1)*, a pictorial adventure game; *News Bulletin*, which allows you to produce an electronic magazine; *Topol*, a problem-solving game. RM480Z: *Adventure Story* and *Adventure Editor*, which allow you to create and edit branching stories; *Picasso*, a picture creation package.

### MAPE 5 – *Lost Owls*

Micro: BBC (B and Master), RM480Z, RM Nimbus (Archimedes version from Newman Software)

Cost: £9.50 new members; £15 non members

A computer program designed for use with very young children to promote both discussion and problem-solving skills. It may also be useful for older children as a starting point for other work on owls. A concept keyboard may be used.

### MAPE 6 – *Stylus*

Micro: BBC (B and Master), RM Nimbus

Cost: £9.50 new members; £15 non members

MAPE 6 includes *Stylus*, an introductory word processor (an update of *Concept Writer*) and *The Orb of Zalibar* adventure game.

Only *The Orb of Zalibar* is available for the RM480Z.

### MAPE 7 – *Graph-IT*

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

Cost: £9.50 new members; £15 non members

MAPE 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.



*MAPE 8 – Into Europe*

Machine: BBC (B and Master), Archimedes, RM Nimbus  
 Cost: £9.50 new members after 31 May 1993, £15 non members

MAPE 8 'Into Europe' consists of a teacher's resource book, a book of photocopy masters (for overlay keyboards) and software, relating to aspects of European life and culture. Concept keyboard essential.

*ESP Science Special*

Micro: BBC  
 Cost: £8.50 new members; £12.50 non 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.

*Special Needs Special* (booklet)

Cost: £1  
 A booklet giving details of different aspects of using a computer in special needs education.

*Technology Special* (booklet)

Cost: £1  
 A booklet giving details of different aspects of using the computer in technology.

*Logo Special* (booklet)

Cost: £2  
 A booklet which explores the contribution that can be made by Logo to the primary curriculum. It includes lots of ideas for teachers.

MAPE Mouse Mats: £2.50 each (discount on bulk orders)

**For LEAs who bulk purchase (10 or more copies) the price is 30 per cent off the non-members price. LEA licences are also available.**

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

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

Please make your cheque payable to MAPE.

**Regional news****Chiltern**

We had a very enjoyable and informative session on 6th March at Hertfordshire University, when Roz Chapman supplied us with lots of good, practical tips and innovative ideas to use with children who have special needs. The morning was jargon free and all 35 participants went away happy!

Our next event will also be held at Hertfordshire

University on 19th June, and will be run by Sheila Wilson. The focus will be Concept overlays – a chance to make, exchange and hear about ideas that work. Chiltern members should have received information about the day with this issue.

Two new committee members joined us on 6th March and at last, things seem to be on the move. Please contact me if you are interested in helping or have ideas to offer.

**Eire**

We have held five spring term meetings for Archimedes and Master Compact users. Topics included *PenDown*, *Tray and Create*, a concept keyboard demonstration, *Viewpoints*, *Dinosaur Discovery*, *Notate* and *Music Logo*. We ended the term with a stimulating discussion about the writing process. On 27th May, the Minister for Education will be opening our computer fair, *Compu '93*.

**Scotland**

*Tayside* held nine successful evenings in February, when 150 people attended sessions based Sherston's *The Nature Park Adventure*. An inservice day is planned for March, to work on *Connections* and to plan and organised future meetings. A further series of evening meetings, looking at *Connections*, is planned for May.

*Fife's* February meeting was about laptops, and Jim Birnie also demonstrated work on the Archimedes. The March meeting is concerned with the Foundations of Writing and An Apple Night for beginners and Intermediate groups will be held in May.

*Grampian* region held monthly local user group meetings in Kincardine & Deeside, Aberdeen, Peterhead and Fraserburgh, whilst a monthly A3000 meeting is held in Banff, where word processing, databases, and spreadsheets work are being developed. Unfortunately, the Grampian MAPE day planned for April 24th had to be cancelled.

*Central* region and Strathclyde's *Dumbarton* division hope to arrange summer term meetings, whilst *Lanark* division now have a venue and are compiling a list of local MAPE members.

In *Lothian*, there was a good turn-out for the session on programmable toys: *Managing IT* is planned for May.

Ann Clayton

**South West**

Our Control Technology session at Lipson Vale School on 25th February was most successful and other control sessions are planned for next term. Next term's programme:



Logo: St Andrew's School, Cullompton: 5th May  
Control Technology: Exeter University: 12th May  
Control Technology & Nimbus computers: two  
sessions will be held in Cornwall on March 30th and  
May 25th.

Following suggestions from the local MAPE  
Committee, the University has arranged two one-day  
conferences for supply and returning teachers and  
classroom assistants; at the time of writing, over 50  
applications have been received.

We hope to organise a one day conference in  
September in collaboration with the Great Western  
region.

