Implementing Computer Use in a 5th Grade Curriculum: A Study of the Process of Implementation and Subsequent Impact

Walter F. Davison

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Instructional Media Design Commons, and the Online and Distance Education Commons

Recommended Citation
IMPLEMENTING COMPUTER USE IN A 5TH GRADE CURRICULUM:
A STUDY OF THE PROCESS OF IMPLEMENTATION
AND SUBSEQUENT IMPACT

by

Walter F. Davison

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Science
Department of Computer Science

Western Michigan University
Kalamazoo, Michigan
December 1988

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
IMPLEMENTING COMPUTER USE IN A 5TH GRADE CURRICULUM:
A STUDY OF THE PROCESS OF IMPLEMENTATION
AND SUBSEQUENT IMPACT

Walter F. Davison, M.S.
Western Michigan University, 1988

There has recently been an intensive effort on the part of school systems, administrators, teachers, and parents to bring computers into everyday classroom use. Yet, to a large degree, this effort has proceeded without appropriate planning about just how computers can best be used and integrated into the curriculum.

This study focuses on how an independent elementary school with a minimum of resources went about the process of integrating computer usage in the fifth grade, the steps required for integration and for continued student use of computers in the school. Computer usage was introduced as part of the writing classes of two fifth grades with experimental and control groups. Worthwhile integration was achieved with teacher interest across grade levels. Though no statistical evidence that computer usage affected the quality of writing was found, the teachers reported that computer usage had a positive effect on student compositions.
ACKNOWLEDGEMENTS

Heaps of thanks should go to the fourth and fifth grade children at The Gagie School. They thought I was helping them. I was. But they were helping me more. And thanks also to the fifth grade teachers, Cathy Haines and Barbara Hannaford, star teachers who graciously accepted me into their classes, kept me on track, and paved the way for this study.

Thanks to Sandra Gagie, Director of The Gagie School, for her support and for allowing me access to her school, a school where education is alive and exciting, and where each child can reach for his or her potential.

I want to thank Dionysios Kountanis, my faculty advisor, for his many suggestions and encouraging words. Also thanks should go to two other faculty members, Donna Kaminski and Marianne Johnson, for their interest, assistance, encouragement, and service on my thesis committee along with Professor Kountanis.

Walter F. Davison
INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book. These are also available as one exposure on a standard 35mm slide or as a 17" x 23" black and white photographic print for an additional charge.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.
Implementing computer use in a 5th grade curriculum: A study of the process of implementation and subsequent impact

Davison, Walter F., M.S.
Western Michigan University, 1988

Copyright ©1988 by Davison, Walter F. All rights reserved.
# TABLE OF CONTENTS

**ACKNOWLEDGEMENTS** ....................................... ii

**CHAPTER**

I. **INTRODUCTION** ................................... 1
   Background and Statement of the Problem .. 1
   Computers in Our Schools ................. 5
   Objectives ................................ 8

II. **REVIEW OF LITERATURE** ......................... 11
   Use of Computers in the Classroom:
   Objectives ................................ 11
   Integrating the Computer Into the
   Curriculum ................................ 17
   The Computer and Writing ............... 22

III. **BACKGROUND OF THE GAGIE SCHOOL** ........... 27

IV. **IMPLEMENTATION** .................................. 31
   Objectives ................................ 31
   The Preliminary Steps .................... 32
   Meeting 1 .................................. 34
   Meeting 2 .................................. 38
   Meeting 3 .................................. 41
   Meeting 4 .................................. 43
   Procedure for Compositions ............... 46
   Halfway Into the Project ................. 47
   Preserving Integration .................... 47
   More on a Software Center ............... 50

iii

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Table of Contents--Continued

**CHAPTER**

Diskettes for the Kids .................. 52  
One Month Later .......................... 52  
Where to Start Orientations ............... 52  
Computers Moved ........................ 54  
A Call for Learning ...................... 56  
Franklins for the Fourth Grade .......... 60  
Finishing Up .............................. 62  
Sixth Grade Attempt ..................... 62  
Manuals .................................... 63  
Software Center .......................... 64  

**V. RESULTS** ............................... 65  
Integration .................................. 65  
The Questionnaire ......................... 68  
Writing Samples ........................... 71  
Student Opinions .......................... 75  
Teacher Opinions .......................... 77  

**VI. SUMMARY** .............................. 81  
Key Ingredients ............................ 82  
Conclusions ................................ 83  
Continuation .............................. 85  
Keyboarding ............................... 87  
Application for Other Schools .......... 88
Table of Contents--Continued

APPENDICES .............................................. 92
A. Listing of Software in the School .............. 93
B. The Gagie School .................................... 99
C. Introductory Lesson Plan ......................... 104
D. First Lesson for FrEdWriter ..................... 107
E. Questionnaire ....................................... 111
F. My Future Career Prompt File ................... 113
G. Student Opinions .................................... 115
H. First Writing Samples .............................. 119
I. Final Writing Samples ............................... 145

BIBLIOGRAPHY ............................................ 251
CHAPTER I

INTRODUCTION

Background and Statement of the Problem

In recent years there has been an intensive effort on the part of school systems, administrators, teachers, and parents across the country to bring computers into everyday classroom use, from kindergarten through grade 12 and beyond. This effort has been brought about in part by concern for the worrisome state of the educational system in the United States. A statement such as the following in A Nation at Risk, "Nearly 40 percent [of 17-year-olds in the United States] cannot draw inferences from written material [and] only one-fifth can write a persuasive essay." (cited in Snyder and Palmer 1986, 52) was and still is unsettling. And published assertions such as "Almost half (44%) [of 17-year-olds] could not combine four short sentences into one longer one" (Sawhill, cited in Hersh 1983, 636) are even more unsettling. If at first these statements seem hard to believe, ask any college or university instructor today who has to read even short freshman compositions whether the statements in any way sound far-fetched. We need help. It is not surprising that in the
search for an answer to our educational woes, which coincided with the advent of the widespread availability of microprocessors, many people hit on the idea of solving our educational problems and revolutionizing our school system at the same time—all via microcomputers. All we needed, it was thought, was high-quality software to go with the machines to make it happen. That initial attempt at revolution is not over. Witness recent television commercials aimed at concerned parents and touting the educational advantages of owning a computer. We should not be lured into believing that the use of computers per se is going to help us solve our educational problems. The publicity has done its work, however, and there is considerable pressure, especially from parents who are ambitious for their children, to get schools on the computer education bandwagon. Parents put pressure on teachers and administrators with such questions as "Do you have computers in your school? How many computers per class do you have? How many educational programs will my son or daughter have access to?" And then, of course, there is the dreaded question that most parents never get around to asking, "How are you integrating the usage of the computers you have into the ongoing curriculum?"

Even if one does not believe that computers are the wonder answers to our educational problems, their presence and potential for supporting the instructional goals of
our under-appreciated teachers are undeniable. We should take advantage of the enthusiasm generated by all the hype and direct this enthusiasm for educational excellence on the part of parents plus the excitement their children have for computers into support for well thought-out ways to improve our educational system. But changes come slowly. We need to digest the new technology to make better use of it. It is important that computer technology be used in ways that will foster true improvement in our schools and in our children's lives. Computers definitely are not neutral; they are not just powerful tools. Computers can affect the way we think and the way we organize our lives (Nathan 1985). It is important that computer usage in schools not become a quick technological fix that may provide the illusion that fundamental problems in the American educational system are being solved while in fact they are just being papered over (Weizenbaum 1984). A process of integration needs to start in the earliest grade levels—in the elementary school. Every effort needs to be made to assure that our children are provided with the best possible guidance in using computers which are increasing in number and power. A 1983 report (cited in Spencer 1986, 153) from the Center for Social Organization of Schools at John Hopkins University stated that there were 250,000 computers in kindergarten through the 12th grade. Two years later that number had grown to more than
1,000,000 (Spencer 1986). *Electronic Learning* (Nov/Dec 1987) printed a Market Data Retrieval Inc. report in 1986-87 indicating that there were about 1,210,000 computers in U.S. schools. The same magazine printed another research firm's figure of 2,030,000 computers for 1986-87, claiming that that was a 25% increase over the previous year (Goodspeed 1988). It does not matter which figures are correct here; the rate of increase is clear and dramatic. Whether we like it or not, computers are becoming more and more a part of our everyday lives.

There has been some discussion in the literature about how one can best utilize the newly introduced computers in our school systems but there needs to be much more. Information about how school settings with varying resources utilize their available computer facilities needs to be available for dissemination to teachers and administrators alike. This paper is meant to serve that end. It is an account of how a private elementary school with limited facilities set about to integrate one aspect of computer usage into its curriculum, the problems that were met in the attempt, and the successes it experienced. There is a critically important role for computers in education though it is not the role parents and many teachers first thought of which viewed the computer as a mechanism to deliver instruction in any number of subject areas. The more promising role is that of a tool to use
to accomplish some academic pursuit—quite a different role than delivering instruction.

Computers in Our Schools

The introduction of computers into our educational system has not gone smoothly. Even The Wall Street Journal has carried a feature article titled "Computers Failing As Teacher Aids: Heralded Revolution Falls Short Due to Lack of Machines, Training" (Bulkeley 1988). The article did not quite get it right—planning and goal identification are the main problems. Educational goals in association with the use of computers have not been well formed. Chorover (1984) writes:

Too many schools still follow a well-established recipe for disaster: first, policy makers choose the hardware, then decide on the software. They then teach teachers and other staff how to use the system, and finally, everybody tries to figure out what the goals of system utilization are to be and whether the system already in place can help meet those goals. (226)

Obviously Professor Chorover thinks we have problems. He is right, we do, and we need to fix them. But his reference to disaster may be a bit overdrawn. The machines are with us, and in many cases already purchased. But it does not follow that disaster has arrived. Our fate is still in our own hands, and we can, if we try, fix the problems. One of the most basic of problems is, as Professor Chorover wrote, an easily stated one, but one that cannot be as
easily solved. It is, simply stated, the problem of what to do with the computers once they are placed in our schools. What role will they play in the education of our children? How can they best be utilized to enhance the educational experience in our schools? If these computers end up unused in the corners of classrooms due to teachers' lack of knowledge of how to apply them systematically to regular classroom activities, or if they become the domain of a small group of interested students, or if they are somehow misused causing a long-lasting student dislike for the machines, the purposes of having such equipment available for all students will be undermined, and the price of such misuse or nonuse will be heavy indeed for our society. Snyder (1985) saw the core of the matter:

The quiet alternative to viewing the computer as the cutting edge of an inexorable technological movement to which we must respond involves turning the problem on its head.... asking first, Do we want or need to utilize the computer in the service of our authentic educational needs? And then--only if the answer is yes--How shall we take advantage of the technology? (59)

Can we utilize the technology to better reach our instructional goals? I think we can if we are careful about how we do it.

The most obvious way of assuring that nonusage and misusage not be the dominant factors associated with computers in schools is to make every effort possible to ensure that administrators and teachers understand that com-
puters do not represent just another level of technology that is being pushed onto our schools, that computers are really very versatile machines that can and are affecting our everyday lives. That makes them important for that fact alone. But that importance by itself is not sufficient for infusing our schools with computers; the machines can assist teachers in reaching curriculum goals, and they can assist our children in coping with modern day society. It is imperative that the importance of computers in our classrooms not be taken as important for delivery of instruction, such as in drill and practice programs. That way lies a dead end and failure as we have seen in past educational innovations such as televised instruction or the widespread attempts at foreign language learning via language laboratories. The key to the use of computers in education lies in their integration into our school systems as tools to get work done (Tucker 1985). It is as tools that our children must become familiar with the many uses of these machines. The task of integrating the use of the machines into the larger educational goals of our schools, into the existing curricula, is serious business and must be of primary concern to all concerned. At the same time it should be clear to all that these machines, however powerfully influential they are, are still machines and that it is the teacher who is at the center of
the learning activities. The difficulty is, of course, how to go about this task with some hope of success.

The first step in the process of integrating computers into the curriculum must concern an acceptable and common definition of what it is the school wants to do with the computers in some particular area(s) of the curriculum. Having done that, thought should be given to what is to be considered as successful or desirable usage. Acquiring computers but lacking firm objectives for usage will surely promote misuse of the machines, maybe nonuse, and it will probably constitute a waste of resources.

Objectives

This study is an attempt to accomplish two broad objectives: (1) enter an elementary school and facilitate a lasting integration of computer usage as a tool into the writing curriculum and note what steps need to be taken to properly effect that integration, and (2) demonstrate that the effects of introducing computer usage in the curriculum of a writing group will show improved writing ability even over a short period of approximately four months.

To reach these objectives, the following procedures will be followed:

1. A target grade level will be selected by the Director of the school (the fifth grade was chosen).
2. Two groups of students will be formed: a control group and an experimental group, selected at random by the teachers.

3. Davison (the author) will work with the experimental group students on a daily basis according to the time slots available for a period of four months to familiarize the students with the hardware and word processing software to impart to the students the view of the computer as a tool to accomplish a task.

4. A questionnaire will be administered to all the students in the grade classes to help define the background of the students in regard to computers and computer usage.

5. The area of the curriculum where the integration effort will take place is English composition only.

6. Writing samples at the beginning and ending of the study will be collected in order to attempt to discern any statistical differences that may show writing improvement, e.g., word counts, number of errors, sentence length, teachers' opinions.

7. Teacher opinions and student opinions will be used to demonstrate the second hypothesis that writing quality can be positively affected through computer usage.

The study is presented in six chapters: Chapter I, background and statement of the problem, Chapter II, a review of the literature, Chapter III, a background of The
Gagie School, site of the study, Chapter IV, chronological details of the process of implementing integration, Chapter V, specific results of the study, and Chapter VI, a general summary and a discussion of the conclusions.
CHAPTER II

REVIEW OF LITERATURE

Use of Computers in the Classroom: Objectives

Numerous authors have written about computers and their use within a school curriculum (Papert 1980; Hall 1981; Sheingold, Kane, Endreweit, and Billings 1981; Hunter 1983; Winkler, Shavelson, Stasz, and Robyn 1983; Wright, Melmed, and Farris 1984; Knupfer 1986; Olson 1986; Yeloushan 1986; Anderson-Inman 1987; Balajthy 1987; Barker 1987; Pogrow 1988; Collis 1988). These authors generally agree that the computer should not itself be the focus of instruction, rather attention should be directed to the application of the computer to accomplish some academically oriented task or problem. Hunter (1983) stated it well:

A general goal for all students is development of the ability (1) to use suitably programmed computers in appropriate ways to assist in learning and solving problems, and (2) to make informed judgements about social and ethical issues involving computers and communications systems where the key phrases here are "ability to use" and "programmed computers" involved in support for educational purposes. (98)

Further, instruction is assumed to be an ongoing process which is monitored and under the active direction of
teachers (Winkler et al. 1983, 4). Thus, the computer becomes a tool and is viewed as such. The notion of the computer as a tool is supported by curriculum planners. Knupfer (1886) warns us not to focus on the computer itself but on how it can enhance traditional teaching techniques.

Plans for computer education should not focus on the computer as the object of study, but should focus on applications using the computer either as an extension of the normal teaching technique or in classroom activities that cannot be accomplished through traditional instruction. (3)

The ideas of looking at the computer as a tool and as an extension of traditional teaching through applications are especially important when considering successful integration into an elementary school curriculum. In setting goals for integration, it helps, of course, if one has in mind not only a firm idea of how the computer should be used but also what will be considered as "successful" since it is not likely that the integration attempt will take place in ideal circumstances where all the equipment and software one could wish for are available, and schedules are such that all the targeted students have free access to the machines. A good general definition of successful classroom computer use is offered by Winkler:

Successful classroom computer use results from the appropriate integration of computer-based learning activities with teachers' instructional goals and with the ongoing curriculum, which changes and improves on the basis of feedback that indicates whether desired outcomes are achieved. (5)
Following this definition with the additional condition that the computer be viewed as a tool, successful computer usage occurs when computer usage is appropriate to the instructional goals and the ongoing curriculum, there is feedback, and there is some control over the outcome.

Keeping in mind the framework of the above described definition of successful computer usage, the areas of the curriculum that would seem to offer the best opportunities for the introduction of computers are the teaching of math and of writing. Seymour Papert with his book Mindstorms: Children, Computers, and Powerful Ideas discussed a revolutionary way teachers could approach the teaching of math and geometry principles using Logo in terms of Piaget's process of assimilation (Papert 1980). There are a good number of studies on the application of Logo-based math teaching projects with arguments both pro and con concerning the outcomes (Bracey 1988). An attempt to integrate computer usage into the elementary school curriculum via math and Logo is, perhaps, natural from the point of view that the computer was originally intended for mathematical and scientific functions. On the other hand, Balajthy writes that it is ironic that the computer, a machine built for math and science problems, will not, after all, revolutionize the teaching of math or science but the teaching of writing (Balajthy 1987, 68)! Balajthy must be right. Are there any modern writers, academic or
otherwise, who do not use some form of a word processor in their work? Is there any publishing company left that does not rely on computers? It is word processing that will have the greatest influence on English and the language arts (Bridwell and Duin 1985). It even affects the way people plan, compose, revise, and print the written word (Barker 1987, 109). The computer is just about perfect for writing. And for the purposes of this study and other integration projects, none of the teachers potentially involved with integration of the computer should have the slightest hesitancy in considering her/himself an expert in the subject area relative to their students. No feelings of inadequacy here!

It is in the area of writing, then, English composition, that provides the best possible opportunity for success in introducing computer usage as an integral part of the curriculum of an elementary school environment.

There are a number of excellent studies regarding computers, the curriculum, and writing (Wresch 1984; Bridwell and Duin 1985; Daiute 1985; Balajthy 1987; Anderson-Inman 1987; Barker 1987; Kurth 1987; Sommers and Collins 1985; Collis 1988), though none approach the subject from the point of view of walking into a school as an outsider with the objective of implementing computer-usage in the school's curriculum. It is this perspective that should guarantee the usefulness of this computer integra-
tion project: if an outsider can produce something positive, surely an insider with support from her/his administrator can do the same, or better. All of the studies agree that revision is the key to development of written communication skills. Viewing writing as a process (Graves 1983) and recognizing the importance of the different stages that the writer moves through to complete the final piece, one can easily see how the computer and a word processing program may be used to produce drafts, edited versions, reedited versions, and then final copies. The computer allows teachers to implement the form of writing instruction they know to be the best for their students. The students can compose without the pressure of endeavoring for perfection the first time through. The purpose of the original draft now becomes just getting thoughts expressed; the ideas can be reformed and polished later along with semantic and grammar/syntactic corrections. The students can now revise without concern about the simultaneous use of many language skills (Emig 1977) in which they may not be well versed.

Good writing does not appear from nowhere and without preparation as if by magic. It is usually the result of hard work, sustained hard work. It results from proceeding through various steps, planning, making a first draft, followed by revision, maybe multiple revisions, and then finally producing the finished product. This is not news.
Teachers have been teaching their students these steps for years. But how many of our students have conscientiously been following the script? The title of an article by Odell and Cohick (1975), "You Mean, Write It Over in Ink?" is a good reflection of what many students think about doing revisions. These students will choose not to revise at all if it means recopying page after page (Womble 1985). How many students in our school system have been willing to do the plain hard work required to develop the skills needed for good writing? Should we be optimistic and estimate half? Perhaps a more realistic answer might be a quarter. Neither answer, of course, is acceptable. It is by writing and then rewriting that one learns to write (Balajthy 1987, 74), and unless we create the conditions where the students are willing to do the work necessary to learn how to produce good writing, and it seems that we have recently for the most part failed in this regard, then our children will pay the price of ignorance because of our failings. But when the computer is introduced, the picture brightens.

With the help of microcomputers, the drudgery involved in revision where the entire piece or whole pages have to be redone is gone. Teachers can revolutionize their student writers' concepts of revision (Balajthy, McKeveny, and Lacitignola 1986-87, 28). In using the computer as a tool in writing, students are freed from the
burdens of recopying, from introducing new errors even while correcting old ones, and, in general, from being forced to focus on the mechanical aspects of gathering their thoughts and putting them in a written form that reflects effective communication. In short, students can become free to focus their efforts on the central point of writing, effective written communication. The more one thinks about how writing (and revision) has been taught without the benefit of a computer and a word processing package, the easier it is to agree with Moran: "What we think we are teaching [without the use of word-processing] is revising; what we actually teach is recopying. With the word-processor, we can teach revising because 'the machinery will' take care of the recopying" (Moran 1983, 114). It is easy to provide neat, printed, multiple reproductions of drafts of compositions for the teacher and students' peers for feedback and monitoring purposes. And final copies for both teachers and parents are a snap.

Integrating the Computer into the Curriculum

Unlike the situation where there are numerous references to how computers should be used in a classroom, and in particular, the writing section of the classroom, there are relatively few authors who discuss computer usage and its integration into the curriculum. One exceptionally well-done text on computers and the curriculum is by Betty
Collis (1988). Collis' book contains a wealth of practical and theoretically sound ideas on the use of computers and on integrating computer use into various parts of the curriculum. Most other authors who discuss curriculum questions (Anderson-Inman 1987; Knuper 1986; Olson 1986; Schweitzer 1987; Searcy 1985) tend to focus on the relationship of various types of software to teachers' objectives and the curriculum, not on the how's of integration into a curriculum.

