

A CREATIVE PROJECT ON WORD
PROCESSING IN THE GENERATION OF
PERSONAL STUDENT NEWSPAPERS

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ABSTRACT

Word processing is considered by many computer advocates to be one of the potentially most significant contributions of computers to education at all levels. Most research has concentrated on the post-secondary and secondary application of computers in composition and very little has been done at the elementary level. As vice principal of the Vauxhall Elementary School, I have been involved for the past four years with the implementation of computers in elementary education. My major focus during the past two years has been the use of word processing in writing instruction and particularly in the generation of student newspapers. This project was intended to describe, analyze and interpret a particular classroom experience, to explore issues arising from the experience and from similar experiences of others, to synthesize conclusions and implications and suggest directions for the future.

INTRODUCTION

A noted professor of law was advising his students on the best way to handle a case.

"If you have the facts on your side," he said, "then hammer on the facts. If you have the law on your side, then hammer on the law."

"But if you don't have either the facts or the law," asked a student, "then what do you do?"

"In that case," he said, "then hammer on the table."

In several significant ways, that anecdote illustrates my experience with the case of THE USE OF WORD PROCESSING IN THE GENERATION OF PERSONAL STUDENT NEWSPAPERS. Just over a year ago, I initiated ~~and~~ and was personally involved in a curricular event that

turned out to be recognized as educationally significant. My interest in the case and in its broader ramifications and the encouragement of others prompted me to undertake an investigation intended to lead to a major study. Cast in the role of an advocate, I began immediately and continued for a year to collect evidence that would be relevant to the investigation. As in most legal cases, the investigation could not begin until after the event had transpired, and since, like a legal event, it could not be exactly replicated, the investigation had to be conducted in a "post-hoc" fashion. While concentrating on the product of that original event and on evidence collected from participants and interested parties following the event, the investigation has also encompassed the study of precedents and parallel cases. After a year of investigation, the evidence was still not considered sufficient to support a major study and, due to lack of more time, it was scaled down to a minor study with more modest aspirations. In looking back today, it seems that, with respect to this project, I have spent the past year hammering sometimes on the facts and sometimes on the law and rather often on the table.

BACKGROUND

In the fall of 1984, I was teaching a grade six class in the Vauxhall Elementary School and was enrolled part time in this graduate program. For several years, I had been working to improve parts of my program, particularly writing and the use of computers to facilitate learning. My students had been involved in daily writing for several years and had also generated significant products, including autobiographies and hand-written newspapers. With the arrival of computers and word processing software, I assumed that this technology could be used effectively to enhance student progress and achievement in writing and that it would in particular help students to generate much more significant personal newspapers.

THE EVENT

That fall, with the help of a parent volunteer, I introduced my 21 students to typing and taught them to do word processing on Apple computers using the Bank Street Writer. By Christmas, each one was able to type and edit a story, and these were printed and published in a class newsletter.

In January, we began to work toward the generation of a complete newspaper by each student. It was an experimental project from the beginning and there were no models to follow. It was not previously known whether students in elementary school could master word processing sufficiently to use it effectively. Nor was there evidence that students could produce either the quantity or the quality of the required writing. The project developed as it progressed, out of teacher intuition and practical knowledge.



IRWIN'S APPLE GANG

A CREATIVE PROJECT ON WORD PROCESSING IN THE GENERATION OF PERSONAL STUDENT NEWSPAPERS



BY IRWIN E. WARKENTIN, UNIVERSITY of LETHBRIDGE, SPRING, 1986

APPLE GANG WINS AWARD!

The Apple Gang, a Vauxhall Grade 6 class taught last year by Irwin Warkentin, has won a runner-up award in the 1985 Apple Computer International Merit Competition with a classroom set of 21 personal student newspapers.

The Vauxhall project was one of 17 winners announced in May by John Marvelle, Associate Director of Apple Computer Clubs based in Lowell, Massachusetts.

"Yours was the only Canadian entry to win," he told Warkentin in a congratulatory phone call. "You should be receiving your prize in the mail in the near future."

In a press release announcing the awards, Marvelle explained the competition, saying that entries had been accepted in several categories, including programming, community service projects, club plans, and lesson plans. "Winning entries were those that best demonstrated overall excellence," he said.

"Mr. Warkentin's plan not only integrates the Apple computer into his language arts curriculum," Marvelle announced, "but also integrates it into the current events, art, and mathematics curriculums."

The Vauxhall entry placed second to a Pennsylvania school in the lesson plan category.

Apple Computer Clubs is an organization of more than 15000 clubs and 300,000 members world-wide.

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SCHOOL GETS SOFTWARE

Vauxhall Elementary School will receive about \$500 worth of computer software from the Apple Computer company as a prize in their recent Merit Competition.

In a press release, John Marvelle announced that runners-up would receive the Appleworks and Apple Logo programs, a year's renewal of club membership, and an Apple tote bag.

"Appleworks is a bestselling program for administrative use," Warkentin said. "We have been using the other program, Logo, for several years but will welcome a second package. What was worth the most to us, however, was the recognition and honor of getting such an award."



KIDS USE COMPUTERS TO WRITE NEWSPAPERS

The award winning Apple Gang student newspapers were created almost entirely with the aid of microcomputers.

"Researchers are still wondering whether kids at this age can learn to do word processing," Warkentin said. "These students proved that they could master the skills very well."

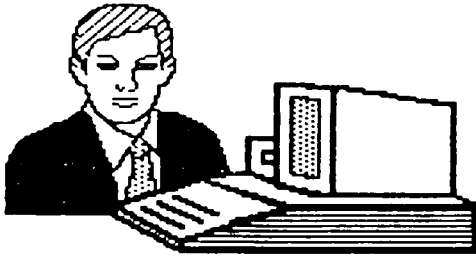
Students learned to type material into computers, save it on disk and call it back from disk to revise and edit.

"Word processing will soon be a very important life skill," Warkentin predicted.



WHAT IS THIS?

A Personal Word from the Publisher



The past three years with computers in the schools have taken me on personal voyages of discovery.

It all began in 1982 at

McGill University when as a lecturer in the Summer School for Gifted and Talented Students I made my first encounter with an Apple II computer and the LOGO programming language. A long-standing interest in technology and a conviction of the potential impact of computers set me off on a voyage to become an expert on computers and to determine how best to use them in the classroom. I enrolled in a computer course, our school received its first "Black Apple," and I purchased my own system. Within the next two years, I became competent in four major applications. At home, I began to do all my own writing by means of word processing and in support of a church building project I mastered a fairly complex spreadsheet program. In school, I started a computer club for LOGO activities and began to implement computer assisted instruction.

Early use of computers in some schools caused concern that they might be misused and abused as a result of insufficient knowledge about the most appropriate uses and as a result of getting hardware without adequate software. From the beginning I sought to avoid such perceived errors as indulgence in entertainment and games on the one hand and obsession with programming on the other.

It was about this that I began studies at the University of Lethbridge, and from the beginning of that program I focused on microcomputer applications in the schools. In connection with numerous courses, I have written papers on various aspects of this topic. Of particular relevance here is the emphasis in the literature on the value of word processing.

Parallel to this process of discovering computers, I launched a voyage also into a second major area of interest, namely that of writing and writing instruction, and it is important to consider these voyages as simultaneous and interrelated. For many years I had been interested in writing and had done a fair amount of it. At one time I had been at the point of becoming a journalist, but turned to teaching instead. My interest in writing has persisted and has led me in recent years to set up a writing program in my class and in our school. This was a voyage of discovery in the sense that I was proceeding very much on the basis of personal experience, but how I went about it seems significant to initiation and success of the word processing program.

The particular approach to writing that I was using, together with my interests in journalism, combined in my first attempts to stimulate students to write their own newspapers. This launched me on a third simultaneous voyage that I took as companions of my students as we together discovered ways in which to create newspapers that were true in form and content. Each of those grade 6 students produced a four-page handwritten paper. This voyage took me on to expanded and refined and increasingly sophisticated newspapers with the addition of more and more departments and other journalistic details. The newspapers also became more personal in the sense that they drew increasingly on student autobiography for content, resulting also in increased motivation and enhanced self-esteem.

I was at this time also pursuing another area of interest which took me on a fourth simultaneous voyage of discovery. For the previous five years, I have been interested in "gifted education," mainly in order to take advantage of highly creative and stimulating approaches, for the benefit of all my students. One of my main concerns has always been to teach in ways that would challenge all my students, regardless of ability. I try to remain conscious of the need to "differentiate" the curriculum in order to accommodate individual students. Writing, I think, is especially suited for individualization as is word processing, so the theme of "differentiated curriculum" was also a determining factor in the development of the word processing project.

Sometime last fall, I was sitting in the living room, doing nothing except perhaps and once again, reflecting. It was in the middle of a busy time for me, with labs to complete and books to read and papers to write. It was also a very busy time for my family, with preparations being made for a wedding that would involve all of us and take another chunk out of our schedule. Our church and school commitments were keeping all of us on the run, too much so, to the point of straining relationships. That's how it was that Saturday when I didn't feel like doing anything more. But I didn't feel right, just sitting there when so much needed to be done -- sidewalks to shovel, books to read, errands and chores to do, agenda to prepare, calls to make, visitors to entertain, programs to administer, sons' games to attend and wife to attend. I don't think I was doing so well, so in frustration I just sat there, not even thinking very much about anything academic.

At that unlikely moment, it hit me as an "AH-HA!" that was not to be mistaken: I would do the thesis or project as a newspaper just the way my students did! The implications of that discovery were not immediately clear, but as I have reflected often on that experience, they have continued to emerge. It was as though the project was there full-blown in my intuition, as the student project had been a year before. That conviction has survived setbacks and well-intentioned suggestions from those who tried to help. So here it is, in a more modest form -- my own "personal student newspaper", a "collage" (thank you, Dr. Butt!) emerging out of one teacher's autobiography.



PROPOSAL to Write a PERSONAL STUDENT NEWSPAPER

For credit as a one-course project, at the University of Lethbridge,

Supervised by Dr. D. Burnett and Dr. R. Butt



To be created by Irwin E. Warkentin.

Objectives:

1. To explore and master educational software created to facilitate the generation of student newspapers, especially NEWSROOM, by Springboard.
2. To use the software to create a "personal student newspaper" directed toward upper elementary teachers, focusing particularly in an autobiographical way on my own experiences in the classroom.
3. To synthesize research findings and my own thoughts and writings on the use of word processing in writing instruction.
4. To "show and tell" the story of the Apple Gang Newspaper Project carried on at Vauxhall Elementary School in 1984-5
5. To demonstrate the viability and propriety of personal student newspapers in upper elementary curricula.

Activities:

1. Master the NEWSROOM software package and determine its suitability. Prepare to use it together with PRINTSHOP and perhaps Microzine's NEWSPAPER MAKER in this project.
2. Review relevant research and writing done in my previous coursework during the past 18 months in order to select and synthesize material for the project.
3. Review data collected in support of the Apple Gang Newspaper Project, including student newspapers, questionnaires, interviews, and other sources, in order to select and synthesize material for the project.
4. Collect and write articles for the personal newspaper to be called, "IRWIN'S APPLE GANG," including news stories, editorials, commentary, advice, surveys, columns, feature stories, and other departments, as accomplished by the students in the Apple Gang Newspaper Project of 1984-85.
5. Use appropriate software to generate graphics in support of newspaper articles and stories.
6. Carry out layout of articles and

graphics page by page in the manner used by the Apple Gang as well as by professionals.

7. Use material directly from each student's paper in order to provide samples for perusal and enjoyment.
8. Develop and include resource material likely to be useful to upper elementary teachers.
9. Develop articles of an autobiographical nature to give glimpses of the working realities and curriculum-in-use of one classroom teacher.
10. Produce multiple copies of the project for personal use and for professional development sessions in writing, word processing and creation of student newspapers.

Evaluation:

1. Does the project reveal mastery of appropriate software?
2. Does the project establish a case for personal student newspapers in the upper elementary curriculum?
3. Does the project demonstrate the value of word processing in the upper elementary curriculum?
4. Does the project provide a case study of one teacher's experience with writing, computers and student newspapers?
5. Is the project itself comprehensive, creative and worthwhile as an autobiographical "collage" and statement on writing, word processing, and student newspapers?

Details:

Starting Date: January 17, 1986

Completion Date: April 1, 1986

Anticipated Contents:

Student material: about 20 pages
Personal writings: about 40 pages

Total length: about 60 pages

I was a 98 pound weakling both mentally and physically till I bought my first educational product from SPRINGBOARD. Now I'm a Hunk!



SPRINGBOARD

The guaranteed educational software

CAN KIDS DO IT?

Ever since the arrival of microcomputers in the schools a few years ago, educators at all levels have been asking this question.

Can kids learn to operate computers and use them successfully in school?

Can they learn the necessary keyboarding skills? Can they learn accurately and quickly enough to use these skills as means to greater ends?

What effects will computers have on students and on student motivation?

What unique contributions, if any, can be made by microcomputers to learning especially at the upper elementary level?

And in particular in this project, does word processing have a rightful place in elementary education?

Some of these questions have been at least partly answered in The Apple Gang Personal Student Newspaper Project completed in a Vauxhall Elementary School grade 6 class in the 1984-85 school year.

This Special Project is an attempt to capture the substance as well as the spirit of that newspaper project.

The purpose in creating this journalistic collage is twofold: first in an impressionistic way to present some of the original work as published by the students themselves, and second, to portray the teacher's side in terms of recollections, impressions and conclusions.

The project might have led to greater things. A full scale research project and academic thesis would have been timely and feasible, but more "hard data" was needed. An even larger "creative project" over a longer period of time might have made a greater impact on academia. But my purpose has become more modest.

Instead, this is an attempt to explore the feasibility and worth of journalism as a medium of teaching and learning at any level. Convinced as I am of the value of "the personal student newspaper," I am determined to investigate its possibilities for myself. At the same time, this is also an exploration of the potential value of various microcomputer software programs for enhancing writing instruction in general and journalism in particular.

I express my affection for the 21 members of The Apple Gang with whom I was privileged to share one of the most significant teaching/learning experiences of my life. It is in their memory and in their honor that I present this story and it is to them that this "personal student newspaper" is dedicated.



DAILY WRITING PRACTICE

In teaching at the upper elementary level for the past five years, I have discovered the value of daily writing practice.

For a number of years, I followed the still common practice of teaching writing by following a mind-numbing language exercise book. Students hated it as much as I did and obviously they never learned to enjoy writing either.

One year in September, I determined to make a clean break and "go for broke." I threw away the textbook and began to have students write their own material. It was not a glorious beginning, nor were students instantly converted. But I kept at it, working entirely alone in an experimental fashion, appreciative of the freedom that came with being an administrator. If I had looked around, I might have been helped by people in writing projects elsewhere, such as Donald Graves. I came upon those later, after we had travelled a fair distance down our own road. When the experience of others did come to our attention, we were in some ways affirmed and in some ways disaffirmed in our approach, but we continued to learn and progress in various ways.

It was this decision to have students write every day that was the first turn down the road that led me to this special project, and it is a decision that I continue to uphold in my teaching.

PERSONAL NEWSPAPERS

From the very beginning, daily writing in a practice book has been supplemented by special projects that have added interest and excitement.

An early special project was a personal newspaper that students wrote by hand. Each student wrote a series of short articles and copied them by hand into columns. Topics at that time were more varied and students wrote on whatever they could imagine. The projects were newspapers only in the sense that the writing was in columns and had a few departments paralleling those of a newspaper, such as ads and jokes.

The Apple Gang papers resembled "real" papers more closely in several ways. Students actually wrote news stories, editorials, columns and feature stories that were much closer in form to the real thing. The papers contained many more departments, more articles per department and more variety in content. The Apple Gang papers were also much more "personal" in the sense that much content was either about the editor or reflected the editor's personal opinions more closely. Finally, producing the latter papers by word processing generated products that were much more like the real thing than the earlier hand-written version.

Personal student newspapers have proven to be effective instruments of promoting self-awareness and of building positive self-worth in my students.

APPLE TREATS SWEETEN NEWSPAPER PROJECT

Regular apple treats cooked and served by the students themselves helped to ensure success, according to the teacher and the students.



"At the end of each month," the teacher said, "a pair of students together with a parent planned and prepared a special treat made with apples. While the rest of the students enjoyed the snack, the student chefs described how they had prepared it."

Parent room representative Linda Thiessen coordinated the parent help and served as chefs' advisors when other parents could not come. She also donated a set of cooks' hats and aprons, complete with Apple Gang decorations, which added realism to the students' roles as chefs.

A survey of students revealed a variety of treats that had been served, including apple pie, apple donuts, apple salad, apple squares and more.

"All of the people in the class enjoy having these treats," Cherie reported.



COMPUTER PROJECT SPARKS PARENT INTEREST

Parents were intrigued and impressed by their children's work on the newspaper project, according to interviews with the teacher.

"Most of them seemed very pleased with that their children were learning to use computers," Warkentin said. "They were also surprised at the amount and quality of writing in the papers."

Some parents reported learning more about their own children just by reading their papers.

"The students worked hard on their papers and took a lot of time, both at school and at home, but no parent questioned the worth of the project or the amount of time or effort that it took," Warkentin said. "Their main concern was whether the students would continue to get opportunities to use these skills in later school life. Some expressed interest in learning about computers themselves."

such as text movement.

Some features were used only by the teacher and parent volunteer, such as the setup and printing commands.

"The program is simple enough for all students to learn the basics," Warkentin said, "but it also has more complicated features which require more expert attention."

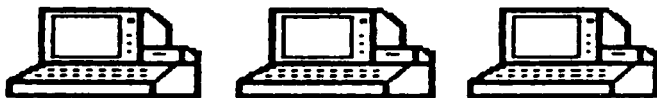
A common problem in word processing is the loss of information resulting from keyboard errors, but according to the teacher, only one of the hundreds of articles typed by the Apple Gang was lost.

"That scared everybody," he said, "and after that everyone was very careful." Safety was also ensured by giving every student a personal disk, which avoided a lot of confusion and disk swapping.

Bank Street also produces a spelling checker program. Warkentin reports that he used the program with the students on one occasion.

"It's a great idea, since it highlights words that it does not recognize. Students may then either keep the word as it is (it may be a name, for example) or they may correct it. But we couldn't use it much because it was rather time consuming and complicated."

"Bank Street products have served us well in this project," Warkentin said.



BANK STREET WRITER

WORD PROCESSING PROGRAM

BY BRODERBUND SOFTWARE



BANK STREET WRITER MASTERED BY STUDENTS

Bank Street Writer, a simplified word processing program produced by Broderbund Software, was mastered by all 21 grade 6 students in the newspaper project, their teacher reported.

"Each student learned to type articles on the computer and save them on disk," Warkentin said. "Upon returning to continue work on an article, each student was able to recall articles from the disk."

"We did not go into all the features of the program in order to keep the project manageable," he explained. Features not mastered included more advanced ones



APPLE THEME MOTIVATES STUDENTS TO ACHIEVE

Following an apple theme is one reason given for the success of the Apple Gang newspaper project.

"I've tried to follow a different theme each year," Warkentin reported. "It has helped both me and the students and has made school more interesting."

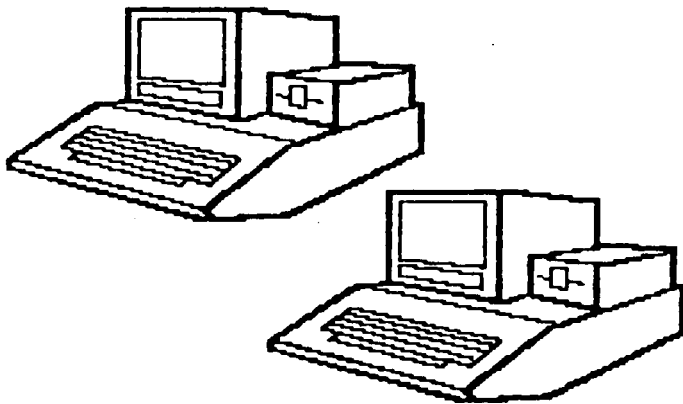
Although the idea came from the use of computers, Warkentin considered it appropriate in other ways as well.

"Apples have often been a symbol of education. The apple shape is easy to use to decorate bulletin boards, worksheets and notes to students or parents. I've also used it as a symbol in my marking system and in various other ways," he said.

Warkentin feels that an annual theme helps to provide a class with continuity from month to month and that it can also help the teacher to build and maintain good relationships with students.

"This was especially true the year we used a star theme," he said. "Obviously, I could emphasize that each student is a star. This year, we could also build self worth with a 'good apple' emphasis."

Warkentin feels that themes are being increasingly used, especially by elementary school teachers.



V.E.S. HAS 8 COMPUTERS

Vauxhall Elementary School now has eight Apple II computers. Seven are kept together as a computer center in the library while the eighth is in the office.

Warkentin explained that his 21 students used mainly the seven in the library, while he used the eighth for editing and printing. "Most of the time, we used a rotation system so that every student got computer time every day," he said.

Computers have been in the school for about three years. Warkentin reports that usage is increasing each year as the school gets more software and as teachers begin to recognize the

THANK YOU, MRS. WARKENTIN!

PARENT VOLUNTEER PAR EXCELLENCE



ONE PARENT VOLUNTEER MAKES THE DIFFERENCE

One parent volunteer made a great contribution to the success of the Apple Gang newspaper project, Applemaster Warkentin said.

"I want publicly to thank my best friend, companion and wife, Hertha, for the great dedication and effort she gave to this class over a period of several months."

Mrs. Warkentin spent many hours helping students to edit their work, to print it out on paper, to layout their articles and graphics and finally to photocopy the completed pages.

"I certainly learned to do word processing," she said. "I think I came out of there every day with square eye-balls." As an experienced teacher herself, Mrs. Warkentin was able to offer professional help together with a loving concern for the students.

But Warkentin says that even non-teaching parents can make important contributions as volunteers.

"Parent volunteers are helping out in an increasing number of schools," he said. "The advantages are obvious: better communication, better relations, greater progress and achievement in the classroom. I don't think we could have accomplished this project without her."

capabilities of computers and the unique contribution that they can make to teaching and learning.

"I noticed lately that the computer schedule is getting rather crowded and that it is not so easy any more to get computer time," Warkentin observed. "This is because of the new courseware that the school has purchased, especially in the area of math." As yet, the school has no plans to purchase more computers, though discussions on that subject have begun.

"It's only a matter of time," Warkentin concluded. "Computers will make an ever-increasing impact on life in our society and on education in our schools."

TRIP TO TIMES GIVES "AH-HA!" EXPERIENCE

Students in the Apple Gang had a very special learning experience when they visited the offices of the Taber Times, their teacher reported.

"We went there after we had completed our papers," Warkentin said. "What struck us most was how we had made our papers in much the same way as the professionals. That really helped the kids to see how authentic their experience had been."

Students saw journalists entering information on computers and printing it out. Then the editor of the Vauxhall

THANK YOU,
TABER TIMES

EDITOR DAVID BLY

VAUXHALL
ADVANCE

EDITOR DONNA CHEYNE



paper, Donna Cheyne, showed them how to do layout of pages.

"That especially was an eye-opener for them because they had been doing the very same thing with scissors and tape," Warkentin said. "Some educators stress the importance of giving student adult experience to impress them with its relevance to the real world."

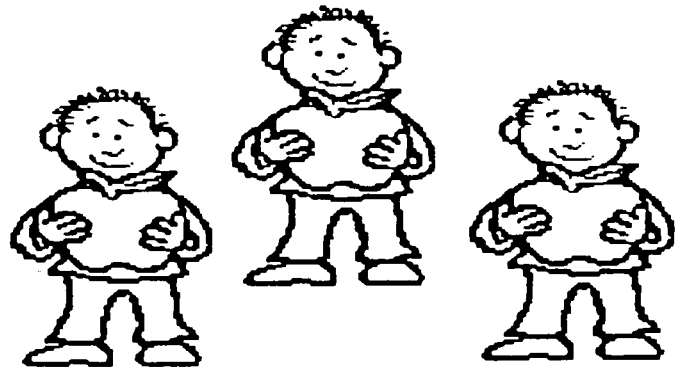
David Bly, editor of the Taber Times, was familiar with the students' papers and was able to give them a very knowledgeable tour.

Bly also accepted two students to work with him for a day to allow them to experience the life of an editor, Warkentin said. "The total experience with the Times was a strong confirmation for the kids."

THE PRINT SHOP

BY BRODERBUND SOFTWARE

The Apple Gang expresses its appreciation for this excellent graphics program and recommends it for use in newspaper production.



STUDENTS REWARDED WITH "GOLDEN APPLES"

Every student in the Apple Gang was awarded the "Golden Apple" for newspaper production, their teacher reported.

"We have a system of apple awards," Warkentin said, "and this is the highest any student could get. I really believe that these papers represent the best or nearly the best from every student."

"I was hoping for a real golden apple from Apple Computers to add to my apple collection," Warkentin said, "but I had to settle for a picture of one."

NEWSPAPER PRODUCTION PARTY CELEBRATES COMPLETION OF PROJECT

The Apple Gang celebrated the completion of their newspapers with a barbecue and party.

"We needed to reward ourselves in a very special way," their teacher said. "We also needed a few hours to finish the job."

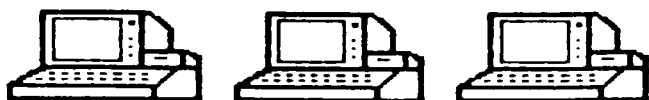
Mr. Warkentin and his parent volunteer had photocopied the pages of all papers in preparation for the party.

"One Friday the kids all stayed at school for the party," Warkentin said. "They played games while another parent and a few students prepared the hamburgers."

After another special apple treat, the students received their pile of pages, which had to be collated into papers and folded.

"Students had made arrangements to buy one another's papers," Warkentin said, "so this gave them an opportunity to deliver them."

Warkentin said that he had used such special celebrations in previous projects and that he found them to be highly motivating and exciting for the students. "It creates a strong and memorable ending for an unforgettable experience."



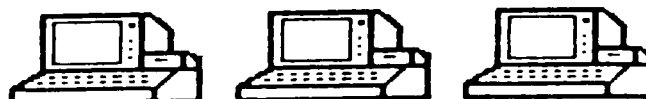
WHEN CAN COMPUTERS

The rapid onslaught of the microcomputer revolution has left many teachers understandably confused about how they might best put this new technology to use in the classroom. In an article by the above title in *THEORY INTO PRACTICE*, Autumn 1983, Alan Lesgold identifies abuses of computers and makes the case for applications for which he thinks they are best suited.