Chris Taylor

### West Midlands

On Saturday 6th March, over 100 delegates came to  
our Early Years Conference. Two keynote lectures  
at either end of the day, from Maureen Eade and  
Anne Farr, made an exciting sandwich of useful and  
interesting early years' sessions and workshops. The  
annual AGM was held at lunchtime. If any West  
Midlands members in the following LEAs would like  
to act as representatives, please contact me on 021  
449 8224: Wolverhampton, Shropshire, Warwick-  
shire and Walsall.

Our next West Midlands region is a Saturday  
morning session on 22nd May, covering Roamer, Pip  
and Logo.

### Other IT events

The Scottish Centre of Technology for the Communi-  
cation Impaired (SCTCI) is holding its 3rd Annual  
Study Day on Monday, 13th September 1993, at  
Moray House Institute in Edinburgh. The day will  
include discussions, visual displays, workshops and  
the presentation of papers. For further details,  
contact Anne McGinty or Janet Scott at SCTCI,  
Victoria Infirmary, Langside, Glasgow G42 9TY,  
Tel: 041 649 4545 ext. 5579/5580.

The 4th *Robotique Pedagogique* conference will be  
held in Liège, from 5–8 July. The biannual *Eurologo*  
*Conference* takes place in Athens, from 28–31  
August. Send a sae to Chris Robinson for further  
information about either of these (address inside  
back cover).

## LogoS (formerly BLUG) News

In MICRO-SCOPE 38, the restructuring of BLUG  
and its emergence as **LogoS** was announced. In the  
following extracts from *Dropping the Turtle* and from  
other correspondence, Mike Doyle, Honorary Chair  
of **LogoS**, explains the reasoning behind this change:

"After considerable deliberation, the committee has  
decided to drop the Turtle from the letterhead and to  
restyle the group **LogoS**. The reasons for this are  
several but the most important one was that we were  
perceived by many as 'the turtle graphics group'. . . .

Developments in Logo beyond these Acorn and RM  
constrained shores are now impinging upon us. The  
turtle has been pushed very much into the  
background by recent developments and if and when  
it does emerge it will be in a much enhanced form  
which relates little to the simple drawing beast of  
today. The development of the wider uses of the Logo  
language is the role of this group. It is up to the ATM  
and like groups to devise the mathematical curriculum  
which might be expressed in Logo and into which turtle  
geometry might fit. **LogoS** has two basic aims:

- To act as a mutual support group for educational  
users, and potential users, of the computer  
language, Logo.
- To be a focus for the development of good practice  
in the educational use of the computer language,  
Logo.

To help achieve these ends, **LogoS** publishes a  
newsletter once each academic term.

**LogoS** believes that, just as children come to an  
understanding of the built and mechanical world  
through the use of bricks and beams, wheels and  
axles; so they need to come to an understanding of  
the digital through computer language.

**LogoS** holds that Logo is the best language for the  
job."

Chris Robinson, LogoS observer on the MAPE  
National Council, says: "I would like to add the  
assurance that **LogoS** wishes to promote the whole  
philosophy of Logo in all its aspects. Although **LogoS**  
appears to be withdrawing from the turtling image,  
we still offer support to those using this aspect of the  
language."

If you would like more information about **LogoS**,  
please contact either Mike Doyle, Honorary Chair, 37  
Bright Street, Skipton, BD23 1QQ, or Chris Robinson,  
whose address is inside the back cover of this issue.

### Answers to Crossword puzzle on page 36

#### Answers for ACROSS

6. SMOKE
7. GUARDED
8. FIREOFLONDON
10. ROLL
11. SENSIBLY
12. SERVICE

#### Answers for DOWN

1. CATS
2. FLOOR
3. HOUSE
4. SHOULDER
5. POSSESSIONS
8. FREE
9. FUEL



## Conference '93: 2nd–4th April, York University

“We made it!” That was the first thing that most delegates said as they arrived at York University for this year’s conference; MAPE members are a determined bunch, and despite the combined efforts of British Rail, who arranged a one-day strike for that day, and armies of cones on the motorways and roads approaching York, there was a good audience to listen to Senga’s opening address as Chair of MAPE. Ably assisted by the Spirit of IT Past, she demonstrated just how much the ratio of micros: pupils/schools has improved in the last ten years and how the range of computer use has developed. Her talk ended with an uncomfortably apposite reading from the courses section of “Bluff your way in Teaching”<sup>\*</sup> and left us all self-consciously trying to avoid the extrovert displays of bonhomie in which it said most course delegates indulged, and keeping a wary eye open for the Earnest Seeker After Truth, the Wag and the Malcontent, characters who are certainly present on every course I have ever been on – but never, of course, at a MAPE Conference!