A good first step in integrating computer usage in the curriculum is to devise a plan that corresponds to the criteria of the previously defined "successful" classroom usage of computers and to tailor that to the local situation. There are a number of well-stated goals as well as cautions related to computer usage that have been offered in the literature.

A common caution regards the envisaged role of the computer by school officials who make use of public or private money for a school system or a school to purchase computers without a firm idea of how the equipment will fit into the existing academic curriculum (Lockheed and Mandinach 1986). When one reads about a principal who asked for new terminals in the library so the students could "play with them during study hall" (Dayton 1986, 107), it is easy to see justification for alarm about how administrators think computers might be used in our
schools. Equally alarming are stories of teachers with no training or background in computer usage being assigned the responsibility for computer education for a school district (Dayton 1986, 107). Such stories of "educational bungling" are, of course, not uncommon. Most people can recount similar ones from their own schooling backgrounds. Mediocrity cannot, in fact, be avoided, but why guarantee that state or worse, and probably worse, in our school systems. We really do deserve better.

Another area of concern has to do with adequate training and preparation of teachers who will be the resident computer experts for our children. Most current teachers are not computer literate (Hall 1981; Romberg and Price 1981; Winkler et al. 1983) and are, therefore, inadequately prepared to use computers in the regular classroom (Wright et al. 1984). Computer literacy instruction for our teachers has to be provided for. Training is vital if teachers are expected to demonstrate competency when they teach their students what constitutes good use of computers. Introducing computer usage in the classroom involves a change in classroom routines. And change always involves a threat to someone. Matheson (cited in Cicchelli, Baecher, and Nygren 1984) describes an inevitable teacher concern, a concern that not every teacher may be willing to verbalize:
Putting computers into classrooms represents an enormous risk to teachers. Change generates fear: fear of displacement and domination, of knowing less than the student, of loss of decision-making power, of loss of control over the learning experience, of equipment failure, paperwork, and the breaking of an expensive machine (Cicchelli et al. 1984, 14).

That apprehension prevents comfortable use of the equipment (Coburn et al. 1982; Sheingold et al. 1981). A modicum of training for teachers who are not familiar with computers or their use in the classroom will go a long way toward preventing the understandable apprehension in suddenly becoming responsible for their use. Apprehension or not, there are definite pockets of resistance to the use of technology and change. When one reads authors that mildly deride "tennis shoes with Velcro fasteners and digital watches and the rest [of technology]" (Boyer 1987, 63), one may wonder if some resistance is related to a fear of technology itself rather than change it may engender.

A third concern has to do with the physical hardware resources available for use by the teachers and their students (Winkler et al. 1983; Lockheed and Mindinach 1986; Terry 1987; Pon 1988). The number of available machines (and printers) can have a direct bearing on the success or failure of a computer integration project. If a school has lots of outdated machines, some working, some not, little or no software aside from arcade games or even
a few "educational" games that fit the hardware, then that school clearly will have a significant problem to overcome in instituting any sort of reasonable integration of computers into its curriculum. Naturally, a lack of facilities counts for no problem at all if (does one dream) sufficient funding is available. Additionally, some thought should be given even to small but important details such as the physical location of the machines. For example, some younger children may need to be continually in a direct line of sight with their teacher. Or perhaps some teachers have not thought about the effect of placing a computer right in front of a window through which sunlight shines over the top of the monitor and into the eyes of a young operator. There may be lots of small such irritants to overcome, but overcome they must be.

A fourth major concern is software that meets the needs of the teachers' curriculum goals (Winkler et al. 1983; Knupfer 1986; Lockheed and Mindinach 1986; Anderson-Inman 1987; Collis 1988). Software selection appropriate to the task at hand takes time and a set of well-defined course objectives. Making an appropriate selection may not be easy. There are lots of software packages waiting to be selected by all sorts of educationally-minded persons with various objectives. The market has attempted to respond to the demands for educational software to the extent that the teacher/computer specialist may be con-
fronted with such a myriad of polished, well-packaged, software programs that confusion and frustration may result. Further, proprietary software may not legally be freely copied, even if its publisher has not placed a copy protection scheme on the disk, so that when students cough on, sneeze on, step on, or otherwise mistreat $40 disks and subsequently destroy them, the school may be faced with hefty replacement costs.

The Computer and Writing

The results of studies on the effects of word processing on the quality of student writings are not as positive as one might hope for. There are conflicting reports on the efficacy of using a computer for writing. Daiute (1986b, 141) writes that a group of junior high school students corrected more errors when they used a word processor than when they used a pen. She also writes that teachers who observed student writers noted that students wrote more and revised more when they used computers than when they used pens or pencils (p. 143). Contrarily, Opak and Perushek (1986, 33) write that there are no conclusive data thus far which demonstrate that the use of word processing software improves students' writing. Barker supports this negative view of the effects of computer usage on student compositions.
Most researchers . . . [have] found little immediate improvement in revision, correctness, editing, or quality of writing as a result of word processing. Nor, it seems, may we continue to blame these results on weaknesses in research design, unexplored levels of student ability, unacknowledged variations in word processor design. (Barker 1987, 119)

In a study of two groups of sophomore and junior high school students (Kurth 1987), half using a popular word processor and half not using a word processor, no differences were found in the length of the compositions. Neither were there any group differences in the number and type of revisions. When the results of a questionnaire were analyzed, however, significant differences were found in the attitudes of the two groups. The word processing group felt more positive about the instruction they had received, more positive about their ability to write, and more positive about editing than the non word processing group (Kurth 1987, 17). This latter finding collaborates work by Woodruff, Bereiter, and Scardamalia (1982), Collier (1983), and Bradley (1982) where the importance of word processing as a motivational tool was noted. Two other researchers, Piper and Rodriguez (cited in Balajthy, McKeveny, and Lacitignola 1986-87, 28), separately reported that the ease of editing in a word processing program helped students develop a more positive attitude toward writing. Sommers (cited in Opack and Perushek 1986) also reported that because writers enjoy working with the
computer, they often work harder. In the same article by Opack and Perushek, the authors refer to research by Raymond Rodrigues in which he noted that most research was directed at the question of whether or not word processors are better than pencil and paper. Rodrigues stated that this was equivalent to asking whether pencils were better than quills. The main point implied in such a statement must be that the primary concern of the researches ought to focus on how a tool is used, not whether one tool is better than another.

Another study (Katz and Hoffmann 1987) done over a three-year period at the Watkinson School, a small, independent school for grades 7-12 in Hartford, Connecticut, was carried out with the assistance of private industry. The school went from fewer than five computers to more than 140 computers in a study called Writing Through Word Processing Project. The anecdotal results were all positive, dramatically and enthusiastically positive. Students, faculty, and parents all reported increases in both quality and quantity of student work. Yet, when teachers trained in holistic scoring (and employed by the Hartford Public Schools) were hired to score samples to contrast early handwritten work with word-processed writing samples composed later in the term, the scorers found "more than 50% of the students showed no growth between writing samples." Katz and Hoffmann (1987, 112) wrote that they

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
could not account for the findings, and by placing the before and after compositions within the article, the authors seemed to be inviting readers to judge for themselves whether gains were made, the implication being that the public school employees may have been mistaken though this was not directly stated.

There are also other problems with word processors and CRT displays. Haas and Hayes (1982) reported problems in holistic revision using a computer with a standard size screen. To compensate for the relatively small amount of text visible on the screen at any one time, the authors noted that "computer-writers use hard copy extensively" and that it was "critical ... [to do] reading from hard copy to do revisions" (Haas and Hayes 1982, 25).

Other researchers make the point that results from studies of beginning users may not be reliable because, they claim, evidence shows that length of time using word processing determines both quality of the finished product and the subjects' attitudes toward computers (Roderiques & Roderigues, Haring-Smith, cited in Barker 1987, 111).

Reliability aside, some people, like the editor of Computers & Composition, Cynthia L. Selfe, at Michigan Technological University, do not think writing can be measured the way researchers have been trying to do, with statistics. Selfe claims "Human Communication is not quantifiable" (cited in DeLoughry 1988, A16). In the same
article DeLoughry quotes Bruce C. Appleby, a professor of English at Southern Illinois University, who has helped several colleges establish computer facilities for writing instruction. Appleby agrees with Selfe's assessment, "I have reservations about a lot of the research in my field." Researchers are being asked to find statistical methods for measuring "good writing"—a term that the profession has never been able to define. The fact that students report they like writing more when the use computers should be most important (Appleby quoted in DeLoughry 1988, A16).
CHAPTER III

BACKGROUND OF THE GAGIE SCHOOL

The Gagie School, a private, independent school that serves children from preschool through the eighth grade, was founded in 1976 as a preschool by Dr. Sandra Gagie in Kalamazoo, Michigan. In 1981, an unused elementary school building was purchased in Kalamazoo, and the elementary school was established with grades K-3. Additional grades were added in subsequent years, and the first eighth grade class graduated in 1986. Today, there are approximately 300 K-8 students in addition to about 200 enrolled preschool youngsters who come to two or more half-day sessions per week for a total enrollment of about 500 students.

Soon after the opening of the school, Dr. Gagie, the Director of the school, made a commitment to introduce computers to the children in all of the grade levels. Computers were purchased so that each class (with a maximum of 18 students per class) would have access to one computer. By 1988 the school had accumulated a number of Commodore 64 machines, five Apple II+ machines, two Franklin (Apple II+ equivalent) machines, and three Apple IIE computers. In addition, a fairly broad range of

27
software had been collected (see Appendix A) to support the hardware acquisitions. The purpose of acquiring the machines and their justification was provided within the school's general curriculum outline. The text of the outline regarding computers was as follows:

Computer knowledge is essential in order for each child to be prepared for the complex electronic age. Our lives are being greatly influenced directly and indirectly by computers ... All children are introduced to the computer and are taught how to get themselves on and off and to feel comfortable with the machines. Many simple educational programs are available for the children's use. The BASIC computer language is available ... when students achieve ... an appropriate level of proficiency and interest. (1986 Curriculum Guide for the Gagie School)

The school purchased numerous software packages to meet the stated curriculum objectives. Some software was also obtained from interested parents. An effort was made to introduce keyboarding through such packages as Typing Tutor, Type Attack, Master Type and other more basic programs such as Facemaker and Bumble Games. The teachers were also encouraged to use drill and practice math programs in connection with ongoing class activities. The teachers soon discovered, however, that though the students were anxious to "get on the computer," the typing programs, in fact, required a sustained effort on the part of the students that was not going to happen with young children just because the students might be assigned five minutes of computer-effort per day. In the case of the
students in the earlier grades, many of the children just did not have the physical ability to cope with the speed required by fast-moving typing programs. In addition, and most importantly, the children had no reason to learn how to type except the teacher's word that it was a good thing to learn. Since the students were not learning keyboarding skills, the teachers just stopped using the typing programs.

It should be noted that though the typing programs did not help the majority of students in achieving more than rudimentary keyboarding skills, still, the objectives of familiarizing the children with the machines themselves, turning them on, loading programs from diskettes, responding to instructions on the screen, and turning the machines off, were met. The teachers in the 2nd and 3rd grades continued to make use of math-based drill and practice programs, and, of course, educational game programs were still available for the students so that computer usage continued to be a part of the set of activities that took place in the classrooms. The problem that all the teachers recognized was that the perceived potential of computer usage in the school was not being reached. None of the teachers or administrators felt they had sufficient time in addition to that required for their other duties to take on the problem of how to get better usage out of the machines.
Since the school did not have anyone who was able or willing or had sufficient time to conduct computer usage workshops and possibly organize computer usage activities, the teachers did not receive instruction in how the computers might be used in their classes. Thus, the teachers did the best they could; they used math drill and practice disks plus educational game programs and tried to see that all the children were at least able to get some practice in running the machines and in manipulating math drilling programs. Under such circumstances it is not surprising that no systematic usage of software packages across grade levels or any sustained attempt to integrate the programs into the curriculum was made. Since the teachers did not themselves already have substantive knowledge of systematic computer usage for elementary children, it is also not surprising that the teachers did not feel confident in attempting to develop major computer usage activities that were directly and integrally part of other learning activities in their classrooms. These are conditions which are probably typical in many of our elementary schools: a situation which will lead to sporadic or little use of expensive equipment that is best used integrally with regular teaching activities, equipment that if used properly can help teachers do their work.
CHAPTER IV

IMPLEMENTATION

Objectives

The original computer implementation project was intended to serve a number of objectives:

1. Familiarize the experimental group with the computers themselves--all the students should be introduced to the main hardware components of the computers they would be using.

2. Familiarize the students with a word-processing application program.

3. Impart to the students the view of the computer as an academic tool, not as an object of study.

4. Integrate computer use into the writing curriculum of an assigned grade level--the computer should be used as a significant support tool for a major area of regular instruction.

5. Make a significant improvement in the instructional area.

The author, hereafter Davison, viewed the project as qualifying for the term "successful" under the condition that the integration effort should produce a lasting
program of computer usage in subsequent school semesters. This meant that the teachers who were involved with the project would have to be convinced that the computer usage project was a good match with their own teaching objectives for the writing class. It also meant that the project would have to be considered by the teachers as viable over the long term and demonstrably worthwhile for them to build on and to continue into subsequent school years. In addition, it was Davison's hope that the project serve as a guide to personnel in other schools that may be considering implementing computer usage projects of their own.

The Preliminary Steps

The Gagie School in Kalamazoo, Michigan, was chosen as the school in which to attempt a computer usage implementation project for several reasons: (a) the school is privately owned and therefore not as restricted in what it can do in educational innovations, (b) the school already had a reputation for educational leadership within the community, and might, thereby, be more receptive to a proposal from a person outside the school's faculty, and (c) Davison had a daughter enrolled in the school so that he was not an unknown factor for the school's personnel. Davison set up a meeting with the owner and Director of the school, Dr. Sandra Gagie, in early November, 1987, for
the purpose of exploring the possibility of working with the teachers of one of the grade levels in order to carry out a study concerning the process of integrating computer usage into part of the school's curriculum, specifically in the writing class of a grade level chosen by the school. While the study was intended as a thesis for a Master's degree in the Department of Computer Science at Western Michigan University, The Gagie School itself would have much to gain if the integration attempt proved to be successful. Dr. Gagie was receptive to the proposal and agreed to a beginning date of January, 1988, and for the project to run until the end of the school year in early June. It was at that time that Dr. Gagie recommended the fifth grade level as the best suited for the project since the fifth-grade teachers had already expressed an interest in computer usage. Also, it was her judgement that the fifth graders were mature enough to handle the English composition writing required for such a project. Dr. Gagie as well as several teachers had wanted to integrate computer usage into the curriculum for some time but had neither the expertise nor, more importantly, the time to gain the expertise and the time needed for the start-up of such a project. It turned out that the two fifth-grade teachers already had experience in using computer application programs in their classes and had even attempted at one point to establish a software center for the school.
The school already had a number of computers that were being used in the classes, but no overall organizational plan for their use was in effect as of November, 1987. Computer use at that time was limited to educational games that were relevant to current math levels in the second and third grade levels and to a number of educational applications and game disks concentrated in the fifth grade (see Appendix A). Keyboarding programs had fallen into disuse since the teachers discovered that the students quickly got tired of the several arcade-like typing programs that were available. The computers in the school were distributed so that the upper grades, five through eight, had access to two 64K Apple IIe machines and two Franklin (64K Apple II+ equivalent) machines positioned in between the classes for easy access to all the students of those grades. These four machines were placed in three different positions so that each of the machines tended to be associated with a particular class. One of the Franklin machines was not operating.

Meeting 1

An initial meeting was set up with the two fifth grade teachers, Mrs. Cathy Haines and Mrs. Barbara Hannaford, on January 12, 1988, to discuss baseline topics: appropriate software selection to match the available equipment, selection procedures for the creation of two
groups of students, one experimental group which would use the computer to do English composition assignments and control student groupings, the number of composition pieces that might be expected from the groups, how the work could be evaluated, and any other topic that might come up at an initial organizational meeting. The results of that meeting were as follows:

1. The software initially selected for use in the study, at least at the start, was to be an early version of Bank Street Writer which was written for Apple II+ machines with 48K of available memory. The reason Bank Street Writer was selected was that the school already had at least one copy on hand, and a number of authors had referred to it in a favorable light (Balajthy et al. 1986-87; Solomon 1985; Scholastic 1984). However, the school had only one copy of the 48K Bank Street Writer program. That meant that additional copies would have to be procured.

2. A spellchecker could not be included with the selected software package since only the newer versions of the Bank Street Writer program had the spellchecker option, the school did not have the program on hand, and the newer versions required 128K of memory. A way to get around this obstacle would be to upgrade one or both of the Apple IIe machines by adding extended 80-column cards. The cost for the upgrades plus a single copy of the newer
version of the software would amount to $270 for both machines, $170 for one machine only.

3. Instead of operating with four machines (two Apple Ile's and two Franklins) the hardware for the study would have to be limited to the two Apples (with dot matrix printers attached to each) since the Bank Street Writer software would not boot on the one functioning Franklin.

4. The experimental and control writing groups would be selected at random by drawing numbers from a hat. Both fifth grades would be involved so that the experimental group would be drawn from members of both classes. The initial size of the experimental group was sixteen while the control group had seventeen students.

5. The number of compositions to be completed under the study was set at eight; the first one to be assigned in mid January and the last one in the final days of May.

6. It was agreed that Davison would help those students who required assistance in keying in their first compositions. The teachers guessed that some students would probably need such assistance while others would not need any.

7. The January compositions from all the students, both groups, would be keep on file for comparison purposes with the final May compositions.
8. A questionnaire (see Appendix E) for determining student attitudes toward computers and general background with computers would be given in January and then again at the end of May to see if any differences show up between the beginning and end of the study. The questionnaire would be given to both experimental and control groups.

It turned out that the 48K version of Bank Street Writer had gone the way of the Apple II machines—into obsolescence as far as software vendors were concerned. The 48K version was no longer available from local vendors, at least, and apparently not advertised; it had been replaced with a larger, enhanced 128K version to fit with the Apple IIic and other larger memory and more modern machines. This is indicative of the general situation where there is an emphasis on obtaining the latest equipment. Magazine article titles such as "Three Trailblazing Technologies for Schools" (McGinty 1987) tell the story. It appears that the fast-moving technological pace of computer producing manufacturers has left many schools holding equipment for which appropriate software is no longer being produced. Schools generally cannot switch to the latest versions of equipment due to insufficient budget allotments and financial resources. They use the equipment they have until it does not work anymore, until it wears out, and that generally means schools find themselves
obliged to struggle with obsolete equipment and many years behind current technology.

Meeting 2

A second organizational meeting was held two days later on January 14th with the fifth grade teachers to continue discussions about equipment and appropriate software, the questions to be included on the questionnaire to be given to the students, the time and frequency that hardware/software orientations could be given to the students, and a "software center." Details of those points were:

1. Dr. Gagie approved the upgrading of the Apple IIe machines from 64K to 128K in order to run the newest version of Bank Street Writer (with the spellchecker included).

2. One of the fifth grade teachers, Mrs. Hannaford, reported that another word processing package, FrEdWriter, a public domain program, might be available and that we should take a look at it before proceeding with the machine upgrades and the purchase of the newer version of Bank Street Writer.

3. The possibility of starting a "software center" was discussed briefly. Both teachers thought the idea of a software center was a good one except that we would not actually be starting one, rather we would be resurrecting
one since both teachers had already tried to establish a center more than a year ago. Maintenance and appropriate handling of the diskettes constituted the main problems areas which soon led to an abandonment of the idea. We agreed to work on a resurrection at a later date.

4. The teachers suggested that daily early morning and late afternoon sessions would be the best times to introduce the students to the computers and to provide assistance in working with the machines.

5. Both teachers went over the content of the questionnaire and approved the content.

Mrs. Hannaford obtained the FrEdWriter WP package the following day through a personal contact. The FrEdWriter software was designed and programmed at the San Diego Teacher Education Computer Center by Al Rogers and is based on a software package called FreeWriter by Paul Lutus, author of Apple Writer. After reviewing the software package, it was determined that the FrEdWriter package was a better choice than the Bank Street Writer for use in the project. The reasons were as follows:

1. FrEdWriter is public domain software and, therefore, freely available for making multiple copies for use in the project. The ability to copy the software freely is very important in situations where budgetary line items for computer facilities, and especially for software, are either low or nonexistent.
2. The memory requirement for running the FrEdWriter program is only 64K. Thus, by using the public domain package, the school could save approximately $350 by not upgrading the two Apple IIe machines to 128K and by not purchasing one copy of Bank Street Writer. Actually, the savings were much greater since the purchase of just one Bank Street Writer package would surely not have been sufficient for a curriculum integration project.

3. If the FrEdwriter program were to be used, then we could also make use of the two Franklin machines (on which the Bank Street Writer would not complete the booting process) and thus double the hardware available for use.