Lesgold proposes first of all that computers be used to carry out **RAPID DIAGNOSIS** of learning. Assuming acquisition of adequate software and hardware and assuming mastery of the process, teachers should soon be able more accurately and much more quickly to diagnose the sources of student errors. This would greatly enhance their ability to evaluate the effectiveness and efficiency of learning activities and would enable them to make changes much more quickly than other methods of diagnosis. Related to diagnosis is the need to tutor for the diagnosed errors, and Lesgold discusses current research into the creation of effective computer-based tutoring. Both applications still have their limitations, but this writer encourages to be alert to new developments in this field of research.

Lesgold proposes, secondly, that computers be used to provide **QUICK RESPONSE** and **ATTENTIONAL FOCUS**. If the response time of students in various learning situations can be accelerated, then the efficiency of the activity can be improved. If the response time is shortened, then student interest is more readily maintained. A serious criticism of early uses of computers was that response time was too slow, the pace was too methodical and the steps were often too small to hold interest. Computers are undoubtedly able to provide that needed response more quickly and therefore hold student interest more effectively than other methods.

Lesgold proposes, thirdly, that computers be used to provide **IMPROVED LABORATORY EXPERIENCES**. Since concrete experiences contribute to effective learning and since computers are able to provide effective simulations of concrete experiences, the writer contends that the learning of students will be enhanced by opportunities to encounter such experiences vicariously by computer. Citing such obstacles as the cost of providing the real experiences universally to students, the simple motor problems that frequently undermine the effectiveness of real laboratory experiments, and the danger associated with some valuable laboratory activities, Lesgold demonstrates and illus-



MAKE A DIFFERENCE?

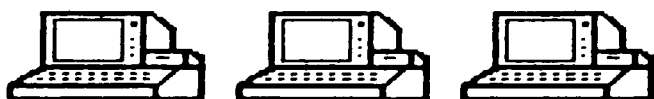
trates from research that computers can indeed contribute uniquely to improved laboratory experiences.

Lesgold proposes, fourthly, that computers be used to promote **COMPUTER LITERACY**. As society moves increasingly into a technological era, increasing demands will be made on students preparing for entrance into that society to gain competence over that technology. To gain this competence, they must obviously not only be exposed to the use of computers but they must also be provided with experiences that will lead to mastery over this technology. Most important to education are those experiences "that reveal to children the structure of their own ideas as well as the structure of the computer's program." Although he acknowledges **PROGRAMMING** as a legitimate use of computers, he avoids the error of making this the "one and only" application and cautions against misadventures into "mind-numbing discussion of bits, bytes, floppy disks and peek instructions."

Lesgold proposes, finally, that computers be used to provide instruction and opportunities for practice in **WORD PROCESSING**. He justifies this on the grounds that it has the potential for reducing the tedium that is often involved in the process of writing. Thus, the learning activities that require writing are made more efficient, more effective and much more highly motivating to students. This has been borne out in the experience of *The Apple Gang*, as illustrated in this project.

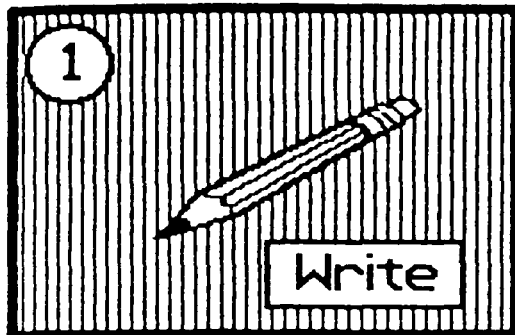
One major current application of computers not mentioned by this writer is the rapidly growing field of **COMPUTER ASSISTED INSTRUCTION**. The advocates of the "every student a programmer school" have been quieted by a veritable flood of readymade, often very appropriate and relatively inexpensive software. A major thrust is needed now to assist teachers and administrators to make wise selections from these thousands of programs now available to schools.

Lesgold's article has contributed significantly to a rationale and justification of this computer project. It was one of the first articles to influence me to consider the implications of word processing at the upper elementary level. Lesgold's views have been corroborated by others who have conducted research into the use of computers in writing and composition, though to date there has been very little work at the elementary level. The *Apple Gang* newspaper project illustrates that Lesgold and others may be correct in their views on computers in writing.



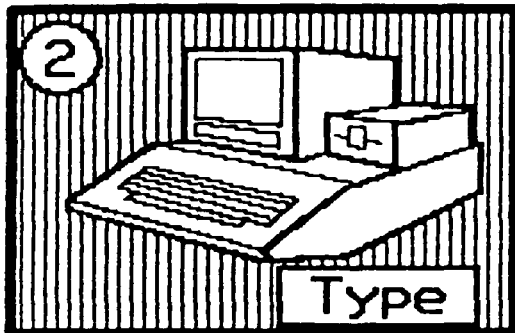
HOW DID THEY DO IT?

"The tools of the trade" played an important role in making the newspapers, according to student accounts.



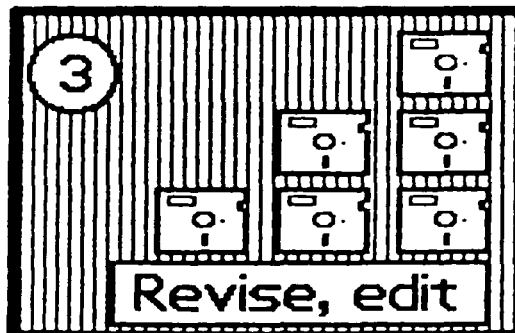
"We began by writing articles in our daily practice books," one writes. "We wrote many paragraphs and compositions."

"We took turns using the computers to type our articles," they report. "This was after several months of typing and key-boarding practice. We spent time every day in writing and typing and everyone got a turn."



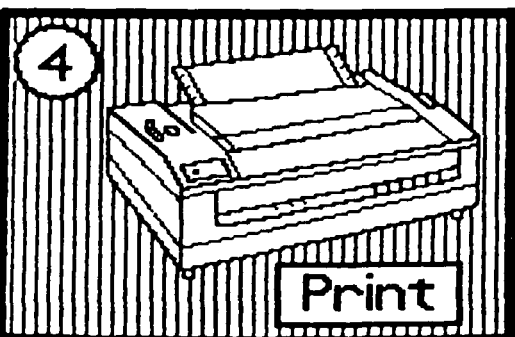
The teacher reports that students also typed in their free time. All learned to do word processing on Apple II computers with the Bank St. Writer.

After articles had been typed, students spent time revising and editing. They worked alone, together with others, and with the parent volunteer or teacher.



"Once articles are on disks, they are easy to recall and work on," the teacher explained.

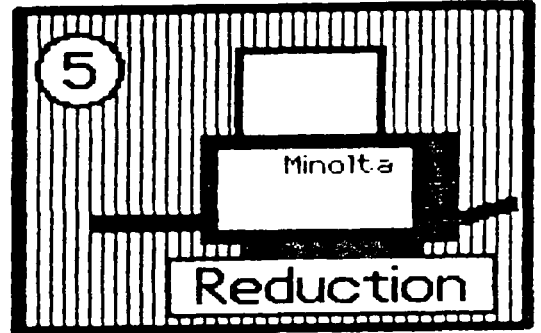
After articles had been edited by both students and teachers, they were printed. Most of this was done by adults, but students could easily do it too," their teacher says. "We needed to save time, and avoid the noise so a lot of it was done outside of school time."



"Students are very pleased when their work gets printed," Warkentin said.

The project was greatly assisted by being able to use the school copiers, the students said.

"We were able to use a lot of our art work and other graphics because we could always enlarge or reduce them to fit into the spaces between our articles." Their teacher had emphasized the importance of a balance between text and graphics.

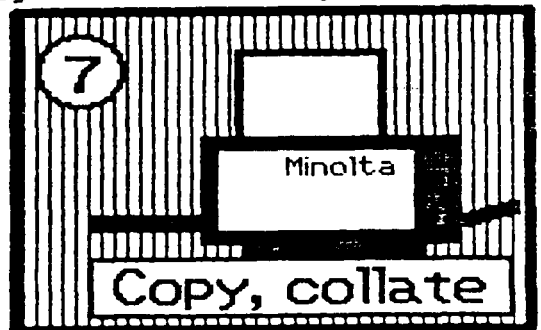


Students said that this stage took a lot of effort. "There was a lot of cutting, taping, and arranging of material on each page," they said. "We had to use a lot of black lines to separate articles and to put boxes around graphics." Another challenge was to make sure that continued articles would be finished somewhere else and that pages were correctly numbered.



When all 21 papers were complete, each was photo-copied, Mr. Warkentin explained.

"Each student had taken orders and so we had to make a certain number of copies of each paper."



Students received one copy free but had to pay the school for the cost of making copies for others, he said.

The project was completed on schedule, lasting from January to Easter.

"What a great day that was," Mr. Warkentin recalls. "Each student received a pile of pages to collate, fold and hand out to customers. Some had ordered copies for family members and relatives."



Obviously, more than just kids and computers was involved in this project!

COMPONENTS

FLOWCHART OF APPLE

Conception

STRUCTURED WRITING

Journals

Compositions

Journalism

Editing

Skills

Concepts

Quality Control

WORD PROCESSING

Keyboarding

Typing

Editing

Teacher

Peer

Self

Quality Control

and PROCESSES

GANG PROJECT ACTIVITIES

PRODUCTION

Headlines

Fillers

Graphics

Layout

Quality Control

Teacher

Peer

Self

PUBLICATION

Reduction

Photocopying

Collating

Quality Control

Completion

SOURCES of INFLUENCE on the Vauxhall Elementary School Computer Program



Influences on the development of the computer program at Vauxhall Elementary School have originated in geographically scattered sources.

Montreal

In the summer of 1982, Irwin Warkentin was invited to be a "special lecturer" in McGill University's Summer School for Gifted, Creative and Talented Students. Among the parents of his grade three students were two couples who had purchased Apple II computers for home use. One of those computers was brought to the school, and Warkentin discovered both a new technological tool and a special program, Logo, that had been designed to take advantage of the unique capacities of the computer for the benefit of young children.

That same fall, by a fortunate coincidence, the Taber School Division decided to take advantage of special government terms to purchase ten "black Apple" computers for the Division, one per school to be delivered following approval of a plan of implementation. Warkentin's Montreal experience, together with a variety of influences arising from his own background, especially his interest in innovation, novelty and change, prompted him to secure one computer for the school on the basis of a proposal that emphasized Logo and computer literacy. During the 1982-83 school year, he operated a noon hour Logo club for students in grades 5 and 6 and he personally mastered word processing, spread sheet, utility and "freebie" CAI programs which were being circulated among schools.

Calgary

That same fall, Warkentin purchased his own Apple II+ computer system, which permitted him to spend many extra hours in self-instruction at home. He bought the system in Calgary, where he also visited a pioneer computing program at the University Elementary School and was exposed to the use of programming and CAI with some early software. His brother-in-law, an engineer and computer programmer in Calgary, provided expert consulting service in the early stages of hardware and software perusal and acquisition. Attendance at several computer conferences also stimulated him and introduced him to many of the rapidly increasing applications of microcomputers in education.

A heavy influence on the developments at the school certainly originated in California, home of the Apple Computer Company and source of its products.

California

Warkentin spent many hours in study of the documentation and the many manuals that accompany computer products. Discussions at seminars and conferences often reflected this influence from the Silicon Valley, both with respect to products and developments in schools. His brother-in-law, while on a visit to the south, brought back the hardware for an 80 column display for a II+ computer, thus allowing Warkentin at least to emulate the IIe computer which had come out just after he had bought the older II+. During the next year, the school also purchased several additional Apple computers.

The Government of Alberta appointed a Task Force on Computers in Schools in 1981, and in 1983 its Report was delivered to the schools. It marked the beginning of a flurry of activity in Edmonton, with the Department of Education almost rushing to implement major recommendations. Many of these confirmed Warkentin's conviction that computers would be introduced rapidly and also affirmed the school's developing program.

Edmonton

Also in 1983, the Department of Education through its Curriculum Branch released materials to assist teachers in the rapid implementation of computers in elementary schools. A Curriculum Guide was supplemented by an implementation guide and several proposed teaching units that were to facilitate and hasten the computerization of elementary education.

A significant move by the Department of Education was its agreement with the Minnesota Educational Computer Consortium that provided a large library of Apple software at nominal prices. Warkentin and many other educators made their first large purchase of software from the government. This gave many schools "a leg up", especially into the realm of Computer Assisted Instruction. The Vauxhall Elementary program thereafter shifted significantly from an emphasis on Logo programming to CAI, and this was accelerated by the increasing number of purchases of software from publishers.

Minnesota

There were other sources of influence as well, as represented by various people and publications. By and large, teachers such as Warkentin, in the absence of experts, were left to find

Lethbridge

their own way. They did this by expending many hours in personal self-instruction, by collaborating with fellow enthusiasts, by attending conferences and seminars, and by formal study in colleges and universities. This Warkentin did this while on Professional Leave in the graduate program of the University of Lethbridge, a program that allowed him to design and carry out three computer related projects. It also proved to be an opportunity to synthesize, evaluate, and consider future alternatives.

LOOKING BACK...

Curricular Ancestors of the Apple Gang Project

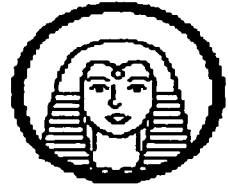


The Apple Gang Personal Student Newspaper Project of 1984-85 was a culmination of a number of other projects that the teacher had carried out in previous years.

Daily Journal

Several years ago, Warkentin had decided to do something about the writing program. Students were not responding in a positive way to the traditional skills-oriented textbook and workbook approach.

"The most important decision I made was to have them write every day," he said. "I believed then and still do today that lack of practice is one of two major reasons for poor writing. Lack of proper instruction is the other."



When Warkentin set out to develop his own writing program, he made the daily journal the main component.

As a would-be journalist and sometime writer freelance writer who has had articles published, Warkentin was himself accustomed to the rigors of composition.

"I helped the students a lot with ideas," he said. "Each week we would concentrate on a general approach or theme and each student would develop articles from personal autobiography."

Warkentin explained that, since they were writing every day, the students got five opportunities to practise a particular skill, such as outlining or reporting, many of them from the curriculum guide. "We were amazed at how quickly they learned to write good paragraphs and at how positive they felt about it," he said.

Compositions

"Daily practice proved to be excellent but it didn't lead anywhere," Warkentin said. "I felt that students could achieve much in longer assignments."



Once a week or every two weeks, the students wrote essays or compositions.

"It wasn't nearly as difficult as many adults seem to think," he explained. "The structure of the composition is similar to the structure of the paragraph, differing mainly in degree."

Students learned to express themselves on many topics in different subject areas, he said. Most of the time, topics were selected by the teacher, but this is one aspect of the writing program that Warkentin would change.

"I'm realizing more and more how important it is for students to have the power of choice, especially in self-expression. That's also confirmed in some of the research, such as that of Donald Graves, who has done a lot with the process approach to writing."

Warkentin's program has been based quite closely on a detailed government curriculum. "More student choice might move us away from that a little," he concluded, "but the gains should be worth it."

Autobiographies

But even larger weekly assignments were not challenging enough, Warkentin concluded, so he organized seasonal special projects.

"The most impressive work that my students have done," he said, "is to publish their own life story. They write it out in give chapters and publish it in a book which they have personally made, bound and illustrated. It's an excellent memoir, especially at the end of grade six when they're about to launch out into junior high."



"Students worked hard at those books," Warkentin said, "and they and their parents were certainly proud when they were finished."

Newspapers

A most important predecessor to the Apple Gang papers was a set of had written newspapers that Warkentin's students wrote two years ago.

"They wrote small, first doing the whole thing in pencil and then in ink, so that we could photocopy them," he said.

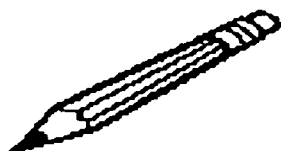


The idea for those papers came from his own interest in Journalism, he said. They had included a variety of articles in a rather mixed up fashion, not organized into departments.

"Students were so interested in reading about one another that I decided to refine and extend the idea, and this was made easier by word processing." "Even I had no idea how large the computer produced papers would be."

When the papers reached more than 20 pages in length, complete with many articles and departments, all student produced, Warkentin and some university classmates sensed that the entry would win a prize. That it ultimately did was due partly to these curricular predecessors.

"REAL" NEWSPAPERS? A Comparison



CRITERIA REAL APPLE GANG
NEWSPAPERS NEWSPAPERS

			Contain local, provincial, national, international news	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			Contain editorials and interpretive articles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newspaper banner on top of front page	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Contain commentary and opinion articles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newspaper organized in columns of text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Contain feature stories and interviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Articles appear as printed text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Contain polls and surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Graphics material appears with text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Contain cartoons, wit and wisdom and humor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Departments are present and marked	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Contain letters, tributes and announcements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Printed on both sides of loose folded sheets	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Contain ads, advice, instructions, reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reveals information gathering about meaningful events	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Written by many writers working together	<input checked="" type="checkbox"/>	<input type="checkbox"/> NO
Many articles have been written	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Integrate many subjects into one project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Computers have been used in word processing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Objective, reveal little about the writers themselves	<input checked="" type="checkbox"/>	<input type="checkbox"/> NO
Editing has been an important part of the process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Build self esteem by making personal things newsworthy	<input type="checkbox"/> NO	<input checked="" type="checkbox"/>
Articles and graphics have been combined in layout	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Producers have achieved significant personal voices	<input type="checkbox"/> NO	<input checked="" type="checkbox"/>
Reduction and enlargement have been used	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Papers represent a creative and worthwhile personal achievement	<input type="checkbox"/> NO	<input checked="" type="checkbox"/>
Photocopying has been used	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	One of the criteria of relevant curricula is that, as much as possible, opportunities are provided for students authentically to simulate real adult experiences. Was that objective achieved in the Apple Gang Personal Student Newspaper Project?		
Papers have been distributed and sold	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			



WHAT THEY SAID ABOUT WRITING AFTER THE NEWSPAPER PROJECT

When it was all over, the teacher of the Apple Gang students tried to find out how the experience had affected them. In one of the questionnaires, they expressed their attitudes toward writing.

	STRONGLY DISAGREE					STRONGLY AGREE				
Writing is one of the worst things about school.	13	6	0	2	0					
Writing is very difficult to learn.	11	7	0	3	0					
Your writing is better than it was last year.	3	0	0	2	16					
Computers make writing more interesting.	1	1	2	2	15					

	STRONGLY DISAGREE					STRONGLY AGREE				
It is hard to tell whether your writing is getting better.	8	7	1	3	2					
Writing is easier on computers.	2	1	3	5	10					
Writing on computers makes better copies.	0	0	1	3	17					
Writing will be less important because of computers.	8	5	1	4	3					

	STRONGLY DISAGREE					STRONGLY AGREE				
Writing is exciting when you have a good idea.	1	0	0	1	19					
You will need good writing skills in later grades.	0	0	0	7	14					
Word processing can help you become a good writer.	0	0	0	6	15					
Editing is the hardest part about writing.	9	6	1	2	3					

	STRONGLY DISAGREE					STRONGLY AGREE				
You would rather edit your own work.	6	3	1	7	4					
You have to think hard in order to write well.	3	3	1	5	9					
Writing is important no matter what you do in life.	0	1	0	3	17					
You are confident about writing in junior high school.	0	1	1	2	17					

	STRONGLY DISAGREE					STRONGLY AGREE				
Good writers never have to edit their material.	18	1	1	1	0					
Word processing is the best solution to bad handwriting.	6	4	1	5	5					
It is more interesting to write than to do exercises.	0	2	0	8	11					
It is easier to punctuate on computer than on paper.	2	7	2	7	3					

	STRONGLY DISAGREE					STRONGLY AGREE				
Thinking at the computer is harder than with a pencil.	6	4	5	4	2					
Writing is one of the most useful skills in school.	1	0	0	8	12					
Writing can be enjoyable for both writer and reader.	0	0	1	4	16					
Most of your mistakes result from carelessness.	1	2	1	6	11					

The data reveals that word processing and the generation of personal student newspapers had an overwhelmingly positive effect on the attitudes of the students toward writing. Writing seemed to become more manageable and more pleasant and it seemed to be seen increasingly as an important part of academic progress and personal self-expression.





WHAT THEY SAID ABOUT WORD PROCESSING

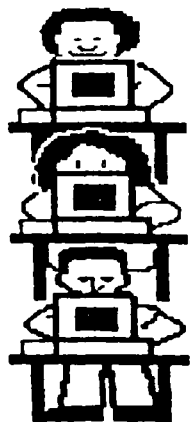
Children have only recently begun to use computers on a regular basis in school. Little is known about the effects that this technology is having on students.

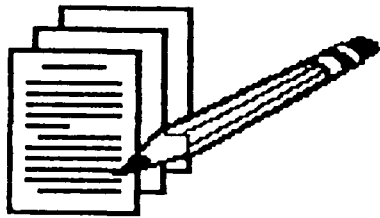
The Apple Gang students worked intensively on computers for a period of about five months. When it was over, what were their attitudes toward word processing?

	STRONGLY DISAGREE					STRONGLY AGREE				
You are now good at using a computer.	0	0	0	11	10					
Word processing was hard to learn	9	9	0	3	0					
Word processing gives you neater copies.	0	0	0	6	15					
Other students would like to use computers too.	0	0	1	3	17					
	STRONGLY DISAGREE					STRONGLY AGREE				
Word processing is easier than writing by hand.	0	2	1	6	12					
You should be able to use word processing in Gr 7-9.	0	1	1	5	14					
Correcting errors is easier on screen than on paper.	0	1	1	3	16					
Composition by word processing is faster than by hand.	1	3	1	4	12					
	STRONGLY DISAGREE					STRONGLY AGREE				
It is easier to notice errors on a screen than paper.	2	0	0	8	11					
You would do reports by w.p. rather than by hand.	1	2	0	7	11					
Word processing will be important in later studies.	1	0	1	9	10					
Word processing is more interesting than writing on paper.	0	1	2	6	12					

	STRONGLY DISAGREE					STRONGLY AGREE				
It is easier to think of ideas on computer than paper.	6	5	2	3	5					
You could have made as good a paper by hand.	9	10	0	2	0					
Computers are scary things to work with.	18	3	0	0	0					
Your parents are pleased that you are getting good at computers.	0	0	0	5	16					
	STRONGLY DISAGREE					STRONGLY AGREE				
All Gr 6's should get as much computer time as you.	2	1	2	7	9					
Computers have made school more interesting.	0	1	1	0	19					
You would like to use computers in jr & sr high school.	0	0	0	1	20					
Typing ability is the main problem with word processing.	5	3	1	7	4					
	STRONGLY DISAGREE					STRONGLY AGREE				
Word processing can be used in many ways.	0	0	1	7	13					
You would like to learn more about word processing.	0	1	0	3	17					
Word processing will probably weaken writing skills.	7	6	1	6	1					
Word processing is one of the best ways to use computers.	0	1	2	3	15					

The Apple Gang newspaper project is one of the most intensive word processing experiences that has been tried with upper elementary students. Data such as that on this page reveals that the experience is overwhelmingly regarded by the students as manageable, feasible and desirable, and many also consider word processing essential to the tasks which they accomplished in this project. The data reveals that students gained a great measure of confidence in their newly developed ability and its relevance and utility in later studies and adult life.





SURVEY of EDITING:

Easier with

Paper and Pencil? or Computer and Disk?

Students of the Apple Gang make the comparison.



CHANGES IN MECHANICS

MUCH EASIER ON PAPER	NO DIFFERENCE	MUCH EASIER ON COMPUTER
----------------------	---------------	-------------------------

Adding punctuation

Deleting punctuation

Changing spellings

Changing format

MECHANICS SUBTOTALS

0	1	5	7	8
0	1	4	12	4
0	1	7	9	4
0	2	3	7	9
0%	6%	25%	39%	30%

CHANGES IN VOCABULARY

MUCH EASIER ON PAPER	NO DIFFERENCE	MUCH EASIER ON COMPUTER
----------------------	---------------	-------------------------

Changing words

Adding words

Deleting words

VOCABULARY SUBTOTALS

0	1	6	9	5
0	0	2	9	10
0	0	2	9	10
0%	2%	16%	43%	39%

CHANGES IN CONTENT & DEVELOPMENT

MUCH EASIER ON PAPER	NO DIFFERENCE	MUCH EASIER ON COMPUTER
----------------------	---------------	-------------------------

Changing ideas

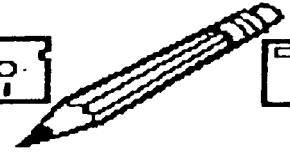
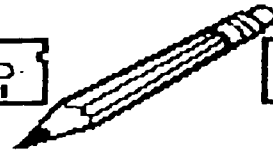
Changing order of ideas

Adding ideas

Deleting ideas

CONTENT AND DEVELOPMENT SUBTOTALS

0	0	5	11	5
0	1	4	10	6
0	0	5	8	8
0	0	6	7	8
0%	3%	21%	48%	35%



CHANGES IN STRUCTURE AND STYLE

Changing sentences

Adding sentences

Deleting sentences

Changing length, combining

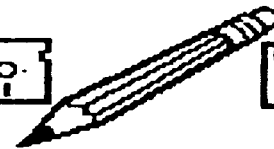
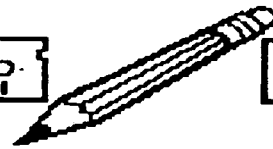
Shortening sentences

Changing sentences

STRUCTURE AND STYLE SUBTOTALS

MUCH EASIER ON PAPER NO DIFFERENCE MUCH EASIER ON COMPUTER

0	0	2	7	12
0	1	3	7	10
0	0	5	8	8
0	0	2	9	10
0	2	5	11	3
0	0	3	7	11
0%	2%	18%	42%	38%

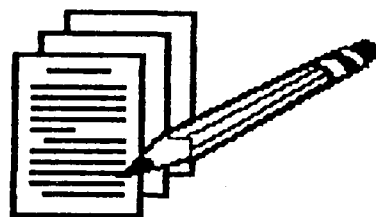


SUMMARY

MUCH EASIER ON PAPER NO DIFFERENCE MUCH EASIER ON COMPUTER

TOTALS

0%	3%	21%	41%	35%
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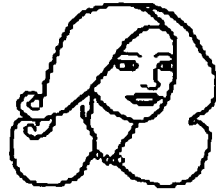
The questionnaire required students to decide which types of changes are easier to do with paper and pencil and which are easier to do by word processing.

The data reveals that grade six students concluded overwhelmingly that all types of editing changes are more easily accomplished by means of word processing than with pencil on paper.