The conference was subtitled “Managing IT” and offered the usual varied selection of themes, workshops and presentations covering all five strands of information technology, as well as advice on the use of IT in school and classroom management. Following the pattern of previous years, delegates and take the opportunity to attend a theme and spend a whole day investigating one aspect of the use of IT in primary schools. Themes on offer were: The use of the concept keyboard; Music making; All in a Day’s Work; and Cross Curricular simulations. This final theme was based on the CD Rom version of *Frontier 2000* from Cambridgeshire Software House and provided some of the most able tutors at the Conference – the children from Great Gidding Primary School proved yet again that there’s nothing difficult about IT, and did a great job in helping delegates get to grips with the software!

For those who wanted a more varied programme, it was possible to mix and match from a wide range of half day workshops and single session presentations focusing on different pieces of hardware and software, or topics such as the management of IT, IT policy, assessment, the development of literacy skills and the use of IT to support Special Educational Needs. Whilst this year’s conference continued with much of what has been successful in the use of IT in primary schools over the last ten years, there was also an evident awareness of the increased range of hardware platforms in use in schools and of the emergence of the new technologies such as CD ROM and CD-I, which are starting to have a significant impact on primary schools.

There were two keynote speakers, both old friends

of MAPE and previous speakers at the Conference: Dr. Jon Coupland from the College of St. Mark and St. John in Plymouth, provided an entertaining half hour after dinner on Saturday, unravelling “The Mystique of the Micro”. He congratulated delegates on the part that they had undoubtedly played in the development of public awareness of IT. He had noticed the all pervasive influence that IT was having with many sections of the public, from young farmers to glider pilots proud to display statements of how they do IT. His message to the conference was that the teaching community had done well to take IT so far and he pointed out that even Shakespeare had acknowledged that “IT was a far, far better thing.”!

HMI Chris Schenk, who recently returned from a year in the USA on a Harkness fellowship, gave an interesting and entertaining account of life in North American schools. His thought-provoking talk emphasised what he perceived to be the strengths of the American education system, such as media praise for good teaching and orderly classrooms; and weaknesses, such as an epidemic of testing. The title of his talk, “An elephant in the living room”, was suggested by an American teacher whom he’d met; talking of some aspects of education, she had said “it’s like having an elephant in the sitting room – you know you don’t want it there, but you’re not sure how to get rid of it! He perceived the UK and American education systems as being at opposite poles and moving towards a common centre. His concern was that they would simply pass one another on their way to the opposite pole instead of combining their current strengths to provide a better system on both sides of the Atlantic.

There can be few universities with surroundings to match those at York University; the halls of residence and lecture rooms are surrounded by beautifully landscaped grounds, with lakes, pools and the friendliest ducks you can imagine! Bill Urwin, representative for the Great Western region, and the MAPE Council’s resident twitcher, spent much of his time enlightening the less ornithological amongst us about coots, moorhens, mallard and pochard, whilst I firmly resisted all suggestions about producing The Duck Pack as a successor to the highly successful Owl Pack! And apart from the university itself, there is the City of York; several MAPE members brought the rest of their families who spent *their* conference visiting museums, shops and the many places of interest around York, returning at the end of the day almost as exhausted as the delegates themselves! Next year’s conference is at Nottingham from 25th–27th March, so book the date in your diaries now; for delegates there will be an even wider range of micros and for families, there’s Sherwood Forest, The Tales of Robin Hood and The American Adventure.



On behalf of all the delegates to this year's conference, many thanks to Acorn, Philips, Research Machines, Yarm Computers, the Cleveland Education Computing Centre and the many software companies who sponsored different aspects of the conference. But above all, thank you to the members of the Conference organising committee; their hard

work paid off admirably and I can safely tell them that both the wedding and the honeymoon were successful!

\*"Bluff your way in Teaching" by Nick Yapp, published by Ravette Books Ltd, 1987.

looking forward looking forward looking forward looking forward looking forward looking forward looking forward looking forward looking forward looking

## 10 years on . . .

Planning a conference is like preparing for a wedding and honeymoon: it takes ages to fix up; you have to deal with a large disparate group of people, many of whom you don't know; you worry in case the accommodation isn't comfortable and you don't know whether it's been successful until it's all over – and then it's too late!