4. Most importantly, the program itself was excellent in meeting the needs of elementary school children learning to handle a word processing program. The program disk also contained ample documentation. In addition, there were seven other diskettes that came with the main program which contained sample writing samples and exercises! And all of the accompanying documentation was authored by fellow teachers who had been using the software in their classes.

There was just one identified drawback to using the FrEdWriter software package. A spellchecker was not included with the program, though the documentation did refer to a separate proprietary program that was available for $125. Both Mrs. Hannaford and Mrs. Haines were of
the opinion that though a spellchecker would be nice to have in that it would demonstrate to the children one more function often available with word processing packages, the spellchecker itself was not central to the idea of using the computer to assist in the writing and revising process. If at some later point in the project or even after the project it was felt that a spellchecker was needed, the request could be put to the school's administration. Meanwhile, the lack of a spellchecker would not hurt the project.

Meeting 3

The third meeting took place one week later on January 21 and concerned the questionnaire and the first computer sessions with the 5th graders. Two topics were covered:

1. The flu bug was currently making its rounds and having an effect on attendance; about one third of the students were out sick. We decided to postpone giving the questionnaire until the following Monday, January 25, when more students were likely to be in class. At that time the students would be introduced to the principle investigator of the project, Davison. Davison would administer the questionnaire to both experimental and control groups.
2. The first introductory session with the fifth grade students was scheduled for Tuesday, January 26, the day following the administration of the questionnaire, during the first class time slot with the students divided into two groups of eight for about twenty minutes for the orientation (see Appendix C). This same time slot on every subsequent morning would serve as the contact period for assistance when the children started to use the computer to do their writing assignments.

The objective of the first computer session was to make the children feel comfortable with the equipment, to demystify the computer, and to demonstrate how to handle diskettes without damaging them. The students were to be shown, in a general way, how the computer and its peripheral parts worked. Particular interest was to be directed toward the disk drive, what happened mechanically, and why diskettes have to be handled carefully. Handling diskettes had already proved to be a weak point for the students prior to the project, so extra effort was to be devoted to this aspect of the orientation session.

After all the students were provided with an introduction to the hardware, each had to be given introductory experience with the software, FrEdWriter. The objective of the first lesson for the software would merely be to turn on the machine, boot the software, start the program, write a single sentence, save the sentence onto the disk,
and then turn the machine off. Each child was given a diskette with her/his name plus a number written on the label. The students were told that these disks were their personal property to keep. Each disk contained the FrEd-Writer software. They were to use these disks to store their compositions. Though the disks were the property of the students and had their names on them, they were all expected to keep them in a single diskette box in order by number. This was an arrangement that worked out well.

Meeting 4

A fourth meeting with Mrs. Haines and Mrs. Hannaford took place on February 2nd. Three topics were discussed:

1. a report on the progress of the introductory lessons.

2. the possibility of adding the two Franklins to the Apple machines in case of need.

3. FrEdWriter "prompt" files.

By this time almost all the participating group had received two introductory lessons with the computer using the FrEdWriter software. We all agreed that most, though not all, of the children would probably need some keyboarding assistance to input their writing assignments. It was hoped that the children could be weaned from this assistance early in the project. Davison would help those students who needed assistance in getting started in key-
ing in their compositions. At the same time, we recognized that too much keyboarding assistance was not going to help the students learn to do it themselves, so some kind of balance in assistance was what we had in mind.

Davison noted that the FrEdWriter orientations were taking about fifteen minutes per child to complete. During those fifteen minutes the students were actively engaged with the following activities:

1. Retrieve the diskette from the storage box.
2. Turn on the machine and boot the disk.
3. Enter the date and time.
4. Find out about three or four editing commands.
5. Find the right keys to press.
6. THINK.
7. Type in one or two sentences.
8. Edit any obvious errors (easy to get).
9. Save the file under some name of their choosing.
10. Print the file on the printer.
11. Quit the program.
12. Turn off all the equipment.
13. Recover the disk and store it.

The idea here was to get the children going on their own so that little or no assistance would be needed as far as the hardware and/or the software was concerned. Once that was accomplished time could be devoted to consulting on revision of the compositions.
Up to this time (beginning of February) it appeared that the two Apple IIe computers were easily sufficient for the experimental group to do their writing assignments. The two Franklin machines were not being used at all except for an occasional arcade game by the six graders. The FrEdWriter software used on the Apples would not boot properly on the Franklin machines but the FrEdWriter documentation did include a description of a software patch that would make the FrEdWriter compatible with the Franklins. Also we already had a disk prepared for use on the Franklin that could be multiple-copied if needed. Some reshuffling of monitors from other computers in the lower grades was accomplished since eye-straining 40-column color monitors were attached to the Franklins. The 40-column monitors were swapped with 80-column green screen monitors that would be easier on the eyes for reading text in order to ready the machines for some, at that time, unspecified future use in word processing.

The last item covered in the February meeting concerned a powerful feature of the FrEdWriter software: prompt files. A prompt file is a file that consists of blocked off sections of instructions which "prompt" the writer through the general organization of a composition. These instructions, or prompts, can not be overwritten (without knowing what the special commands are to do that) by the child as he/she writes but neither will the prompts
be printed when the composition is sent to the printer. Thus the child can be guided through the general storyline of a composition on the monitor screen without the guidelines becoming part of the printed output.

Davison produced a prompt file for two of the assigned compositions. One of them, for the "My Future Career" composition is exhibited in Appendix F. It took about ten minutes to make and another fifteen minutes to copy it onto all of the fifteen disks belonging to the experimental group. The students quickly caught on to how the prompt files worked.

Procedure for Compositions

Since the number of computers available to the students was limited to just three machines, the students were not encouraged to do composing on the computer without having a handwritten rough draft to guide them while copying their compositions into the computers. We felt that by doing their drafts with pencil and paper and then entering that writing into the computer, perhaps doing some preliminary revising at the same time, was the best way to assure (a) that all the students had enough computer time, (b) that the computers were used in the most efficient and fairest way possible since some of the children were not very adept at typing, and (c) that the students would be obliged to recopy, and thereby review and
maybe make some preliminary revisions, their work before submitting a printout for checking. Once the first drafts of the compositions were entered into the computer, the students made printouts and handed them in to their teachers for checking. The teachers would then make comments and suggestions for improvements and return the printouts to the students. The students would then revise their compositions on the computer on the basis of the teacher comments and resubmit them as final copies. Those students who were not in the experimental group were given identical writing assignments. They handed in their handwritten compositions which were returned to them with comments and suggestions for improvement. These students were expected to resubmit revised handwritten compositions.

Halfway Into the Project

Preserving Integration

Halfway into the project, the children seemed to be responding well to the use of the computers with few or no problems so that more thought could be given to the larger picture. We were now able to consider how best to ensure a continuing integration of computer usage within the fifth grade. One barrier that was clearly evident was the time it took to orient the students to the word processing
software in addition to the computer itself. The amount of time it took for Davison to orient the students to the hardware and software was significant enough to justify concern about how a similar familiarization would occur without the presence of a person specifically assigned to do such orientations. The fifth grade teachers, for example, would not have sufficient time to handle the same operations that Davison took care of (initial orientations to the hardware/software and helping the children get started) and still maintain all the other aspects of the current fifth grade curriculum for which they were responsible. And to put the problem in proper perspective, only HALF of the fifth graders were involved with the project up to this point. It looked very much as if the time requirements associated with the project were going to constitute a major obstacle to the continuation of the project after the departure of Davison and could cause the integration of computer usage in the curriculum to fail unless some solution was found.

One possible answer to the time dilemma that appeared to be threatening the continuation of the project was to introduce the orientations, at a minimum those concerning the hardware, in an earlier grade. The fifth grade teachers agreed that that would be a great help. In addition to hardware and disk handling orientations, it was suggested that a limited number of "ready" fourth graders
also receive instruction in using the FrEdWriter software. Those students could then be assigned to share their new knowledge with their classmates through peer teaching. From our experience with the fifth graders, it appeared that though most of the students in the experimental group were "ready" developmentally to use the word processing software to aid in writing original compositions, not all of them were. We hypothesized that there were probably a greater number of children in the fourth grade who were not ready to write using the computer, at least in the same fashion as it was being used in the fifth grade. If just a small number of well-chosen "ready" children in the fourth grade were introduced to the software, however, perhaps some of the other children might become "ready."

The earlier limited introduction to the computer and word processing software would not eliminate the time obstacle, but we believed it would surely help. In addition, by placing the introductory lessons in the fourth grade, the students would have more time to absorb the information since the additional demand of writing compositions which are to be given letter grades is absent (official grade are put off till the fifth grade), and the teachers would have virtually the whole school year to make sure that all the children were comfortable with the machines and the software.
Following through on these assumptions and taking advantage of a newly added Apple IIe in one of the fourth grades, Davison made arrangements with both fourth grade teachers to do hardware orientations with their students. All the fourth graders, nine at a time, received orientations to the workings of the Apple IIe machine plus instruction on the importance of handling diskettes with care. Also, the teachers each agreed to provide two students each from their respective classes for further orientation in handling the FrEdWriter software. Davison suggested to the teachers that they could make some kind of assignment for their students to complete using the computers, perhaps copying text that they or someone else had produced, but not compositions as the fifth graders were doing.

More on a Software Center

Up to this point the idea of establishing a software center was just that, an idea. Since the FrEdWriter software was meeting our needs so well, it was logical to search for other public domain software packages that might be appropriate for the elementary grades. With that in mind, Davison went to the Kalamazoo Valley Intermediate School District (KVISD), which is supposed to be a repository of expensive or hard-to-get resources for area schools in the Kalamazoo Valley school area, in search of
public domain software. The KVISD had a substantial collection of commercially-produced educational software for inspection. They also had an entire disk container full of indexed public domain software. Unfortunately, the indexed listing of the one hundred or so public domain disks they had in the disk box had been lost so that it was impossible to determine what was or was not available.

Lacking a ready supply of categorized public domain software appropriate for elementary level education, the next step was to take an inventory of the programs located in the various classrooms of The Gagie School itself to get a fix on where exactly the school stood in terms of already-owned software resources. The inventory turned up numerous programs that had been tried in the past and several that were still being used in some classes (see Appendix A). The "Software Center" would ideally consist of programs that could be checked out by either teachers or students much the same way library books are checked out. A record of who has what would have to be maintained. Multiple copies of the list of programs plus some indication of the subject area and most likely grade level of the users would be distributed to the teachers so that everyone would know what was available. In addition, articles on using computers in the classroom could also be categorized and placed along with the collection of disks.
Diskettes for the Kids

The idea of each student having his/her own diskette was working well for the fifth graders. Several of the fifth grade students asked Davison a second time whether the disks were their property or not, even after he made a point of stressing that fact at the beginning of the project. The students seemed pleased with the personal property idea. None of these disks had so far been left lying around when they were not being used. The same could not be said for some of the game disks. Davison suggested to Dr. Gagie that the school purchase diskettes in bulk through a mail-order house (at a delivered cost of about 30 cents each) so that during the next school year all the fourth, fifth, and sixth graders could each have a disk for their own use, each containing a copy of the FrEdWriter software. Also, the school would need disk containers for all those disks.

One Month Later

Where to Start Orientations

By this time all the fourth grade students had received hardware orientations for the Apple IIe machine and two students from each fourth grade class had received instruction in how to use the FrEdWriter software. The orientations were directed toward the students without active
teacher participation. That may have been an error in procedure. Two weeks after the orientation sessions were completed, none of the students in either fourth grade could be observed making use of the computers even though in one class the selected "ready" students did show their peers how the software functioned. There were apparently two factors that lead to the non-use of the computers for these students. First, specific computer-using assignments for the children were not made. But a more important reason was that the teachers had not been the main targets when the fourth grade classes were given formal introductions to the computer.

To correct that oversight, Davison asked each of the fourth grade teachers if he could provide special hardware and software orientations for them whenever it would be convenient for their schedules. Also, he asked both teachers if they could make specific assignments using the computer, perhaps copying in previously done original work, for example, a paragraph or even a paragraph from a textbook or newspaper. If the teachers did not require their students to use the computers to reach for some academic objective, most of the children definitely were not going to do so on their own, and it was not reasonable to believe that they would.

If the fourth graders were to be provided a worthwhile and lasting introduction in the use of the word
processing capabilities of the computer, then some kind of systematic use of word processing would have to be part of what the fourth graders did on a regular basis. Otherwise, this new information and skills with the computer, not connected to other parts of the curriculum, would not have lasting value, and the objective of preparing the fourth graders for computer use BEFORE reaching the fifth grade would not be achieved. Having the fourth graders computer literate as far as FrEdWriter usage was concerned was important because, as mentioned earlier, the fifth grade teachers would not be able to handle computer hardware and software introductions in addition to the rest of the fifth grade curriculum. Of course, changes in the current curriculum of the fifth grade could be attempted, but since the fifth grade at The Gagie School is where achievement in studies begins to be measured formally in terms of letter grades, it just made better sense to push the mechanical aspects of using the FrEdWriter down to the fourth grade level and to try and keep the main focus of computer usage on the content of compositions in the fifth and upper grades.

Computers Moved

Davison moved the computers so that the two Apple machines for use by the fifth and seventh grades (positioned apart from each other) would be next to each other
in the fifth grade area. The objective in doing this was to enhance possible sharing of information and thus more efficient learning as well as efficient use of the equipment. By placing the machines together, the children could more easily share their experiences and knowledge of the computers with their peers.

Davison transformed some old wooden typewriter desks (picked up by Dr. Gagie somewhere for $2 per desk), the kind that has a typewriter platform that can be lowered about five or six inches, into computer desks with the computer and keyboard where the typewriter used to be positioned and with the external disk drive in the drawer slot. The lower level for the keyboard made it much easier for the children to reach the keys. (Of course, the spring mechanism for the platform was disabled to eliminate the possibility of a surprise pop-up.)

The new Apple IIe located in one of the fourth grade classes was also targeted to join the other two Apples but that had to wait another week until an additional power strip could be procurred before that was achieved. (Details such as availability of power strips, converted wooden typewriter desks, disk supplies, etc., though not interesting when looking at the project in principle, are included in this recounting because such projects as this one are dependent not only on the general objectives but also on the realities of a school situation where the
absence of one material thing or another can bring a project to a halt.) The Franklin machines were then placed separately from the Apples, one each in the fourth grade classrooms, one with a printer and one without. The purpose in handling the distribution of the machines in this way was to take into account a shift in location of classes for the next school year when the fifth and upper grades would be housed in a connected but separate building. The fourth graders would need to have machines in their classes so that their teachers could ease them into becoming familiar with the FrEdWriter software. The upper grades would need to have their machines clustered together, not necessarily within a particular classroom, to get the most efficient use from them.

A Call for Learning

An interesting "call-for-learning" phenomenon began in the fifth grade sometime around the midpoint of the project. It was evident from the start of the study that the children who were in the control group were unhappy about not being included with those children who were using the computer to do their writing assignments. Numerous control group students wanted to know when they could use the computer to do their writing and when they too could have Davison help them with their writing (read as another version of the same question, "When do I get to use
The teachers explained to them the need for having a control group and that they would be using the computer to do their writing next school year. The children seemed to accept it. But by the time the midpoint of the project passed the pressure from the children showed itself and rumblings began again. This time, the children did not ask to be included in the group or to have Davison or any other teacher help them. They just wanted access to the FrEdWriter software and the computers. They wanted disks just like the kids in the experimental group and no teacher help! They planned to ask their friends, the students in the experimental group, to show them how to use the software with which they too would do their writing assignments. Ain't kids fantastic learners! This "happening" was exactly what one would hope for in a situation where the objective is to set the stage for integration of computer usage into the curriculum where success depends to a great degree on acceptance by the target group, the students. Student acceptance is, in fact, basic to the integration process. And here it was. Students asking to use the computer and word processing software even though they had been informed that they could not do so until the following year. Unfortunately, the potential differences between the control and experimental groups were about to be muddied if all the students used the computer. On the one hand, there was
an objective to determine if differences could be dis-
cerned between the two groups. This objective was threat-
ened by a spontaneous demand from the children to learn
something new, something evidently strongly perceived by
them as "good" and/or "very useful," something not being
taught by a teacher (for their group), something they
would learn from their peers, and something that was a key
to the success of another project objective, computer in-
tegration.

The children's requests looked very much like the
reflection of a perfect "educational happening." On the
other hand, acquiescence was sure to call into doubt any
differences that might, at the end of the study, indicate
that the use of the computer increased writing ability.
Thus, two objectives, apparently complementary, compatible
and co-supportive, fostered conditions that were incompat-
ible and detrimental to the successful determination of
both. Still, the possible "muddying" of potential differ-
ences did not mean that the objective of determining dif-
ferences based on computer use had to be abandoned. The
students in the control group would have the use of the
computer for approximately a month and a half in com-
parison to about four months for the experimental group.
Further, though virtually all the control students were
using the FrEdWriter software by the end of the year, not
all started early enough to write more than one composition.

From the very beginning stages, the focus of the project tended toward general implementation of computer usage rather than the differences between the control and experimental groups. The discovery of differences between the groups was interesting and important, but not as interesting or important as the implementation process itself and the conditions that promote successful integration. The narrower topic, the implementation of computer usage just in the fifth grade along with the differences, if any, between two writing groups, served well as focal points for a larger question of integration across grade levels in an elementary school setting. Readers interested in computer integration in an elementary school setting will find the latter question more interesting and useful than whether a particular class was successful in writing using the computer.

Weighing the above considerations plus the apparent determined efforts of the children in the control group to use the computers, it was not difficult to come to the conclusion that the best path to follow was the one that led to learning for the children, and to agree to their requests.
Franklins for the Fourth Grade

Up to the point when the three Apple IIe machines were clustered in one location, the Franklin computers were not being used at all. With the distribution of the Franklins to the two fourth grade classes, one in each class, the Franklin version of FrEdWriter was tested on both machines. A problem immediately became evident. The Franklin version of the software suddenly did not work. Two more copies in succession also did not work. Furthermore, after the attempt to boot disks in one of the Franklin machines, the same disks would not work in the Apple IIe machines either though they had worked perfectly just the day before. Thus began a long and frustrating time of investigating the cause of the problem. It turned out that some kind of hardware problem had developed in one of the Franklin machines so that the machine would sporadically, not every time, write to the disk during the booting process whether or not the disk's write-protect tab was covered—a disconcerting situation since apparently good software was being destroyed. The offending machine was taken to a local vendor for repair only to develop the same condition two days later, after its return. Meanwhile, original work done by the fourth graders was being lost in the process of discovering that we had a faulty machine. The machine was again returned to
the vendor and again returned. This time disks were not destroyed but neither could files be saved to the disk. By the end of the school year the computer was still not in working order. Trying to get the machine working was a disheartening and frustrating experience. A faulty machine like that would be enough to turn a doubting teacher into a convinced nonuser of computers. The only positive thing that came from this was that the children were learning very early an important lesson that they might not have had the machine functioned properly: one should not put one's faith in a machine. Not a bad lesson after all—lemonade from a lemon.

Just as with the experimental group, Davison made multiple copies of the (Franklin adapted) FrEdWriter software so that every child in each fourth grade class could have her/his own diskette to work with, each numbered and color coded for the class.

Though the two "ready" students in the fourth grade class (that immediately started to use FrEdWriter) had provided software orientations for their classmates, the class was still in need of a follow-thru orientation with the FrEdWriter. This meant that though the students were able to teach each other, the peer teaching activity was not quite sufficient in itself to accomplish the goal of preparing the children to use the equipment. The follow-through session went very smoothly, however; all of the
children seemed to be able to follow with ease and had pointed questions that showed they knew what they were doing. Thus, though the peer teaching activity did not work perfectly, it had to be considered a success that could be put to good use again in the future. What the activity of peer teaching needed most, and what it got, was the support of the teacher. The follow-up session accomplished, the class enthusiastically started doing short paragraphs assigned by their teacher.

Finishing Up

Sixth Grade Attempt

An attempt was made to spread the use of the computer and word processing to the sixth grade, a single class, by asking the teacher to select two students whom she thought would be able and willing to show their peers how to go about using the equipment for writing. Davison gave the standard hardware/software orientations to two sixth graders and asked the teacher if she could do some assignments using the computer. The result in this case was disappointing. The students did not show their peers anything about the computer or the software, the two students themselves tried to do a book report but somehow got confused and lost the file they were working on and gave up, the teacher did not make any assignments, and worst of
all, Davison did not follow through to fix the problem because other tasks in the project occupied his time. This has got to be a good example of how not to do something. The key in this case was apparently Davison's lack of sufficient time plus the important fact that the school year was fast coming to a close—not a good time at all to start a new thing, something that required a sustained effort to achieve positive results. And there was one other factor that may have been an influence here: the sixth graders may have viewed the computer writing activity as something more appropriate for the younger fifth graders since they were the ones getting the most attention with computer writing. Therefore, writing using the computer might have been viewed as a fifth grade activity and not as an activity for the older sixth graders.