Whether their satisfaction with "clean" changes and resulting "clean" copy affected their choices or not, this data seems further support of the contention that grade six students can not only master word processing, but they can become comfortable with it to the point of believing that microcomputer technology reduces the tedium of writing corrections and thereby increases the pleasure of writing, self expression, and the production of newspapers.



WHAT THE PARENTS SAID



In a number of critical ways, the Apple Gang newspaper project was an experiment. Computers were new, the emphasis on more writing was new, and the concerted effort to create newspapers was new. What did the parents think of all this?



Students had better learn to use computers.

Students in Gr 6 can master many computer uses.

Computers can probably improve writing ability.

Computers have made school more interesting for students.

STRONGLY DISAGREE STRONGLY AGREE

0	0	0	7	14
0	0	1	10	10
0	0	4	5	12
0	0	0	3	18

Students can do more with computers than by hand.

Computers in Gr 6 will help students in junior high.

Computers help students to do bigger projects.

Projects are more interesting than textbook exercises.

STRONGLY DISAGREE STRONGLY AGREE

0	0	2	4	15
0	0	2	6	13
0	0	2	4	15
0	0	0	8	13

Projects give students practical experience.

Students take more pride in projects than in exercises.

Projects have stronger effects on learning.

Projects can be done by all students regardless of ability.

STRONGLY DISAGREE STRONGLY AGREE

0	0	2	3	16
0	0	0	7	14
0	0	2	6	13
0	1	5	5	11

Students must learn to apply their learning.

The newspaper has helped students to write.

You have been surprised by what your child can do.

You have been concerned about your child's writing in later grades.

STRONGLY DISAGREE STRONGLY AGREE

0	0	0	5	16
0	0	2	3	16
0	0	1	7	13
0	0	2	7	14

You would be interested in learning about computers.

You have been impressed by your child's writing.

You would favor similar projects in later grades.

Your child has had to work too hard in this project.

STRONGLY DISAGREE STRONGLY AGREE

2	2	2	5	10
0	0	0	5	16
0	0	0	1	20
15	3	2	0	0

You hope your other children will do projects like this.

Word processing seems to make corrections easier.

The value of computers at this level has not been proven.

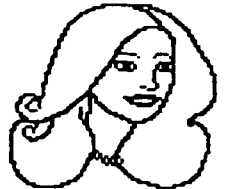
Research will show that computers can help students to become better writers.

STRONGLY DISAGREE STRONGLY AGREE

0	0	1	1	19
0	0	2	6	13
12	3	3	1	2
0	0	2	6	13



All parents of the 21 students in the Apple Gang responded to this questionnaire. The data reveals a high degree of consensus on the issues. Parents are convinced of the value of computers in facilitating the learning of students at the upper elementary level. They also support the use of large scale projects to give students opportunity to practise their skills.





THE APPLE GANG STUDENTS REFLECT ON THE PROJECT

After the papers were finished, the students commented on different parts of the project.

HOW DO YOU FEEL ABOUT WRITING YOUR OWN NEWSPAPER ALL BY YOURSELF?

It was really fun. I learned a lot about writing paragraphs. It really helped me learn how to type. It helped me learn skills that I never knew I had. It made me feel independent. **GRANT**

WHAT WAS THE MOST DIFFICULT PART IN WRITING THIS NEWSPAPER?

I think the most difficult part was the advertisements and the tributes. **SHANNON**

WHAT KINDS OF WRITING HAVE YOU LEARNED BY DOING THIS PROJECT?

I have learned to write editorials and news articles. I have also learned to write what they said and an interview. **BRUCE**

WHAT PARTS OF THE PROJECT DID YOU ENJOY THE MOST?

I especially like sorting out the articles on different pages. I like to cut the articles and fill in with jokes. **CHERIE**

WHICH ARTICLES WERE THE MOST INTERESTING TO WRITE?

The comments were the most interesting. I have always been a news watcher and with the comments it gives me a chance to express my opinions on it. **DANA**

WHICH ARTICLES DO YOU MOST ENJOY IN OTHER PEOPLES' PAPERS?

I enjoy the news articles...They tell about different things that happened to that person and interesting facts about them. **SCOTT**

WHAT DO YOUR PARENTS THINK ABOUT THIS?

My parents think that this is a good education. They think I am learning many new things. **CHRISTINA**

HOW DID YOU AND YOUR PARENTS FEEL WHEN YOUR ARTICLES APPEARED IN THE ADVANCE?

We were excited and we cut the article out. It went with the papers from my school years. **JOLYNNE**

WHAT HAVE YOU LEARNED ABOUT COMPUTERS BY DOING THIS PROJECT?

How to use them, edit with them and how to print things faster with less errors. **RONALD**

IN WHAT WAY MIGHT THIS PROJECT HELP YOU IN THE FUTURE?

If you are going to be a reporter, you will already have made a newspaper. Or if you

want to become a computer expert, you will already know how to use a computer. **DWAYNE**

WHICH ARTICLES IN YOUR PAPER DO YOU THINK ARE YOUR BEST?

One of them is my Feature Story. It tells about the Apple Theme in my class. The other is my editorial on open area classrooms. **SHELDON**

WHICH ARTICLES WOULD YOU IMPROVE IF YOU HAD MORE TIME?

I would improve the Tributes because they were done very fast. I would also have made my pictures neater. **JOHANN**

WHAT DO YOU ADMIRE IN OTHER PEOPLES' PAPERS?

I enjoyed their pictures. They were very nice and some were funny. **KIM**

WHAT GOOD THINGS HAVE OTHERS SAID ABOUT YOUR PAPER?

People comment on how long and good my articles are. They say how they like my drawings too. **KYLA**

WHAT HAVE YOU LEARNED ABOUT NEWSPAPERS BY DOING THIS PROJECT?

I have learned that there are many different articles in a newspaper. You need lots of information. **RHONDA E**

IF YOU HAD ENOUGH PAPERS, TO WHOM WOULD YOU GIVE COPIES AND WHY?

If I had enough papers, I would give them to many people. I would give them to my grandparents, friends, cousins, etc. I would give them one because I want to show them what I can do. **WILLIAM**

WHY MIGHT THIS PAPER BE VALUABLE ENOUGH TO KEEP FOR THE REST OF YOUR LIFE?

It will be valuable because I want my kids to see it. Also, it will be neat to look back at. **TATTIANNA**

HOW DO YOU FEEL ABOUT THE HARD WORK YOU HAD TO DO TO GET IT FINISHED?

I feel that it was worth the hard work. It was fun to learn the new skill of making a newspaper. It was even very interesting. **RICHARD**

DO YOU THINK THAT OTHER STUDENTS WOULD HAVE LIKED TO DO THIS PROJECT?

They would have like it because we got to work at computers a lot. They were waiting to get papers. **RHONDA F**

Many people say we are lucky to be doing this project. **TUYET**

WHAT HAS BEEN THE BEST THING ABOUT THIS PROJECT?

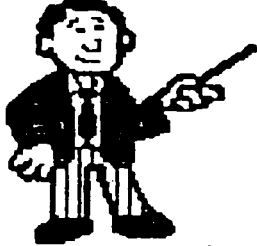
The computers. MARK, etc
Making newspapers.
Writing articles.
Organizing the pages.
Doing a big project.
Getting it done and knowing you have done well.
The fun we had! **OTHERS**



THE EXPERTS SPEAK OUT: Dr. Garnet Millar, Ph.D.

ALBERTA EDUCATION, LETHBRIDGE

DO YOU FEEL THAT THIS WAS A WORTHWHILE PROJECT FOR GRADE 6?



Yes. The significant aspect of this project is the opportunity it affords to APPLY language arts skills in a meaningful context.

DID THE STUDENTS GET A FEEL FOR JOURNALISM?

This project provided the students with an opportunity to become aware of the various aspects of a newspaper. It involved not only writing ability but the ability to elicit and isolate salient components of a story.

HOW WOULD YOU RATE THE NEWSPAPERS IN TERMS OF THEIR EDUCATIONAL VALUE?

The main benefit in my opinion is that school experiences can be meaningfully applied to the life of the students in and out of the school building.

DO YOU SEE ANY MERIT IN DIFFERENTIATING INSTRUCTION AND ACCOMMODATING STUDENT DIFFERENCES IN THIS WAY?

Indeed! This approach will accommodate various levels of ability and motivation. In addition, various talents are given a chance to shine through various aspects of the newspaper.

WHAT FACTORS TO YOU THINK MIGHT HAVE CONTRIBUTED TO THE SUCCESS OF THE PROJECT?

The teacher has to be expert in computer usage - word processing - and be willing to deviate from traditional methodology. The support of the principal is vital to allow for this type of project. The teacher has to plan well in advance.

WOULD YOU HAVE ANY ADVICE FOR SOMEONE PLANNING SUCH A PROJECT?

A guidebook might be developed indicating some important steps in preparing the students for such a project.

DO YOU BELIEVE THAT SUCH A PROJECT CAN BE JUSTIFIED TO EDUCATIONAL AUTHORITIES?

The Alberta Program of Studies for Language Arts (1982) states clearly that "language arts skills should be applied, reinforced and extended by teachers of all subjects." It is obvious that the project contributes to this overall goal. The writing objectives of Alberta Education are reflected in the project.

DO YOU HAVE ANY OTHER THOUGHTS THAT MIGHT BE HELPFUL TO SOMEONE CONTEMPLATING SUCH A PROJECT?

I think criteria need to be developed to measure the technical aspects of word processing and their creative application in a written assignment.



Mary L. Miller

WORD PROCESSING
EXPERT, New York

I feel that the project was extremely important because you provided students with the opportunity to develop extensive writing skills and at the same time they learned how to use a word processor which is a very important skill in our society.

From reading your newspapers, it would seem that your students have obtained a feel for journalism as well as many areas of publishing. Interviewing people for articles and meeting deadlines are two very real areas that journalists face every day.

The Apple Gang newspapers contained all of the areas that one would normally read in a newspaper. The layout also impressed me as being very much like a regular newspaper and that must have involved a new area of learning that the students had not explored.

From my perspective, the main benefit of this project was that you provided your students with an interesting way to develop written communication skills.

Since you used a word processor to complete your newspapers, equity was created among your students. Had students used a pencil to produce the final project, several things might have occurred with your resource room students:

- might have totally given up because of the length of the motor task
- might have been unwilling to edit their work, resulting in poor, unorganized expression of ideas
- final copy might still include cross-outs and erasures and therefore be very obvious as to the level of the student producing the work

Sometimes pairing up gifted and resource room students has a great benefit. Resource room students probably need the word processing more than anyone. It should be used as soon as a student is able to express himself using written language. It is a tool that will improve writing skills.

The newspapers combined with the word processor were the tools that you selected to teach the skills required. I think the approach was refreshing and unique and that the students still mastered the objectives, probably in a much more enjoyable manner.

The use of the software package Newsroom would still develop students' writing skills. However, it includes graphic and layout features that might assist the project. Do you have writing samples from the students prior to the project? Also, it would be interesting to do a readability level on the writing.

The two key factors that I see as contributing to success were the teacher's enthusiasm and use of the word processor.

BEING THE OLDEST

Being the oldest is more than a problem to me sometimes. It sometimes is a very confusing life. But having only a sister is even worse.

Being the oldest gives me many advantages at home. I can watch some hockey games that last past my bedtime. I get to do more things, like mow the lawn.

I once was with my sister and dad in the shop, and I got to do most of the things. My dad said to her, "Do you want something to do?"



She said, "Yea, sure!"

"Okay, go listen to the radio and find out the time."

But that isn't the only time it was an advantage for me. I can get away with more if I try. When I'm at home, I can do most anything. Once in a while, I can be bossy. I don't think I'm spoiled, even if everyone says I am.

All of these advantages lead to disadvantages too. Sisters never want to play football or baseball. My sister always has to do the same thing I do. One night I went out to ride our go-cart, to relax and have fun. But five minutes later, she comes out, waiting for me to get off.

I said to her, "What do you want?"

She replied, "I want a turn!"

So I ignored her and took off somewhere quiet. But soon I had to give her a turn, to be nice. But then after five minutes, she stops and says, "I'm tired."

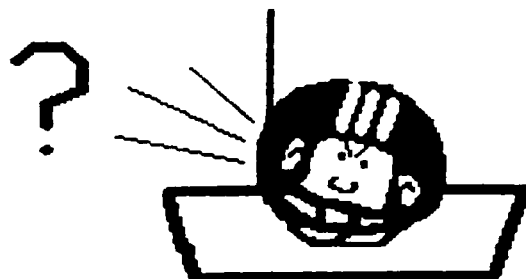
Sometimes a sister can be real nagging.

Being the oldest has its disadvantages and advantages. But I will always be the oldest in my family and I like it.



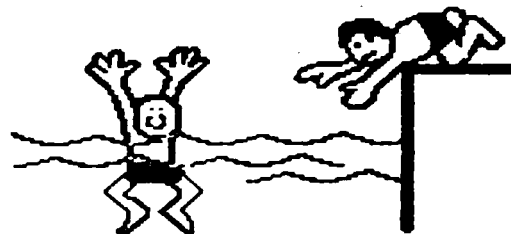
FOOTBALL RADIOS

I think that radios should be put in football helmets to help the players. The radios would be handy to them. They could tell the other players what plays to play. The coach can tell them what to do too. They might talk to each other for fun during timeout.



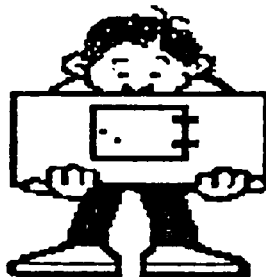
BAD MEMORY

Scott has a bad memory from when he was nine. He had an inexperienced swim at the deep end of the pool just after his friend asked if he could swim. Dana wanted to go to the deep end so Scott went along. But when Scott jumped in, he started squirming and splashing water. The life guard dived in and brought him out. Dana didn't jump in at all. He just sat on the side, trying to help Scott to shore. It was pretty lucky that the life guard saved his life, or he could have drowned.



BOY MAKES NEW BOX

Scott succeeded in making a new box while out in his father's shop. His dad was doing something else.



He made a front swinging door that was pretty big. The box was made just of scraps of junk and old wood. It was made of wood that looked okay and an old handle for the door. But it had hinges that were new.

Scott likes building with almost anything that isn't needed around the shop. He enjoyed making the box that now contains his junk, pencils, erasers and chocolates.

LETTERS

I like the pictures in your paper. They are terrific! SHELDON

You picked some very good topics for your newspaper. JOHANN

Your article "Pothole City" was enjoyable. I'm in favor of paving the streets too. But aren't you afraid of how much it will cost? Taxes could go sky high. DANA

CAT MAULS GIRL

On the first five days of January Kyla Skretting was attacked by Grover (her cat) when she was rubbing his stomach.

Grover got hyper and started biting and clawing her hand. Kyla's hand is now itchy and has 24 scratches on it.

Even though her cat is cute and cuddly, he gets hyper and hurts people: When he does this, he rolls over on his back and starts clawing and biting peoples' fingers and hands.

"My Mom always says that if he does that again, she will make him very sorry," Kyla said.



NOT ENOUGH PRIVACY

At home I think that I should get more privacy.

Dawn, my sister, always barges in on me and starts a fight. She doesn't care what I'm doing, she just walks in on me. She doesn't stay out of my room when my friends come over either. Dawn is always in my room.

It's not that I don't like her or anything, because I really do. In the morning she comes in to see if her clothes look okay. I don't mind her in my room but I would like her to knock.

She is always coming into my room and turning off my radio when one of my favorite songs is on - I can't stand that. She also comes downstairs and turns on my light, comes over to my bed and asks if I am awake. When I am doing my homework, someone is always looking over my shoulder to see what I am doing. There is absolutely no place in our house that is private except the B-room.

I think that I would like to get moved upstairs where there is more privacy. I wouldn't have to sleep in the same part of the house as my sister. My sister would not be able to barge in on me either. There wouldn't be a light shining in my eyes when I'm trying to sleep. She wouldn't be able to turn off my radio when I'm listening to my radio.

GIRL FALLS OFF TRAMP

Kyla Skretting fell off the neighbor's trampoline when she was 8 years of age. She hit her head on the metal part of the swing set. Her head had a bump at least half an inch high.

Kyla was jumping quite high when she lost her balance and, being near the edge, she fell backwards. Her head was hurt and she had to put ice on it so the swelling would go down. Kyla had great difficulty walking to her house because her head hurt so much.

She has been more careful about what she has been doing on the trampoline.

MORE TRAINS

There are going to be more trains in Canada, but hardly any people take trains anymore. Trains cost a lot and they're never on time anyway. They are going to cost millions. If these trains don't get much business, then there goes millions of dollars down the drain. The trains better work this time.

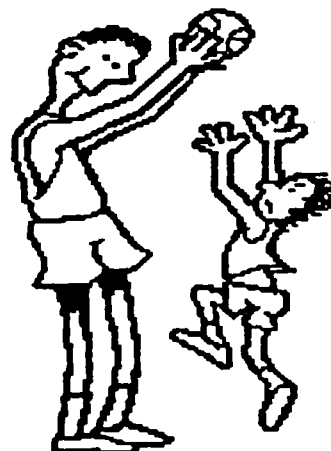
DEAR EDITOR OF KYLA'S KLIPPINGS:

Your paper has very good titles. They will sure attract peoples' attention. Sometime you should be more careful with the felt pens. You are making marks through the writing which makes it hard to read. The story about being the youngest is very funny. Your stories are all put in a good order. On the black felt pen where you mucked up you should use liquid paper. Sometimes the stories you print are too short. Your paper was very interesting to me.

Cherie, Christina, Tuyet

MINI MINI BASKETBALL

I think that there should be mini basketball for short people. The tall kids usually block my way so that I can't pass. Most of the kids never pass to me because I am short. The mini basketball team they have now has a lot of tall kids on it and I can't make any baskets. There should be only short kids.



STOP MAKING MORE WEAPONS



I think that the USA and the USSR should stop making more weapons.

They should stop so nobody will get killed. If they use those weapons, innocent people will get killed, and even on purpose. If they don't stop making weapons like the Cruise missile, in the future they will be used and the world's population will be very low. This is like letting two guys come out of a store and kill you.

I think that both those countries should and destroy all those weapons.



BOY GETS ACHIEVEMENT

A ten year old boy named Richard Sakaguchi got one of his most wanted achievements at a ping pong tournament in Lethbridge in 1984.

Richard won it by winning Ten Year Olds and Under Games. He came first and got a medal for it.

PING PONG

CHAMPION
10 and
under

"The games were tough, but I had practised a lot," Richard said.

Then he went in 15 Year Olds and came in fourth

but he never got a medal.

Richard had been playing ping pong for one and a half years. Sometimes he had homework so he could not practise.

Richard started playing when his dad got a table.

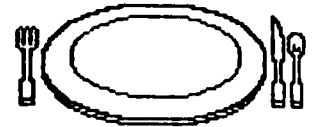
At the tournament, Richard's father and brother both got first place medals.

Richard's brother was also supposed to get a second, but they ran out of second place medals.

"I wish I had other times like this one," Richard said.

That was an achievement he will remember for a long time.

OUR FAVORITE RESTAURANT



The place where my family likes to eat most is the Golden Bridge. The food that they serve is just mouth watering. The building is nice and big. The prices aren't expensive like some other restaurants. Golden Bridge has very good service for everyone. If you look at the plates, knives, forks, cups, etc., you can see that it is hot water clean. I think this place is a very nice place to eat.

BUILD THREE RIVERS DAM

I think the Three Rivers Dam is a good thing to have. It is good because there is irrigation for several years. Some farmers might run out of water if the dam isn't built. The dam could make people come to the dam for water sports. Other people might come for the beauty of the parks. This dam creates a lot of jobs, and that is good for Alberta. I think the dam will be useful to farmers.

HOW TO MAKE AND KEEP FRIENDS

Some people don't know how to have friends, so I will tell you how. First, you should go over to a friend and greet him kindly. Talk to him with anything kind on your mind. Be honest, kind and caring with your friend. If he or she is in trouble, try to help him out. When he is lonely, play and comfort him. Try to be helpful to your friend. Be patient and concerned. That is how to make and keep friends.



MORE CARNIVALS

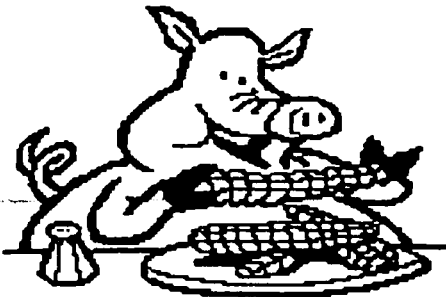
I think there should be more carnivals in school. Children need the entertainment. With the money the school makes it can buy school supplies. If the school has more carnivals, the kids might like school better. The school could get more children to move here because of the carnivals. The carnivals can have games which could be really fun. I think if this school had carnivals people would like it here.

DEAR EDITOR OF RICHARD'S REVENGE:

Richard's Revenge is an excellent newspaper. The pictures are really good. The stories are really interesting. They don't drag out. They aren't too long and they aren't too short. This is pretty well the best newspaper I have ever read.

Grant

PEOPLE EAT WITH THEIR MOUTH OPEN



It bugs me a lot when people eat with their mouths open. My little cousin does it and it sounds gross. My uncle's whole family does. Whenever he

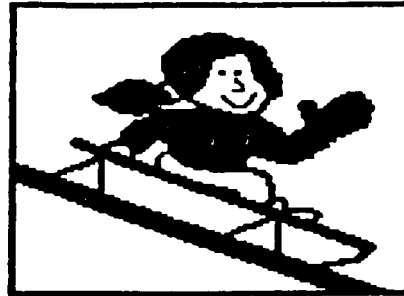
eats with his mouth open, my mom yells at him. Also it looks very bad with all this chewed up food in his mouth. Whenever he comes to our house, he gets yelled at so much for doing that. When my uncle's family comes, they don't, because they know it makes my mom and me very mad. When we're not around, they smack a lot. When we go to their house, they smack a lot. They shove food into their mouth and it looks gross. That's what's wrong with them all.

An idea to make them stop is to tell them not to smack or eat with their mouths open when they're eating.



To make them stop, I can remind them not to smack when they eat. But when I tell my little cousin, he says, "No." He is the one who is the brat because he acts so big. Whenever he smacks, we can tell him he can't eat anymore. That will probably stop him from eating with his mouth open. We can tell him he can't go out to play. We can tell him at the beginning of

every meal, "If you eat with your mouth open, you will get the strap." That is what they do and how we can stop them.



GIRL BREAKS WRIST

Kimberly Wright was sleighing four years ago when she was in grade two. When she was sleighing, her wrist bent back

the wrong way and broke.

Her parents had to rush her to the hospital. They took her in around 10 in the morning. She was released the next day.

The thing that caused it was going down the hill too fast. She volunteered to go down to see if it was safe. It wasn't for her. Kimberly never had anything to eat or drink that day except for hot chocolate.

GIRL SKATES 20m IN RECORD TIME

Kimberly Wright beat her sister Deidre and her cousin Sheldon Pickett in skating on the pond near the Roy Wrights' home on January 2.



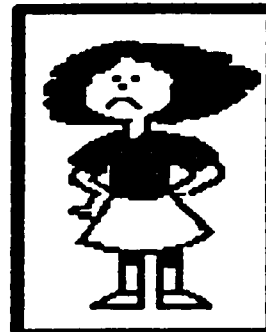
Kimberly skated 20m in 3 seconds, Deidre did it in 5 seconds, Sheldon also in 5 seconds. Deidre was just a bit faster than Sheldon. Kim just about did it in 4, but she never.

Sheldon had played hockey when he was little. Deidre had skating lessons, but not very many. Kim had not taken any lessons.

GIRL LOST IN ZOO

A year ago, Robyn Wright got lost in Stanley Park in Vancouver, B.C.

Her family was looking all over. They were at the monkeys and then left to go to the ducks. She got lost at the monkeys.



One of her sisters said, "Where is Robyn?" They looked all over for her. They never found Robyn, but Robyn found them. She was yelling at them, but they never heard her. Then one of them saw her and told the rest. They went to get her and then they went home. They were so glad they found her.

DEAR EDITOR: I like your paper and agree with the article about people eating with their mouths open. It looks gross and shows bad table manners. Disgusting. KYLA

ACID RAIN

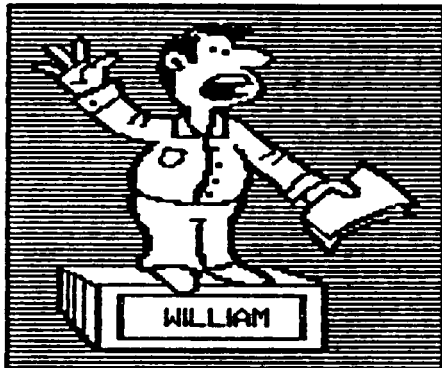
I think acid rain is bad. The U.S.A. should use other things such as solar energy instead of wood and coal. Lots of lakes around the Great Lakes are dead because of acid rain. The U.S.A. should control acid rain because they are running out of water in some places and want to buy water from Canada. The acid rain is killing many plants and animals, especially fish. I think the U.S.A. should do something about acid rain.

HUNTERS--STAY AWAY!

I don't think hunters should be allowed on other peoples' land. People might get hurt or killed because of hunters. Many don't like the noise of the guns. Lots of hunters shoot ducks and geese

and leave them there. Lots of hunters leave vehicles in the yard and they get in the way. Some hunters dig holes and don't close them, and in spring the wheels almost break off the equipment.

I do not like hunters.



ARMS TALKS

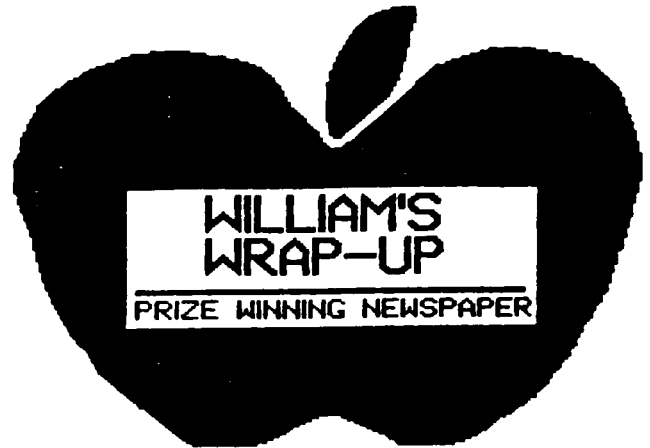
On September 29, Gromyko and Schultz met to discuss arms control. I think it is a very good idea for two countries that are enemies of each other to meet and talk together. I don't think they will become friends right away. They might not even become friends. In even one hour, they can talk lots, not to say sometimes they talk up to seven hours. People don't live long but people can talk lots in a lifetime. Talking is better than not talking when the world wants peace. I think the arms talks will continue.