*MICRO-SCOPE 9, Summer 1983*

looking forward looking forward looking forward looking forward looking forward looking forward looking forward looking forward looking forward looking

# Archimedes crossword puzzle

(answers on page 34)

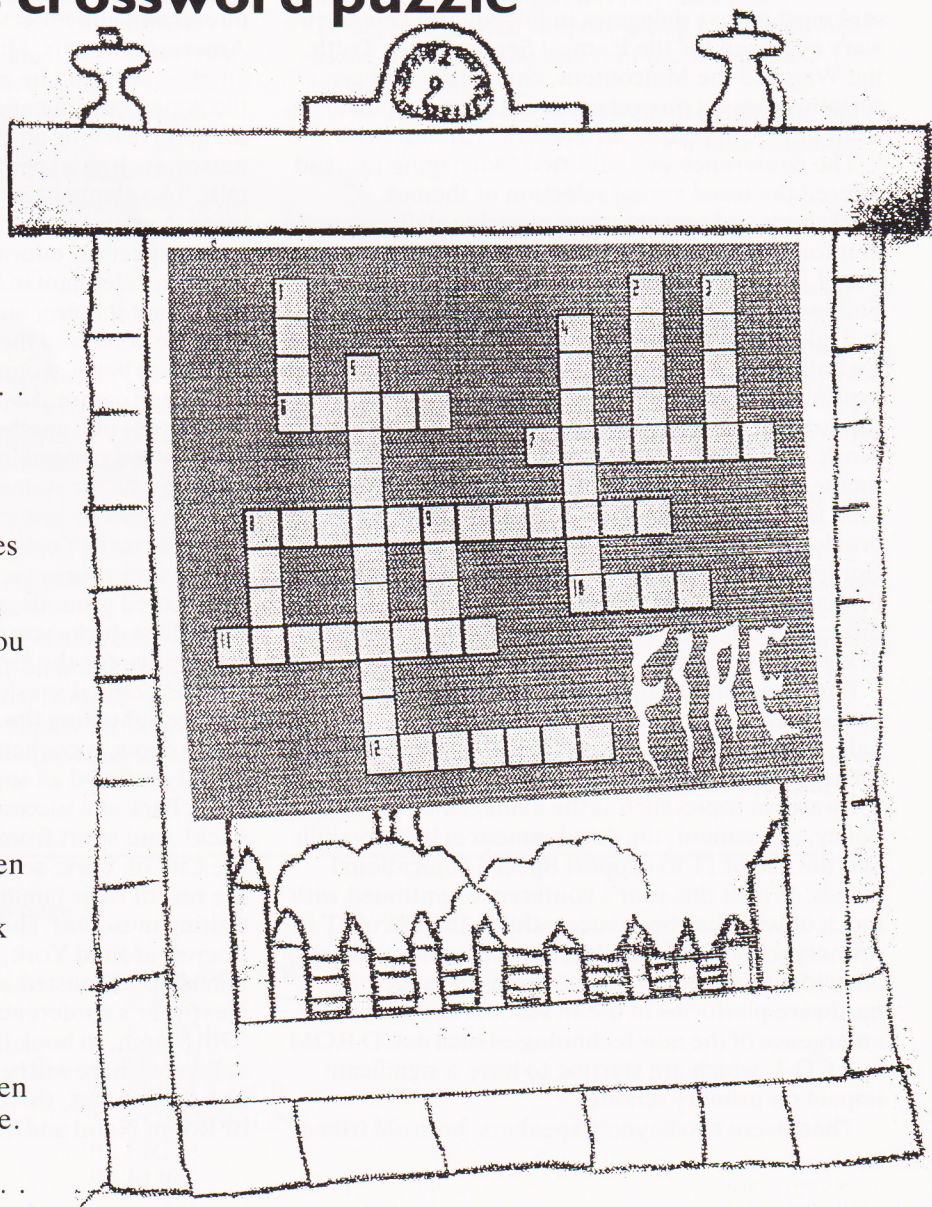
**Compiled by**  
Paul Doran and  
Rosanna Stevenson of  
Y4A, Parsons Down  
Junior School

### Clues for ACROSS

6. The killer in a fire
7. Fire places should be . . .
8. Name the biggest and worst fire in England
10. Do this on the floor if your clothes catch fire
11. When the fire alarm goes off walk quickly but . . . out the house
12. The operator will ask you what . . . you require

### Clues for DOWN

1. They do not bring these down from trees
2. If the room is smoky then crawl along the
3. You must never go back into the . . .
4. Before objects start to burn they . . .
5. Don't go back for any
8. Phone calls are . . . when you call the Fire Brigade.
9. To keep fire alight you need oxygen, heat and . . .





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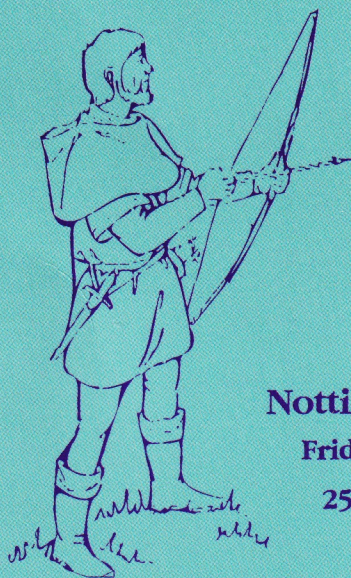
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**MAPE**

## Information Technology *Conference 94*



**Nottingham University**

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**25/26/27 March 1994**

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