Manuals

Manuals for the FrEdWriter had to be prepared to make access to the software easier for the teachers. The original FrEdWriter disk included about sixty pages of documentation. Three copies of the documentation were printed out and put into plastic binders along with copies of the disks themselves, one binder for each of the fourth, fifth, and sixth grade teachers.
Software Center

The planned software center was best suited for a central location where control over the disks could be gently enforced via some kind of checkout system. The library was the most obvious place. The librarian agreed to try to set up a catalogue listing of the diskettes so that teachers and/or students could check them out. The cataloguing process would have to wait for the end of the summer, however, as it was too late to process the disks during the current school year. Lists of what was available could be distributed to all the teachers at the start of the next school year so that everyone would know what was available in the school. Not knowing what was available everywhere in the school was certainly a factor that hindered the use of software during the past year. Using the library as a central repository seemed to be the best way around the inventory access problem.
CHAPTER V

RESULTS

Integration

Integration of computer usage into the writing curriculum of the fifth grade itself was successful beyond expectations. The teachers reported very positive results in student writings and attitudes. The school's administration actively supported the project from its beginning thru the end of the four month period. The school intended to follow up on the project by maintaining computer usage for writing classes in the fourth, fifth, and sixth grades in the following school year.

All of the experimental group students regularly turned in computer printouts for their writing assignments, and, for the most part, they liked doing their work on the computer. They had all become familiar with the computers as tools to be used with a word-processing software package, the FrEdWriter, to accomplish an academic task. But more than all that, the idea of using a computer to do writing assignments proved to be so popular that the students in the control group, in spite of being told that they could not also be part of the computer using
group, persisted in their endeavors to use the computer for writing assignments. When the control group students finally requested use of the school owned computers plus copies of the software WITH NO TEACHER-ASSISTED INSTRUCTION in how to use the machines or software, Davison and the teachers yielded to the request, and peer tutoring took over so that by the end of the school year almost all the fifth graders were using the computers for their writing assignments. Integration into the curriculum just could not happen without the cooperation of the students involved. Here was a case where almost all of the students in the fifth grade demonstrated their willingness, their eagerness, to be a part of the integration process. The peer cooperation and enthusiasm that we discovered was an important factor in the success of the integration part of the project. Peer teaching would probably also assist similar integration projects in other school settings.

To support the integration and assure continuation of computer use in the following year at the fifth grade level, the two fourth grade classes were also introduced to the machines and the FrEdWriter word processing software. One of the fourth grade classes went further than just typing in one or two short paragraphs as prescribed for practice in using the machines. Their teacher had them prepare booklets of anthologies of short original paragraphs and poems, complete with a contents page, to
take home to show their parents. It was these fourth graders who started to compete with the fifth graders for machine use time. This was also the class that had a Franklin computer with a persistent hardware problem that kept destroying the students' data disks. This problem, as mentioned earlier, became an important object lesson for the children in trusting hardware. The students took that lesson to heart, accepted it, and simply moved in on the cluster of Apple computers, much to the discomfort of the fifth graders.

The other fourth grade apparently did not make much use of the computer even though this class had a functioning Franklin with a printer attached to it. The two fourth grade class situations show the extent of the influence a teacher has over students. One teacher was evidently interested in having the students do work using the computer while the other for some reason never got around to it.

An attempt was also made to introduce the use of the computers in the sixth grade. This attempt did not produce any positive results and can only be termed a failure. Two students were chosen for computer and software orientation with the hope that they, with the support of their teacher, would spread the good word to their peers. One of the students subsequently attempted to do a book report using the computer but somehow ended up losing his
file along with whatever enthusiasm he might have had for the idea when he started. Davison hypothesized that the reason for this failure was that he, Davison, did not spend sufficient time with the two students to assure that they would not have a negative experience in using the computer, and secondly, that the end of the school year was near—not a very good time to introduce a new element into student academic activities. The lesson here, Davison thought, was that the students have got to be placed in a situation where they will be supported and in which they will find success in their endeavor, no failures allowed, near the beginning of the new experience. The Director of the school, however, thought that the failure had nothing to do with Davison's efforts or lack therein. She believed that since the focus of the computer usage and integration was in the fifth grade, a grade with younger students, the sixth graders were not keen on getting involved with a "fifth grade activity," a more than sufficient reason for non-involvement.

The Questionnaire

A questionnaire (see Appendix E) to determine student backgrounds and attitudes toward computers was administered at the start of the project. The results of that questionnaire showed that every child in the fifth grade had used a computer either at home or in school prior to
the beginning of the project. All said that they thought the computer was useful and that it could be useful for them personally. Approximately fifty percent of the students (18 of 35) said that they had a computer with a keyboard at home. This is a higher percentage of ownership than one would normally expect to find in homes with fifth graders. It may be a reflection of the fact that many of the families of the children at the school probably have higher than average incomes. A 1984 U.S. Census Bureau report showed that income level was a significant determining factor in whether families had computers in their homes (Schmid 1988). A lower percentage, and closer to what one would expect, 38%, of the experimental group (6 of 16) indicated that there was a computer at home. Most of the children with computers at home listed their machines as various kinds of Apple computers. The other general types included Commodore 64, Atari, Texas Instruments, Franklin, Tandy, and Leading Edge. Importantly, the students who reported the presence of a home computer said that their parent(s) used the computer. Just about all the students wrote that their most frequent use for these machines was for games, but several students also indicated that they had used their machines to produce letters; two students claimed they had done some programming. Of the students who said they did not have a computer at home, almost all wrote that they would like to have
one. One child wrote "No" to the question of whether (s)he would like to have a computer at home and one indicated that (s)he did not care about it.

The responses to the questions "Who do you think uses computers" and "Who do you think likes computers" were surprisingly rich and varied. A compilation of the answers to these two questions is instructive in demonstrating just how sophisticated children can be in awareness of what is happening around them, and in this case, how computers are affecting our everyday lives:

- businesses
- mom
- dad
- weathermen
- airports
- grocery stores
- hospitals
- doctors
- nurses
- electricians
- KGB
- basically everyone
- students
- teachers
- parents
- policemen
- firemen
- flight instructors
- McDonald's
- people in electronics
- people who print things
- dentists
- secretaries
- scientists
- attorneys
- schools
- writers
- reporters
- pharmacists
- pilots
- kids
- astronauts
- library workers
- the bank
- administrators
- trucking companies
- Upjohn
- my dad
- every normal job
- the Pentagon
- Burger King
- me

It was clear from the questionnaire that all of the students were aware of the roles computers play in our society and that there would be no problem in overcoming any fears the children might have of the machines since
probably there were no fears—that seemed to be correct. None were apparent.

Writing Samples

An attempt was made to compare writing samples taken at the beginning of the study, from both control and experimental groups, with samples at the end of the four month period to help determine whether the quality of writing improved as a result of computer usage. The first writing samples taken from the first writing assignment, given in January, concerned the students' most recent Christmas vacation, where they were during the vacation, what went on during that time or what made the vacation special, and how the vacation ended. It was supposed to have consisted of a total of three paragraphs covering each of the above points. The resulting handwritten compositions averaged about one page in length or about fifteen 12-word sentences each (see Appendix H for these samples).

The original plan was to have the students write eight compositions, but the number turned out to be six. Following the first composition were writing assignments on "Lincoln," "My Future Career," "My Favorite Place," "Mystery Egg," and then a final composition, all over a period of approximately four months.
For the final composition each student was supposed to have written a story to be handed in during the last week of school. These final compositions consisted of a much greater number of sentences than that found in the first sample. Many of the compositions contained dialogues with complete punctuation. The lengths of the compositions averaged about the same for both the experimental and control groups. For all the students the average was sixty-two (62) sentences (compared to fifteen for the 1st composition!), the median was 56 sentences, and the range was 21 to 154 sentences. The average number of words per sentence remained at about 12 words, but the teachers remarked that over the four month period most of the students, not just the students from the experimental group, were producing writings that were longer and that had more complex ideas. Due to the surprising length of some of the final compositions coupled with slow keyboarding skills of the students, the fact that there were only three computers to work with, the late start by some of the students in typing their stories, plus competing year-end school activities, some of the experimental-group compositions did not get typed into the computer so that printouts could be produced. Thus, the very last assignment papers did not have the benefit of sufficient revision time which meant that the final papers turned out more like first draft efforts at lengthy character
developments than finished compositions. These final compositions can be seen in Appendix I.

Two of the final compositions deserve special attention in that they help define the ability potential of fifth grade level student compositions at the Gagie School: one is an exceptionally well-written Anne Frank type story titled "The Beginning and the End" written by a control group student, and the other is by an experimental group student, an emotive account of a girl whose father has died. Its title is "Diary." These two compositions are located at the beginning of Appendix I.

About half of the writing samples do not have matching samples in either the first or final compositions. There are several reasons for this: absences because of sickness or vacations, one of the students moved to a different city, and some of the children may not have been up to writing the first composition even though it was a relatively short and highly structured assignment. The final story-writing assignment was highly unstructured with the students being asked to write a short story focusing on character development. The resulting compositions turned out to be very long--too long for young, unskilled typists to enter into a computer for a printout given a situation where many of the students did not begin to type their rough drags until about one week before the end of the school year. While some of the students
succeeded in typing their papers after some preliminary revision, other students were unable to do any revision at all and were unable to obtain typed first-draft papers. This resulted in a deviation from the regular procedure of receiving teacher suggestions on a typed copy for further revision using the FrEdWriter software. Thus, the reliability of any conclusions drawn from one-to-one statistical correspondences between the first and final compositions was so complicated by extraneous factors that no statistical analysis was done to validate or invalidate the hypothesis that the use of computers contributed to improved writing. That was a disappointing development in view of the fact that one of the original objectives was to attempt to determine if computer usage would positively affect the quality of student writing over a four-month period. But there were other positive developments.

There were indications from both students and teachers that computer usage directly affected student writing. The teachers noted that the attitude toward writing became more enthusiastic, that editing changed from being a chore to something that was fun, that writings became longer and more complex, and that their the writings improved. Student opinions corroborated the teachers' impressions that the students had fun and that revision was much easier.
Student Opinions

The opinions of the students regarding the use of the computer to do writing assignments were quite positive (see Appendix G for all of the received opinions). Of the fifteen responses from the students in the experimental group (plus one student from the control group), twelve thought that it was a good idea to use the computer instead of a pencil for writing. The students covered most, if not all, of the advantages of computer use for writing that are generally cited in the literature:

1. To fix a mistake you don't have to rewrite the whole paper.
2. You can learn to type.
3. If you have bad handwriting, it is neat.
4. It is quick.
5. You can make copies easier and faster.
6. Using the computer is fun.
7. It prepares us for any job we may have.
8. I don't get cramps in my hand [when writing].
9. It saves time.

The students also identified two difficulties in using the computers. The main complaint, mentioned by seven of the students had to do with typing. The ability to type was recognized early as a difficulty area for which there was no easy answer in a situation where initial
integration of computers into the writing curriculum in just five months was the main objective. One student expressed the difficulty nicely when he concluded,

You can write faster with a pencil than a computer to me because it takes me ten minutes to write supercalifragilest expadalocous with the computer and with a pencil I can write it in about 40 seconds. I think the pencil is better for me.

On the other hand, another student saw the problem from a different angle when he wrote "It helps you learn how to type . . . ."

Yet another student identified a second difficulty, a difficulty that also concerned the teachers. The student wrote that a disadvantage of using the computer is that ". . . you can't always be on the computer when you want to, . . . ." It is true that some of the fifth graders experienced frustration when the cluster of three computers was taken over by another grade—eager fourth graders who were also being introduced to computer usage. Had the fourth graders not also been using the same machines, there probably would not have been any problem with the number of available computers though it should be recognized that the fifth graders did not start typing their last assignment until just a few days before the end of the school year. But the availability problem is a real one, one that will not go away, and one that will probably get worse. Next school year there will be two grade
levels, the current fifth graders who will be sixth graders plus the new fifth graders, competing for use time on the computers for doing writing assignments.

**Teacher Opinions**

The most important influencing factors in this project were the people in charge of the classes, the teachers. They are the key to the success or failure of any activity undertaken and are true experts in determining what is feasible and what is not for their grade levels. Obviously, their opinions of the project are central to any continuation of the integration.

Both fifth grader teachers were enthusiastically supportive of the idea of computer use in the writing curriculum, and they continued their support throughout the project by incorporating the use of the computer into the writing curriculum in a natural and matter-of-fact way.

They reported that since the students had already linked computers with video games and "fun," the students approached the use of the computer in a positive way, as if it were a new toy except that they used it like big kids and adults did—not just for games. The students were attracted to the computer for what it could do for them, a very sensible way to approach computer usage. Revision is not something that children like to do. Yet, the teachers noticed that some of the fifth graders changed their
compositions, that is, they did revisions, while transferring their work from their handwritten drafts to text files on the computer. The normally unpopular task of revision was undertaken naturally and without prompting from the teachers because the children saw a need to do it to make their papers better, and they took action to fulfill that need. Piaget would smile. In this case the use of the computer provided an excellent learning context in which an educational objective could happen naturally. The ease with which the children took to revision is strong support for the hypothesis that computer usage had a positive effect on the writing process since revision is an essential ingredient leading to good writing.

The written teacher comments follow; most are very positive:

1. They loved seeing their work on the screen and then printed on the printer.

2. Because the end product looked great, they took more pride in their work.

3. The students could work at their own pace which developed a sense of independence.

4. I saw an attitude change toward writing—students became more enthusiastic about doing writing, and the stories became longer and more complex.

5. They showed more of a willingness to write.
6. They loved the idea that you could delete, rearrange, insert, rewrite, correct spelling and grammatical errors without rewriting the whole text.

7. Editing was a chore before--now it was fun.

8. The creative process wasn't slowed down because of the mechanics of putting words on paper; they could concentrate instead on ideas and how to express them.

9. Typing skills or the lack of them [was] frustrating to some students.

10. [Computer integration] would be difficult to implement with only one teacher in the classroom.

11. We could not have done it without an extra person. It needs a one-time semi-intensive effort.

12. If someone was missing from the main part of the classroom, [that person was] often found . . . glued to the computer.

13. The children played fewer games on the computer.

14. Computers were in use all available time. [The students] often gave up [their] own time--lunch or outside to be on the computer.

15. This fifth grade, given the opportunity, will continue and put papers on the computer next year.


17. Papers were neater and easier to read.

18. Children do not like to revise. I found that
some children would revise as they transferred their work onto the computer.

19. Using the computer caused excitement in the class.

20. There was an eagerness to learn more about the computer.

21. As a teacher, I feel their writings improved—some more than others.

Most of the above comments lend suggestive support for the hypothesis that computer usage positively affects student writing.

With comments like the above, the prospects of continued teacher support of computer use as part of the writing curriculum seem to be quite positive.
CHAPTER VI

SUMMARY

This study began with two broad objectives: (1) to integrate computer usage as a tool into the writing curriculum of an elementary school, and (2) to show that computer usage would improve student writing ability over a period of four months.

The first objective was met, demonstrating that not only is it feasible to establish limited computer integration in an elementary school curriculum where a minimum of computer facilities exist but that the attempt will be welcomed with enthusiasm by both teachers and students alike. The integration was limited because no attempt was made to extend computer usage into any other part of the curriculum besides writing.

It was not possible to demonstrate statistically that the second objective was met. However, there is anecdotal evidence to suggest that the students liked using the computers to do writing and that the students were more willing to do revisions because the computer made it easier to make changes in their compositions.
Key Ingredients

Integration into the writing curriculum began with the following equipment and supplies:

1. Three Apple IIe computers
2. Two 64K Franklin computers (only one actually worked)
3. Three dot matrix printers
4. Three 70-disk capacity plastic disk cases
5. A variety of educational game software (see list in Appendix A)

To the above was added:

1. FrEdWriter word processing software--public domain software obtained at no cost.
2. One hundred diskettes obtained at a cost of about $30.00 from a mailorder house. Each student was provided a diskette that contained a copy of the FrEdWriter software.
3. Two additional 70-disk capacity disk cases at $4.00 each were also purchased via a mailorder house.
4. One box of paper for the printers for about $23.00

The total dollar outlay to achieve integration was, then, less than $60.00, virtually no cost. The major hidden cost in the project was in terms of the time required for a person to organize the integration effort. That
amounted to about two class hours per day plus preparation for about four months.

The key ingredients that made the project so successful were the enthusiastic and supportive attitudes of the school's administration and fifth grade teachers. The support of the teachers was especially important. Also, the children and their parents demonstrated positive feelings about using the computer for writing.

Conclusions

Several important conclusions for future computer integration projects can be made from the results of the project at The Gagie School:

1. Worthwhile computer integration in the elementary curriculum can be achieved with a minimum of already existing computer facilities and with teachers with little or no computer usage experience.

2. The startup requirements for an integration project call for an individual to be assigned to the project for about one third time, replacement time—not add on time, for about one year to establish initial integration across grade levels. This individual should be willing to become familiar with what good computer usage is as described in the literature. Thereafter, the responsibilities for continuation of computer use within the writing
curriculum can become, for the most part, the concern of the classroom teachers in the different grade levels with administration support.

3. Some provision must be made to engage the teachers in computer usage—hardware/software orientations if not regular full training. If there is inadequate teacher training, then there will definitely be a need for some kind of overall coordination/responsibility for equipment setup and maintenance of the hardware and software by a single person. And even with adequate training in software use, there may be a need for responsibility to be with some single person so that teachers will know where to go in case hardware or software problems develop. An outside consultant could fill this need once the system is established in the various grade levels.

4. While there must be active support from the administration, the classroom teachers have got to believe that the computer is helping them and their students do a better job with the computer than without it. The integration will succeed or not depending on the individual efforts of the teachers in the classrooms.

5. There must be cross-grade level teacher support for the integration effort to ensure continued use from school year to school year.

6. Fifth grade children and their parents will have a strongly positive response to an effort to integrate
computer usage into the writing curriculum.

7. Although the beginning and final writing samples could not be used to show statistical support for an argument that the use of computers actually improved writing ability, the teachers observed that the children became more interested in writing because of the use of the computer. The fact that children liked writing more when using the computer is a powerful reason to provide computer facilities for writing (see DeLoughry 1988).

8. Peer teaching became a powerful tool in the effort to integrate computer usage in the fifth grades.

9. The children should be provided with keyboarding instruction either currently with or shortly after the introduction of computers as tools to do writing. Keyboarding skills are crucial to the efficient use of the equipment.

Continuation

The continuation of the computer usage project in The Gagie School will rely to some extent on the next year's fifth and sixth grade teachers' use of peer teaching. Though most if not all of the current fifth graders are scheduled to return next year as sixth graders, there may be some new sixth graders who will have not been exposed to either the computer or the FrEdWriter software. It became clear in this year's fifth grade class that peer
teaching not only worked but that it worked well for orienting students to use of the software on the computers. Likewise, there should be no problem for any newcomers to these computer-using classes. Basically, the new sixth graders will quite simply carry on using the computers to do their writing because they have the knowledge and experience to do so, and their teachers will expect them to do it.

The fourth graders will be in a slightly different situation when they become fifth graders next year. One class of the fourth grade used the computer to an extent that most of those children will probably not have a problem next year in using the software for writing. But the other class may require new and full orientation sessions to get them started. Also, there may be a significant number of new students at the fifth grade level next year. Again, peer teaching will prove to be useful, but in this case the teacher may have to be more directly involved. Since one of the current fifth grade teachers will be in charge of computer usage for the fifth grade next year, there should be no problem in assuring a smooth transition from handwritten compositions to use of the computer for the writing assignments.

The new fourth graders next year will need the special attention of the fourth grade teachers to assure that these students receive appropriate orientations and
learn how to use the computer for fourth grade level writing. It is essential that the fourth grade teachers include computer orientations and ample opportunities for practice in using the FrEdWriter software. This is because it is at the fourth grade level that the students must become familiar enough with manipulating the computer and the word-processing software that they can continue naturally at the beginning of the fifth grade to use the computer to focus on the writing itself and not be overly concerned with the mechanics of producing the computer-generated writing assignments.

The teachers will, of course, be better able to smooth the way for their students if they themselves are comfortable in using the FrEdWriter software on the computers. To assist them in becoming familiar with the software, Davison will provide a refresher orientation session during the week preceding the beginning of the new school year. This follow-up orientation will catch those few teachers who are not already familiar with the capabilities of FrEdWriter as well as reinforce familiarity with the software for those teachers who have already worked with it.

**Keyboarding**

The introduction of formal typing skills, or keyboarding, at The Gagie School takes place in the seventh
grade. But with the introduction of word processing at the fourth and fifth grade levels, keyboarding should be introduced either during the fourth grade or at the beginning of the fifth grade to avoid the frustrations that many of the fifth graders experienced due to their lack of proficiency in typing. The argument in favor of introducing keyboarding at the fourth grade level is that the children can be exposed to both the computer and the word processing software at the same time since they are complementary to one another. An alternative is to allow the children to experience first hand the need for keyboarding skills, and then provide the instruction at the beginning of the fifth grade when they are be required to do their regular writing assignments using the computer. Past experience indicates that allowing the educational need to become self-evident before providing assistance may be the better alternative to follow. And the need will surely become evident when the children attempt to key in a 50-sentence plus composition when computer time is at a premium due to two classes using the same small set of computers for their writing assignments.