CANADIAN ASTRONAUT

Marc Garneau of Canada went up in space on October 5. I personally think it is good to have Canadian astronauts go up in space because it helps Canada. It's a good idea because Canada won't have to rely on the U.S.A. so much. The U.S.A. won't have to do Canadian experiments. It gets Canada involved in bigger things. Canadian astronauts might find something that may affect the whole world. I think Canada will become more involved in space.

DEAR WRAPUP EDITOR: Your article on classroom walls kills me. No one throws notes over the walls. Maybe erasers, grapes, pencil leads, but no notes. Say the note was dirty. Nobody would take the chance of hitting the teacher's desk. Get the facts!

DANA



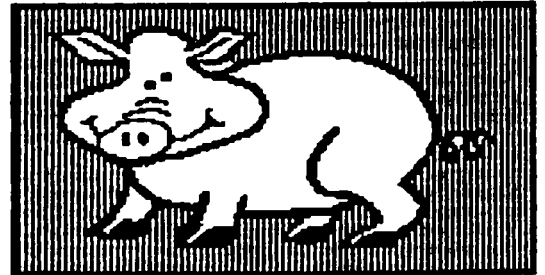
WORKING IN THE BARN

In our family we have to work in the barn.

I have to do more work than all of my brothers and I have to do dirtier jobs and harder jobs. One day I had to work in the barns from 9 to 3 and from 4 to 5. The barns are hot inside, and in the winter when it's cold outside, I walk out to the barn and by the time I get to the house, my hair is frozen. The barns have fog in the alleyways and I can't see where I'm going. I smash into pens and trip and slip. In one barn there is mud, another has dust, another has all of these. Sometimes the feeding systems don't work, so I have to feed the pigs by hand. There are flies all over the place. Pig barns are dirty places to work in.

It would be better if we kept the barns cleaner. One advantage is that there would be

hardly any flies. There would be less mud on the floors. It wouldn't stink as much if it was clean. It would also be easier to see. A disadvantage is that it would take too much time. It would also get dirty again right after we cleaned. I still think keeping the barns clean is a good idea.



MILLION DOLLAR DREAM

William had a dream at home a few months ago. He dreamt that he was the one who won the \$14.6 million lottery. He was taking the money home and was attacked from behind by two masked men. They didn't find the money because it was hidden in the seats. He was brought to the hospital and had his leg put in a brace.

He got his money home safely. The first thing he bought was a large safe. He bought a new house, truck, motor home and car. He gave two million to his mom and dad, two million to his wife's mom and dad, and three million to his sons. He said later, "I was lucky to win."

INTERVIEW WITH MS JONES

TT: I am interviewing Ms. Jones because I like her for many reasons. She is a nice person, she helps people and is not hard on us. This is what I asked her. When did you start teaching gymnastics?

MJ: I started teaching gym in 1974 in Medicine Hat College.

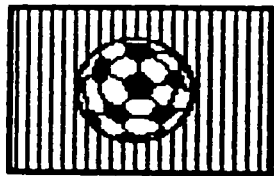
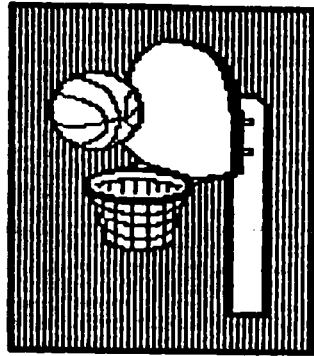
TT: Why did you want to teach gym?

MJ: I have always enjoyed P.E. and I wanted to see if I could help other kids.

TT: Do you think that the kids you teach behave well?

MJ: I think that most of the students behave well.

TT: Does your family like having a gym teacher for a mother?



MJ: Sometimes my little girl wants me to stay home.

TT: What did you have to get to be a gym teacher?

MJ: Bachelor of Physical Education and a teaching certificate, not even a whistle!

TT: Were you ever in gymnastics when you were little?

MJ: No, but in university, and it was hard.

TT: When did you get involved in gym?

MJ: I got involved in Junior High.

TT: What age group did you first teach?

MJ: College students.

TT: This is what I found out from Ms. Jones.



TATTIANNA GETS INJURED

Tattianna got injured two years ago at Kim's old house. She was chasing chickens and fell on barbed wire.

She yelled for Kim to come and she showed Kim her leg. "It looks like fish eggs," she said. Deidre and Robyn (Kim's younger sisters) ran into their house to get their older sisters, Darcy and Deborah. They put her in their car and started to go to Taber.

She had been chasing a chicken over a clump of grass. Under the grass was barbed wire. When she went to jump on the chicken, she fell on the wire.

NO PARTY

One of my main problems is not being able to have a party.

The main reason is that I'm too young. Another reason is that my brother has a heart defect and he has to go to Toronto for an operation. Another reason is one of my sisters bosses everyone around. The other sister is too little to have around in a party. My mom wouldn't let me have a party because I wouldn't clean it up and it would cost too much.

My friends get parties and I get invited. I go to have a party, and my parents get mad. They think I'm a little kid, but if my friends are old enough, so am I! Parties are fun and exciting.



GIRLS MAKE TOOL HOLDER

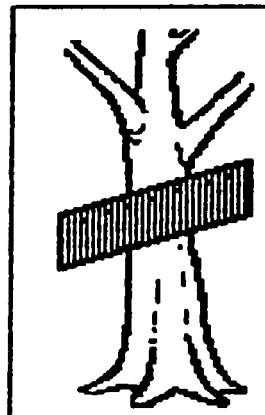
Tattianna and her cousin Deidre made a tool holder for Deidre's father some time last summer.

They made it out of wood and nails and a tree. They took a piece of wood about 50 cm long and nailed it to a tree. Then they put in more nails to hold tools.

They went to another tree and nailed a piece of wood to each side of the trunk. They put in two nails to fasten it. They also put in more nails for coathangers. They did this so they could put their coats on the side away from the wind.

Tattianna and Deidre liked making things out of wood for Deidre's father and for themselves.

"The things we made are still there," Tattianna said with satisfaction.



TATTIANNA GETS INJURED

Tattianna got injured two years ago at Kim's old house. She was chasing chickens and fell on barbed wire.

She yelled for Kim to come and she showed Kim her leg. "It looks like fish eggs," she said. Deidre and Robyn (Kim's younger sisters) ran into their house to get their older sisters, Darcy and Deborah. They put her in their car and started to go to Taber.

She had been chasing a chicken over a clump of grass. Under the grass was barbed wire. When she went to jump on the chicken, she fell on the wire.





BOY REMEMBERS ADOPTION

Ronald's good memory is when he was adopted five and a half years ago.

Ronald was not allowed to buy many things at his foster home in Calgary. But when his birthday came, he got one present.

"I was bored all the time at the foster home," said Ronald. "When I went to school, it was okay because I made lots of friends."

Now Ronald has a real mom and dad who adopted him, his brother and his sister. Ronald's parents asked for three kids and the people at the foster introduced them one day at the zoo.

They had fun at the zoo. They stayed there for hours and then went out for supper. They talked about adoption for a long time.

Until that time, Ronald never knew that he had a sister. "Is she my real sister?" he asked, and they said, "Yes, she is." He was glad when they met again in their new home.

"Now I am here and I love it because not I have a real family."

DEAR DISPATCH EDITOR:

You have some very good paragraphs in your paper. You could improve your pictures a little more. You have at least one picture on every page, which makes it more interesting. I think that you have some good titles for your articles. You also have some interesting stories. Keep up the good work!

JOHANN

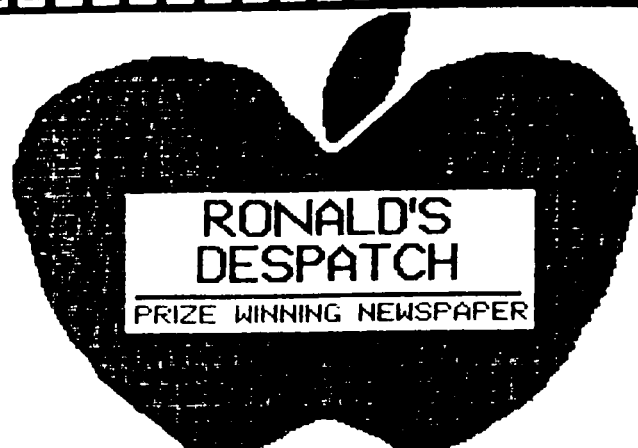
MCDONALD'S

My family likes to go to McDonald's because they have good food. The service is very fast at times when they are not busy. The restaurant is always clean.

Dad said, "I enjoy McDonald's because it is cheap and there always is something new, like chicken McNuggets."

The rest of the family agreed. So

take my advice. Try McDonald's. You will probably like it as much as we do.

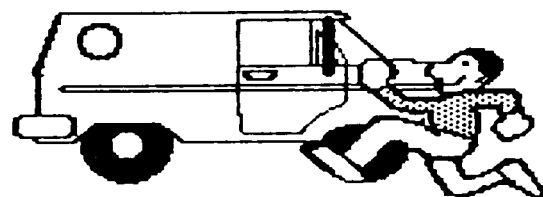


KID COLLIDES WITH VAN

Ronald had an accident when he was 11 years old. At Thorsby, Alberta, he ran into a van mirror when his cousin chased him.

He had to get seven stitches on his forehead. Ronald still has the scar from the stitches being too tight. His mom said,

"When Ronald grows up he will have to go for plastic surgery."



TOO SHORT

I wish I was not so short so I wouldn't have to ask my sister to get me something, like a glass, for example. It's way too high for me to reach. I should carry a stool everywhere I go.

Then when I need something and it's too high, I will not have to wait for my sister to come and get it down for me. That is how I could beat the problem of being too short.



RECESS ACTIVITIES

I think that there should be more noonhour activities. If we had outside activities, crafts or noonhour sports, then there would be less running around the school. We could have the Playroom for activities and use the Science Room for games like Trivia. We could have a group reading in the library. We would need a chart to let kids know what to do. Keep rotating so that everyone has

something to do at noon-hour.



GIRL THROWN OFF HORSE

On June 27, 1984, at Ron Friesen's farm, Rhonda Friesen was thrown off her horse.



She only hurt her leg a little so she didn't have to go to the hospital. She got help from her Mom and got back on the horse right after the accident.

Her Mom worked on the horse for awhile to teach him not to buck. Rhonda has been taking him to shows and he has not bucked again.

MOTHER GETS BLACK EYE

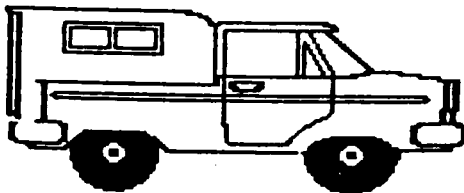
Rhonda Friesen was a witness to an accident October 14. A horse threw back her head and hit Rhonda's mother Kathy in the face.

The accident was caused by the horse spooking. Kathy had a black eye for about three weeks. The horse was spooked when a cow jumped over a sprinkler pipe. The cow hit the pipe and the horse got scared from the sound.



RHONDA'S COUSIN DROWNS

In January of 1984, Gene Forchuk drowned while ice fishing in southern Alberta. The accident was caused when their truck broke through the ice. All five of his friends escaped and were rushed to the hospital.



It was thought he might have drowned because he was unconscious. They found a big

bruise on his forehead.

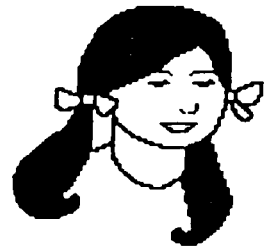
The funeral was held in Vauxhall about a week after the accident. There were many people at the funeral. Eugene was Rhonda's first cousin. He is sadly missed by his family and friends.

CHEATING

Cheating on your school work is a bad thing to do. It could even lead to failing a grade. In some universities they have a chart on people who cheat. I think that is good. If a person has his name on this list, he won't be able to find a job. People don't want cheaters working for them. When you go to university, don't get your name on that list.

BEING THE MIDDLE CHILD

Being a middle child is not all what you think it is but sometimes it is not all that bad.

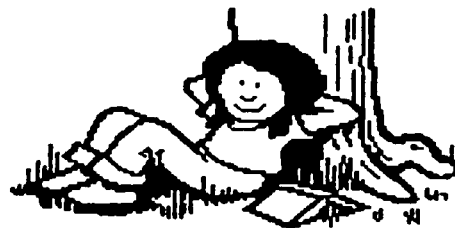


There are lots of advantages of being a middle child. Because I am one of the older children, I get to do more than my younger sisters. Like, I get to go places more often. I can stay up later. The best one is that I get to have friends over.

I am really glad that I am not old enough to go baby sitting yet. I have gone to babysit with my older sister a couple of times. She wanted me to change the diaper, but I totally refused to go near the dirty stuff.

I am glad that I have two younger sisters so I can boss the little twirps around. It is kind of fun, but I always get in trouble.

A disadvantage is that my older sister always bosses me around. Like right now she has a sore arm and she makes us her slaves.



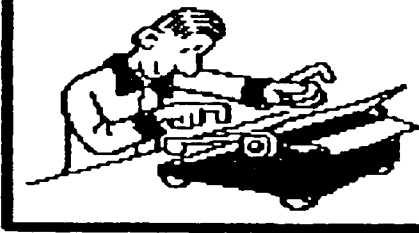
One thing that I hate the most is that I always get the blame for what my little sisters do. I get in trouble most of the time when my sisters bug me and I get mad at them. They just love bugging me because they never get in trouble and probably never will. When I have friends over, they are the worst pests in the universe. They drive me up the wall.

If my mom yells at my older sister, she just ignores her or gets mad at her.

Now do you understand the introduction and know what I mean when I say, "Being the middle child is not at all what you think it is."



GRANT SAYS:



either. Maybe the criminal in the plane had something to do with it. Or when the plane crashed the criminal might have killed him. How come the criminal didn't try to save him?

SHUTTLE FLIGHT

They should send more shuttles into outer space. We could increase space technology. We might know what is happening on the earth. We could play tricks on people on the other side of the world. We could figure out more about other planets. Some people could live up there. There wouldn't be any problem of lack of space on earth.

I think the reporters should stay out of peoples' hair. The shuttle is supposed to be secret, but nobody is listening. They go and ask questions, and somehow they figure out what's going on. The Russians know what is going on.

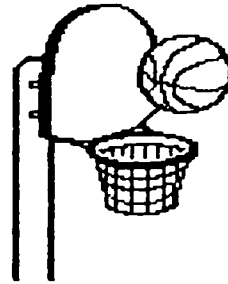
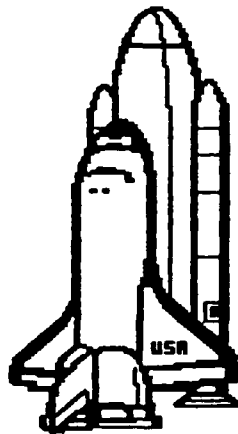
MAN GETS ARTIFICIAL HEART

William Schroeder received an artificial heart. The heart is working well for now, but for how long? There's only a machine keeping him alive. How long will it be before the machine breaks? The heart will have to have new batteries some time. They have to open him up when the battery runs dead. He will die if something goes wrong.



NOTLEY

I think Grant Notley was murdered. Why were hundreds of airplanes flying in the air and the one with Grant Notley in it crashed. They don't know why the plane crashed



UNRUH MAKES BIG SCORE

Grant Unruh scored the final goal in a basketball game last year in intramurals. He scored the goal in the last two seconds from the center line.

It was a perfect goal. It didn't hit anything while it was going in. He thought the score was tied, so in the last few seconds he just threw the ball and it went in. Grant was the champion for the day. "I was proud to make the winning basket," Grant said afterward.

BOY MAKES IDIOT OF SELF

Grant Unruh got caught in some bales. They were playing and Grant fell and caught his stuck in a hole. Nobody would help him out because they were laughing so hard. He tried to push someone into the hole but he couldn't.

Finally, somebody jumped at him. He moved out of the way and the other person got stuck.



NOT ENOUGH PAY

One of my problems is that I don't get enough pay at home. I could work harder than my brother and I wouldn't get anything. Sometimes I do lots of work and I don't get anything. As soon as I do some work, my brother says it was nothing. The only time I get money is when I go to town. I've always given my dad money from my 4-H calf but I never get it back. If I got paid just a little, even one dollar, I would be happy. I'd have to keep my money in a safe place so my brother wouldn't take it. I could put some in the bank so I could get interest. If I saved enough, I could get something big, maybe even a nice car.

DEAR EDITOR OF GRANT'S GAZETTE:

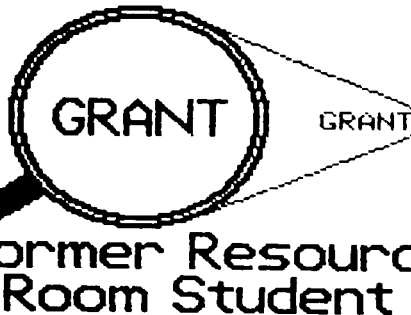
Your article "No Gum in School" is baloney. You said that everybody would be happy if they could chew gum in school. I know kids that can't stand the sight of gum. You said that if gum gets stuck on desks, the person who put it there would take it off. In some schools it's detention for getting gum on desks. If you got the opinion of the people who had to clean the desks, I don't think you'd feel this way.

DANA

I am very pleased with the work on your newspaper. You have some excellent paragraphs. You use some interesting words.

JOHANN

FOCUS
on



Former Resource Room Student

The Apple Gang included students of a wide range of abilities, from identified "gifted" to students such as Grant, who had previously spent years getting extra help with language in the Resource Room. How did students of perceived "low ability" fare in the newspaper project? Their teacher shared his views on this issue in a class with Richard Butt.

"Grant is the son of a local couple and has lived here all his life. He is the youngest by many years in a family of five or six. He comes from a stable home in which the traditional values are supported and taught. The family subscribes to honesty and hard work and is active in local organizations such as 4H and minor sports. His older brothers and sisters made it through school with no significant academic problems.

"And then Grant entered school and everything changed, especially for a sincere and sensitive mother who was not used to being called to school for interviews to discuss the learning problems of her son. The main problem was that Grant had terrible writing, that he could not spell even the simplest words and that he had related problems in language arts.

"From his earliest years, he was sent for extra help to the Resource Room where the most devoted teachers tried hard to help him overcome his handicaps. By the end of grade 5, the progress he had made was deemed insufficient for further promotion, so he was retained in that grade for a second year. Grant was a well behaved and well mannered boy and he adjusted quickly to his new social group. He made further progress that second year, partly because he was still receiving special help each day.

"When Grant came into my grade 6 class last year, I decided to treat him the same as the rest and handle all his formal education within my classroom. I started him off immediately in the writing program and expected him, like the rest, to undertake and complete all projects.

"Of course, he continued to have problems. His writing was nearly illegible and he struggled valiantly with spelling, often working at home independently in preparation for spelling tests. Little by little, things began to change. Perhaps it started with an improving sense of self worth and self esteem as he realized that he could do the same assignments as other students.

As he realized that he was not as 'dumb' as he had thought, his work improved. He concentrated increasingly on

self evaluation and self improvement and began to reveal that he too knew the importance of correct spelling, punctuation and paragraphing.

"In spite of years of struggle and obvious discouragement with mechanics, Grant's self expression had not yet lost its voice. He was an able story teller and often attracted an audience with his tales. He performed at a high level in oral language and nearly won the local 4H speak-offs. The same voice, in spite of the mechanical hurdles, still penetrated his writing.

"He kept up at his level with all assignments throughout the year and never lost points for lapses in his sense of responsibility.

"Given the particular combinations of Grant's weaknesses in language and his interest in computers, he took very naturally to word processing. With characteristic patience and persistence, he learned keyboarding and typed his articles into the computer. Peer editing was an important part of the project, and Grant accepted help from other students in the effort to correct his work. His work required extra attention from the teacher, but Grant did not seem to tire from the concerted effort to produce publishable copy.

"In the end, his paper was as technically correct as that of any other student, to Grant's great satisfaction. And in content and message, his work was above average. This caused him and others increasingly to realize that word processing was a way to neutralize the handicap often posed by the mechanics of language and to get the message through. They conceded that 'even Grant' could write a paper that was as good as anyone else's and that writing was really best evaluated in terms of its message rather than in terms of mechanical accuracy.

"By the end of the year, Grant was a different person. As confirmed in an interview with his mother, Grant had a new respect for himself, a mature awareness of his problems, and a new sense of confidence in his strengths. He determined, with continuing help from people and computers, to overcome those weaknesses and perhaps become a scientist. Most emphatically, he was proud to be considered a regular student capable of a project as ambitious as the Apple Gang newspapers.

"In the words of his mother: 'He has definitely improved in his writing... His confidence has improved more than anything... maybe because he's part of the group... Writing is ABSOLUTELY important!... He enjoyed grade 6... I don't think he felt pressured... The newspaper was his own stuff, not doctored up by someone else, FANTASTIC!... I was probably in shock (at the variety of articles in his paper)... fantastic idea... I am not concerned about the amount of class time you took... It helped his spelling and his reading, I think... It was not too hard... not too much work... Word processing is great for kids... they're going to need it... The whole town was proud (of the award)... I think he could do it because you expected him to.'"

BEING PICKED ON



In the Ngo family most of them pick on Tuyet.

They pick on Tuyet and her brother when they play on the way home and get dirty. When she gets home, the family picks on her for letting them get dirty. They pick on Tuyet and it is not fair. It is not fair because they get themselves dirty when she tells them not to get dirty. Then she gets her parents picking on her. Then when her sister sees them dirty she blames it on Tuyet. Then her brother also blames it on her. Then her parents tell her, "Do not get them dirty." But they get dirty again on the way home, and Tuyet gets blamed for it.



I will suggest a solution to the whole thing. My solution is that Tuyet will stay close to her brothers and when they want to play she will hold on to them so that they cannot get dirty.



The advantage of this is that then they might not get dirty. Another one is that they won't be able to play anymore. Another thing is that Tuyet won't get picked on. Another one is she won't get the blame because they won't be dirty.

Now I will tell you about the disadvantages of the solution. One is that Tuyet might have to keep it up. Another is that she will get tired of doing it over and over again. Another disadvantage is that the brothers might tell her parents what she has been doing.



Those are advantages and disadvantages of the solution. I think I will use that solution.

HOW TO MAKE A PIZZA

I will tell you how to make a pizza. The first thing you do is get some flour. Then you get some tomato sauce. Then you get any kind of thing which you want in the pizza. Then you get something to put the flour in. Then you have to make the flour flat. Then you put the tomato sauce on the flour. Then you add many different kinds of herbs and spice. Then you put it in the oven. Then when it is all finished, you eat it.

WHAT IS YOUR FAVORITE FOOD?

JOLYNNE: Pizza. SHELDON: Hamburgers.

CHERIE: Pizza, because you can have a lot of different tastes.

OWAYNE: Pizza



GIRL SEWS OWN SKIRT

Last year, Tuyet Ngo of Vauxhall made a great achievement.

Her achievement was that she finished making her own skirt. She made the skirt color pink. Tuyet made the skirt by sewing it on a machine.

Then Tuyet had to make sure it fit her. The first thing she did to make the skirt was to go and buy the material. Then she cut the material. Then she made it into the design she wanted.

Then she was finished making the skirt. Making the skirt took her about one week. At first it was really hard, but she got used to it. When it was finished, she thought it looked bad.

DEAR TELEGRAM EDITOR:

I really enjoyed reading your newspaper. The best part of your paper is your front page. You really have loads of stuff in your paper too. I think your paper will be a great success.

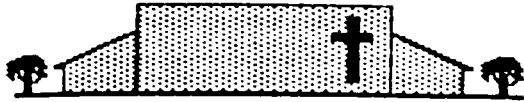
SHANNON



GIRL HAS BAD MEMORY

One bad memory that Tuyet has was that she had an embarrassing moment at her house a while ago. She was getting dressed and had her T-shirt on backwards. She went to school like that. When she got home, her mother said, "You are wearing the T-shirt backward." Her mother, sister and two brothers laughed at her. Tuyet got embarrassed. "I would like to forget it," she said.





CHURCH CLEANING

Our family has a church cleaning job. This job has its advantages and disadvantages.

There is a lot of work to do. It takes a lot of time. If we go away, we have to get someone else to do it. We always have to go to church services early. The church is very big so it takes a long time to clean. In winter we have to shovel a lot of snow.

Some jobs we have to do are cleaning windows, vacuuming, and cleaning the washrooms. We also have to turn up the heat on six thermostats and unlock four doors before services and



turn down the heat and lock the doors afterwards. Those are some of the disadvantages of church cleaning.

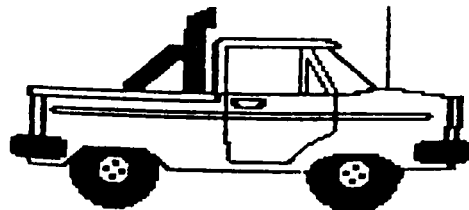
There are some good things about church cleaning. You get paid for doing it. When you need something to do, you can go clean at the church. After you are finished working, you can play in the gym. You can do fun jobs like cleaning mirrors and windows. Before clubs you can play in the gym. Church cleaning gives you work experience. You can turn on lights and open doors. Collecting garbage is kind of fun. Those are some advantages of church cleaning.

I am in favor of cleaning our church because of the reasons I have mentioned.

BOYS GET TRUCK FOR CHRISTMAS

Sheldon and Bruce Warkentin of Vauxhall received a remote controlled vehicle for Christmas.

The remote controlled vehicle is a blue pick-up with the name Ranger. The Ranger has two speeds. The slow speed is for climbing. When the batteries are strong, it is supposed to be able to climb at a 40 degree angle. It will try to climb almost anything.

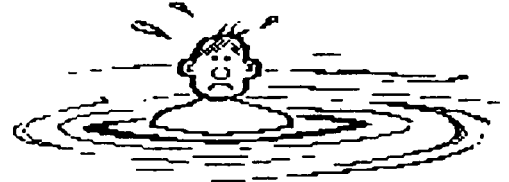


Ranger has big balloon tires which help it to climb. The boys got the truck from their parents.

BOY ALMOST DROWNS

Sheldon Warkentin of Vauxhall almost drowned when he was swimming with his family and friends, the Browns, up north in a dugout when Sheldon was little.

"Our friends said the dugout gradually got deeper, so I waded in and suddenly went down," Sheldon recalls. When he went down, he stuck his hands above the surface of the water.