Application for Other Schools

The same procedures used to initiate integration of computer usage into the curriculum at The Gagie School can be used in other schools. One might think that what worked
at this private school cannot be applied to other schools because the children at the Gagie school are, perhaps, generally brighter than average students, the Gagie students come from upper socio-economic families which constitutes a limited access situation based on economic status, and the school provides facilities not available at other schools. It is true that the Gagie students score exceptionally well on standardized tests and that many of the children come from upper socio-economic families, but at the same time, it does not follow that integration of computer usage in the school becomes easier because of these two factors. Though The Gagie School is private and charges tuition, the tuition is far from exorbitant, and access to the school is not particularly limiting because of the tuition cost. Tuition is about the same as local competing religious-based private schools. As far as the contention that extra facilities are provided is concerned, this is definitely not the case--in fact, the opposite is true. Because the school's tuition is not very high, it is difficult if not impossible for the school to acquire the latest computer equipment. The current three Apple IIe's, two 64K Franklins, and five Apple II+ computers hardly represent the state of the art in computer facilities.

The nature of the curriculum at the school may, in some respects, have made it more difficult to implement
integrated computer usage in the writing curriculum than it would have been in a public school setting. This is because of the extra features found in The Gagie School curriculum. French lessons take up half a time slot daily; music programs, both instrumental and singing, take full time slots twice a week; individualized math and reading programs require more time to carry out than do set grade-level syllabi; there are regular Friday afternoon assemblies for awards; and an annual full-scale production of Dicken's A Christmas Carol for the community consumes large amounts of time and energy. All these activities, wonderful though they may be, do compete for the limited amount of time devoted to more traditional academically oriented activities, even at the elementary level.

Because of these additional curriculum features, there is less available time for a leisurely application of a new academic program. The introduction of a new activity at The Gagie School, therefore, has to be sufficiently well-structured to fit into an already tight sequence of established activities, and it will be in competition for class time with other worthwhile educational endeavors. Given a situation where other kinds of burdens are not imposed on a teaching situation, such as heavy absenteeism or other serious social problems, and a school curriculum does not have such coordinated school-wide activities or as many, then the opportunity for computer usage and an
improved school environment for writing should be even more viable than it was at The Gagie School.
Appendix A

Listing of Software in the School
The Gagie School
Computer Project

May 30, 1988

Listing of Software Currently in the School

(* An asterisk indicates an original publisher's diskette)

Math - Geometry

1. Mathematics Word Problems - grade 1
2. *Math Voyager I
3. *Math Voyager II
4. *Math Voyager Startup Disk
5. Elem Vol III
6. Compu-Math Arithmetic Skills
7. a. Circus Math
   b. Elem II
8. a. Early Addition
   b. Elem IV
9. a. Math Programs
   b. Elem.
10. *Math Word Problems
11. *Success With Math
14. *Addition Magic (basic math)
15. a. Elem Vol X
   b. Multiplication
16. a. Science Fun
   b. Piece of Cake Math
17. *Fact Sheets (basic math - timed tests)

LOGO

18. Apple Logo (LOGO language)
19. LOGO -- 64K Apple (LOGO language)
20. Delta Drawing (LOGO-like drawing program)

Simple Graphing

21. Bumble Plot (K-2: number lines, plotting)
Keyboarding

22. Juggles' Rainbow (left/right up/down concepts)
23. FaceMaker (beginning keyboarding)
24. Intro to the Keyboard
25. Type Attack (keyboard)
26. Master Type (Keyboard)
27. Typing Tutor (2 copies)
28. *Typing Tutor (keyboarding)
29. Typing Tutor II (2 copies) (keyboarding)

Geography

30. States & Traits (geography of the U.S.A.)
31. Super Map (geography of the U.S.A.)
32. *Treasure Hunter (geography - history)
33. *Michigan (social studies - use with

Reading and Word Games

34. *Stickybear Reading (pre-school)
35. *Letter Recognition (2 copies)
36. *Beginning Reader (K thru 2)
37. *Kinder Comp (pre-school)
38. Reader Rabbit (64K)
39. Word Benders (guess words with missing letters)

Writing

40. *Bank Street Writer (2 copies) (word processing)
41. FredWriter (word processing)
a. FredWriter and documentation
b. FredWriter Tips
42. FredLessons disk 1
43. FredLessons disk 2
44. FredLessons disk 3
45. FredLessons disk 4
46. FredLessons disk 5
47. FredLessons disk 7
48. a. The Story Tree (master)
b. The Story Tree (story)

Pattern Recognition

49. Gertrude's Secrets (64K)
50. MopTown Parade (64K)
Logic

51. Perplexing Puzzles (tutorial)
52. Perplexing Puzzles (deductive reasoning)
53. *Mind Castle I (2 copies)  (logic)
54. Mind Castle II  (logic)

Simulations

55. *Flight Simulator  (stock market simulation)
56. a. Millionaire  
b. Miner 2049'er
57. a. Microleague  
b. CIC  (resource allocation simulation)
58. *Snooper Troops Case #1  (story puzzle game)
59. *Snooper Troops Case #2  (story puzzle game)

Science

60. *Science Island (4 copies)

Utilities

61. DOS 3.3 (6 copies)
62. Ultra Disk Pack  (copy program, disk diagnostics)
63. Beagle Brothers  (graphics)
    a. MiniPix A  
b. MiniPix B
64. disk copying programs
65. Franklin diagnostics disk

Arcade Game

66. One on One  (game: basketball)
67. *Hard Hat Mack
68. Ring Raiders

Miscellaneous

69. Basic Programs
70. *Print Shop  (graphics - posters)
71. Print Shop Graphics disk 1
72. Print Shop Graphics disk 2 (two sides)
73. a. Special Ed  
b. Santa Pavaria
74. Dinosaur Dig
75. Trex
76. *Spy vs Spy  (like TV game show)
77. *Jeopardy  (like TV game show)
78. *Family Feud  (social studies)
79. Word Search  (pfs files)
80. *Facts & Fallacies

1. *English I C64702  (Commodore)
2. *English II C64707  (Commodore)
3. *Sea Speller  (Commodore)
4. *SAT English  (Commodore)
5. *Webster: The Word Game (Commodore cartridge)
6. *Word Challenge  (Commodore)
7. *Mathematics I  (Commodore)
8. *Fraction Fever  (Commodore cartridge)
9. *Number Tumbler  (Commodore cartridge)
10. *Success With Math  (Commodore grades 3-8)
11. *Success With Math  (Commodore)
12. *Math Busters  (Commodore)
13. *Up & Add'em  (Commodore cartridge)
14. *Turtle Toyland Jr  (Commodore)
15. *Spider Eater  (Commodore)
16. *Logic Levels  (Commodore)
17. *Kids on Keys  (Commodore cartridge)
18. *Logic Thinking  (Commodore cartridge)
19. Science II  (Commodore)
20. Match Wits  (Commodore)

Manuals

1. Apple IIe Owner's Manual  (3 copies)
2. The AppleSoft Tutorial
3. The DOS Manual  (2 copies)
4. Apple II Reference Manual  (2 copies)
6. Apple II 80-Column Test Card Manual  (2 copies)
7. Apple Extended 80-Column Text/AppleColor Adapter
8. pfs Write User's Manual
10. The Secrets of Science Island
13. Franklin Data Perfect
15. Commodore User's Guide
16. 1001 Things To Do With Your Commodore 64
17. How To Use the Commodore 64 Computer
Appendix B

The Gagie School
The Gagie School

History

The Gagie School is a private, independent school serving children in preschool through eighth grade. It was founded in 1976 by Dr. Sandra S. Gagie as a preschool; in 1981, the Fairview Building was purchased and the elementary school was established with grades K-3 operating the first year. In subsequent years, more grades were added and the first eighth grade class was graduated in 1986.

Purpose

Teaching children is an extremely pleasant and rewarding task. They are eager, open-minded participants in the learning process. Based on these assumptions, the purpose of The Gagie School is to provide a very strong, basic educational foundation for each child and to develop within each child a very positive self-concept.

Goal

The ultimate goal of the school is to help each child discover and achieve his or her potential and to become a very highly contributing member of society.

Curriculum

Curriculum is developed according to the individual needs and learning styles of the children. Making sure each child achieves developmental skills appropriate for his or her age level in the early years is imperative to insure a strong foundation for later academic achievement.

Setting and Behavior

The learning environment at The Gagie School is highly structured to insure maximum learning conditions. However, it is flexible enough to teach decision making as well. Through the use of a few rules and positive reinforcement, children learn to control their behavior and to get along well with each other in both play and work situations.

Class Size

The preschool provides for a maximum of eight children with each teacher. The kindergarten is limited to 15 children per teacher. First through eighth grades will not exceed 18 children per teacher.

Teachers

All classroom teachers have a degree and a valid Michigan teaching certificate. They are equipped to individualize instruction and to have a variety of techniques to achieve our common goal.

Information

For more information, the office telephone number is (616) 342-8008.

615 Fairview Kalamazoo, Michigan 49008
Teaching children is an extremely pleasant and rewarding task. They are eager, open-minded participants in the learning process. While teaching in a number of public school settings in the Midwest, it has become more and more apparent that not only some of the joy and excitement of teaching and learning is missing, but so is the teaching of the basic skills - the 3 Rs.

The purpose of The Gagie School is to provide a very basic, strong educational foundation and to enrich the learning experience with special programs in art, music and foreign language for children in preschool through eighth grade.

The ultimate goal is to help each child discover and achieve his or her potential and to become a very highly contributing member of society. A more short term purpose is to develop within each child a very positive attitude toward school and learning.

How are these goals achieved at The Gagie School? How do these goals relate to the "gifted"? By understanding normal human growth and development and by using developmental scales, each child is monitored from age 2½ in the areas of physical (gross and fine motor), self help, cognitive, social and language skills. As a child achieves skills that are age appropriate, the skills are checked off on the checklist.

Curriculum is developed then from the individual needs and learning styles of the children. Making sure each child achieves developmental skills appropriate for his/her age level in the early years is imperative to insure a strong foundation for later academic achievement.

With information gained from checklist, assessment and much teacher observation an appropriate kindergarten prescription for proper academic curricula is developed. By beginning this procedure at age 2½ the complexion of what a kindergarten curriculum should be takes on a new dimension. The curriculum requires much more than the traditional has given us. All through the grades that follow, the curriculum is based on the individual needs of the children, always providing a learning environment that is highly structured to insure maximum learning conditions, yet flexible enough to teach decision making as well.

We believe in Piaget's "moment of optimal discrepancy" and are always making available information and providing skills at the next level for every child, so that when he or she is ready for each "teachable moment," those moments will happen. This keeps each child's program challenging, interesting, and continually stretches the child's brain power and potential for learning. By providing materials usually used for so-called "gifted children" for everyone, it is unnecessary to implement an identification program for the "gifted." All children should be treated as though they are gifted and have the opportunity to develop to their fullest.

Teacher training occurs on a daily basis by administrators to see that this attitude prevails and that this attitude is evidenced in all that the school provides in all areas, the arts as well as academics.
Reading is the most crucial of the fundamental skills. A learner's success or failure in school and society depends in large part upon his or her skill as a reader. Therefore, reading instruction must be of the highest quality. The use of the Wisconsin Plan will facilitate the systematic teaching of reading skills to all of our learners. This system for teaching reading skills:

1. reflects what we know about reading and how we learn to read;
2. is easy to apply and should produce desired achievement; and
3. specifies what is to be taught, ways to teach it, how to determine what learning has occurred, and enhances and encourages diagnosis and individualization of instruction.

Reading is a group of skills that extends in a hierarchy from the simple to the complex. The Wisconsin Plan has carefully set down these skills making use of both auditory and visual channels. A sequential experience method, library books and basal readers will be used to teach the skills.

A great deal of attention is also given to the affective domain of the reader. This means that we try to find reading materials that match the interests of the child; it also means we give definite time for pleasure reading each day. It is so important that children find a positive, pleasurable, useful way to use the skills taught during reading period. We want each child to be an efficient reader who loves to read; this is the ultimate goal of our program.

Mathematics, as well as reading, is of primary importance in our curriculum. It, too, is a hierarchy of skills that must be taught in sequential order, each building on the other. The Wisconsin Plan for mathematics will be utilized.

In both reading and mathematics each skill is presented and must be mastered before new skills are presented. The child's ability to perform the skills dictates placement level for reading and mathematics, not age or grade placement.

All students are instructed in writing skills, sometimes termed Language Arts. In the early grades, creative writing and keeping a journal are part of this subject area. In the middle school grades the students investigate and participate in varied forms of writing; they also study grammar and sentence diagramming. It is important for each child to write every day so that writing becomes second nature to them.

Social Studies, with emphasis on Geography, is taught at all grade levels. Science is also part of each grade's curriculum. Older students strengthen their skills in this area through the use of the lab facilities in the Science room. Computers are present in each classroom. All students are introduced to the computers and are taught how to use instructional programs. It is our goal to have our graduating eighth graders be "computer literate" - familiar with basic computer usage, keyboarding skills and word-processing programs.

Our program is enhanced by regular classes in French, physical education, art and music. Instrumental music is available to students in grades 5-8. Testing for instrument aptitude is done in the spring and rental is arranged through a local music store.
Setting and Behavior

The learning environment at The Gagie School will be highly structured to insure maximum learning conditions. However, it will be flexible enough to teach decision making as well. Through the use of few rules and positive reinforcement, children learn to control their behavior and to get along well with each other in both play and work situations.

Class Size

The kindergarten will be limited to 15 children per teacher. First through eighth grades will not exceed 18 children per teacher.

Teachers

All teachers will have a degree; many are working toward or have advanced degrees. They will be equipped to individualize instruction and to have a variety of techniques available to achieve our common goal.

Fees for 1988-89

<table>
<thead>
<tr>
<th>First Child</th>
<th>Sibling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>$1850</td>
</tr>
<tr>
<td>Grade 1</td>
<td>$3000</td>
</tr>
<tr>
<td>Grades 2-8</td>
<td>$2800</td>
</tr>
</tbody>
</table>

Fees are for 10 months, September through June. Please pay tuition in advance at the beginning of each month. Regular monthly payments begin September 1. Tuition may also be paid by the semester or for the full year. A mailbox is provided inside the office at school for monthly payments.

Enrollment

The first step in the enrollment process is an interview with the director, Dr. Sandra S. Gagie. Prospective students are encouraged to visit the school for a day. Final requirements for enrollment are a completed application and payment of a $100 non-refundable enrollment fee at the time of application.

Please call the school office at 342-8008 if you have any further questions.
Appendix C

Introductory Lesson Plan
INTRODUCTORY LESSON - Jan. 26 & 27, 1988

Objective: familiarize students with the computer in order to provide them with a degree of confidence in using the equipment.

1. Show the students the parts of the computer system:
   - take top off of computer to show inner parts
   - take cover off disk drive to show mechanism
   - tell the students about the system
     a. 6502 processor - the brain of the computer
     - able to do about 500,000 addition or subtraction problems per second.
     Really fast!
   b. point out cards in slots that help the 6502 communicate with the peripheral parts - show them the wires that connect the peripherals to the motherboard.

peripherals: keyboard
            monitor
            printer
            disk drive

2. Show the students the disk drive and a floppy diskette
   a. Cut open a floppy diskette, show them the plastic diskette itself and how it "flops" around. Show them the inner lining of the diskette cover that is constructed to keep the diskette clean. Ask them to touch it. Talk about how the floppy disk should be handled. With the open floppy diskette -- demonstrate all the things one should never, ever do with a floppy diskette. They are:

   NEVER
   i. touch the plastic part
   ii. bend the disk
   iii. cough onto the disk
   iv. get dirt or moisture on it
      (even dust)
v. write on attached label with a pen or pencil -- use a soft felt-tip pen instead.

ALWAYS  i. keep the diskette in its envelope
       ii. keep it clean

Explain the function of the write protect notch.

b. With the inner top microchip card of the disk drive lifted up to expose the read/write head, show them how the disk drive clamps down on the center of the disk when the door to the drive is closed. Show them how the "arm" moves back and forth to transfer data to and from the diskette. The rotation is 300 cycles per minute.

c. Show them where the power switch is located on the Apple and where it is on the monitor.

d. Reassemble the disk drive (but with the top cover off) and boot a disk so that the students can see the drive arm move as it accesses the disk.

The above was done with groups of four students - twenty minutes per group. It took four sessions to process all sixteen students in the participating group over two available morning time slots.
Appendix D

First Lesson for FrEdWriter
FIRST LESSON for FrEdWriter - Jan. 28 & 29, 1988

Objectives: Introduce students to the FrEdWriter software package. Reinforce last lesson's objective of familiarizing students with the equipment. Start a practice composition so that the students are able to discover how the software package works.

This first lesson with the FrEdWriter software is done with the students individually while the next student up watches.

1. Boot the FrEdWriter software:
   a. Give each student a diskette to keep as her/his own for storage of compositions. Each diskette has the FrEdWriter software copied onto it. These disks, though now the property of the students, will be kept in a container next to the machine. They are numbered 1 to 16. The teacher (or the student) can write (with a FELT-TIPPED PEN!) the owner's name on the label of each disk. The disks are to be kept in numeric order for easy access.
   b. The student is handed the disk and asked to put it in the drive and boot it.
      - drive door closed
      - monitor power on
      - computer power on after drive door closed
   c. FrEdWriter menu shows on screen -
      - student fixes date/time for current session
      - selects 40 or 80 columns as preferred
      - selects FrEdWriter editor

2. Student selects a topic about which TWO sentences should be typed in.
   a. The student selects a topic to write about, and types that at the top of the page followed by three carriage returns to skip some lines. The student then attempts to type two sentences about the topic. (S)he is asked to make at least one deliberate error in spelling or punctuation so that
it my be corrected after the sentences are written. (No problem in getting errors here.) The student sees how FredWriter automatically continues on the next line without a carriage return.

b. After two sentences are typed in, the student is asked to correct the error(s) found. Tell the student about the up, down, left, and right ARROW KEYS that move the cursor around the screen. Once the cursor is correctly positioned, the DELETE key is used to delete the character directly adjacent and to the left of the cursor.

c. Once the sentences have been corrected, the student should SAVE the contents of the screen to her/his diskette. It is at this point that the control T command is introduced. The T command puts a list of editor commands onto the screen so that the student can select the one appropriate for the immediate need. The student sees that S (i.e., control S) is the command needed. Following instructions on the screen (press ESC to return to the composition), the student returns to the sentences and presses S. The software package then asks under what name the file should be saved. The student types in a name, the disk drive turns on, and the file is saved to the disk.

d. The student is then asked to QUIT the program. The command for that is on the list brought up by typing T.

e. Then the student is asked to start FredWriter again and to LOAD the file just written back into memory. Again, reference is made to the command list via the T (or T as it is referred to in the software).

f. Finally, the student is asked to QUIT once more, remove the diskette from the drive, turn the power switches off, and store the diskette in the correct place in the disk storage box.

The above lesson was provided to each of the sixteen students over a period of two days. Some students were able to go through it faster than others, but the average time per student was approximately fifteen minutes -- four hours of time for the group. It was noted that many
Jan. 28 & 29 Lesson Plan -- page 3

of the students will need assistance with and practice in handling a keyboard as well as with formatting the compositions. Also, it was clear that all of the children were excited about using the computer to do writing.
Questionnaire for Attitudes Toward Computers

1. Do you think computers are useful?

2. Can you name some things that computers are good for?

3. Who do you think uses computers?

4. Who do you think likes computers?

5. Do you think a computer could be useful for you?
   Do you have an idea of HOW a computer could be useful for you?

6. Have you used a computer before?
   a. Where?
   b. What kind of computer?
   c. What did you do with the computer?
   d. How often did(do) you use it?

7. Do you have a computer at home?
   a. What kind?
   b. Does your mom or dad use it?
   c. Do you use it?
   d. How often do you use it?
   e. What do you use it for?
      Games? Can you name it(them)?
      Other?
Appendix F

My Future Career Prompt File
The topic of this composition is "My Future Career"

Write the title of the composition and your name.

WHAT? Describe your career choice.

WHY? Why do you think you chose this career?

WHO? Did anyone influence you in this career choice? Is there someone you admire & look up to?

HOW? What educational background is needed for this career? How will you prepare yourself for this career? What kind of training will be needed?
Appendix G

Student Opinions
Below are the opinions of the students in the experimental group, in their words, of the use of a computer for their writing assignments.

Student A

I like typing best of all on the computer. I also like the fact that in order to fix a mistake you don't have to rewrite the whole paper. Also the correcting is a lot easier than it is on paper. Overall I thought and think the computer is best to work on.

Student B

I love to use the computer. It is so much easier to do my assignments on. When I write sometimes I get cramps in my hand. When I use the computer all I have to do is push buttons. And I don't get cramps in my hand. It is so much easier to use the computer than to write it myself. I wish I could do all my assignments on it.

Student C

I think using the computer is fun. I don't like to write stories on them because I can't type fast enough. But copying stories is better. One advantage is you don't have to rewrite it, you can first type it in.