Sheldon's dad was standing nearby and saw Sheldon's hands. He pulled him out and brought him back to the side.

"The bottom of the dugout was muddy, which made the water muddy, so if I had gone completely under, the others couldn't have seen me," said Sheldon.

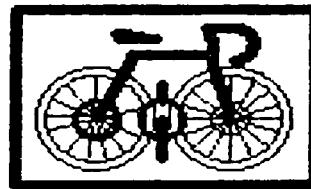
Browns kept their little girl near the edge after that.

KID GETS BIKE

Sheldon Warkentin received a new bike during the summer of 1984.

He got the bike after a trip to Taber. During the trip, Sheldon traded bikes with his dad for awhile. His dad found out what it was like to ride a one-speed bike with small wheels for a long distance.

That day they started to shop for bikes in Taber. The next day they went to Lethbridge.



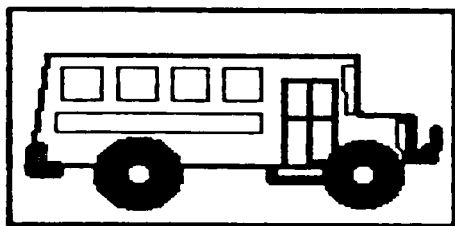
The Warkentins got three bikes, one for Sheldon, one for his brother Bruce and one for their mom. Their father already had one. All the bikes are ten-speeds.

Sheldon's bike is silver and Bruce's is his favorite color, red. The Warkentins intend to go on long distance bike trips.



FIELD TRIPS -- WHY NOT?

One of the things we used to have in our school and we don't have any more is field trips.



Since grade one, there have been fewer field trips every year. I think that teachers just want kids to learn more these days.

You can surely expect teachers to want kids to learn more these days because of all the new jobs in the world.

But why cancel the field trips? I really do think that teachers should give us kids more field trips, don't you think so? There must

be a way the teachers could give us kids more field trips and the same amount of work. Boy, I sure hope we can think of a way to provide



more field trips and the same amount of work.

The only solution I can think of is to give students less time to play at recess.

Now some bad things and good things about that. One bad thing about that is the kids might be mad because they would get less time to play. One good thing is they would get more field trips. Do you know that the field trips might actually be good for us kids? Do you know why?

Well, I will tell you.

The reason why it would be good is because we would learn from the things around us. The teachers might think it wasn't good, but I think it is. So we could have more field trips after all.

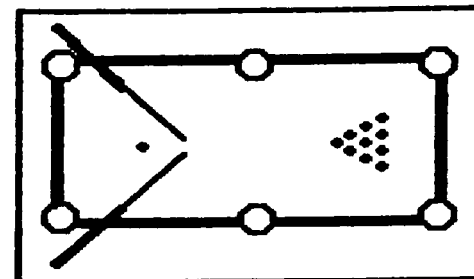


**SHANNON'S
SHINE**

PRIZE WINNING NEWSPAPER

GIRL SHINES AT POOL

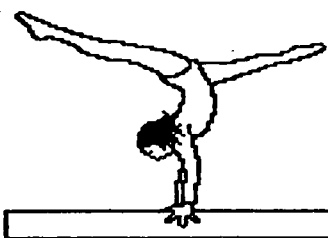
Shannon Van Hal, an out of town girl, perfected her pool playing when she was



staying at her grandma's house in town.

She spent many hours just shooting the pool balls into all the pockets. Pretty soon she noticed that she was getting really good at the game.

She asked her father, a very good pool player, to play her a game. She very well knew that she would not beat her father in a pool game. To her surprise, she won. Before Shannon learned how to play well, she lost almost every game she played. One day she asked her brother Michael to play her a game. She won again. Now Shannon Van Hal is a very good pool player.



GIRL SCORES GREAT ACHIEVEMENT

Shannon's greatest goal was to win a ribbon in one of the competitions in the Southern Alberta Games.

When Shannon arrived at Brooks, she was very worried because all the best gymnasts from all over southern Alberta were there.

It was really late in the afternoon when the girls from Shannon's age group started. When she was on the vault the first time, she almost broke her two fingers while going over the vault.

When the competition was over, Shannon found out that she had won third place on the vault.

GIRLS HURTS ARM

Shannon Van Hal of Vauxhall pulled her arm out of her socket a while ago as she was carrying a pail of water to her horses.

She was taken to the hospital the next day. Her arm was put into a sling so she could rest it.

Her arm can pop out any time it wants to now, especially if she is carrying something too heavy. It has popped out of the socket only once so far.

"It hurts every time I move it," she complained.



VIOLENCE IN HOCKEY

In my opinion, violence in hockey is very bad. One reason for this is that hockey players can get hurt very bad or very injured. There was a hockey player

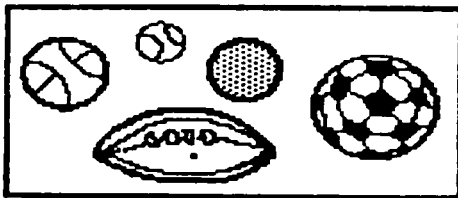


last fall who got his throat cut with a skate. The player died from the cut when he was lying down on the ice. If someone gets injured, it is not funny at all. One thing they could do

about violence is to be very strict. If a player would start to fight, they should throw him out of the game because someone else could get hurt badly. I think that violence in hockey should be stopped by coaches or referees.

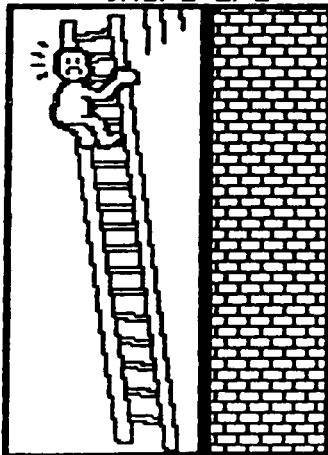
BALLS ON THE ROOF

One problem our school has is that



too many balls are being kicked on the roof. In my opinion, this is bad. It is bad because as soon as there are

five balls on the roof, someone has to get them down, like a student. The student could fall off the ladder and break his neck. One thing we could do about it is to put fences on the roof that are slanted toward the ground. Then if somebody would kick a ball too high, the fence would stop the ball. Another thing we could do about it is to have a special building outside for kicking balls. This is my comment on balls on the roof.



TOO MUCH MUSIC

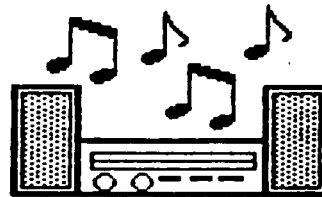
One of the problems our family has is music in the house.



Music is a problem because at 7:30 in the morning, my sister puts on her stereo so loud that it wakes me up. Every time my sister puts on her stereo upstairs, she dances with the music. Then when she dances, I can hear a BOOM, BOOM, BOOM, when I am in my room. That makes the light in my room make an irritating noise. Most of the time when I am reading, my sister turns up her music and I can't read.

Then at about 9:00 in the evening, my sister puts on her music in the room next to me. Then I can't even get to sleep. My sister finally puts it off at about 10:00.

My mom does not like it when my sisters put on their music in their room. So you can see that music is one of the problems in our family.



One solution we could have is to have a family meeting to talk about saving energy. If we could all agree to save energy, then we would have less music in the house.

There are some advantages in having less music in the house. One is that it would be more peaceful and quiet in our house. Another is that we would save energy which would lead to less payment for the power bill. Then we could maybe even take a long vacation. One disadvantage is that my sisters would always be arguing with my mom and dad. Another advantage is that our house might last longer.



Music is a big problem in our family and if my solution works, I will be very happy about it.

DEAR EDITOR OF MARK'S MONITOR:

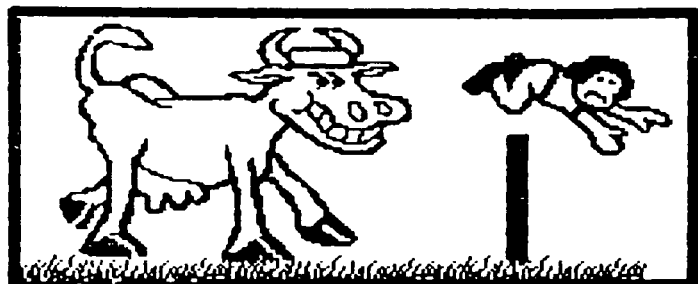
I read your newspaper and I think that it is pretty good. I like it where you tell about things that happened to you and that you did. Your articles are long and interesting. The articles that you write also have good content. Do you like to write? It sure seems like it. Keep up the good work.

SHELDON

I agree with your opinion on the hijackers. I think that Iran should be more careful. People who hijack are crazy people and should be locked up. Some day people will get killed if they're not careful. That's how I feel about your opinion article.

SCOTT





COW CHASES KID

Last July, Christina Pederson got chased by one of their cows at their place outside of Vauxhall.

Roween and Kendra Grams were over. Christina and her friends went over to the corral. Christina dared herself to walk through the cows without getting chased.

Christina was in the middle of the herd when she decided to come back. Next thing, a cow was right behind her. Christina ran like crazy.

Christina hit the board fence, jumped over and went flying on the ground.

Roween and Kendra were laughing like crazy, so Christina started laughing too.

They finally figured out why she started chasing Christina. The cow had a new born calf.



SMELLY FIGHT

On January 3, Christina and her friend Jackie had an air freshener fight at Christina's house in the basement. They started by opening the air freshener deoderizer. They each took half. Then they started hucking it back and forth. They got it into their hair and on their shirts and pants.



They were having fun when they finally knew how badly it stank. They decided to quit. They picked up all the freshener and washed their hands. "I will never forget that fun but stinky time," Christina said.

DUMB NAMES

In my family, I get called too many names by my brother.

One school night on the way home, I turned around and looked to the back. I started talking to my friend Lori.

Garry said, "Turn around, pea brain." I did or else I would get hit.

After a while, we started playing a card game called "Cheat." I laid down the wrong cards. "Pick them up, pea brain," Garry said.

We continued with our game. When it was time to get off, we quit our game "Cheat." I have described my problem of being called names.

I will suggest some solutions. I could tell my parents. They would probably give him heck. I could tell him myself to stop calling me names. I could lock him in his room to teach him a lesson.

I will give some advantages and disadvantages to my solution. The first advantage is I'm not the one who will get in trouble. He might lose his

allowance. I might get to go more places if he's grounded.



A disadvantage of being called names is everyone will think he's cool. Some people might call me those names too. Another disadvantage is I might be bugged about them.

An advantage of being called "pea brain" is that I will be the one who can take being called names. Those are some advantages and disadvantages of a family problem.

GIRL WINS TWO GOLDS

In July, Christina Pederson went to the Alberta Southern Games in Medicine Hat. She won two gold medals.

Christina won her gold in running broad jump and and the 50 metre run.

Christina said, "I think the trackers in southern Alberta are very good trackers."

Christina's broad jump leap was very far.

"I will go to more games if I can win a first or second in the Taber Games," she said.

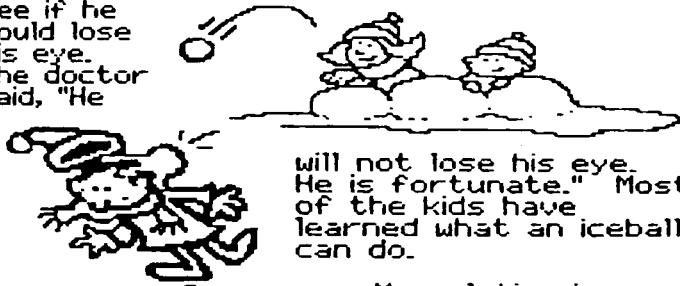


SNOWBALL FIGHTS



A problem at our school is that snowball fights can get dangerous.

This problem that the school has is that snowball fights sometimes get out of hand. When this happens, someone gets hurt because of it and has to go to the hospital. It's not bad when it's snow, but when it's ice, you have a problem. People will get hurt because of it. One time this happened at school. A person threw an ice ball and it hit a person in the eye. The person that was hurt was taken to the hospital to see if he would lose his eye. The doctor said, "He



will not lose his eye. He is fortunate." Most of the kids have learned what an iceball can do.

My solution is not to have snowball fights. They are a lot of fun to have. You get a lot of exercise from that game that everybody plays. You also get a lot of fresh air. It's a fun sport to enjoy with friends.

Now I will tell you the disadvantages of snowball fights. You could hurt somebody anywhere on the body. You also could catch a cold because you want your team to win. You could get frostbitten on the hands or in the face. These are the advantages and disadvantages of snowball and iceball fights. They can be enjoyed or disliked by all ages.

EYE INJURED AT SCHOOL

A student named Bruce Thiessen was hit with an iceball at the Vauxhall Elementary School on Nov. 8.



The person who threw the iceball said, "He walked right into it."

Right away the eye started to swell. He immediately ran into the school. The nurse, Mrs. Sassa, immediately applied

ice cubes to his eye.

Mr. Warkentin phoned his mom and she came right to the school. She took him to the hospital and they x-rayed his facial bones. The doctor said, "He will still be able to see out of his eye."

"My eye still hurts a little," Bruce said, after he left the hospital.

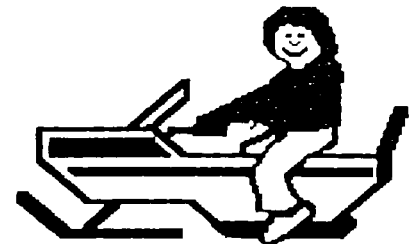


BOY DOES WELL

This winter Bruce Thiessen learned how to drive a snowmobile. "I learned how to drive during the Christmas holidays at our farm," he said. First Bruce and his dad went down to the river. They looked around to see if they could get on the ice.

But they could not, so they went back to the house. "It was very much fun," Bruce said.

"My brother got to drive it too."



ACID RAIN IS A TROUBLE

One of the problems that Canada as well as the US has and that I think that Canada and the US should take immediate action on is the problem of acid rain. This is causing rust on vehicles in both countries. The worst thing about it is you don't know when it is coming. This so-called "acid rain" is killing the wildlife in Canada as well as the US. If these countries don't take action, it will keep on killing the wildlife.



DEAR DOCTOR:

Do you think that I should ask my grandparents for money? MONEY THIEF

No, they may not like you after a while.

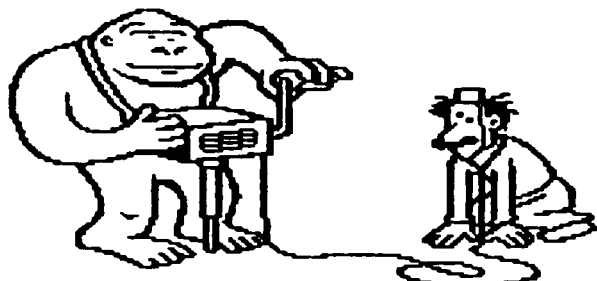


One of my habits is chewing my nails. What should I do? NAILS

Trim them when they get too long.

My parents don't give me much money. BROKE

Why don't you do some work?



FOR THE CARNIVAL

At school, I think we should have the carnival every year because it is very fun. It is fun for everybody. They have something to drink and eat for everybody. Everything they have to eat is very good. Some people make cakes and some people judge them to see which is first, second, third, and so on. Then people bid to get one of the cakes. Whoever bids the highest, wins the cake they want.

We have entertainment like singing, doing gymnastics, poetry and much more. They have many different games to play. They have computers to play games with. If you succeed on the game you're playing, you get a coupon. With that coupon, you go in the room beside it and buy something with your coupons. Carnivals are very fun for everybody of all ages.

I think we should keep the Carnival in our school because everybody likes it.

RHONDA'S HAPPY MOMENT

The happiest moment of Rhonda's life was when she went to watch the Edmonton Oilers play hockey against the Calgary Flames. It was fun for her to go and watch the Oilers. The Edmonton Oilers are her favorite team.

Rhonda sat in the blue seats at the top. Her seat was the second last one from the top. She sat in seat number 17. The game was good and there weren't many fights. There were just a few of them.

Rhonda went to watch the Oilers because they weren't going to be very far from their relatives. Red Deer is where Rhonda went to have Christmas.

Rhonda was so happy to see the Oilers play. When she heard they were going to Edmonton, she almost jumped to the roof. It was the most exciting thing in the world for her.

It was a very good game because the Oilers pounded the Flames 7 to 1. The game was a great game for everybody in her family because they are all Oiler fans.



RHONDA'S PROUD MOMENT

Rhonda Enns of Vauxhall is proud because she has the ability to do gymnastics. She learns and practises doing very difficult things. Some of the things the kids are supposed to do she is the first one to do. Rhonda Enns is a very good gymnast.

Rhonda and her friends work very hard on their assignments. Rhonda practises gymnastics at home, at school, and at gymnastics classes, of course. She has built herself into a good gymnast. Rhonda had to practise very hard every day to get her assignments marked off.

The teacher, Mrs. Reynolds, watched Rhonda at gymnastics. The teacher thought that Rhonda was good, but she still had to practise some more. So Rhonda practised harder and harder on her assignments. The next day at gymnastics, the teacher asked Rhonda to show her if she could do her assignments yet. So Rhonda showed her what she could do. The teacher thought Rhonda was very very good.

Rhonda was so proud of herself. Rhonda always does her best at gymnastics.



I read your lead and found it interesting. JOLYNNE

I find a very large variety in your newspaper. I also find some of your articles very interesting. I also find that you have lots of filling. SHANNON

I really enjoyed reading your newspaper. It was very good. I especially enjoyed the editorial about getting all the blame. One thing that I noticed is that one page does not have any pictures. You should take time to draw some. All of your stories were interesting to read. I think that it will be a good paper when you are finished. CHERIE



NOT ENOUGH PRIVACY

In my opinion, schools should have more privacy.

For instance, bathroom aren't very private, especially the toilets. The walls are also too small. The classroom doesn't have enough privacy either. The walls should reach to the ceiling. Most classrooms don't have doors. The library has no walls at all. Students can't concentrate on their reading or tests. The school should at least put something on the windows.

I think that every school should have more privacy. One advantage would be having peace and quiet. Another would be better report cards, because students can do better on tests when it is quiet. Another advantage would be that when there is a fire, it wouldn't get into another room so easily.

One disadvantage would be the cost of having solid walls in each classroom. Another would be that some rooms would not get any heat because others would block off the registers. Doing all this work would take some school time. The other class wouldn't have a speaker so they couldn't hear the announcements.

In some ways, it would be good to have solid walls, and in some ways, it would be bad.

BOY NEVER FORGETS

Johann Wiebe has a good memory stored in his head. It is when he and his family came to Canada from Mexico when he was seven.

They enjoyed the beautiful sights as they travelled through the United States.

"We went to Ontario where our relatives live," Johann remembers. On the way they stayed in some wonderful motels for the night. Sometimes they ate in fancy restaurants. After a few years in Ontario, they came to Alberta. The family lives a happy life here in Vauxhall. The parents have jobs and the four boys go to school.

"Canada is a wonderful country to live in," Johann says.

INTERVIEW WITH MR. OEVERING, JANITOR

I talked to Mr. Oevering because I wanted to find out more about his job.

HJ: Why did you become a janitor?

O: I like cleaning and making things look good.

HJ: What things do you do as a janitor?

O: I sweep, dust, polish floors, shampoo carpets, scrub floors and wax floors.

HJ: Do you think the students help keep the school clean enough?

O: Yes, they try to keep the school clean.

HJ: Do you think you're making enough money?

O: No, I'm not getting enough money.

HJ: Do you like being a janitor.

O: Yes. It's just another way of making a living.

HJ: Thank you, Mr. Oevering.



BOY WRECKS GAME

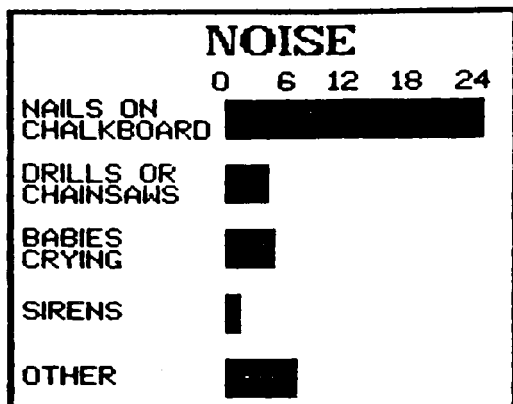
In the UES grade 6 class, Grant destroyed a popular game invented by the class. The game consisted of a balloon and students. The students made a center line. The way to play is to try to hit the balloon over the center line. Grant hit the balloon so hard that it popped, and everyone started jumping on him. The class had a funeral and said, "So long, balloon!"

DEAR HONEST JOHANN: I like your story about your dream about being rich. I like that kind of dream myself. Hopefully your dream will come true someday. Then you will be a millionaire. I enjoyed it a lot.
SCOTT



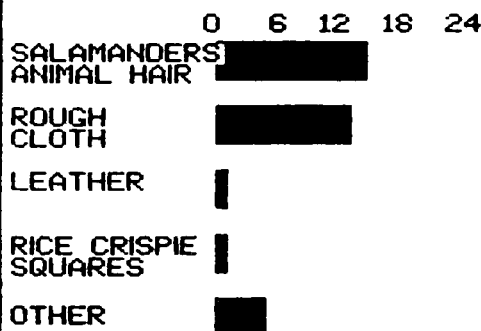
POLL: WHAT BUGS KIDS?

I wanted to know what bugs or irritates kids in grades 5 & 6. Some questions were what habits and smells bug kids most. It also included what their opinion was. I



found out what textures bug kids most. The worst was the feel of salamander and animal hair. No one was bothered by sirens or soft voices. I hope that you found this poll interesting

TEXTURES



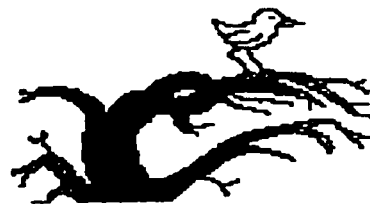
SNOOPY COUSINS

Some of my cousins are very snoopy when they come to my house. They are always getting into my things. Sometimes they even wreck my stuff. The only time they are good is when they are downstairs. When they are upstairs in my room, they look in my drawers. My cousins don't snoop too much when the door is open, but when it is closed, I don't know what they're up to. Candace is the worst one, I'd say. She gets into everything. I don't think that there is one thing of mine that she has not seen. My sister and another cousin aren't that bad. My sister knows not to go into my room. If I want some privacy for my stuff, I should ask for my own room.

BIRD IS A REMINDER

Jolynne Cichy of Vauxhall once had a bird and claims she saw it a few years after it flew away. She says that she was feeding the bird outside with her parents. When she opened the cage door to put in some crumbs, it flew away.

A few years later when she was eating breakfast, Jolynne said, "There is a bird in the tree that looks just like my budgie." Her parents believe her. She wonders how a bird could find its way home.



GIRL PASSES, GETS GHETTO BLASTER

Jolynne Cichy, a student now in grade 6, successfully passed grade 5 and got a ghetto blaster for doing so. Before she got out of school, her dad went to Edmonton. When he got back, she got it.



In school, she got a certificate saying she tied for the highest score in a reading test.

IN OR OUT

I believe that everyone in school should have a choice between staying in or going out at recess.

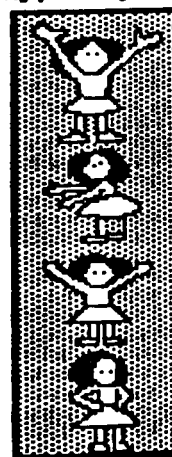
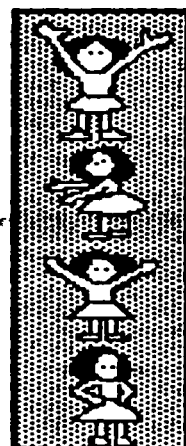
In the grades 4 to 6, the students usually get to pick. From ECS to grade 3, the students have to bring a note to stay in. They should be able to choose.

To me, it just does not seem fair for only grades 4 to 6 to be able to decide while the younger ones have to bring a note. Usually, they

bring a note that they can stay in only when they are sick.

Both ends should be able to do the same. It would be nice if this could happen. The teachers may have to bring in games or puzzles for their students. There might be some that like going out, though. Since I haven't been down there for a while, I don't know how they feel about it. Parents should still send notes to the teacher asking to make sure that they stay in.

I think all of the grades should be able to do the same things.

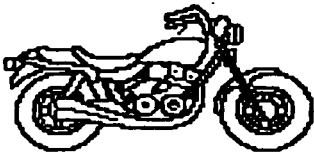


BOY REMEMBERS MEMORY

Dwayne Schielke of Uauxhall remembers a memory. His memory was about when he got his motorbike. It was sometime in April, a little before his birthday.

"It is an excellent memory," he always says. He said it was really fun the day he got it. He got it from his mom and dad.

He used it almost all day and part of the night. It does not have a light, so he can't use it very late at night.



He started using it as soon as he got it home.

BOY GETS HURT

In April sometime, Dwayne Schielke got a motorbike and didn't know how to ride it very well and he flipped it over backwards.

He didn't have to get rushed to the hospital but his parents treated his cuts.

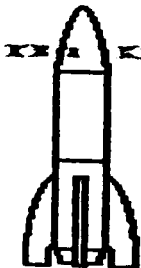
The reason that it happened is that he didn't know how to use it very well.

His dad investigated the problem. There was no problem. After he was better, he rode it again.

BOY GETS SPECIAL GIFTS

On Christmas day, a boy named Dwayne Schielke got two special presents. They were about 9 cm long and 6 cm wide. When he opened the presents, he found that they were video games for his video system.

They were SPIDER FIGHTER and FROSTBITE. They are fun games too. He got one from his mom and dad and the other from his sister. His other sister got him a controller for his games.



All the games worked fine. He used the games almost all night and found out that the controller didn't work right. But he liked the presents anyway.

**DWAYNE'S
DIGEST**

PRIZE WINNING NEWSPAPER

From KRAZY GEORGE

DEAR KRAZY GEORGE:

I want a motorbike so that I can ride it on the farm, but my parents won't let me get one. What should I do?

SAD

DEAR SAD:

I would ask if you raised the money and then they would let you get it.

KRAZY



DEAR KRAZY GEORGE:

My parents are going to Banff. My sisters and I don't want a babysitter but my grandparents are coming to take care of us. They want to come but we don't want them to come. How can we show that we are old enough?

OLD

DEAR OLD:

I will ask Looney Larry and then get I will get back to you.

KRAZY

DEAR KRAZY GEORGE:

I would like to get a dog but my parents say they cost too much and are messy. What should I do?

MAD

DEAR MAD:

Say to your parents that you will earn some extra money and you will clean up after him and your parents will let you get one.

KRAZY

DEAR KRAZY GEORGE:

I need extra money but my parents refuse to give it to me. How can I make extra money?

POOR

DEAR POOR:

You can make extra money by getting a paper route or in winter shoveling walks and in summer mow grass.

KRAZY



HOW TO MAKE POPCORN

It is very easy to make popcorn. The first thing you have to do is get some popcorn. Then you put it into a popcorn machine. Then you put a bowl where the popcorn comes out. Then you turn it on and wait about five minutes. Then you put half a block of butter in the microwave for about 20 sec. Then pour it on the popcorn. Put all the things you used back where they belong.



REFUSE THE CRUISE

The US Air Force has been testing the Cruise missile over the NWT, B.C. and Alberta. The Cruise testing should stop. They are American missiles and do they should be tested on American soil.

The Mulroney government should refuse Cruise testing and the deployment of nuclear weapons in peace time. The world should lock up nuclear weapons and never touch them again.

NICARAGUA ON ALERT

Nicaraguan government leaders put the Armed Forces on full alert Nov 12 and have kept the red light on for more than a month. They are fearing a U.S. invasion of the country. I think it's pure nonsense and they're just trying for publicity. They want to get tourism up, but keeping the army on almost shoot-to-kill orders won't help very much. Nicaragua has been fighting a civil war for years. They're lucky the US hasn't brought in the Marines.

RUSSIANS IN AFGHANISTAN

Soviet troops have occupied Afghanistan for four years. The guerillas fighting the Russians are getting mowed down. The Soviets should take their army out and let Afghanistan live in peace. The Soviet occupation lost many western athletes in the 1980 Moscow Olympics. But the US should not bring in a peace keeping force. That could mean the Americans combatting the Russians head-on! That could mean trouble for the whole world. Russia should get out of Afghanistan. They've killed enough already. We need peace in the world!

NO CAPITAL PUNISHMENT

I am not in favor of bringing back capital punishment. I think it's unfair because if the police get the wrong guy, he could be six feet under. We live in a democratic and free country. Human rights are violated by the death penalty. The Humane Society is totally against the death penalty, and so am I. Actually, I must admit that when the chips are down, my sympathy lies with the criminal. Capital punishment is a bad idea.

OLYMPIC TRAINING

I strongly object to the rule against running in the hallways. I personally have run many times and have avoided collisions every time. I was caught three times, which resulted in a strap. Hallways are jungles and you have to run to survive. I have never seen an accident in the hallways of Uxhull Elementary School and that is why I oppose the rule against running.



TACKLE FOOTBALL WANTED

60% OF GRADE 6 BOYS SAY YES

There has been no tackle football in this school for the three years I've been in the intermediate end, and I don't know how long before that. I think something should be done about it.

In reply to the question, "Why isn't there tackle football?" Vice Principal Mr. Warkentin replied, "Too many kids get hurt. Then the parents get after us."

If the staff is worried about kids getting hurt, why are there intramurals? In every event, I have been shaken up. Even in Newcombeball, I've had a collision. In baseball, kids throw the bat and I've seen more than one catcher get hit in the eye. I'm sure that hurts more than getting tackled on the 20 yard line.

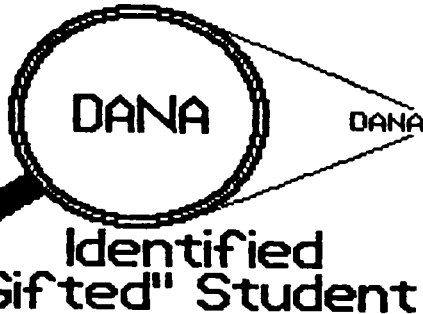
When a kid does get hurt, I explain by saying, "If he doesn't want to get hurt, he shouldn't play." And I must add that I am supported in this. Then the "softies" can play by themselves.

The only disadvantage in football is that sometimes there aren't enough players. I think that there should be a school football team and a league to play in. I think that there should be some kind of a vote to make it an intramurals sport. You always hear people say, "The majority rules." People should listen to the majority, but you can tell they don't because there still isn't tackle football in this school. Tackle football shouldn't just be something we see on TV. Let's demand more!

REVIEWING TV SHOW "NIGHT COURT": Have you ever seen this show? You should. It's about a courthouse of wacky law enforcers. The leading character is Judge Stone, whose methods are very immoral. But I think it's too far-fetched. A Judge that decides cases on the flip of a coin could never get a law degree. It gives kids the wrong idea of justice.



FOCUS
on



An influential member of the Apple Gang was a student who had been identified as "gifted" in the School Division's Challenge Program. His teacher shared the case study in one of his classes.

"Dana was a boy whose story would make an ideal thesis into the roots of leadership. There are many similarities between his case and that of Grant (profiled elsewhere in this paper). Dana too was the youngest member in a fairly large family but, unlike Grant, he was considered 'spoiled' and accustomed to having his way. He too had frustrated his teachers from his youngest years, but the reason was that he was bright and very fast. Worse than that, he soon turned his considerable energies in the direction of nonconformity and resistance toward teachers who tried to make him toe the line. Dana was young for his grade, but he was big and commanded respect and involuntary subordination of most of both boys and girls in the class. He was a recognized leader and his word alone was often enough to determine action on the playground.

"He irritated teachers in particular with his messy handwriting which they blamed on the backward way he held his pencil and they tried in various ways to reform him. As a product of a fairly strict religious home, he was respectful and fairly well mannered, but he could not very well control his mischievous nature nor his propensity for goading teachers.

"I had been interested in 'gifted' education for some time and I welcomed the challenge of Dana in my classroom. The obvious task that faced me was how to keep this boy's energies productively directed. Looking back, I think I can make several conclusions about the relationship I had with this uniquely challenging boy.

"First of all, I respected his considerable potential and sought constantly for methods of teaching that would put him into situations in which he would be challenged to the limit. Fortunately for me, we had common interests in politics, current events, journalism and computers, and so I was able to challenge him often in those areas. He had a peculiarly precocious capacity for political commentary, far beyond his years, and he would effortlessly give his interpretations of events in the Middle East, Afghanistan, superpower relations, the Star Wars scheme, and on local issues such as the emission of foul odors from Vauxhall's dehydrating plant. Naturally, he plunged with near passion into the Apple Gang newspaper project, because it appealed to all his major interests.

A perusal of Easthope's Express reveals evidence of his giftedness. He chose topics that were usually more advanced than other students. His writing revealed a familiarity with, and even a flair for, journalistic styles, from the use of the 'inverted pyramid' development of the news story, to the use of persuasion in editorials and commentary, to the give and take in letters to other editors. His writing carried an unmistakeable message, communicated with a sense of reckless abandon, and he was always able to drive his point home. He loved the newspaper project and worked tirelessly at it, with a minimum of the nonproductive behavior that had often characterized him in other contexts.

"Secondly, in my relationship with Dana, I resolved never to make an issue of those things that were not essential. I let him write in any way that he pleased. I did not make him clean up his books as long as I could read them with reasonable effort. I penalized him for messiness on a point system, but it did not affect his mark and I did not make him change. It was also beneficial not to require Dana or others always to be on their best behavior. It helped me to be accustomed to rowdiness in my own upbringing, for it provided the degree of freedom that Dana needed to express himself in 'harmless' ways. Not all colleagues approved of that approach, and an aura of suspicion followed Dana around in our school throughout his stay and he was often considered guilty until proven innocent.

"Thirdly, in my relationship with Dana, I determined to retain a healthy respect for his power and influence over the others and if possible to turn it to my advantage. That was more easily said than done. His leadership was never to be seen as that of a monitor who writes names on the board in the teacher's absence. But he was not averse to serving the interests of the teacher in other ways. He would gladly help with computers or equipment and would even help weaker students. One of his most important contributions was to organize the class for various activities.

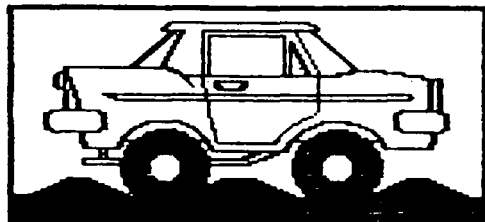
"I had two interesting years with Dana. I too had problems with him, but generally, we got along well because of a mutual respect and understanding. He contributed a source of stress to my life that turned out to be positive because it kept me constantly alert, often on edge, and always groping for new ideas and approaches to use in accommodating the 'gifted' in the regular classroom. As a result, he contributed more to the success of my class than either of us will ever know.

"An interview with his father and a note from both parents confirmed my sense that the needs of this 'gifted' student had been met. 'He's become more observant...more critical in his thinking... I think this has been his most productive year...This project has made him more comfortable and enthusiastic about school... thank you for the help and instruction you've given Dana... He has enjoyed being in your class... and has been challenged enough to think and work a little harder. He is geared and rarin' to go to junior high!'"

FIX THE VAUXHALL ROADS

The Vauxhall roads are just terrible. Cherie Gunther thinks that the town should do more about the streets.

"The streets cause dust and complaints from all the people," says Cherie. "When you drive into Vauxhall, you are disgusted. The people would pave the roads, but some people say they don't want it. 'Why?' is what Cherie asks. The Town of



Vauxhall grades the streets, but that isn't good enough. Some of the potholes are so bad that if you drive through them you will damage your car!

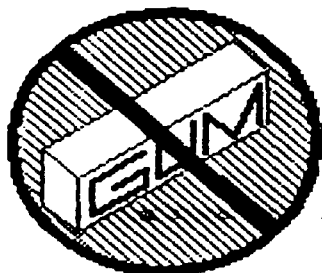
Cherie said, "I sure don't know why they don't do anything. I am sure that it will please a lot of people. If the town would fix the streets, I am sure that Vauxhall would be a better place to live in."

THROW OUT THE GUM

Cherie Gunther doesn't think that there should be any gum in all schools.

People that chew gum annoy other people by smacking. The people who chew gum also annoy other people by blowing bubbles. They stick their gum under desks, tables and other things. That is very hard to clean! Cherie thinks that people who chew gum in school are disobeying a very important rule. Cherie thinks that it ruins the whole school if

they allow people to chew gum. Those are some of the reasons Cherie thinks that chewing gum in schools is not a very good thing to do.



CAPITAL PUNISHMENT

I don't think there should be capital punishment.

I think that they should have capital punishment only if they deserve it. If they aren't smart enough not to kill, then they deserve it.

If they do this, then maybe the criminals will stop killing more people.

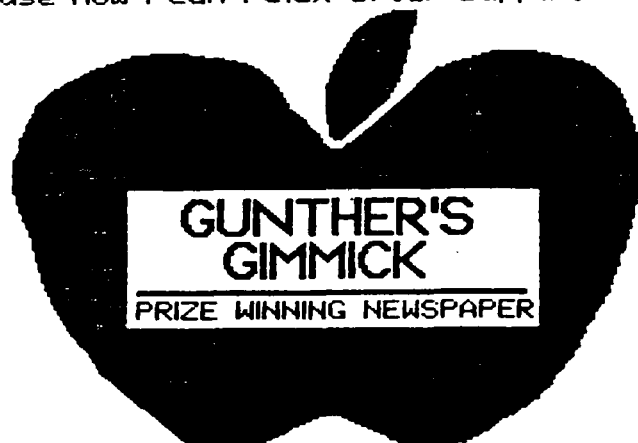
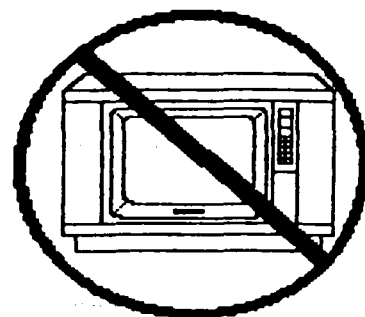
These are some of the opinions that I have about capital punishment.



STOP WATCHING T.V.

I think that children should stop watching so much TV. Lots of people just sit around watching TV all day and don't get anything else done.

In the Gunther house they can't watch any TV shows after school. I think that is a good idea because after school you should be finishing your homework. I like it because now I can relax after supper.

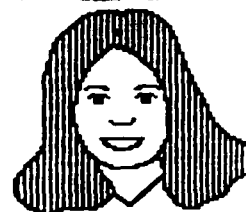


GIRL DOES FAVOR FOR SISTER



Cherie made a little bag for her sister Tracy last month. She made it on a sewing machine at her house. She had nothing to do so she started to sew. She made

the bag a pretty color of blue. Tracy was very happy when she received it because she never had a place to keep her doll clothes. Cherie was proud of what she had made.



GIRL LOST IN MEDICINE HAT

Cherie got lost in Medicine Hat Park last year. Cherie went on a picnic with her family and grandparents. Cherie was playing on the swings when her mother said, "Time to go, Cherie!" She called back, "Coming, Mom!" Cherie said that she would run all the way to her grandparents' house while the rest of the people drove. She thought she could beat them home. Cherie ran the wrong direction and got lost. She ran and ran all over the place and never saw a familiar house. Cherie's dad was driving around and saw her and picked her up. She was crying and frightened. At the table, everyone sighed and said, "Cherie, Cherie, Cherie, what a girl!"

THINKING about WRITING

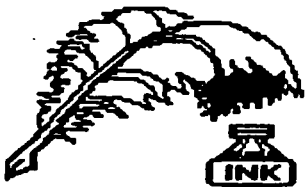


in the SCHOOLS

How can writing best be taught? Can it be taught effectively at all or must it be "caught"? How much, if any, structure or content can be taught without taking away the "voice" of the student? How important is "ownership" and how can it be preserved and enhanced in student writing? Is writing "systematic" and can it be taught in an organized way? Should different types of writing be taught differently, and if so, which approaches suit which types of writing? Which approach has the greatest potential for attaining a proper balance between "content", "development" and "mechanics"? How can a teacher teach children how to write?

These questions and many more were the topics of discussion in a class taken by Warkentin and taught by Kathy Berry on "Teaching Writing in the Schools." Each class was organized into "Yours, Mine and Ours" to permit professor input, student input and cooperative class activities.

"I learned a lot in this course mainly from the way that it was taught," Warkentin said.



The students each wrote a short paper to the professor each week and received a written response.

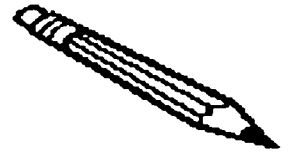
"Kathy had a hard time keeping up with that even with eight

students," Warkentin said, "but she was demonstrating a way of teaching writing that has been found to be very effective. It was a great opportunity for us to reflect seriously on various aspects of writing and to get a serious response. We carried on a personal dialogue."

One of the questions addressed by Warkentin in his journal was whether or not writing can be taught "systematically".

He related his commitment to having students "write every day, they would write in the same scribbler in order to collect their writing 'systematically'". The source of many ideas would be the curriculum guide and a 'systematic' approach would be used to try to meet the requirements. A week could be spent on each major type of writing, as listed in the guide, and students could 'systematically' practise that type each day for five days. In this way, instead of moving at random from one type to another, teachers could 'systematically' introduce children to a variety of types of writing. Many of these types of writing are of a non-fictional nature characterized by more restrictive limits than fiction or poetry. In summaries, outlines, reports and editorials, for example, patterns are

common and recognition of those patterns is another aspect of teaching writing 'systematically.' Finally, he concluded, most writing tends in the process itself also to proceed in a systematic manner from the idea generation stage to an outline or first draft, through the editing stages to the final draft.

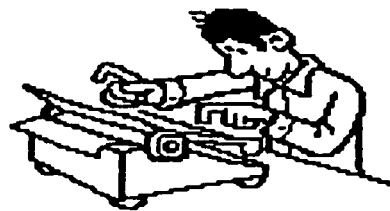


The professor responded graciously with lengthy comments, saying, "This helps me think of what systematically means to teaching writing without destroying what writing really is..."

Students in the class also read books and papers about writing and discussed them in a seminar context where one or two would take the author's point of view and seek to explain and defend the position in the book or paper. According to Warkentin, the work of Donald Graves influenced these discussions more than that of any other scholar.

Students were required also to write a major paper. Unlike requirements in other courses, the emphasis was on the process. "We were asked to submit a copy of each stage of the writing," Warkentin said, "including outline, rough draft and final draft. The idea was that we would get feedback on each step and would thus be able to make significant improvements. Obviously, it was an illustration of how we might work with our own students."

One day was spent on a field trip to Gleichen and Calgary to see writing programs in action. "There are not many schools around here with active writing programs," Warkentin said, "so we were pleased to be able to make this trip." In Gleichen they observed a McCracken type approach in the primary grades and in the Calgary Cappy Smart School they saw a similar program being used



with grades 1 through 6.

Although he had worked with a writing program for several years himself, Warkentin took the course in order to learn what others had been doing. His own main focus was on the use of word processing in teaching writing, especially at the upper elementary level.

"This course helped me toward a deeper appreciation of the complexities of the writing process," he concluded. "Some of the approaches we had been using were confirmed in the research and experiences of others. Our main strength is that we have at least been struggling to improve our writing program and have had some good results. We still have a lot to learn, especially about strategies such as teacher-student conferencing. But we're getting there."



WHAT'S THE WORD IN WRITING INSTRUCTION AND RESEARCH?

"Writing in the schools is getting a lot of attention these days," says Irwin Warkentin, graduate student at the University of Lethbridge. In the past five years, Warkentin has taken his own interest in writing into his grades 5 and 6 classrooms as a teacher and into his graduate studies program.

He credits this renewed interest to a number of factors.

"In the era of the 'back to the basics' movement, critics of education started looking especially at students' writing ability, and mostly, they didn't like what they saw. Many graduates were not able to communicate well in writing."

Warkentin says that traditional approaches to language arts have often been ineffective.

"Research shows that most teachers relied rather heavily on teaching mechanics. In my own experience, we were usually required to write one draft of an assignment which was

graded by the teacher and returned. Frequently, there were many red teacher marks which we may or may not have looked at. The grade was what counted. There was no emphasis on a process of learning to write."

Warkentin feels that most teachers were themselves neither experienced nor trained as writers and very few, he says, were interested in writing.

"Obviously, then, they were not able to educate us very well in this important life skill."

His own interest is what kept him working at improving his writing, Warkentin says. "I enjoyed the challenge of putting words together in different ways to find the combination that seemed the best way of saying something."

Over the years, he has written many papers and has had some published. He hopes to put some of his new found knowledge about writing to use in the classroom.

"One of my classes, in particular, has helped me to understand the nature of writing," he reports, referring to the course, 'Teaching Writing in the Schools.' "As we read, discussed, and visited schools, we gained a new appreciation for the challenge

of learning to write and of helping others to learn."

Effective writing projects reveal that a process approach has been successful in helping students to learn to write.

"It seems very important to communicate the fact that good writing is the result of a process," he says. "Students must realize that even the best writers take their work through more than one or two drafts," he said.

Warkentin summarized recent research by saying that it emphasizes that writing is a process and that, when most effectively done, it is highly individualistic.

"Effective teachers of writing have found that it is important for students to write often, preferably every day," he explained. "Mechanics are not stressed in this daily practice because the writing is private and because fluency of ideas is important. Teachers may respond in different ways to this daily practice."

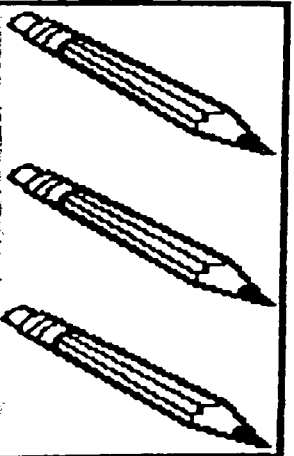
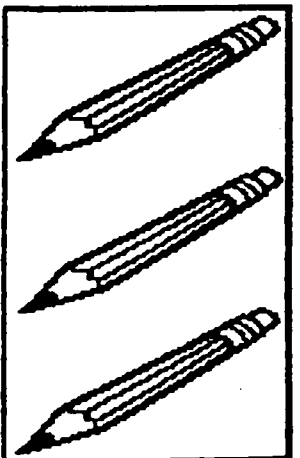
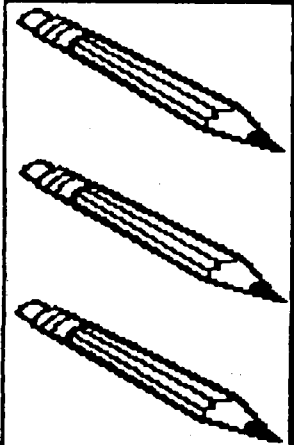
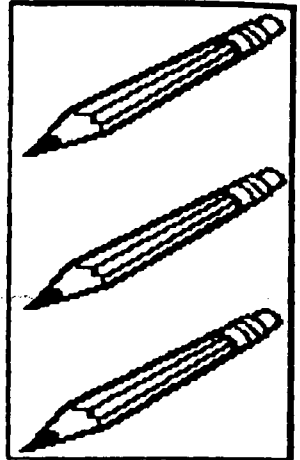
But more than quantity is needed to create writing ability, he continued. It is common for teachers then to require students to choose a selection of their own writing in order to revise and improve it for publication.

"That's when mechanics become important," he emphasized. "It is when we write for others that we need to follow the rules of communication. Learning the conventions of language can also be a cooperative effort. We all know that students, like ourselves, often know more than is applied. Once students enter into the spirit of writing for publication, they become amazingly effective as peer editors and thus take a lot of pressure off the teacher."

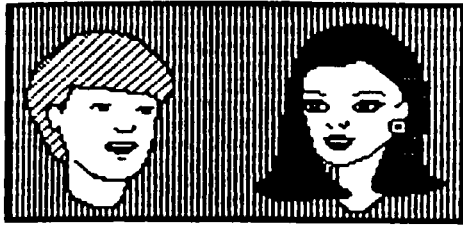
Warkentin reports that publication can take many forms, from classroom readings to newspapers to bulletin board displays to bound books that are made and circulated among class members.

"It is this whole process, from pre-writing activities to revision and finally to publication, that has gained a lot of credibility in academic circles," he concludes. "At our school, we're also on this track. We have a long way to go, but at least we're moving that way."

In addition to the Apple Gang newspapers, students of UES have published their works in a variety of ways. "It's amazing to an outsider how well they can learn to write and how much they actually seem to enjoy it," Warkentin says.



STUDENT-TEACHER CONFERENCING: Promoting Improvement in Writing



One-to-one conferencing between the teacher and each individual student is the most effective way to promote development in writing.

So says an overwhelming amount of research, according to Irwin Warkentin, teacher of the Vauxhall Elementary School currently on leave for graduate studies at the University of Lethbridge.

By putting together the findings from two of his courses, namely **TEACHING WRITING** and **ANALYSIS OF TEACHING**, Warkentin was able to reach conclusions that were relevant to his own teaching situation, particularly the teaching of writing.

"I had done some background reading and was interested in conferencing especially after reading about the work of Donald Graves," he said. "Graves stressed the need to stimulate writing by providing each student with autonomy, with the freedom to make a lot of choices with respect to writing. Naturally, then, writing becomes very individualized and this requires a strategy of individualizing the teacher's attention. That calls for one-to-one conferences."

Toward the end of the Apple Gang project, Warkentin began to try this strategy with his grade six students. He immediately encountered the obstacle that is mentioned first as an objection to using this teaching method: How do you find the time?

"I was fortunate to have a parent volunteer who was also a teacher. She took charge of the rest of the class while I held individual conferences."

Warkentin explained that Graves writes in detail in his books about how teachers might conference effectively, but that it is still a challenge to carry on a conference without teacher domination of the student.

"I was concerned that my conferencing was not allowing the student enough control," he explained, "so I developed an instrument that would let me compare my conferencing with that of an expert such as Graves."

Graves had published word-for-word transcripts of some of his interviews, so Warkentin read them onto tape and analyzed them and compared them with his own. He concentrated especially on finding out how much of the conversation was by the student and how much by the teacher as well as on what sort of conversation it was. "I used a time-dependent instrument to measure the amount of time spent in telling, asking, answering or reading the student's story," he explained.

CATEGORY	EXPERT	AMATEUR
Student comments	47%	2%
Student reads aloud	1%	18%
Student answers questions	14%	15%
Student asks questions	0%	0%
TOTAL STUDENT TALK	62%	34%
Teacher asks questions	17%	26%
Teacher answers questions	0%	0%
Teacher reads aloud	0%	1%
Teacher comments	21%	38%
TOTAL TEACHER TALK	38%	66%

OBSERVATIONS

1. About half the time in an expert and a small percentage of time in an amateur conference is spent on student comment.
2. About a fifth of the time in an amateur conference and a small percentage of time in an expert conference is spent on reading the students' writing.
3. The total time spent on student talk is about twice as large in an expert as in an amateur conference.
4. About three times as much time is spent in the teacher answering questions in an expert than in an amateur conference.
5. About one tenth of the time in an expert and one third of the time in an amateur conference is spent on teacher comments.

IMPLICATIONS

This study in his **Analysis of Teaching** course also revealed other significant differences between the way that Graves was conducting conferences and the way that they had worked out in the early attempts made by Warkentin.

Since he agreed with Graves on such as objectives as student autonomy and ownership, Warkentin determined to make changes in the way that one-to-one conferences would be conducted in the future.

"Obviously, I need to find ways of reducing the amount of teacher talk and of encouraging students to talk more about their writing," he observed. "I need to devote less time to reading student text and more time to listening to student comments."

The study also revealed other relevant information

"Teachers really need to work on finding a way to talk to each student individually," Warkentin concluded. "How to do that is a problem that challenged even an expert such as Graves."

"I've been involved in writing and in teaching writing for many years. Studying about it has been a valuable experience and a real encouragement."





WHERE ARE YOU COMING FROM? The Case for Autobiography

At least one professor at the University of Lethbridge believes in the value of using autobiography to improve the classroom curriculum.

Dr. Richard Butt was the teacher in a curriculum course taken by Warkentin last summer in which the focus of attention was the teacher's own experience.

"We spent a lot of time in discussion, reflection and writing about ourselves, our background, our working reality, the way we do things in our classrooms, and possible directions that we might take in the future," Warkentin recalled.

While many courses begin with some theoretical basis, Butt encouraged his students, most of them teachers during the school year, to consider their own experience as a valuable starting place for new insights.

"We wrote four lengthy papers and shared parts of each with the class," Warkentin explained. "The idea was that we would look for patterns and themes in our lives and in our teaching in order to try to understand how we function as teachers."

Dr. Butt gave the students a lot of freedom in how they expressed themselves, saying that the form that they used was also an important part of the message. With the Keegstra case still prominent in educational discussions, Warkentin described his own experience in terms of a legal hearing, imagining himself as being required to give evidence of teaching competence. "It certainly helped me to focus my thoughts and express myself," he said.