Student D

I think the computer has really helped me. I think the computer "has" helped me in more than one way: The computer has no handwriting and is very helpful. On computer also helps you for typing and composing. I think the computer has done me good!

Student E

I think that it is easier to write the stuff down on a piece of paper instead of on the computer because I can not type very well and it is easier to make a mistake typing then it is to write it down on a piece of paper.
Student F

I think using the computer to do writing assignments is ok but it does take too long. Its advantage is you can fix your mistakes and then print it with the printer.

Student G

I think that doing writing assignments are easier with a pencil. You can write faster with a pencil than a computer to me because it takes me ten minutes to write supercalifragilisticexpadilocious with the computer and with a pencil I can write it in about 40 seconds. I think the pencil is better for me.

Student H

I think using the computer is a good idea. It helps you learn how to type and makes the writing a little neater. And another thing I like about using the computer is you can save it and print it out again. And you can learn to type.

Student I

I think using the computer to write your assignments is fantastic. The writing is neat, and it's quick. Most of all, when you hand your assignments in and you get them back you can make the corrections easily by going back into the file and changing a couple words instead of writing the assignment over and over again.

Student J

I like using the computer to do my writing assignments because it prepares us for any job that we may have when we are older. Like if we have to use a typewriter, or, a computer.

I also like it because we don't have to write out our whole story.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. no sloppy writing</td>
<td>1. takes longer</td>
</tr>
<tr>
<td>2. your parents can read it</td>
<td></td>
</tr>
</tbody>
</table>
Student K

I enjoyed working on the computer a lot. It was a different experience. The good part was it could be neater. The bad part is that it takes more time. But it was really interesting to know how it works. I enjoyed it.

Student L

I think using the computer instead of using a pencil and paper is better because if you are doing a paragraph and you forgot to indent the computer helps you fix it with a punch of a few buttons. I may not be a great typist but I still like using it. I think when doing your writing assignment on paper and you make a mistake you have to earase and that's boring on a computer it goes a lot faster.

Student M

I think using the computer is fun. It is good because you can correct your mistakes easily, you also can make copies easier and faster, you can even leave the computer well it is printing your copy. The disadvantages you can't always be on the the computer when you want to, you can't erase a word if it is spelled wrong after it is printed you have to correct it on the computer than print it. I forgot that the computer was good too because if you have bad handwriting, it is neat.

Student N

I think using the computer for work is a good idea. It saves time because it is easy to erase the mistakes and the teacher can always read it. It should be used for only final drafts, or special occasions, such as John's hand. This is so because we need to practise handwriting sometime.

Student O (in the control group)

I think it would be a nice experience for us. I think it is virtually useless to compose and write rough drafts on computer at the level of typing most of us our at. But I feel it is a very nice way a very neat final copy.
Appendix H

First Writing Samples

119

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Creative Writing
On my last Christmas vacation, my family and I went on a trip to England. We stayed in Henley for the first two days, in an old castle called Cliveden, which was very fancy, for four days, and London for the last two days.

While we were in Cliveden, we went to the Kempton Park Horse Races, the Queen Mum was there. I got about ten yards away from her! When we were in London, one day we took a four mile walk, we saw Parliament, Trafalgar Square, Buckingham Palace, Big Ben, and Westminster Abbey.

This part of the vacation ended by going to London, and we saw a really neat show The last night it was called Starlight Express, it was all on roller skates! The next day we got on an airplane and went home.
For my last Christmas vacation I went to Good Heart, Michigan in
the northern part of Michigan. Good
Heart is mostly a very small village
with one store and town of houses on
the beach line. We lived in one
house on the beach line and had
lunch there too.

During the first two days I went down hill skiing on the third
day we sat on the beach and went home. For the rest of the week we sat home and read
books or played games with my
cousin, Bill. On New Years eve my
Mom and some of my family went to the Cross Nest a restaurant
to watch the Rose Bowl and have
pizza.

I would really say my
favorite part of vacation ended
when we went home, but up in
Good Heart it ended when every-
body went home but my family
and my grandmother. It was
Grandma driving home with my
grandmother because, well, everybody
knows how grandmothers are be-
sweet and don’t get angry
and the uncle. When we got home
my grandmother, two cousins and
my aunt and uncle stayed over
night. When they left the next
morning and my sister cleaned
and fixed my brother, that
night, that’s when it ended.
When everybody left.
On Christmas vacation, we went to Scottsville. My mom, dad, and I spent four days there, including Christmas. While we were there, we saw all my family. After Christmas dinner, we opened our presents. I got a new game show, Life. Cindy, they had. I also got a doll figure and a cat pillow.

It was fun because I saw all my relatives. I hadn't seen them since my cousin's wedding. My family was happy to see me.

This ended because we had to drive to Louisville. There, we saw our friends and went out to dinner. We then had to go home.
On my Christmas vacation, my family went skiing at Shanty Creek, Schuss Mountain, and Boyne Highlands. We had a great time. My favorite place was on the ski slope, it still had a good time at the swimming pool and hot tub. We had a condo at Shanty Creek. Some of our friends stayed in the condo too. The best time I had was taking the jumps on the slope.

I saw my friend Paul on the slopes. Then my dad and he caught up with Paul and his dad, Tommy. When we found them, Paul had his snowboard with him. Then we skied down the hill together. I raced him because he wanted to race me with his snowboard. It lost because snowboards are slower than skis. This is a pleasant time because I love skiing and that my whole family can ski and fun doing it.

This part of the vacation ended when we went back to Shanty Creek after skiing at Schuss Mountain. We skied for half of a day at Shuri, then we had to pack up and leave. It was worth the long drive because my family and I had fun.
During Christmas vacation my family and I went over to my aunts Mary Ann and Uncle Dick house. We went in an old car and it was very crowded. These relatives live in Waterfield by Pontiac Michigan. They live by a lake that keeps losing water. Each time I see the lake they keep on getting farther away from the dock.

I reached my destination at 6:30 P.M., I got unpacked then I went downstairs and played my clarinet for my relatives. I also played Uno, hangman, checkers and pool with my cousin Danny Jim. My cousin is 3 1/2 years old and he is a good pool player. My cousin Debbie is a good Uno player. She won almost every game. I had such a good time because I was able to spend some time with my relatives. I also enjoyed opening at least 35 presents past midnight.

My sister came the last day of my vacation I watched an American Tail on a video cassette. Then I ate lunch fast and took a picture of my Aunt Mary Ann who wasn't in the picture was taken. We said goodbye and there was a lot more.
of kissing and hugging. And we went home.
At My Grandma's House.

I went to Grandma's house the day before Christmas. I was there for eight days. While I was there I played cards, played tennis, played with my cousins, Carolyn, Theresa, and Steven.

On Christmas day my parents and sister brought over my presents. I opened my presents and I went down stairs and played with my cousins, Carolyn, Theresa, Steven and my sister Meghan. We played exercises, told ghost stories and played throw ball.

The day before we went back to school I watched the Vikings lose the Super Bowl. I watched it at my great aunt's house with my dad. I played tennis and chess with my dad the same day. I had a lot of fun over Christmas.
My favorite Christmas was in Florida. I was going to the pool almost every day. It was very fun. We played with colored golf balls. I go there almost every night, and the balls all fall in the little pond there. We get to the main bar for dinner sometimes. It is my favorite place to eat. They have great salads, and they have a mint machine with free mint. I always take packets home. When I go to bed at night, I brush my teeth in my own room, and I sleep by the window.
Creative Writing

#1 I was at the Balsamo Lions Country Club on the hill. At the
top of the number nine on the
golf course. The hill was
covered with snow and the
wind chill was just under zero.
but the winds were
terribly strong and with the snow
they could knock you off
over. So you would want to
be extra careful if you
were sledding down the hill
like Julia and I were.

#2 When we were sledding
down the hill, you would
start out fast and then you
would hit two gigantic
hill-like jumps. Then the
rest of the way you would
go very fast and do flips in
the air and fly every way.
You possibly could and you
were having such a pleasant
time. Because I was having
time with a friend and
that was probably the most...
Part I

3. This part of the vacation ended by coming home to sit and relax after drinking hot chocolate. After that we played Pictionary. Then Julia went home and I thought about how fun friendship can be.
I was at my house on Christmas morning. We woke up at 7:00 in the morning and went downstairs to eat breakfast. Then we went to open presents. We were having a good time.

I was with my family. We opened presents and watched other people open theirs. It was exciting watching other people to see what they are getting. Everything I got for Christmas I liked.

We were done opening presents. Then we cleaned up a bit. Then we just sort of played with what we got. Later on in the evening, we had Christmas dinner at our house with the rest of the family. It was a really good dinner.
I went to Boyne Highlands for Christmas vacation. We went skiing on the hills. Then I was the hills were my favorite part of the vacation. I liked the people on the side of one of the hills. There were hills all over the place. My favorite hills were the North and South Tournament. The only lift you can use for these hills is a T-bar. The T-bar was a five lifter. D fell off it once.

While I was at Boyne Highlands, I had the flu, a cold, but I was still able to go skiing though. While I was there, I had about 2½ skiing lessons which was going. Each day for the school we had a ski off which took for ever. That is why I only had a few lessons.

There were lots of people who had the flu too. I knew three other people who had the flu. They were not able to ski though. I had a friend who went up to but not with us. D skied with her the last day. But there, I had some much fun.
This Christmas vacation I went to my cousin's house in Grand Rapids. My aunt, Mary Sue, drove me to Grand Rapids on Christmas night. Stephen and Stephanie were glad that I was there. Most of the time I was playing with Stephen, so I didn't spend much time with Stephanie.

We did a lot of things while we were there. We got there so late on Christmas night that we had to go to bed right away. So our second day we saw the movie "Feris Bueller's Day Off." That afternoon we went in our fort but the cat was there so we put in our exophones to listen. For the next two days we didn't do a lot.
My Christmas Vacation.
During all of Christmas vacation, we stayed at home or at my grandmother's house. A lot of the time we were at home preparing for Christmas or just relaxing. My favorite part was Christmas Eve to the end of Christmas vacation. On Christmas Eve we went to my great aunt's house and visited relatives. Then we went to my grandma's house and opened presents. For Christmas Day and the rest of Christmas vacation, we were at home.

During my favorite part of Christmas vacation, we saw a lot of relatives and had a good time. I got to enjoy any gifts and eat lots of good things.

My favorite part ended when we took down the tree. We started getting ready to go back to work and school, and things started to come back to normal.
My family and I went to my Grandpa's house in Kalama for Christmas Eve and Christmas Day. When we woke up on Christmas morning, all of the relatives came over. We all went into the living room to open presents. We saw a computer. As we were opening presents we were visiting. We were also showing each other our gifts. The last thing my brother and I gained was a package filled with some computer disks. So right then I knew we were getting a computer. Our parents told us the computer was all set up in the basement ready for use. We played a warmup game that helped us learn how to use it. We took the computer home that day and set it up in the family room. We're still using it now to play games.

After we opened gifts, we ate roast beef and ham dinner (boy was it good). After dinner, I beat my uncle at "mean 18" a golf game for the computer. After that...
we had dessert, my favorite pumpkin pie. We packed things up and went home and put our presents away. Then next day we played with all of the toys we got for Christmas. It was a lot of fun!
We went to Florida on Friday. We flew out of Chicago at 6:30. We landed at 3:00 in the afternoon. We went to our hotel. We went to dinner at the Village of the Arts Hotel. We got a big room with three beds and a kitchen.

We went to Disney World on Saturday. My favorite ride was the small world. On Sunday we went to Epcot and went to some rides. Next day we visited U.S. and next day Epcot. We made a Christmas tree out of a pinecone. We put it on a green table. We put a pine cone on Christmas Eve. We opened presents and passed them around. My parents went to church. We stayed home with my grandparents.

The next morning we went to the airport at 7:30. It was a long flight home. We landed in Chicago. We stayed at my grandma's house. We drove home the next day. We got home about 11:00 at night. We opened...
sure, present aerial events to led.
One of my favorite times over Christmas was shopping for friends and family. I love to spend money for people I love. Also I like shopping with my close friends.

When I was shopping I visited Santa, and I went to Bronson Park after shopping to see the beautiful Christmas decorations. It was snowing when we walked through the candy canes. We were munching on popcorn.

Coming back to school was hard since I hadn't done much work for the past two weeks. I never forgot how to write decimals.

by Kristen & help from B.H.
My favorite part of last year's Christmas vacation was on December 19, Christmas Eve and Christmas morning.

On December 18, my Uncle Tom on my dad's side of the family had a party at his house which was in Grand Rapids. It was a big party about 20 to 25 people came. We played a game where someone gave a name on your basis, the name had something to do with Christmas. You could only ask if you were a fiction or non-fiction person, a place, or a thing. The object of the game was to guess what you were. After that, we ate and then we opened presents. I got a couple of travel games and then in about another hour or so we went home.

On Christmas Eve, we had another party. We got to play a little mini-arcade. A little later we ate and then played a little more. Then we got to open some more presents. The present that I got were clothes. We played some more video games, and then everyone left.
On Christmas morning, we went
downtown and opened presents.
I got two winter day games, Tootsie and
Race Racers. The family got a spelling
ace, where you spell the word wrong
you think it is spelled, and you hit
entire. If you spelled the word wrong
it will show the correct spelling.
I got a lot of other great gifts.
On Christmas Eve, my mom's friend fixed it for me and we played with it. It was so fun. I didn't get the hang of it so we took it down to the basement. On Christmas Day, Mom and I opened the presents and couldn't believe it! I got a keyboard, a clock, a watch, and roller skates. They were so great except Santa didn't eat the cookies or give me a tree. But at least I had Robbi last year.

Mom opened a present that I gave her and she smiled. It was a clothes shaver that I gave her. She liked it so much she used it on her clothes that is. We had late dinner. Mom cooked a turkey, mashed potatoes, corn, green beans, gravy. It was a good tasty dinner too. We had a cheese cake for dessert. It was also good too. She guessed I'd wanted to eat the whole thing. I tried on my roller skates, they fit perfectly. So I started in the basement. They were so so so fun. I don't want to take them off.
On Christmas Eve, my family and I went to Muskegon to visit my grandparents. My mom's parents also lived in Muskegon. My mom's cousin was also up there. My mom hadn't seen her cousin in thirty years, so there was a lot of hubbub and Jesus.

We had a party on Christmas Eve. There were a lot of older people. At first, Adam and I thought it was boring, but when we sit with the parents, Adam and I had tons of fun. The food was disgusting. The food was disgusting because it had sauce with mushrooms and fat on top of the chicken. Then we all went to Church. Church lasted till twelve o'clock. Then we went to bed at about one o'clock.

We got up Christmas morning and had to wait for everyone else to get up. My Dad wouldn't let us open our stockings until everyone else was up. As soon as everyone was up, we all rushed to our stockings.
Adam and I got a lot of things. Some of the things I got for Christmas was sparkling socks in purple and turquoise. I also got toothpaste, an eraser holder, and lots of other things. Then we went to open presents. I got lots of art supplies. After that we ate breakfast and then we flopped.

Our vacation did have to come to an end though. So the day after Christmas we packed up the car and went to a friend of my mom's to say goodbye. When we came back to the car our dog was shaking because she was cold. We started to drive home, then drove all the way home.
Appendix I

Final Writing Samples
September 6, 1982—
Lately, since Dad died, Anne, my little sister has been crying all the time and saying, "Mommy," or, "Ashley, when is Daddy coming back?" We try to tell her that he isn't, but she doesn't understand. Anne is only six, so I guess she doesn't know how to understand those kinds of things.

Dad was only thirty-nine years old when he died last month. He had a heart attack. One minute he was alive, and the next minute he was in the hospital—dead. It was so frightening. Mom and I were crying, but Anne, she was just tugging at Daddy's arm, saying, "Daddy, you can wake up now, we're here."

Mom and I just ignored her, knowing Anne wouldn't understand.

September 10, 1982—
Today we went to the graveyard. Mom had to pull Anne and me out of our private schools. Mom thinks that you get a better education at private schools. I like it and everything, but I'd rather go to Springfield Middle School.

Well, anyway, back to the graveyard. It was so pretty, but it made me think about how much I really missed him. I know that it made Anne feel that way, too. We placed the flowers right next to the grave, then started crying.

I'm really excited because September fifteenth is my 12th birthday!!!

September 15, 1982—
My birthday! I am 12 years old today. I thought that today would never come. Mom said that I could have a small party, so I invited two of my very best friends, Stephanie and Anna. We had some cake and ice cream, then opened my presents. We had lots of fun! I wish Dad could have been there.

September 21, 1982—
Yesterday in school we had to write poems about our families. I remember last year I wrote about our family as it used to be— but now, I can't.

I had tears rolling down my cheeks. My teacher, Mrs. Loney knowing about dad, came over to my desk, and said, "It's O.K. Ashley, you will be excused from this assignment, you may go to the girls room."

September 26, 1982—
Today in school we took a field trip to the zoo, it was really fun. We saw the cute little prairie dogs, and it made me think of Dad because he liked cute little furry animals. We had lunch there, then went back to school.

I had to walk Anne home from school with me. On the way, she asked me, "Ashley, if you had only one wish, what would it be?"

"Well," I thought, "I guess for Dad to be alive again." She looked at me sadly, then said, "Me, too" We were hugging each other, sharing our sadness together.
September 30, 1982—

Guess what! Mom went out to dinner with Uncle Jeff last night, and he said that he was going to stay with our family for a while. (he's divorced) He is coming on Friday, the 2nd of October.

October 3, 1982—

Yesterday Uncle Jeff came. It was really late when his train came in, so I didn't get to see much of him.

He said that he would take Anne and me for a picnic by the river. We are going to have hot dogs, chips, and lemonade, and we'll bring some bread for the ducks.

October 5, 1982—

Today is Monday again. Yuck! It seems like it's still Saturday. I guess it's because we had so much fun yesterday that time flew by so fast.

October 12, 1982—

Uncle Jeff has been a good substitute for Dad, but he still isn't the real thing. He took Anne and me out to dinner, and all sorts of fun stuff.

Even though I miss Dad a lot, I'm glad that I have Uncle Jeff.

By [Signature]
The Beginning

and the

End
The Beginning

November 14, 1944. The Germans are in Ghent, a small suburb of Amsterdam. What? Papa is leaving for America. Who cares? I do. These thoughts ran through my head as I sat on our living room floor. I was dressed in a bright red, sprigged dress. It would have looked beautiful except for the big six-pointed yellow star with the word "Jew" written across it.

I have to admit, the black writing did match my short black hair that was pulled back with a bright red barrette. My brown eyes, which are my prettiest feature, looked awful with the Star of David! Luckily, my dress is long enough to cover my kelly green socks are worn with my black patent leather shoes. I crawled into a chair, then, just as Papa walked into the room.

Papa was wearing his traveling clothes. His black beard was freshly cut and his walking cap covered up his balding head. He wore brown chukka boots and his blue eyes sparkled more than ever. He also...
made him look much better. Following
Papa was my sister Margaret and my
two brothers, Henry and Christopher. Margaret's
pale face is clearly shown in her outfit
today. Her lanky black hair is clumsily
pulled back in a ponytail. Her lavender
eyes looked awful with her orange suit.
Her patent leather shoes are pulled in the
deeded position but are tight on her fat
feet that are covered with dreadful orange socks.
Her Star of David looked even more than
mine. My brother, however,
was a different matter. Henry wore a checkered
shirt and blue overalls. His short black
hair was curled to one side. His black
tied boots just went up a little above
his ankles. He had brown and white
socks on that go up to his calves. He
also has blue eyes like Papa. He is rather
tall for his age and his weight is average.
Christopher on, "Phar-Phar" was wearing an
orange shirt and dark blue pants.
His innocent black eyes and curly black hair
make everyone love him. His long yellow
"Now," said Papa, his eyes twinkling, "time for presents!" Momentarily I forgot Papa was leaving. First she presented 12-year-old Margaret with her gift. It was a new set of ink pens because she loved to write. Then Margaret, 14-year-old Christopher a little dog puppet. Next was me. I received a beautiful sparkly pair of diamond-shaped earrings filled with glass. The final gift was 7-year-old Henry's mini army truck.

We all hugged Papa as he said us farewell. Margaret and I told Christopher didn't understand. Then Papa went upstairs to say goodbye to mother and his mother-in-law, Grandma Hannah.

Mama is a plump, mid-aged mother of 38. She was wearing her absolutely gorgeous white dress that has blue, yellow, and red flowers. Her pale face is darkened just a bit with light rouge and slightly touched blue eyeshade. Her long black hair is piled primly on the top of her head. Her hands and the matching black lace gloves...
Grandma Hannah is 83. She has
a white hair, that is always twisted
in a bun on her head. Her petite face
with rimmed glasses make her look truly grandma-
like. She wears a plain maroon dress
that goes down to her black suede boots, which match her bright black eyes. Grandma
Hannah also always wears her favorite mossen
knitted shawl.

As we admired each other's gifts, we heard
a loud sobbing from upstairs. I heard Papa
go down the back steps and slam the door. Then...