The students began with a paper called "Classroom Reality," in which they tried to describe in great detail the situation in which they worked. In this assignment, Warkentin tried to understand himself as a teacher, his value system, why he became a teacher, what motivates him, what he tries to achieve with students, sources of satisfaction and frustration and how he might spend a typical day.

"We didn't completely forget about theory, however," he said. "Dr. Butt was good at bringing in the theory at just the right time so that it would help us to understand classroom reality." Students were required to read supporting articles and books which helped them to understand how teachers derive practical knowledge from experience.

"We gained valuable insights into ourselves and into our classmates during and after the sharing time," Warkentin reported. "Each of us would read a part or all of a paper to the class, and the professor would encourage us to discover patterns and themes in that person's life."

Dr. Butt stressed the importance of confidentiality, empathy and compassion and warned against a judgmental attitude, saying that such postures would greatly hinder the effectiveness of the approach. Instead, students were encouraged to be supportive and to try to help others mainly by being positive and affirming.

"That helped us to be honest with ourselves and with one another," recalled Warkentin, "and in this non-threatening context we were able to look at ourselves more realistically."

The second assignment required them to go back into their own history to recall and describe the influences that shaped their development as teachers, including people, events and experiences that seemed to have a significant impact.

"That turned out to be very useful for me," Warkentin related. "It was something that I was interested in anyway. It helped me to appreciate in new ways what various persons have meant to me and it helped me to recognize how I came to be the way I am today, why, for example, I have such an interest in computers."

In addition to this fondness for technology, Warkentin discovered such themes as a strong sense of independence and a continuing quest for adventure.

The third assignment brought them back to the present with a focus on their present curriculum practices. "This assignment went well beyond the usual descriptions of what subjects or topics we teach," Warkentin said. "We were encouraged to describe our own unique way of teaching, how we make decisions and how we actually function in the classroom." He stressed the value to himself of having to think through the pedagogical approach that he uses in his classroom teaching.

"Again, we were asked to think of themes, but Dr. Butt also nudged us to look for possible ways of changing and improving on the way we normally did things." This assignment gave Warkentin an opportunity to evaluate also the Apple Gang Project.

The last assignment, as can be anticipated, required them to try to look into the future and, on the basis of themes and patterns previously identified, to affirm their own strengths and to plan ways of correcting weaknesses.

Although such an autobiographical approach has many detractors, it was to have a profound impact on Warkentin's personal philosophy. "For one thing," he said, "it affirmed my convictions that this approach could also be used with younger students, as I had begun to discover in my writing program. But most significantly, it encouraged me to undertake a rigorous self-evaluation which will definitely affect me when I return to the classroom. My sincere appreciation to Dr. Richard Butt."



SOMETHING FOR EVERYONE?

Principles of Differentiated Instruction



Did the Apple Gang Newspaper Project provide worthwhile learning experiences for students at all levels of ability? Did it incorporate these principles?



1. Present content that is related to broad-based issues, themes and problems.



2. Integrate multiple disciplines into the area of study.



3. Present comprehensive, related and mutually reinforcing experiences within an area of study.



4. Allow for indepth learning of a self-selected topic within an area of study.



5. Develop independent or self-directed study skills.



6. Develop productive, complex, abstract and/or higher level thinking skills.

7. Develop research skills and methods.



8. Focus on open-ended tasks.

9. Integrate basic skills and higher level thinking skills into the curriculum.

10. Encourage the development of products that use new techniques, materials and forms.

11. Encourage the development of products that challenge existing ideas and produce "new" ideas.

12. Encourage the development of self-understanding, that is, recognizing one's abilities, becoming self-directed, and appreciating likenesses and differences between oneself and others.

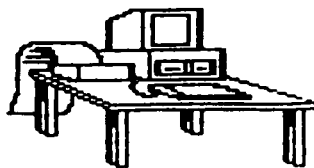
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal and through criterion-referenced and/or standardized instruments.

FROM: Davis, G. A., & Rimm, S. B. (1985). EDUCATION OF THE GIFTED AND TALENTED. Englewood Cliffs, NJ: Prentice-Hall.

Comment: While not all of these criteria were achieved (4, 7, 11), others were recognized by the judges in the Apple Computer Clubs competition (2, 3, 9, 10, 12) as contributing to the success of the project.



COMPUTERS for COMPOSING



A STUDY OF STUDENT WRITERS AND WORD PROCESSING PROGRAMS, by Chris Mann, University of British Columbia, September, 1984

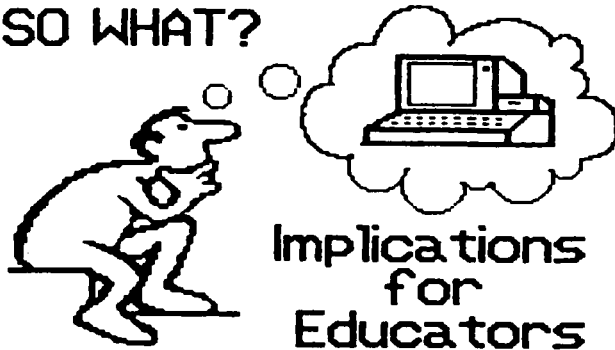
After a three month case study of composing on computers, involving three grade five students and the Bank Street Writer program, Chris Mann reached a number of conclusions, many of which would be true also of the Apple Gang Newspaper Project. Here are some major findings of this study:

1. Students demonstrate a high level of motivation for writing.
2. Students are enthusiastic about writing whether they write individually or in groups.
3. Students enjoy reading their words on the screen.
4. Students who have usually done little or no writing show a greater desire to compose and do so enthusiastically.
5. Students are exposed to exciting and new technology, but maintain their enthusiasm once the novelty has worn off.
6. Students demonstrate a reduction in anxiety toward writing.
7. Students are less inhibited about writing.
8. Students are able to overcome the blank page block.
9. Students feel comfortable writing.
10. Students are eager to examine their ideas in writing.
11. Students demonstrate a willingness to explore meanings more fully.
12. Students are relieved that their writing does not have to be perfect the first time.
13. Students compose longer pieces of writing.
14. Students spend more time composing.
15. Students demonstrate greater creativity and freedom in their composing process as errors are so easily fixed.
16. Students feel more positive about revising.
17. Students demonstrate a willingness to revise because it is easy and enjoyable.
18. Students revise and edit more.
19. Students do a more careful, thorough job of editing.
20. Students revise and edit more quickly than usual.

21. Revision becomes a more creative process where strategies for re-vision, seeing again, are applied.
22. Younger students edit by inserting or deleting, while older students move sentences or sections around.
23. Students move from changing typing, spelling and punctuation errors to changing words and sentences and finally to changing and reorganizing whole segments of material.
24. Students generally learn to edit less for details and develop systems for concentrating on sequence, organization and meaning.
25. Students put more thought into the overall structure of their writing.
26. Many people, including student writers, feel that the quality of the writing improves.
27. Writing becomes communicative rather than just mechanical.
28. Students love seeing the printed version of their writing.
29. Students are willing to share their writing with others.
30. Students are proud of their writing efforts.
31. Students with poor handwriting feel much better about what they can produce.
32. Students do not need sophisticated typing skills in order to compose.
33. Students found the Bank Street Writer word processing program easy to use.
34. Students had no difficulty operating the keyboard, disk drive, monitor and printer.
35. Students enjoyed learning about computers and felt they were developing skills which would have future applications.
36. Students learned to value their own experiences and thoughts due to writing about them almost daily.
37. Students more than doubled the quantity of written work.
38. Students spent more time editing some pieces than they did drafting them.
39. Students were very fluent typists, typing faster than they were able to write longhand.
40. Although students did not make major changes involving moving large amounts of material around, they did use a variety of editing strategies.

Comments: Nearly all conclusions reached by Mann with three students were confirmed in the Apple Gang project with 21 grade six students. The evidence in both points overwhelmingly to very positive learning experiences for all students.

SO WHAT?



From the Chris Mann Study



Word processors have revolutionized the professional writing industry and have the potential to do the same in the writing class.



Educators have a responsibility to ensure that many more computers and accompanying word processing programs are purchased in each school.



Teachers and other educational staff need to become familiar with computers and word processors in order to be comfortable the technology.



Parents, trustees, school board officials, and sometimes even principals and teachers need to have the value of computers and word processors

demonstrated to them in order to guarantee appropriate allocation of funds for this significant technology.



Teachers and other educational staff who learn to use a word processor for their own purposes can develop efficiency in many areas of their personal lives, and

familiarize themselves with the word processing program and its value at the same time.



Teachers become comfortable and at ease with word processing by spending ample time using them.



Student writers deserve opportunities for developing excellent writing and editing skills, and word processors are powerful and successful tools for aiding that purpose.



Computers and word processors can be used effectively for a wide variety of job-related tasks in education.



In order to allow student writers maximum growth in the writing process, several computers per classroom is a minimum requirement to work toward.



Like teachers who provide strong modeling in writing classes by writing themselves, those teachers who demonstrate the use of a word processing program are powerful role models.



Teachers will need to learn editing skills and how to teach them effectively.

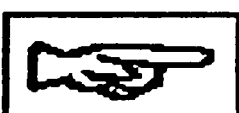


Student writers feel very positive and enthusiastic about writing, editing and publishing using word processors, and teachers should capitalize on this eagerness.



Conferencing with a teacher is still needed as it will prompt student writers to revise.

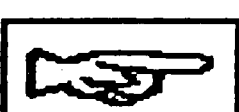
Teachers will need to give much more instruction on revision, especially since writing and re-writing on word processors can be done so quickly and more drafts will be produced.



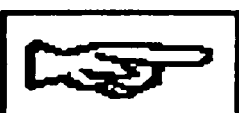
That computers mechanize and depersonalize instruction is a misconception. Teachers are still very much needed to guide writing and editing activities.



Teachers must be sure to let students use word processors for composing, not just for typing final drafts.



Teachers will spend less time evaluating and correcting final drafts and more time consulting on intermediate drafting and revising stages.



Time spent proofreading student papers for punctuation and spelling errors will be reduced as a result of the various spelling and dictionary programs which accompany word processors.



Teachers must remember that improvements in written expression will only be made when students edit and revise their work with a knowledge of the standards of good writing.

Successful writing programs require teachers to value the expression of students' own writing, to talk with them about their writing, and to teach them how to write effectively.

LOOKING BACK into COMPUTERS in WRITING INSTRUCTION

A REVIEW OF LITERATURE on the use of computers in writing instruction reveals that some important questions have been answered.

1. COMPUTERS CAN BE USED IN A MASTERFUL WAY BY ELEMENTARY SCHOOL STUDENTS.

Seymour Papert: Even very young children can learn to program computers and use them as word processors.

Robert Lawlor: A five year old girl was able to interact with the computer and to make it achieve meaningful objectives.

Virginia Bradley: All grade 6 students in a certain class mastered word processing over a period of several weeks.

2. ELEMENTARY SCHOOL STUDENTS ARE HIGHLY MOTIVATED BY COMPUTERS AND SEEM TO PERFORM AT A HIGHER LEVEL.

Papert: Heightened motivation resulted at least in part from the capability of being able to produce neat and clean copy.

Bradley and Stromberg & Kurth: Computers seem to encourage children to perform at a higher level of involvement and achievement.

Most researchers: Children have a positive attitude toward working with computers.

3. COMPUTERS CAN BE TOOLS THAT HELP STUDENTS TO ACT LIKE ADULTS AND LIVE VICARIOUSLY IN AN ADULT WORLD.

Papert: Computers helped children to act like adults by providing experiences in problem solving that seemed more real, especially when they were involved in programming. Computers could help students act like writers.

4. STUDENTS AT THE GRADE 6 LEVEL CAN MASTER WORD PROCESSING.

Papert: Word processing is a legitimate application of computers, even with very young children.

Lawlor: Young children struggled with keyboarding skills.

Bradley and Kurth & Stromberg: Word processing can be mastered by students in grades 6 and 8 after only a few week of practice.

5. WORD PROCESSING MAKES EDITING EASIER FOR STUDENTS.

Papert: Increased motivation at computers resulted in part from ease of making corrections.

Bradley: Students found editing changes easier on the screen than on paper. Even first graders, although relying heavily on teacher keyboarding, seemed highly motivated by the ease with which they could change what they had dictated earlier.

Stromberg & Kurth: Eighth graders found that changes were made more easily on a word processor.

WHILE A CONSENSUS HAS BEEN ACHIEVED ON SOME QUESTIONS, OTHERS HAVE NOT YET BEEN CONVINCINGLY ANSWERED.

1. Can elementary age students learn to compose as well at computers as they can with pencil and paper?

2. Does skill in word processing lead to the application of better revision strategies?

3. Does skill in word processing lead to an improvement in the quality of student writing?

4. Does word processing contribute to more effective mastery of basic writing skills than paper and pencil methods?

5. Are certain types of writing, such as structured writing, taught more effectively by word processing than other types, such as creative writing?

6. Does skill in word processing make it possible for students to complete larger and better writing projects?

7. Does the use of computers and especially word processing affect the way students think about language and the writing process?



WHAT'S IN AN M. Ed. ?

Teacher I. Warkentin of the Apple Gang took professional leave for further studies the year after the project described here. What did he study?

1. Education 661-663, EDUCATION OF THE GIFTED, CREATIVE AND TALENTED, taken at McGill University; lectures, seminars and four week practicum in McGill Summer School for Gifted and Talented Students; directly affected Apple Gang project
2. Education 5200 CURRICULUM STUDIES AND CLASSROOM PRACTICE, Dr. D. Common; first class in which Warkentin began to examine the use of computers in schools, especially for word processing; proved to be essential to major thrust into critical analysis of philosophical thought in later courses
3. Education 5950 STRATEGIES FOR EDUCATIONAL RESEARCH, Dr. C. Coates; first class in which Warkentin began to consider the Apple Gang project as a subject of research; proposed several alternative approaches; problem with data; proved to be critical to understanding of research
4. Education 5520 ANALYSIS OF TEACHING, Dr. R. Whitehead; first course in which Warkentin began to study the process approach to writing instruction, especially teacher-student conferencing, an area on which he planned to concentrate in future writing instruction; became comfortable with strategies of analyzing teaching
5. Education 5300 GREAT EDUCATORS I, Dr. R. Anderson; a critical study of the works of Plato, Comenius, Rousseau, Whitehead and Dewey; opportunities to develop and defend philosophical position papers; Warkentin wrote five papers and dialogued on 50 others
6. Education 5201 IMPROVING THE CLASSROOM CURRICULUM, Dr. R. Butt; first course in use of autobiography to improve instruction; gave Warkentin opportunity to examine historical roots of present classroom practices and to analyze need for improvement; wrote about 100 pages of autobiography
7. Education 5930 EVALUATION METHODS, Dr. M. Greene; study of approaches to methods of evaluation; second attempt to come to grips with Apple Gang project for thesis; problems with design; course useful for evaluation of school programs
8. Education 5301 GREAT EDUCATORS II, Dr. R. Bruno-Joffre & Dr. R. Gall; further opportunity for critical analysis of philosophical works - Durkheim, Freire, Brandt, Skinner, Bruner, Rogers; Warkentin wrote six papers and dialogued on 30 others
9. Education 4271 TEACHING WRITING IN THE SCHOOLS, Prof. K. Berry; further opportunities to review research on writing and analyze own classroom teaching, including the Apple Gang papers; dialogue with language arts specialist; Warkentin made third attempt to propose the Apple Gang project for thesis/project; problems with purpose; many insights into writing
10. Education 4217 CURRICULUM DEVELOPMENT SEMINAR IN MUSIC, visiting professor from U of C; nothing to do with the Apple Gang project; relevant to administrative decision making regarding use of computers in music instruction
11. Education 4405 TEACHING STUDENTS WITH SPECIAL INTELLECTUAL OR CREATIVE ABILITIES, Dr. G. Millar; Warkentin had opportunities to study models of G/C/T teaching and to develop curriculum materials
12. Management 3060 INFORMATION SYSTEMS, Prof. A. Spackman; introduction to IBM computers and software; heavy demands in word processing, spreadsheet, database, programming and financial applications; very useful to personal and administrative applications
13. Computing Science 3980 APPLIED STUDIES, Prof. B. Conrad; opportunity to design and carry out own project in database construction and application; Warkentin gained mastery of software packages useful in home, school, church
14. Education 5910 INDEPENDENT STUDY IN CLASSROOM USE OF COMPUTER SOFTWARE, Dr. D. Burnett; Warkentin had opportunity of surveying and appraising the software owned by his school and putting it on a computer database for school use
15. Education 5530 INSTRUCTIONAL SUPERVISION, Dr. J. Twa; follow-up to analysis of teaching; opportunity to train as clinical supervisor; useful in career
16. Education 6002 ONE-COURSE PROJECT: A PERSONAL STUDENT NEWSPAPER, Dr. D. Burnett & Dr. R. Butt; culmination of previous attempts to come to terms with the Apple Gang project; opportunity to simulate process used by his students in creating a personal newspaper; opportunity to explore and master "Newsroom", a program likely to be useful in future newspaper work; opportunity to explore personal interest of journalism; opportunity to synthesize personal learnings of the past few years in the classroom and in the Master's program

Comments: My Master's studies came at just the right time in my career and have helped me tremendously in my personal and professional life. I have appreciated these many opportunities to study in areas of interest to me, with colleagues and faculty who, in their devotion to excellence, have been a source of constant inspiration and encouragement. My thanks to a great University!

"THY KEYBOARD

"Silicon!" roars the king, "you're into curriculum, I hear. Take a look at this. See if it's any good. And be quick! We need a headstart on this whole computer thing. The Americans are ahead of us again, but we'll be the first in Canada, I declare. I'm going to turn this province into the Keyboard Kingdom, but I'll need your advice on this document. Is it any good? Will it get us where I want us to go?"

He frisbees the document in my direction and it lands with a smack in front of my nose on the floor. "CURRICULUM GUIDE for ELEMENTARY COMPUTER LITERACY," I read.

"I'll be happy to oblige," your Highness. Please allow me ten of your wise men as consultants, permit me the use of your time machine so that I can tap the wisdom of the ages, and give me three years to do a study worthy of a royal commission," I conclude, humbly.

"Silicon," he roars again his face turning red. "You are out of your mind! How much time do you think Ontario is going to give us? I want to know in one hour what to do with this thing for the next ten years. What you see is what you get!" With that his royal guards thrust me into a padded cell containing a desk and a chair and--what a touch! -- a Black Apple computer complete with a printer and a Mountain clock card with alarm set for 60 minutes. "Use that," his voice still penetrates the walls, "and your common sense!"

That was the introduction to a critique in a university class written by Warkentin.

"I enjoy trying to make assignments more interesting," he said, "and creativity is appreciated also at the graduate level."

In this critique, Warkentin's task was critically to analyze a curriculum guide.

"I usually try to speak to a certain audience, and in this case it happened to be the Minister of Education," Warkentin explained.

The class had been

KINGDOM COME"

asked to develop criteria with which to evaluate a curriculum document.

"That class helped me a lot to recognize the philosophical framework of writers," Warkentin said, "and in this case I pretended that I had to do that for the Minister."

The criteria which Warkentin develops include the goals of education, justification of the manual on various grounds, presentation in an interesting and attractive manner, and the inclusion of references.

"After developing our own criteria, we were then to apply them to the document and establish its worth accordingly," he said.

"It's possible to be very critical of such material, especially when it has been produced in a rush," Warkentin conceded, "but we also try to find the good qualities. This document is actually quite good and useful. Exercises such as these help us to understand and express our own philosophy better."

The critique ends as it began, in the lighter vein.

I heave a sigh of relief as the printer begins hammering away and as heavy steps approach my cell.

"Have you reached a verdict, Silicon?" the King demands.

"I have, your Highness."

"Well?" Not a man of many words.

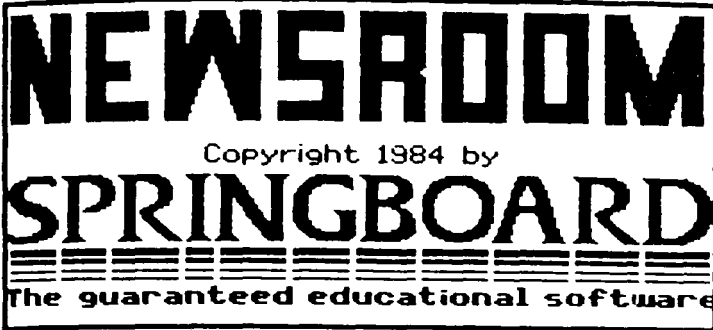
"It's still coming off on the printer, sir, and when it's finished, you can read it for yourself."

"I don't want to read it, Silicon! Tell me in plain English whether it's what I want."

"I give it a score of 74%. Your Highness," I begin, "it has some strengths..."

"Never mind," he cut in. "Good work. Fix up the rest and it'll be great. Do that, and I'll remember you someday in my Kingdom. By the way, where, in only one hour, did an ordinary mandarin like you find so much common sense?"

But too tired to move, I slump in my cell and smile.



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DESCRIPTION: What is it?

INTRODUCTION

"NEWSROOM was created for journalists of all ages. Experienced journalists will find it has the tools and flexibility to create surprisingly stylish, sophisticated publications. Novices, young and old, will find it provides a fascinating introduction to the world of journalism and newspapers. It's fun to write your own newspaper and doing so challenges organizational skills, writing abilities and creative processes.

"When you are working in the NEWSROOM, you are busy organizing thoughts, translating them into prose, creating photos out of clip art, laying out the pages and rolling the presses. You can develop newspapers, newsletters, flyers, brochures and information packets for your business, school, class, club, team, family and neighborhood. You can write, edit, illustrate and add a personal touch to each publication. The use of NEWSROOM is limited only by your imagination."

SPECIFICATIONS

1. Disks:

- One Master Program disk included
- One Clip Art disk containing graphics on both sides included
- Data disks required to collect banners, photos, panels and pages
- First additional volume of clip art is available

2. Documentation: one 86 page handbook containing description, instructions, tips on journalism, and depiction of graphics available on disk

3. Equipment:

Available for Apple II+, IIe or IIc
Commodore 64
IBM PC and PCjr

Will run on one-drive or two-drive system

Accepts input from keyboard, joystick, koala pad or mouse

Makes use of modem to send information to NEWSROOM on other computers - compatibility among Apple, IBM and Commodore

Supports a large variety of combinations of printers and interface cards

4. Work Areas

a. the BANNER work area

"The banner is the place where a newspaper identifies itself by printing the paper's name." This work area combines the features of the other work areas and formats the results as a banner.

b. The PHOTO LAB work area

"The photo lab allows you to create your own photos for inclusion in your newspaper." It is possible to select from the library of clip art, either as it is or modified, or to create graphics "from scratch" by using the graphic tools. Graphics can be changed "dot by dot", they can be flipped, or they can be altered with such tools as drawing, erasing, fill patterns, circles, lines, boxes and the addition of text in two sizes and several styles. Photos are created to illustrate banners and stories or for their own sake as graphic content (such as an advertisement, for example).

c. The COPY DESK work area

"In the copy desk work area you write the copy for your newspaper. You will work on one panel at a time by combining text with photos from the Photo Lab work area." A panel is a convenient way of dividing up the page to be printed, whether of letter or legal size. Stories may run to any number of panels. The screen holds one panel at a time, which must be saved before clearing the screen and resuming work on the next panel. Text for panels is available in the same sizes and styles as in the photo lab. Text cannot encroach on space occupied by photos unless it has previously been incorporated in the photo lab.

d. The LAYOUT work area

"When the panels and banner have been made, they can be arranged onto a page in the layout area." The screen presents a page and calls panels from the data disk. When all panels for a page have been selected, the page format is saved separately.

5. The WIRE SERVICE

"The wire service allows you to use your modem, if you have one, to send or receive pages, panels, banners or photos." This allows you to work with people in different places and to exchange information for newspapers without sending disks or printed copy by mail.

6. The PRINTING PRESS

"Once a page has been defined in the layout area, you can begin to roll the presses and actually produce your newspaper!" The program will also allow printing of individual panels, banners and photos.

7. "The Complete Guide to Creating a Newspaper" is a 20 page section intended to provide instruction in the concepts and skills of journalism.

NEWSROOM

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SPRINGBOARD

The guaranteed educational software

INSTRUCTIONS: How to create a newsletter

1. GET READY

Be prepared with the two NEWSROOM disks and plenty of data disks for storing banner, photos, panels and pages.

Have the manual ready for constant reference.

Be prepared to spend several hours with the first page, since it will take some time to get accustomed to the procedures.

Paper and pencil might come in handy to make notes and to plan the newsletter.

2. LOAD THE PROGRAM

Keep the Master Program disk in drive one and be prepared to swap disks often, even if you have two drives. You can keep banners, photos, panels and pages on the same disk. If you do, expect disks to fill up after several pages, depending on how many photos you take. If you keep separate disks, be prepared for much more disk swapping.

3. GOTO BANNER WORK AREA

Choose a banner name and create the banner, using graphics and text. Save the banner on disk.

4. CHOOSE A STORY TOPIC

Decide what your first article will be about. Look through the graphics for one or more pieces that would illustrate your story. If none is suitable, look for some that could be modified. Decide on an approximate length for the article and identify the graphics that you will use.

5. GOTO THE PHOTO LAB

If you have chosen a ready-made graphics, call it into the photo lab. Take a photo and save it to disk. If you are modifying an existing piece, call it up and use the graphics tools to make desired changes. If you need something original,

create it "from scratch" with the graphics tools. Always remember to take a photo and save it to disk before leaving the lab.

5. GOTO THE COPY DESK

If you want a photo in the first part of the article, call it up and locate it. Choose a text style and enter the heading. Choose a small text style and type the article. The text will automatically avoid the space taken by the photo. You may relocate the photo even after you have begun typing. Finish typing the panel and save it to disk by a code name that will tell you where you want it on a page (for example, 1A). Call up other photos, type other panels and save them in the same way. It might be useful to keep track of panels on a sheet of paper for later stages in the process. Repeat this for all stories until your newsletter is complete.

6. GOTO THE LAYOUT WORK AREA

Choose the type of page you are planning to layout and the size of the sheet on which you will be printing. As the program prompts you by listing the panels on disk, arrange the page according to your plan. Save the layout to disk under a suitable code name. Do this for all pages which are ready to print.