"A telegram from Papa!" yelled Margaret.
Christopher and I ran in from the living
room after playing with his puppet. I
was wearing my sparkling earrings he
had given to me. We all gathered in the
dining room. Mama read the telegram
first to herself and then aloud. It said:

To Ellen and Children:

Get here fast.

Love you,

Jordy.
Mama was so excited she started yelling
"Put on all your clothes!"
"Pack an underwear!"
"Put the money in Christopher's puppet!"

Finally, after packing all day we sneak out quietly at night. Mama was carrying sleepy Christopher through the streets. Margaret was holding Henry's hand and I, Grandma Hannah. Suddenly we were stopped by an angry woman. She told us we'd never get to America anymore. She told us we'd never get to America anymore. She had tried an hour ago and was stopped. The Germans took their children and burned them to death right in front of her eyes. When Mama saw this woman crying she ordered us home.

Today as I swept the kitchen I heard Mama talking to Grandma Hannah.
"We must hide," she whispered urgently.
"The Keatleys have literally offered a hiding place from Mama's voice was cut off by a loud clumping of boots. The door was ripped open and in stomped
they grabbed me, shaking my broom loose from my hands. The nine soldiers tore through the house. The dropping of glass, china, and light furniture was heard throughout the whole house. Then the soldiers returned to the kitchen where I was frantically screaming and baring my voice. Mama was crying, and so was Grandma Hannah. Henry was jumping up and down because he was excited about getting to ride in an army truck. Margaret was standing, suddenly with a face as white as a ghost. The German soldier who was holding me asked Mama gruffly: "Is this all?"

"Yes," said Mama.

I knew that she was trying to save Christopher, who was at the Stewarts today. They were a young Swedish couple that had moved next door. They often babysat for Christopher when Mama needed quiet at home. He was supposed to be home 5 minutes ago but I knew the Stewarts must have seen the German soldiers.
“Where is your husband?” he asked.

Mama quivered again and yelled.

“Where is your husband?” He pounded her head roughly against the wall. Mama, in a quiet, questioning voice answered, “In America.”

“Take them away!” he yelled. They were all rudely shoved into a truck with half a brick.

The ride to the camp was rather bumpy and uncomfortable. Margaret, Henry and I made up a game of catching onions. It was fun to be a part of the last week of February. We arrived at the Behon-Schnay camp around 7:20. Henry was thrown in another truck almost immediately. Mama cried hysterically as she watched the truck leave. This was the last time I saw Henry.

“I can’t sleep.” I said to no one in particular. I rolled onto my side but bumped into the wall. I sat up on the straw-made cot where I slept. Where was Grandma? She had been put on the cot with me.
the room to where the guard slept. Then
I saw how soundly she slept. I decided not
To ask him where Grandma Hannah was.
I tiptoed into the next room, where Mama
and Margaret were. Their straw was
stiffly up except for a slight sag. It was
placed in the far right corner of the small
room. Mama was on the near side. I could
still see part of her dark black hair. It flowed
to her bottom. While Margaret went only
to her waist. Gently, I shook Mama and
her eyelashes fluttered a bit. She rolled over
and saw me. Sleepily she said to me
"What baby?"
"Grandma Hannah isn't in bed with
me anymore. Why?"
"Oh, Priscilla," she said wearily
and burst into tears. She put her delicate
face into the pillow and cried.
"The Germans must of taken her
to the showers. Poor mother." I had heard
the showers in the papers at home. I had
heard that nobody ever comes out. After
a while I went back to bed.
Clip-clop, clip-clop, the loud sound of the German boots clomped through the halls. I was roughly yanked by a German soldier who told me to get up. He directed me to the "breakfast shall" which was really just a dingy old dirt-stained shed with short boards put up as tables. There were also wood blocks around each board to serve as chairs. Everyone stared at me as I walked in late. I picked up a small clay molded bowl and walked over to a pot in which a weird substance that I guessed was breakfast was in. I scooped out the last small spoonful of the breakfast substance and sat down next to Mama. First, I just stared at the greenish-yellow watery gruel with 20 lumps in it (I counted). Then, I ate the revolting tasting meal in 2 spoonfuls. Then, I returned my bowl and walked outside.

The grass was dead and burnt, the trees were all dead. The only living thing was a big bush of bright red berries. Since I was so hungry, I just dove into the bush and ate all the berries in sight. The next day, I returned to the same shed and ate some more of the same thing.
suddenly felt very queasy. I grabbed for the nearest branch but missed the last thing I remember is falling, falling down to the ground and landing with a hard... CLICK!

My eyelids fluttered, I was aware then, that I was lying in "my bed." Mama was next to me, hysterically crying. Her grayish-black bun was falling apart but she didn't care. Margaret's long black hair was braided and it slowly swept as she rubbed me gently. Before I had time to absorb this beautiful sight, I... Blackness.
Epilogue

That day, March 2, 1945, Grazieka Joyce Mantratoff died of poisoning from the berries. Her mother were only witness. For the rest of her short life, she didn't only 20 days. Later, deeply saddened with only one child, she knew of living.

Margaret was released from the concentration camp on July 3, 1945. She found Christopher, now 5, still safe at the Steiner's. Margaret and Christopher stayed with them for a month until their passports were obtained. They arrived in America on September 10, 1945. They found Papa (now living in N.Y.) and lived with him for the next 4 years.

At age 19, Margaret Ellen Mantratoff married an American doctor, Dr. David Samuel Smith. They moved to Chicago and had 3 children: Christine, Elizabeth Ellen, and David Samuel Jr.

Christopher married a beautiful Swedish girl named Torje Jenni Carles on May 10, 1960. They had 2 children: Marylin Elizabeth and Paddy Ellen.

Papa kept his hardware business for quite a long time, retiring in 1965 at age 60. He
Maria was a young filly about three years old who lived on the High. She lived with Gara. Gara was the most beautiful mare who lived up on the High. But Gara was not the only person who Maria knew there. There were also three other 3-year olds, Rundorige, Derrn and Chusen. Maria ruled these three like a little queen and setting little tasks for them to do for her.

One year Wolf, Gara’s sire, came and talked to Gara. After that Gara went somewhere. Maria thought all this meant that she would have to leave the High. Maria suddenly felt a kink in her legs and wanted to run to get rid of the kink.

Maria ran down to the Low and then saw this funny looking thing and something with two legs and standing upright in the doorway. She was astounded and stood stalk still. Finally Maria senses came back to her and she realized this was the long gao-humans!!!! The human saw her and yelled

"There’s a horse!" he turned around "Come on let’s get it!"

At these words Maria fled back to the high using all her strength. After she got there Maria told Gara what happened in the Low.

"That is why we have to leave the High, dear, to run these humans out of our land before they can do more damage."

"More"

"Yes, they killed forty horses in Drans last week. When we meet them you will have to kill a woman that is with them or persuade her to get the others out of our land."

Maria was stunned as she listened to this speech. But she got her wits together and asked

"Where will we go?"

"We will go to Drans to meet the king and get his troops together."

After about a week the three horses came to Drans, but the traveling was very difficult and rocky. At the side of the road one night two horses came to meet them and Maria started to run away from the big one. The little horse neighed loudly

"Anybody with wits would run for you Barak"

"Shut up Akel! Cheks don’t like our Drans cousins with big mouths."

"Both of you shut up"

In unison they both said mockingly "Yas, mighty sorcerer"

On their way to the King of Drans they had many encounters with Verls. Verls were wolf like creatures but bigger and they eat meat. But each time the Verls were fought off. When all five of them got to the city of Boktor they were brought into the to the King of Drans, Rodar.

"Hello old Wolf and beautiful Gara, Akel, Barak but who is this young mare?"

"She is the one who will win the war for us, Rodar. Her name is Maria."

"Ah"

After that the two of them set to work talking about something, she didn’t know what though because she left with Gara
to a stall.

After a week the horses came to the Vale of the God Aldur.
Then Wolfsaid what needed to be said.
"You have a very strong will, and can do the things Gara and I can do. Now, before we need the Humans, I must instruct you how to do this. Do you understand?"
"Yes, I think I do."
"Good. Now use the Will and the Word and move that rock."
So Maria just pulled Will into her and said, "Move!" And the rock did. After this, she and Wolf went through shape changing, shield covering, and many kinds of different magic.
Finally Wolf said, "I think we are ready."
Maria said, "Wolf, am I going to kill this woman?"
"You'll find out when we get there," Wolf replied.

They traveled for a week through dense woods. "I think we are lost," Wolf said.
"I thought you knew how to get anywhere," Gara replied.
"Wolf, if we don't get a move on, we'll be overrun by humans," Barak said.
"Let's not go at all," Maria said hopefully.
"We have to go, Maria," Akel said. "Well, at least, let me go on and get us out of this mess!"
"Going to use your spying techniques, eh Akel?"
"I didn't go through spying school for nothing, Barak. It is Drans's national industry and I'm the best at it, you know."
"What is this," Maria asked.
"Let's not get into any moral discussions," Gara said. "Just let's get out."
"Is that a command, Gara?" Akel said mockingly.
"Yes, it is."
"Shutup!"
"A little grumpy, old Wolf?" Barak said.
"Blame it on my age."
"No, I wouldn't do that, you're 7,000 years old."
"Let's get some sleep," Maria said. She was very annoyed at the whole situation.

While their company was having this discussion, a band of Verls had snuck up on them. Wolf and Gara suddenly shouted, "Verls!" At that the clearing was filled with the big animals. Then all the horses started kicking with all four feet. They held their own, but there were always more Verls. But Maria remembered that the Verls were afraid of light, and suddenly a bolt of lightning came down, and they fled.

After about a week, their company got out of the forest, and they finally found their way to the dark bay where all the kings were going to meet them. When they got there they were brought into the presence of the kings. "It took you long enough, Wolf."
"We took as long as we needed, Rodar."
"Chek would like to say something, if you please, Rodar."
After that, the king started talking about tactics, and Maria left. The next day, the kings got their herds together and went to the Low.
Maria convinced the girl to stay with the horses. And she took the girl to the ship and said, "Press the numbers to make the ship go away." The girl pressed 

T O E D 1 3 5 7 9 V X N .

THEN IT WAS OVER.
The Magic Cat From Selman

Once upon a time long ago there was a special planet called Selman. Selman was the planet where the magic cat lives. Up in Selman lives Black the cat who comes to earth.

One day when Black was looking around his planet he found a magic door [The door to earth] while he was looking he fell in. Obviously he fell to earth. He landed in Shelley's backyard. Shelley is a little girl who lives in Sweet Valley.

When Black landed, there was a big boom and Black was very scared. Shelley heard the noise and ran out to see what happened. When she saw Black laying on the ground, she picked him up and took him inside. She had never had a cat before and loved him very much.

She was so nice to Black that he decided to stay for a while. That night Black slept on the foot of Shelley's bed. The next morning Black had people food he had never had this on Selman.

While he was having so much fun, the cats at Selman were very worried about him. Than his father fell through the magic door and found him playing with Shelley. He was so glad to see him he wasn't mad at all. But Shelley was so sad to see him go that Black sent a black kitten down to earth to keep her company.

When Black got home, everyone was glad to see him. He said it was real fun on earth. He said Shelley was real nice and said they could come down when they wanted to.

The next day when Shelley woke up she heard the boom again and thought Black was back. But to her surprise there were 5 cats in her yard!

She took them in and checked them to see if they were hurt from the
boom. But they were all ok.

After the long journey they were tired and took a nap on Shelley's bed. While they were asleep Shelley was busy getting them some food and milk.

After they woke up and ate their lunch, they all went outside to play ball. Shelley would roll the ball and the cats would have a race to get.

When it was finally night they all slept on Shelley's bed by Shelley. They slept good because they had a big day and had a lot to look forward to.

The next day it was Saturday and everyone was excited because cartoons were on and they loved them. While they were watching cartoons they ate breakfast. They watched and ate until 1:00.

After 1:00 they went out and played ball until 5:00. Then they came in and Shelley took a bath while the cats watched TV. They watched it until 8:00.

At 8:00 it was time for the cats to go home. They said they'd come again. So Shelley didn't feel so bad when they left. She knew they'd come back. And any way she had her little black kitten.
"Chad" come here yelled his mother."
"I have to talk to you."
You know I have been getting sick in the morning, that's called morning sickness," You have it when your going to have a baby."

"Oh I can't believe it, a new baby."said Kate

Chad didn't want a baby sister, he ran to his room. His mom knocked on the door. "May I come in"?

"Oh I guess."

"Chad honey, what's a matter"?

"Well I really don't want a baby sister."

"Oh that's what I said when your aunt Betsy was born."

"You did?"

"Yes and look how well we get along. Come on let's take a walk.". They went into the woods, they heard a rustle in the bushes. His mom went over and lifted a branch up. They saw a cat with five little kittens. They were all around thier mom. "See, Chad thier all together one happy family." She picked one up. "See how soft they are"?

"Oh yes they're so sweet, oh look at this one." Oh mom may I keep one?"

"Oh I guess."

"Guess we get the pick of the litter, mom."

"Yea I guess we do Chad." The next morning they all went to the park. Chad saw a little duck, so did his cat Marland, as Chad called her saw a leaf she went and chased it. It went into the pond. Before Chad could
see the pond he fell in. Luckily he knew how to swim. He got the cat and swam to the river bank. His dad helped him out, he was covered with seaweed.

Five months has past since then. Jennifer, the new baby, was born since then. Chad felt like he had no privacy. Everytime he would go to his room Jennifer would start to cry. When he would play cowboys and indians inside, his mom would always yell "Don't wake the baby she's sleeping." Then the baby would start to cry "Chad go outside and play," his mom would always say after Jennifer woke up. "Boy, he thought, am I getting tired of this!"

When fall came, Chad went back to school. During assembly, he was talking to Eddie, his best friend. Mrs. Smith came over. "Oh no, here she comes," said Chad. Everyone started to crack up. Mrs. Smith took them out in the hallway. There she said,

"Boys what's wrong with you"? "You're suppose to be singing". "Well come on give me an answer I don't have all day". "Talking!" "Come to the office now." Boy was she ever mad. "I am going to call both your parents." "Fine with me," Chad thought. "I'm dead" thought Eddie.

About a half an hour latter both parents showed up. "Ok, Mrs. Smith the boys told us they were just talking, what's wrong with talking"?

"Well nothing but".

"Mrs. Smith our boys aren't so bad if they just talk, if they painted all the boy's bathroom walls black then that would be bad but talking thats it I know that's not bad my sons not going to school here any more good day Mrs. Smith.

When they got into the Chad asked "Where will I go to school"?
"You can go to Jefferson Davis School."

"Dad I don't want to go there."

End of discussion your going there son." On the way home they stopped at McDonald's because Chad hadn't had his lunch. "Tomorrow I'm going to call the school.

At home Kate was doing homework it was 3:00. Chad his mom and dad had been shopping for the new baby. "Mom what are you going to name the new baby?"

"Well if it's a boy I'll name him Ritch, if it's a girl I'll name her Jessica."

"Do you remember where Chad's playpen and car seat are?"

"I'm not sure but I think there in the basement.

"When we get home I'll check". When they got home Chad hung up his new cloths. He kept on thinking would he like his new school? Boy would it be a big change.

At dinner they all told Kate about Mrs. Smith."I am so glad I wont have to see her ever again".

"When I am in the hospital your Aunt Betsy is going to stay with you". "She will bring Henry and George, and honey she's going to bring the dog, he can stay outside.

"Okay I guess that will be fine but will she bring Ben?"

"Oh I forgot to tell you he's at a business meeting in New York".

"Mom where will Aunt Betsy sleep?"

"Well I thought we could move you to the couch."
"Oh now not the couch I’ll sleep on the floor." Mom whens Aunt Betsy coming?"

"She should be here in a minute".

"Hello every one how are you all doing"?

"Oh fine."

"Honey I think you should take me to the hospital, and fast".

"Ok I’ll get the car and Betsy can follow along with the children."

Fifteen min. after they were there a baby girl was born. After that they went home and had dinner. Chad was thinking back when all tha had happend. Oh that was the best time. Chad went over and picked up his sister he sat down. Jennifer yawned. Its kind of fun having a baby sister.
Little Miss Tattle Tails

Brian or Ian

Brian is a very cool kid.
Brian's Best Friend is Ian.
Brian's Brother is Ian's Brother.

Renee or Trish

They are both the Little Miss Tattle Tails.

By: [Signature]
Little Miss Tattel Tails

One fine day, Dan Stevenson and his brother Brian were playing in the yard. Accidentally, Dan stubbed his toe and he swore. Their sister, Irish and Renee, the Little Miss Tattel Tails, were hiding in the bushes and they heard Dan swear. So then Irish and Renee ran to tell Mom what Dan said, then Dan got in a lot of trouble.

The next day, Dan and Brian were still angry. They decided to set a trap for the Little Miss Tattel Tails. They went to their room and got out their favorite substances and started making their plans. They put the glue right in front of the bushes so that when the Little Miss Tattel Tails ran toward the bushes they would step in glue. When they stepped in the glue they would jump out of it and say "oy yuck"!! The boys also put rubber on both sides of the glue so the girls would bounce off of the rubber ball on the ground and swear. Now the plan was ready to be put into work. Then Dan stubbed his toe and the came came running so the plan worked and the girls had to go to bed without dessert.
Moral: Don't tattle because it will catch up with you.

This story is dedicated to David My little brother.
The Time of John's Adventure
Once in a small house lived a boy named John. He was very poor so one day he went looking for a job and he always wanted to be a guard for the Ring, but he was too small. Then when he was about to go into a store to look for some work, when he heard some wizards talking about the diamond. But John just thought it was only a legend. But now he knew it was the truth because wizards don't lie. So he decided to try it because he had nothing to lose. Just then along came Josh. Josh was a big teenager that was in the Ring's guard. You had to look like in a game of Sticks, if you want to be in the Ring. This was a childish game but you have to and he kept on teasing John about how small he was. So John just cried to the side and Josh saw him. So Josh went up to John and asked him if he would like to play a game of Sticks. John couldn't turn him down so he would be called a chicken by all of his friends. So he said yes to Josh. They stood for the side of the castle where the
princess, room was and found to in great shape, stipes they started to fight. They both were doing well but just then the princess looked out the window and saw the boys fighting and said hello to Josh and John. They both looked up and said hello. Then they went back to fighting but after awhile John started to get tired so he got beat by Josh. John knew that Josh would tease him but he didn't care at least he won't be called a chicken by his friends.

The princess was still looking out the window talking to Josh, the princess was about four and a half feet tall with blue eyes and always was cheerful but she didn't like it when Josh fought other people for fun or even to defend himself against someone else, so that is why she didn't look out the window until the end.

Then John decided to look at the map he got from the wizards by listening to them talk. He knew it wasn't nice to be going around listening to other people's conversations but if he was going to get the wish from the diamond he had to listen in on these conversations.
Then he decided to start on his journey but he had to tell his mom where he was going so he went home and told her and started on his adventure. He had to get through the gate to get out of the castle. So after a little bit, he got through the gate by asking the guard to lower it. Then he was on his way out of the castle and into the woods. He had to go about a mile straight ahead and then he had to go left a little bit and then found again. Then he found a cave, with a sign that said keep out but John did not pay any attention to the sign and went in. Then he saw a big huge ogre. There was sleeping so he slowly crept around the ogre and then he started to climb the rock that it was up on. Then when he got half way up to the dimond he slipped and almost fell but he got a hold and he didn't fall. A rock fell down and hit the ogre in the head. He woke up and saw John running up the rock trying to get to the dimond. The ogre was right behind him so when he got to the dimond he knew that the ogre was going to get him. He decided to change the ogre to his size.
So when he touched the diamond he wished that the organ was the same size that it was. When he finished saying the words the organ turned into a little kid the same size John was. John asked what the kid's name was and he told him that his name was Matt and that he was turned into an organ when he touched the diamond, and he asked to be big just like John was going to do. So they both decided what to do. They decided to go home before it got too dark. On the way back John was doing bird calls and he was happy because he learned being big was not very important, but being quick and smart was a part of fighting because you have to think the opponent and quick so you will not get stabbed with a sword. So they headed toward the gate. The gate person let them in and then they both headed to their own horses and went to bed. In the morning John was walking along and Josh came along and asked him if he would like to fight. John said yes so they headed on their army so at the end they knew that he was quick and he didn't have to be big.

The End
Almost Part of the Family

by [Signature]
My mom came up stairs to my room and knocked on my door. I was sitting on my bed read My mother said, "May I come in?" I didn't need to answer, she'd come in anyway. She sat on the bed next to me. "Honey," she said, "how would you like to have a girl exchange student the same age as you to come and live here for six months?"

I jumped off my bed, gave her a quick hug and said, "Yes!" About the whole neighborhood heard it! Then I looked at my room. What a mess! Mom said, "How long before the exchange student will come?" Mom answered in one week.

I looked at my room. What a mess! Well I be able to clean it up in that short amount of time. After my mom left I began cleaning my room. First I started on my blue and green spread. All was covered with makeup. After I organized my makeup, I organized the things around both beds. Then I started on myself.