7. GOTO THE PRINTING PRESS

The first time you use this feature, you will need to set up the printing configuration. Then follow the prompting to print the pages whose formats were saved in the layout step. If you have been using separate data disks for photos, panels and pages, this is where you will be busy swapping. The program then calls separately for each photo and each panel. It is helpful, then, to have them clearly labelled and organized. It takes longer to print a page than you might expect. Multiple copies are thus best made by means of photocopier.

COMMENTS:

This Apple Gang paper was produced on three different computers. The program runs most slowly on a II+ because it needs to access the disk more often. When run on a 128K Apple IIe or IIc, transitions between the Photo Lab and Copy Desk are made more quickly. Graphics are from the original Clip Art disk and from the Volume 1 which was released separately. On average, it has probably taken from two to three hours to produce one page. Mastering the program to the point of not having to refer to the manual for instructions must have taken about 10 to 20 hours. The Wire Service has not been used. The program has served the purpose of creating this "personal student newspaper."

NEWSROOM

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SPRINGBOARD

The guaranteed educational software

EVALUATION: How good is it?

Many systems have been developed for the purpose of evaluating computer software. The process of evaluation often begins with an informal assessment by the developer or user, but this is not considered sufficient. Many systematic approaches use a checklist of criteria or standards, such as the one used here, which was developed by Stanford University's School of Education. Criteria are often grouped into three general categories. Where comparisons are required, numerical values are sometimes used to generate a total score for each "candidate" software. Evaluations can also take the more sophisticated forms of open-ended reviews, field trials, and formal research based evaluation projects. In this evaluation of NEWSROOM, a combination of the first three approaches will be used.

QUALITY OF CONTENT AND GOALS

	Poor	Fair	Excel
Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Importance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Completeness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

STRENGTHS of NEWSROOM

It is not difficult to appreciate the observation that this software program is likely to become an educational bestseller. Suddenly, any class with access to microcomputers and the ability to put up about \$70 now has the capacity to act like professional journalists and to create complete newspapers. The program is well set up and could easily be followed by elementary school students, but at the same time, as an effective utility, it could be valuable even to adults. It has a very consistent command structure and always performed reliably on all three computers on which it was run. The manual is simply written and easily understood and very soon becomes superfluous. NEWSROOM runs best on a 128K IIe or IIc equipped with a mouse.

INSTRUCTIONAL QUALITY

	Poor	Fair	Excel
Provides Opportunity to Learn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provides Aids to Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Motivational Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Instructional Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Relation to Rest of Educational Program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Quality of the Instruct Interaction	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Quality of Assessment	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Likely Impact on Students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Likely Impact on Teachers and Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

WEAKNESSES

1. The word processing features do not operate as smoothly as those of a dedicated word processor and take some getting used to, especially in the graphics or photo lab work area.
2. The program comes with hundreds of graphics but relatively few of them seem applicable to students in the middle grades -- too many animals and too few bicycles, motorcycles, students in sports, school activities, hobbies, games, and no graphics at all on newspaper production.

TECHNICAL QUALITY

	Poor	Fair	Excel
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ease of Use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality of Display	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality of Response	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality of Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality of Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Tech Qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CONCLUSIONS

I have probably spent more than 100 hours with NEWSROOM in the past six weeks and have generated 60 pages containing one banner and 478 panels of text and graphics. I have repeatedly searched the manuals, at first for instructions but also for suitable graphics. Much of the time was spent in creating or modifying graphics and in conceptualizing content of pages. Much time could have been saved if I had sooner started using a mouse for graphics.

My personal conclusion is that grade 6 students could master and enjoy using NEWSROOM. The program would not replace word processing but would be a useful and effective supplementary tool for promoting writing skills in an elementary school.

THE GOLDEN APPLE AWARD

An Unacademic Tribute to Each Member of the Original APPLE GANG!



A casual observer of the Apple Gang Personal Student Newspaper Project in the spring of 1985 might have been forgiven for missing something. Certainly, in the hurry and bustle of those three months in that classroom, there were enough distractions to preoccupy and engage the most eager spectator and in the melee something may well have passed him by.

It wouldn't have been the writing itself, for that is how it all began and that was obviously the foundation of the whole project. It was evident that every student had collected a large number of written articles of varying lengths from single paragraphs to compositions of up to ten handwritten pages. He noticed that the style was not what he had heard about in other places, not so much fiction or narrative, but more informational types of writing. A structured approach was being used, as various limits and parameters were being observed, but students were supplying their own content. He noticed collections of articles representing description, narrative, direction, explanation, exposition, summary and argument. He noticed longer papers on a variety of interdisciplinary topics, all of them systematically filed for reference in students' binders. It was evident that the writing was being produced in the stages of the process approach, from pre-writing through several drafts to final publication, and that they formed an impressive collection of works from which students were drawing for their newspapers.

It wouldn't have been the student autobiography that the observer missed, for what could be more attractive to a visitor than to learn about real happenings in the lives of the students? As he perused the articles that the students had written, he began to appreciate the reasons for calling these papers "personal." He noticed that the students had, for example, developed news stories about happenings in their lives. They had selected events from their own background and had written them up as newsworthy events, complete with headlines and third person description. Stories like "Boy Injured", "Boy Makes Fool of Himself" and "Girl Sees Oilers" spoke vibrantly of action and excitement and subtly also of the deliberate cultivation of self-esteem and self-confidence through the affirmation of personal experience. Most obviously, also, the names of the papers -- GRANT'S GAZETTE, BRUCE'S BULLETIN, KIM'S KATALOG

TATTIANNA'S TITANIC, and 17 others -- revealed that personal names had been combined with newspaper names to create a truly personal claim in ownership.

It wouldn't have been the journalism that escaped attention, for that too was quite obvious to anyone familiar with the format of a daily newspaper. Each student, he noticed, was producing a complete newspaper that closely paralleled the "real" thing. The most obvious similarities were those of format. Each paper began with a banner and was arranged in columns of text. Each page was made up of a combination of articles, lines, headlines and graphics. But as he looked more closely, he noticed more significant parallels. Each paper also resembled real ones in organization and content. News stories began with a lead story on the front page and continued to other pages inside. Editorials followed, with comments on various family or school or world issues and with an editorial cartoon. He noticed that each paper was made up of at least 15 departments and must have included at least 50 original articles. He noticed collections of opinion articles about various current events issues and reviews of books, movies and restaurants. He noticed columns about the vagaries of being the oldest or youngest or the scapegoat in the family. He noticed polls that students had conducted on each other on such topics as food, music and politics, and this information was presented in graphics and text. He noticed "advice" columns and letters to the editor from editors of "rival" newspapers. He noticed write-ups of interviews and classified ads. And how could he have missed the graphics -- the headings, lines, fillers and original artwork? The journalism in progress in that classroom could not have passed him by.

Nor could he have missed the word processing, for the computers could hardly fail to stare down even a casual passer-by. Like most visitors these days, he paused especially to watch "kids at computers." He noticed that all of them had learned to type, some very adeptly. He noticed that some were entering articles from their writing collections while others were editing their own work on the screen or helping each other in peer editing situations. He noticed how easily they handled the word processing skills. He noticed the high level of interest and the high rate of "on-task" activity, as students arrived at the computers, worked and departed to let others take their places. No teacher seemed necessary at this stage -- the students had obviously mastered word processing. At another computer, he noticed a parent volunteer in conference with a student whose work was on the screen. The volunteer was a certified teacher, he learned, who was helping students to prepare their stories for printing. So, he concluded, stories were being edited by students alone and in pairs and together with the teacher in order to produce publishable text, a process obviously enhanced by the technology. When the pair at the computer were done, he noticed the printer go into action to produce a copy on paper of an article ready for the production stage. With eight computers in action and the printer droning away, it wasn't the word processing that the visitor would have missed in that classroom.

Neither would it have been the differences among the students that he missed for it was rather obvious that all were cooperatively engaged in the project. He knew that this class, like any other, included students with a very wide range of abilities, from "gifted" to "resource room" capabilities. Yet, where were they? Where were those who should be laboring over spelling lists and drills? Where were the geniuses who should be dabbling with lasers? They must be here somewhere, he thought. He began to look at the partially completed papers for the mistakes that usually give away the "dumb" kids, but the usual tell-tale errors had been eliminated by word processing. There were differences in the stories, to be sure, differences in length and complexity of sentences, choice of topics and words, style, development, but every student had a story to tell with a meaning that could unmistakably communicate and each had a message that was personally significant. After closer scrutiny, the visitor thought he could pick the labelled ones, but the students were too busy to care.

It wouldn't have been the integration of subjects that he missed, for who could escape the anomaly of the "art" on one desk, the "language" on a second, the "social studies" on a third and the "math" on a fourth? He had noticed already that the integration had actually begun in the first step of the process. Collections of writing had revealed that these students were familiar with "writing across the curriculum" and that writing to them was a way of communicating a message. In the newspapers, he noticed, they had now brought articles from different subjects together to produce a composite interdisciplinary product not unlike the real thing. Even the timetable, he noticed, was being commandeered to serve the interests of the students and the objectives of the project. Students were not working in snippets of time, dropping one subject to take up another every 35 minutes, but rather they were working in sustained efforts for large blocks of time that often encroached even on recess and free time, at the choice of the students themselves.

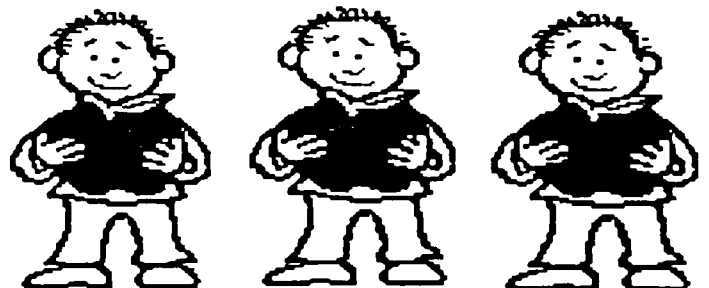
It wouldn't have been the role of the teacher that the visitor missed, for his presence was "felt" by everyone in the room and his influence was evident in the interaction. Student biography was important here, he conceded, but this was also a classic case of the influence on curriculum of teacher biography. How else could he explain this particular approach to writing, for example? From whence this peculiar approach to classroom newspapers, where each student generates a complete newspaper about himself? And the interest in computers to produce computer-generated newspapers? And playing havoc with the timetable and with the traditional separation of subject areas? And this idea about keeping all students together and using commonly structured experiences to challenge each one to create an authentic and unique paper of such magnitude -- who else would put such a task to "resource room" students? It was obvious that such a project could emerge only from a particular teacher's autobiography.

Nor could he have missed the apple

theme which rather obviously characterized this class. No visitor could miss the apple decor and the numerous "apple-cations" of the theme in different subject areas. In talking with the students, he found them enthusiastic about apples, about their use in room decorations, in art projects, in the classroom management and awards system, but especially in the regular monthly apple treats which the students themselves, together with parent volunteers, cooked in the staff-room kitchen and served on the last day of each month. The students were obviously also aware of the symbolism of apples in education and especially of the significance of the symbol in computer literacy. Known as The Apple Gang, they made much of the theme and cultivated it also in various ways in their newspapers.

And of course he couldn't have ignored the enthusiasm and involvement and frequent abandon of the students, for they totally ignored him and almost ran him down. The room was literally swarming with activity as students pursued their individual tasks. Some were seated and working at their writing. Some were typing at computers and some were editing. Some were drawing and creating graphics and laying them out on pages. Some were consulting with one another or with an adult as they waited their turn at computers or cutters or copiers. The visitors looked for examples of aimless and "off-task" behavior. Naturally, he saw some, like the big kid beating on his friend when the teacher wasn't looking or the scrap paper occasionally hurled across the room. There was constant chatter and movement and activity and very little teacher intervention. He noticed that they were almost totally engrossed -- reading, writing, typing, editing, printing, cutting, drawing, arranging, taping, copying and talking -- why wouldn't they be pre-occupied?

What is it then that might have passed this visitor by? What is it that would have come to him only as he sat down with the students and talked with them, as he conferenced with them and helped them with their writing or graphics, as he talked about their papers and read their articles, as he helped them cut and layout and photocopy, as he enjoyed their art and their jokes and their witticisms, as he entered into meaningful relationships with them? What is it that, more importantly even than the international award which eventually came to them, made this project, for the teacher and for every student, an experience that will never be forgotten? The visitor could be forgiven for thinking that he had really "seen it all."



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(Note: See also the unpublished major paper by Chris Mann reviewed elsewhere in this paper.)

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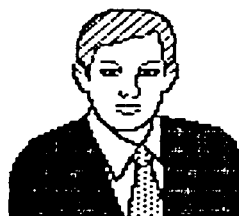
TO: My Wife and Sons

For patience, support and love throughout the 20 months of the graduate program.



A FINAL WORD

FROM THE EDITOR



And there it is at last -- a sixty page personal student newspaper that tries to depict one teacher's experience with writing instruction and word processing at the upper elementary school level.

From the beginning, I have been aware of the limitations of the project. The most serious of these has been the attempt on my part to understand the original word processing project in a "post hoc" fashion. The lack of good data or "thick description" led inevitably to uncertainty of purpose, as I sought for a satisfactory way to account for what had transpired. Three unsuccessful attempts to formulate the questions in terms of acceptable research questions and designs led me finally to abandon intentions to do a major study. I decided instead to use a more modest project to present what data I had accumulated in a medium that would illustrate the process. Thus, this newspaper was intended in an impressionistic manner to open a window on the Apple Gang Project, to explore some of the issues about writing and computers that were raised, and to bring synthesis and closure to that project as well as to my graduate studies program.

In an informal way, the project has confirmed some of the conclusions that are being reached about the role of computers in teaching children to write and to express themselves more effectively. It has been obvious, for one thing, that elementary school students can use computers in a masterful way. Further, they are obviously also highly motivated by computers and seem to perform at a higher level. Computers have been shown in this project as capable of acting as tools that help students to act like adults and to live vicariously in at least one profession of the adult world, namely journalism. In a word processing project with elementary students that was more intensive than any described in the research articles, all 21 students in this project proved themselves capable of mastering word processing. Attitudinal surveys also revealed an overwhelmingly positive response toward computers, toward newspaper production and toward writing itself.

So what of the future? Next year will probably see me back in a grade six classroom and back to working with children and computers. I can see myself continuing to explore the ways in which computers are most appropriately used in elementary school to accomplish the goals of education. I would like to undertake another major word processing project, and perhaps this time I will be able to reach more carefully substantiated conclusions. The experience has certainly left me convinced of the "manifest destiny" of computers in elementary schools and of word processing in writing classes at the elementary level. If the Apple Gang Personal Student Newspaper Project has in any way illustrated or verified the conclusions of others, then for me personally, it will have been worthwhile.

For Sale	CLASSIFIED	ADVERTISEMENTS	Help
Used books in good condition, some exciting and some boring. Call Tuyet.	Wanted	Work Wanted	Lady with experience to clean rumpus room. Call Kim.
Goldfish, big or little, three months old, eat little, asking \$1 for three fish. Call Kimberly.	Honda CR 80 in good condition, not rusted or overrun, up to \$400. Call Scott.	Not afraid of babysitting anyone 10 yrs or younger. Call Kim.	Maid to clean room on Saturday, must be tidy. Call Rich.
Black pedal bike in fair condition, good grip wheels, asking \$100 or more. Call Scott.	Farm with large home in Lethbridge area. Large enough for horses. Call Jolynne.	Can mow lawns, take care of pets, drive vehicles, sweep, vacuum. Call Rhonda.	One acre of lawn mowing three times per week; mower and gas supplied. Call Dwayne.
Used VooDoo Moto-cross bike, good condition, 3 yrs old, asking \$75. Call Mark.	Coleco Video Game system with games. Good condition, not damaged in any way. Call Scott.	Will do dishes, lawns, snow removal, photocopying, pet care, cleaning yards, washing cars. Call Dwayne.	Person to do dishes. Call Sheldon.
Used Intellivision cartridges, 12 of them, excellent shape, \$40 firm. Call Ronald.	Small poodle, one foot tall, curly hair. Call Bruce.	Small moving jobs and yard clean-ups, also babysitting, reasonable rates. Call Ron.	Person to take care of yard, must be able to drive and be good with plants. Start at \$4.50. Call Evan.
Used bicycle, two years old, good condition, \$35 firm. Call Johann.	Black skateboard, good condition, no more than \$15. Call Scott.	Boy not afraid of work will mow lawns, shovel snow, take care of pets, wash cars. Call Sheldon.	Person to do housecleaning, mechanical, and work in pig barns, reasonable rates. Call William.
One year old cat, excellent pet, asking \$5. Call Tattianna.	Huge stereo with radio, tape deck and record player, no more than \$250. Call Christina.	Good animal or pet care at reasonable rates. Call Tattianna.	Person to help feed animals, must love all kinds, call Tattianna.
Used Raleigh Tracker bicycle, 3 yrs old, terrific condition. Call Sheldon.	Honda ATC, good condition, no rust or peeling paint, must have handbrakes and 3 wheels. Call Mark.	Will take care of most pets, also do dishes, .50 per half hour. Call Jolynne.	Person to wash dishes and clean house. Call Tuyet.
Used two wheel dirt bike, 5 yrs old. Good condition \$125. Call Kyla.	One year old, short haired male purebred German Shepherd, tan and black, good watch dog. Call Rhonda.	Will do small yard clean-up jobs, babysitting. Can also drive farm machinery. Dana.	Honest, reliable person over 20, with experience in shop, farming and working with cows and pigs. Reasonable wage and modern house to live in. Shannon.
Used sticks and wire, excellent shape. Call Ronald.	A loud siren, cheap, in good condition. Call William.	Teenager will do lawns, chores, snow removal and pet care. Grant.	Hitman to beat up local dogs, must be bold & fearless danger pay & benefits. AppleMaster
Used BB gun, 3 yrs old, good condition, \$35. Call Grant.	Used 2-man tent with floor, front zipper, up to \$85. Call Kyla.	Will do yard work for any person in grade six. Call Cherie.	Friend wanted to play with my small brother, gets into Someone wanted to travel to Las Vegas and Miami Beach, share expenses for my Camaro. Call Scott
Personal	Do you have a pop drinking habit? Call Chris at Popaholics.	Will do chores, car washing, lawns, snow removal, hog feeding, hoeing, cleaning yards. Reasonable. William.	Would like a very good friend who is not bothered by appearances or habits. Jolynne.
Friend wanted to stay in fancy house, won't cost you a thing; about 12 yrs old, not shy or easily home sick. Call Grant.	Start liking the sound of scratching on the board; pay \$5 per hr for 10 hrs of listening to it; call Ronald at Board Scratchers Anonymous.	Companion wanted to come to Calgary Crowfoot Tournament Mar. 29 to 31, must help pay for gas and for room at Sheraton. Call Dana.	When the sun of joy is hidden and the sky is overcast, just remember, light is coming, and a storm can never last!
Going to Florida in July by bus; 11 yr old companion wanted; must share expenses; staying 3 weeks. Call Rich.	Have you ever wanted to join a club? Here is your big chance! Join the Gum Chewers Club and get free samples every month. Call Sheldon.	Good friend wanted, very friendly and funny, must be outgoing and not shy. I want to be a good friend. Call Cherie.	
Get fit, jog lift weights, etc; come to my gym for exercise; 7 yrs and older. Call Kim.	Nail Chewers Anonymous - for an easy way to stop chewing, call Shannon.	Gumaholics-for those who chew a lot and want to stop. Call Johann.	
		Companion needed for two month trip to California. Call Rich.	

Three months later, all 21 papers were complete, including those of several "resource room" students. The papers ranged in length from 16 to 22 pages and each paralleled a "real" newspaper in length as well as in the variety of articles and graphics. Encouraged in the Research course, I spent many hours in May, collecting data by means of questionnaires and interviews, and I received feedback from educators, journalists and word processing specialists. The papers were submitted to Apple Computer Clubs International Merit Competition and received a second-place award for effective use of word processing, newspaper writing, and integration of subject areas.

PRECEDENTS AND PARALLEL CASES

The research course proved instrumental in getting me into literature in order to study precedents and similar cases experienced by others. Several computer searches revealed that no study of similar magnitude had been done at the upper elementary level. Word processing had been used a lot in composition at the college level and to a limited extent at the high school level. Only a few experiments with word processing at lower levels were reported, and none of these amounted to more than about four weeks of actual computer work by students. A case approach had been used in one instance to study the use of word processing by three grade five students over a period of several weeks. No evidence could be found, either, of projects involving the generation of student newspapers at the upper elementary level.

Researchers were essentially in agreement on the following conclusions with respect to the use of computers in writing at the elementary level:

1. Computers can be used in a masterful way by elementary school students.
2. Elementary school students are highly motivated by computers and seem to perform at a higher level.
3. Computers can be tools that help students to act like adults and to live vicariously in an adult world.
4. Students at the grade six level can master word processing.
5. Word processing makes editing easier for students.

All of those conclusions also followed logically from my experimental project and in these ways the project could be construed as a replication or an affirmation. But there were also other questions relating to the use of computers in writing, and some of these provided the focus of several thesis proposals.

THE PROPOSALS

The first proposal, developed in connection with the research course, posed the following questions:

1. Can students produce better personal newspapers by word processing than by hand?
2. Does a computer based writing project promote positive student attitudes toward writing and toward school?
3. Does a computer based writing project promote positive parental attitudes and support?
4. Does a computer based newspaper project meet expectations for a grade 6 language experience?

It was proposed that both qualitative and quantitative data would be collected in order to make a comparison between the computer produced papers and the hand-written papers of several years before. The emphasis was to be on a description of the processes and the products and on a final evaluation by a number of different individuals and groups. The proposal was abandoned because it lacked specificity and clarity and because it called for the attempted reconstruction of data from a two-year-old project as well as from the current project.

The second proposal, developed in connection with the Evaluations course, was intended to try to separate the project into the four components of "functional writing", "personal student newspapers", word processing, and the personal student newspapers as a method of "accommodating individual student differences," and to evaluate each on the basis of seven criteria:

1. Is it LEGITIMATE in the Grade Six curriculum?
2. Is it FEASIBLE for Grade Six students?
3. Is it ADAPTABLE to a variety of student learning styles and abilities?
4. Does it provide for AUTHENTIC learning experiences?
5. Does it provide opportunities for the expression of student CREATIVITY?
6. Is it EFFICACIOUS in terms of investments and benefits?
7. Is it APPROPRIATE and WORTHWHILE for students in Grade Six?

Again, it was proposed to use both quantitative and qualitative types of data as evidence to be assessed according to these criteria. The emphasis was to be on the study as an evaluation project intended to reach an assessment of the experiment and its resulting products. The proposal was abandoned because of a concern about the effects of bias and because it seemed to be trying to answer too many questions.

The third proposal, developed in connection with a writing course, was intended to provide for the generation of a Creative Project that would itself be a "personal student newspaper." It seemed to me that this would be the most authentic way that this project could be done. If my interest was in trying to appreciate the student side of the project and in trying to understand what they were going through, then it made sense to put myself through the same process. If I believe that the newspaper is an effective

medium of personal communication and that it can authentically accommodate a large variety of types of writing, then it made sense for me to explore those possibilities at my level in terms of a thesis project. If I was committed to a creative approach consistent with my own interests and background and if I intended to create a product that would be of interest to practising teachers, especially those interested in word processing and writing, then it made sense to address them in terms of a creative project. Finally, if I was trying to answer too many questions in earlier proposals, then it made sense to separate them into implicit and explicit statements and to devote the written message toward answering the questions relating to word processing and the medium itself toward making an implicit statement about the worth of newspapers as a part of the classroom curriculum.

In particular, the Creative Project was intended to address this question:

"Aside from the main implicit statement about the worth of newspapers as a medium of integrated, individualized and interdisciplinary instruction, the main purpose of this project will be to conduct a case study of how teacher autobiography functioned in the creation of curriculum and within that case study to determine the effects that word processing had on the generation of personal student newspapers and on the students themselves."

The proposal went on to suggest a variety of "departments" that would be included in the project, the types of writing that would be used, and some of the topics about which articles would be written. It was intended, for example, that description occupy the news or narrative sections, that interpretation and analysis would take the form of columns and editorials, and that student papers be excerpted and included as "advertising". The proposal also included a description of the process to be used in creation and of the process and criteria to be used in evaluation.

The proposal caused some concerns. It was concluded that "advocacy" was still a limitation and that the newspaper format tended to accentuate this even more. The project still did not seem to focus on specific and preferably measurable research questions. As a "collage", it seemed that the project would not constitute a single, cohesive statement but that one part might be in contradiction to another. It did not adequately accommodate the five steps of the traditional thesis nor did it reveal a satisfactory basis in the research literature. The absence of quantitative pre-experiment data or of anecdotal "thick description" continued to undermine the proposals. Some of the questions to be answered seemed too simple while others seemed too broad. The proposal might have materialized into a four-course project if the original experiment could have been replicated.

The proposal was not abandoned, but, because of the time factor, it was scaled down to a one-course project and modified to achieve slightly altered objectives. The fourth proposal, then, was for a one-course project that would be very similar to the third but different in degree and would include the objective to master and use computer software in the creation of the final product. This has now been carried out and the final result is the paper known as "Irwin's Apple Gang: A Creative Project on Word Processing in the Generation of Personal Student Newspapers."

THE VERDICT

The final product is my own personal student newspaper that chronicles my academic journey for the benefit of fellow teachers interested in computers and kids. As you can see, it is a compilation of many things. It describes the original project from my point of view and it devotes pages to some of the best writing from each student. It surveys, samples and summarizes the responses of students, parents and others, as extracted from the data that was collected, and it takes into account the experiences of others. Essentially, like the original project, it is meant to be exploratory rather than definitive, impressionistic rather than comprehensive, suggestive rather than declarative, illustrative rather than explanatory, perhaps doing no more than suggesting the need to investigate such questions as these:

1. Can elementary school students learn to compose as well at computers as they can with paper and pencil?
2. Does skill in word processing lead to the application of better revision strategies?
3. Does skill in word processing lead to an improvement in the quality of student writing?
4. Does word processing contribute to more effective mastery of basic writing skills than paper and pencil?
5. Are certain types of writing, such as structured writing, taught more effectively by word processing than other types, such as "creative" writing?
6. Does skill in word processing make it possible for students to complete larger and better writing projects?
7. By what means can word processing most effectively be introduced to elementary school students?
8. Does the use of computers and especially word processors affect the way students think about language and the writing process?

It's been a year of hammering the facts and the law, of hammering quantitative and qualitative methods, of hammering questions, proposals and designs. I've hammered out of advocacy and conviction, out of jubilant discovery, out of frustration and defeat, and out of affirmation and achievement. This presentation is for me the last requirement of the program, and so today, in a personal celebration, I am content to hammer on the table.