My sister came and told me it was time for dinner. I washed my hands and sat down at the table.
After we dished up the food I asked if I could eat in my room. Mother said yes I could but don't spill anything on the floor. When I got to my room I sat my food on the desk and stayed across my room to the closet. I opened it up. Avalanche! I sat down and started to organize my closet. That took 2 to 3 hours. Then I decided to clean under both of my beds. By the time that was done I noticed the food on my desk. I ate and brought the dishes to the kitchen. I looked at the clock 9:00. I spent, lets see four hours on cleaning my room! I decided to go upstairs, took a shower, put on my pajamas and got in my water bed. Squish squish went the water bed. I turned off the light at 10:00 and fell asleep.

(Scenarios were later.) When I woke up the next morning I found out I had missed the school bus. I jumped out of bed and looked at my next room. I began to get dressed. I went down stairs. My mother was eating breakfast with the family. Then I remembered that today the exchange student Cash would come.
to stay at our house for 6 months. Everyone said good morning, I couldn't eat anything! Then we all piled in the car and drove to the airport. We got there sign out and held it in front of us. This is what it said, THE MCMILLENS.

We stood and watched the people pour out of the plane. The last person to come out was a tall, well, medium sized girl, perfect figure, long black hair, brown eyes (just like me), age 13 (I was age 13). Have same (I have fair skin) dark eyes brown, long eye lashes just like me, but her hair was straight, long and mine was short and permed.

She walked over to our sign. After we had all embraced her, we went to pick up her luggage. She was shy at first but on the way to our house she began to loosen up. By the time we pulled in the drive way Carla and I were like best friends. I went and picked up her luggage and went into my room. Opps I forgot to make my bed. I looked behind me Carla was just starting to climb the long spiral stairs, I put her luggage in my room and quickly made my bed. I stepped out of my room. Carla had gotten to the top of the room. I walked through my door. Carla followed me.
I said, "Carla, you can sleep on the pink flannel go water-bed, and you can put your clothes in these drawers here and your skirts and blouses on this side of the closet. Now that's taken care of. Do you want to put on our bathing suits and go for a swim in the pool?"

"Okay," said Carla. We went down stairs out on the deck, took our towels and hung them neatly on the clothes line. Then we dove in the pool. We started to play water-volley ball and decided that a tan was more important. When we went back inside I looked at the clock. School would be getting out about right now. I'd have to copy notes from a friend. We got dressed, hung our bathing suits up and went downstairs. Carla and I did some school work. After I had called Breean for the notes, I added on to my notes and did all the homework while Carla copied notes and did the same homework I did. Then we went downstairs and helped prepare dinner. We washed our hands and sat down at the table after dinner. It was around 6:00. We decided to go shopping. I got five new outfits, Carla got six. By the time we got home it was 8:00. We took a shower put our new clothes away and got in bed. When we turned off the light it was 9:00.
The next morning I got up around 7:00. I woke up Carla, took a shower, got dressed in a pink mini skirt, pink/blue and purple shirt, combed my hair and put it back with a banana comb. Carla had gotten the same outfit. I grabbed my new school supplies bag and Carla's bag, packed. Then Carla and I walked down stairs and ate breakfast. We waited for my sister.

I looked the door and left for the bus stop. When I caught up with Carla and my sister the bus was just pulling up. I sat in the front seat with Kristen (my sister) and Carla. When we got to usage I took Carla to Dr. Yagges office. Mrs. Perry got Carla situated and I led her to Mrs. Blanks room. Mrs. Blanks is a short person with gray hair and is very suspicious but she is an okay teacher. Mrs. Blanks said “Oh good, you can sit in the empty desk next to Erin.” I told her how to get a permission slip to go down to the art room to get supplies. I pointed to a clean locker right next to mine and said “You can put in your school bag, coat and gym clothes in here.”

I walked up to Mrs. Blanks and said Carla needs a permission slip for not bringing gym clothes.” Mrs. Blanks nodded, walked to her desk, wrote the permission slip and handed it to me. I handed it to Carla. We sat down Mrs. Blanks asked for Language Arts. Mrs. Blanks was surprised when Carla handed it in. Then she gave us an assignment and we worked on it until it was time to go change classes. Carla and
I went to class after class. I only had five things to do and a reading assignment. Carla had seven.

After we finished our homework, we checked the answers. We went downstairs and played some volley ball. Then we laid out in the sun for an hour. We ate dinner and turned off the light at 10:00 pm.

A month passed by. Today we would go to Ceder Point Amusement Park. We would stay for a week. When we finally got to Ceder Point it was around 12:00 pm. We ate lunch. Then we decided to go on all the rides today and do the ball throw and shopping tomorrow. We started at the front and worked our way back. At the end of the day we were so tired we could barely stand. When we turned off the light I fell asleep immediately. In the morning we got the trailer organized and picked up. When we got to the amusement park there were a few people there and there. We finished our business there and started on the way back home. When we got there it was around 7:00. We turned off the light at 8:00.

Four months passed by quickly. At the end of this month Carla would be leaving. School is out. It's a very hot day, in the month of June. We decided to go to the beach. The sand slacked between our toes. We turned on the radio full blast and cruised in the water. It was pretty cold, but not too cold. When
the pool. When we got out we went upstairs and played some checkers. We helped with dinner. When we turned off the light it was 9:00.

I woke up with a sinking feeling in my stomach. Today Carla will leave. We ate breakfast and helped Carla pack. Then we piled into the car. When we got to the airport, her airplane had just landed. After everything was taken care of, we embraced Carla. Carla boarded the plane. Late that night I got a phone call from Carla. She invited me to go to Italy and stay with her father and herself. I was thrilled that I would get to go to Italy and see Carla again.
BEST FRIENDS

Reading Skill  Spelling  Logic  Board math

By

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Along time ago Boardmath, Logic, spelling, and Reading skill where part of morning work but now they're alive, alive in the 42nd century where machines do work for humans but humans have to do arithmetic, English, and local studies.

Boardmath (a chubby, cheerful young man about 12 years old) walks to school with Logic (a thin, cheerful young man also about 12 years old). They like each other alot, sometimes they have a race to school but Boardmath always loses because he's fat and watches TV while Logic runs and lifts weights.

It was June 10th first day of summer vacation. Boardmath is watching T.V. eating a candy bar with coconut milk chocolate nuts, and caramel in it, while Logic went for his daily run.

"Hey, Boardmath, wanna take a run with me?" logic asks.

"No, no thanks logic. Hey! I have an idea. Why don't you come watch mystery theater with me, ask Boardmath.

"Okay" says logic.

"Today on Mystery Theater, we meet the Hardy Boys," the T.V. says.

"You are taking a jog with me." logic says.

A few minutes later Boardmath mother say lunch and Boardmath runs into the kitchen when Logic was in the kitchen. Boardmath was about fifteen.

"No wonder you can't run" logic said laughing.

"Boardmath swallowed "do that in insulted?"

"Yes it is" said logic. "Yes it is" and logic walked away.
When Logic returned home everything was in chaos. Logic ran into his mother's room and asked:

"Mom, why is everything in sore?"

"Because we're moving to New Jersey," she replied.

Logic's lower lip dropped and his face turned pale. "We're moving out!" he said, astonished. "Why didn't you tell me? I don't want to move out! I like it here!"

"We can't afford this place any more," she said.

Logic ran out the front door crying. Logic went to Boardmath and told him the bad news. Boardmath insisted him to meet of lunch.

When Logic left, Boardmath got into shape. He stopped eating so much and got thin and strong.

A few days later Boardmath is ill and hasn't been heard from in 10 days.

Reading skill is stolen too. Reading skill is like Boardmath thin, strong, healthy, and is 12 years old, moves in where Logic moved out, and gets stolen.

Spelling moved in next door to Boardmath's house. Spelling learnt his parents died so he didn't get stolen. He is thin and strong and also 12 years old, and loves to solve mysteries.

So when he read the newspaper, he found a mystery he was going to find Boardmath and Reading skill.

Later that same day Logic arrived in Detroit and when he found out Boardmath was missing, Logic and Spelling went looking for Boardmath and Reading skill.
They look down Black alley and found Boardmath and Reading Skill. Logic and spelling call the police, they think it a prank. "But officers it isn't a prank," Logic said.

"Okay kid I'll send a unit over."

10 minutes later a police car arrives.

"Well kid," the police man said, "Where are they?"

"They're in there," said Logic pointing.

The police man walked over look in and pick up his walkie talkie and said "Denver, Denver, this is 321 do you copy?"

"Yes go ahead 321."

"The kids were right," the policeman said and three cars were at once.

Three minutes later more police cars arrived. They knocked the door down freed Boardmath and Reading Skill and caught the criminals.

Two days later Logic left Boardmath is sadder than he has ever been in his life. He feels he has lost a old friend.

The day before school started Logic came back and was staying for good. Boardmath is so he has a sleep over. Boardmath feels he is a new man!
Mountain Climbing

By

It was a cold afternoon in the Himalayas and Tom was dropped off yesterday. He was at the bottom of the mountain that he was going to climb. The name of the mountain was Helen Mt. and no man has ever made it to the top because of the evil legend of the giant snow man that lives on the mountain of Helen. He did not welcome intruders on it. He was relieved to stop them by starting avalanches or blowing and causing cold heavy winds or scaring someone off somehow. But Tom wanted to be the first man ever to climb the mountain. He started to climb. The mountain wasn't steep in most places but the cold bitter winds were bad.

Tom got to a part of the mountain where there was a ledge over him. He thought about camping there but it was only three o'clock so he decided to keep climbing. Tom got to another ledge on the mountain but it was even further than the other one. So he set up camp there. He was cold but once he started a fire he warmed up quickly.

That night suddenly the fire went out. Tom woke up. He felt a rumbling sound on the mountain so he got out of the tent and looked over the ledge and there was an avalanche coming. Tom got as far in the ledge as he could and huddled up in the corner. He opened his eyes and saw the rocks drop off the ledge and go down the rest of the mountain. He was relieved when it was over. He was safe.

The next morning Tom woke up. He slept in his clothes because it was so cold. He put his tent in his back pack and started climbing again. He got to a part of the mountain where there was a forest of pine trees. He suddenly heard a wolf howling. It must be hungry Tom thought to himself. He saw a whole bunch of wolves coming but they didn't see him. So Tom climbed a tree and hid behind a branch with leaves on it. The wolves smelt him but did not see him. All of the sudden Tom slipped and snow fell from the trees. The wolves looked up and saw Tom but Tom stood still for so long that the wolves left. Tom was scared to death. He stayed up in the tree for a couple moments to make sure that they were gone but then he got down and started to climb again.

As Tom was walking up the mountain he saw smoke coming from the top of the mountain. Tom wondered what that was. He kept climbing and suddenly fell in a deep pit. The next thing he knew he was being picked up by a big hairy white hand. Tom was scared once again. But then Tom looked at the big hairy things face and it was cute. The hairy monster could only say "Amuga-Uga". Tom was still scared but not as much as he was before. The monster put Tom in the cave where he lived and started a fire to warm him up. The monster went into a dark room and came out with all of the food Tom could only dream of eating, even at home.

When Tom was done eating, he fell asleep. When he woke up the monster was pointing at a log house. Tom was trying to understand what he was saying and finally he found out. The monster was saying that there were bad guys in that fort and they
were trying to kill him. So Tom had an idea.

Tom and the monster waited for the bad guys to come out of the log house. In the mean time, Tom and the monster put some dynamite together in a large bunch. The monster was very proud that he had saved this dynamite and that they could now use it. Tom threw the dynamite in the log house and the house exploded in large burning flames. The bad guys could only stand watching the house burn and they were cold and frightened as they watched. The monster was very grateful for Tom's help. He thanked Tom over and over again. Tom left and he and the monster were very sad to have to say good-bye.

Tom really missed the monster. He finally got to the top of the mountain and a helicopter came to pick him up. Tom would never forget about his adventures. Most of all though, Tom would always remember helping the monster. He was really glad to have a monster as a friend. Wouldn't you be?
There were four friends, Molly, Rachel, Stacey, and Semera. Molly is a girl of 14 years, funny, sarcastic— but good-natured. She loves to play the piano.

Rachel is a red-haired girl that loves to read, and dress casually, and is very, very smart. Everybody calls her a walking library.

Stacey is 15 and is stuffed with money. In other words, she is RICH! She has short brown hair, blue eyes and she loves to brag.

Semera is totally punk with pink hair. Her hobbies are singing, playing the keyboard and the electric guitar. Although she may seem tough on the outside, she is sensitive on the way, way inside.

As you can see, every single one of the four friends are completely different, but they all got along with each other until one day.

It was summer vacation in California on the Pacific Coast. The four girls wanted to have some fun in the sun so they went to the beach. With them they had their lotion and their towels. That day the sun was blazing like a bonfire and the sand was boiling hot. The girls had to wear something on their feet because of the heat. All of the girls were very hot so they decided to get some kind of a pop. While they were walking, they saw a sign posted up on boards that looked like this,

PACIFIC COAST
BEACH
CLUB

The four friends loved clubs so they wanted to see what the club was like. The four friends walked up to the clubhouse and rang the bell. After several seconds they were greeted by a young man who was supposedly the butler. The butler's name was John. John lead the way to the meeting room. When John opened the door the four friends saw three of the most glamorous girls ever to be seen. Molly started out saying,

"You guys, like what kind of a club is this and how can we join?"

"We are not guys and, and we prefer to be called by our names" said Ali

"Our names are Ali, Kim, and Sarah" said Sarah

"You can join our club by being popular, pretty, and talented."

All four of the girls fit the description so they were allowed to join. The girls were so very happy that they started to grow apart into groups of two and one day........

It was a beautiful day— inside and outside and the girls wanted to lay out in the sun at the beach. Molly stayed with Semera and Rachel stayed with Stacey and one group would not talk to the other. Molly and Semera always knew what was going on with the club Rachel and Stacey were not really that interested. Both groups were arguing but in different ways. Molly and Semera...
were constantly arguing with eachother because Semera was getting left out of secrets and Molly was getting left out of activities and trips. Rachel was always complimenting the club while Stacey was always feeding it put-downs. After all of the arguing none of them ever wanted to see or talk to eachother again.

It was already one whole week and each of the girls had separate feelings. Molly was rapidly crying and hoping that they could all get back together again. Semera was so nervous that she kept breaking things. Rachel was always up in her room reading quietly and sleeping. Stacey would do anything to get back together again.

During this time nobody went to the beach, and nobody played, everyone just stayed at home and sat around through the bleak hours of the days.

After a long period of time, nobody could stand being apart any longer so Molly called Semera and told her that she that she was sorry for being so selfish. Semera called Rachel and told her how sorry she was for ignoring her. Rachel called Stacey and said that she didn't really like the club but she just wanted to see what would happen if she disagreed with her.

Everyone got together and after one whole week of being apart without any activities, they each thought about the club and what meant more to them, friendship or a club. Everyone decided to drop out of the beach club and start their own club where everyone would be treated in the same manner. The four girls named their club the "friendship club."

That day was a day of making up, and the special thing was that every one of the four girls realized how important friendship could ever, really be!
My First Best Friend

One morning I woke up in bed. I got out of bed, and as my feet strolled across the cool wood floor, I looked out my bedroom window at our garden outside. It was so pretty. I stood there thinking, only one more month until school starts. I won't be able to play outside all day around the garden and help mother around the house. Tears were coming to my eyes. I didn't want to go back to school! Nobody at school likes me and I don't like anybody there! I decided to get dressed and go outside and sit in the backyard. A little while later, a short but skinny little girl came over. I yelled at her. Then I realized what I had done, and that she was just a new girl on the street. I walked down to her house, she answered and I apologized to her. I asked her if she would like to come and play with me. As we were talking I found out she would be in my class at school. Boy was I happy! I really had a best friend. We would go to the mall together, go with each other on trips and probably even get in a few arguments. I thought about for a while. We looked at each other and gave each other a hug. What more could one person need other than a best friend?

It was the day school was starting, I said goodbye to my mom and walked over to Kim's house. We were both excited. She said goodbye to her mom and we walked off to school. We got there and went inside. It was a small school with pictures all over the walls and it smelled like paint in the halls. We walked into our room and introduced Kim to Mrs. Caldwell. Our teacher was glad to meet her. We took our seats. We were not next to each other. Soon the other kids came in and took their seats. We started our work and everything was going fine until I heard some giggling. I looked up and some kids were laughing at Kim. I stood up and went over there. I yelled and said "Hey you guys she's new and
you should not be picking on her" In their mouthy way they copied just what I said. Mrs. Caldwell looked up and I explained what had happened. Mrs. Caldwell took the other kids aside. I turned around and Kim was crying. I walked up to her and knelt down, She said...

"I thought you said everything would be fine. Katie you're a liar."

"Kim listen, these are just snobby kids." I hugged her and said everything's going to be all right."I knew we were best friends forever.

by [redacted]
Greeks of Olympia in America

by [Name Redacted]
In Olympia, there are Greek gods and warriors. One day a warrior named Perseus, two gods named Zeus and Poseidon came together and made a time traveler organization. They brought together Spartan warriors. They wanted to conquer the future in the Continental United States.

In a few weeks they got ready to travel. They got all their other weapons, and other things to take with them. Zeus made a time warp for them to go through. He made the year for 1938. 50 Spartans, 2 gods, and the leader Perseus went through the time warp. In minutes they reached the United States.

Their main objective was to control the whole area, but they needed to show some force of action, so they destroyed a lot of everything. In destruction they destroyed things by using earthquakes and tidal waves. To get their control over a state they'd force the governor, if he refused they would set a remote
charge in the middle of the state and massively destroying everything.

The Spartans used a whole different way of combat. They didn't want to control everything, they wanted hand-to-hand with each enemy. Their way took longer but it worked. The Spartans were more primitive than the gods, because the Spartans used spears, shields, swords, and helmets to fight with. Perseus combined magic with physical strength. When he fought was unbeatable because he used a number of strategies. Both gods used magical powers. When all these strengths came together they would be unbeatable. It took 3 years to battle the machine gun power and the nuclear aircraft. Finally they conquered the United States.
Life Within A Night Mere

By M
One Saturday morning I was moping around the house when my mother said "Jenna, your father and I are getting divorced." That was the starting of my most miserable life. Of course when I heard the shocking news, I went straight to my room and telephoned my best friend Imogene. I told her I wasn't too surprised for they had been fighting for weeks, but I never thought it would turn out like this.

About five weeks after my father had left and I was told that I was staying with my mom & brother most of the time, my father got engaged with a Miss! She bossed my father around and acted like she was the king of the world. Well, actually Queen of the world. She is an actress, but not a very good one. She is way too dramatic. One time I came over to see Miss Fries, and she said, "Aren't you sweet, if you were staying with us all the time you..."
would be going to boarding school for life!

It has now been a year from when my mother and father have been divorced. My father married Ms. Leonack (the priest). My mother found someone who is kind of weird but she really likes him. My mother is keeping my father's last name until she is married. I think that's a dumb idea, but she says she likes the sound of the last name, so I didn't argue with her.

* * *

Today is a lovely Sunday morning. My father is taking my brother and I to church, then we were picking up ¿magee Smorgasbord for brunch, and one of my brother's sobby friends.

When we got to A.C.C. or Albany Country we sat down and figured out what we were going to eat. When the food came, the waiter knocked over one of the glasses of water and it landed in my lap. My brother's friend, Matt started to laugh.
got so mad I jumped up and started to shout at Matt. When I went to sit back down I noticed that everyone was staring at us. I suddenly got up and ran to the ladies room, not even knowing I was going there. When I got in there I started to wail. When I stopped crying, my face which was usually pale was all red and very wet. I started laughing at myself, for I looked like a mess. I cleaned up and went to the ladies and accidentally spilled a glass of water on Matt's pants, you should have seen his face. His face turned bright red. His beautiful blue eyes filled with tears his blue eyes weren't so beautiful anymore. I started feeling sorry for him but not sorry enough to regret what I did. The rest of the time at the club no one said a word at all. Imogene and I kept whispering Imogene was telling me why she didn't come after me when I went into the bathroom. She said that she thought it would be best if I was just left alone.

  My father dropped Imogene and Matt
off then took my brother and me home. I walked in the door and yelled "Mom we're home."

I'm glad," said my mother. "Harry has something important to tell us."

Harry is my mom's boyfriend at this time. I think he is a real nerd.

Harry is nice, but he is always running into walls and doors. He falls asleep well. He is telling about his life as a child. He thinks he is funny but he is really dumb. He is tall and his legs look like noodles when he walks. He is balding everywhere. His ears stick out and he has a pug nose.

I put my bag down, took my bunch out, and threw it away. Then I went into the family room. My mother and Harry were sitting on the couch sipping tea or coffee, and talking away.

I went and sat on the couch next to my mom. I asked "So, what's the big news Harry has?"
"Jenna, my mom said "I don't know yet, he hasn't told me."

I was waiting for you and your brother Jason," said Harry.

Just then my brother came in and sat in the chair next to the couch. He asked what was going on.

I told him that Harry had some big news!

Harry started to blab, then he said "Jenna, well, you marry me." My mom said yes.

Then they started doing some mushy stuff.

I woke up hot and sweaty. Everything from the lovely Sunday morning till now, it was all a dream.

A year later my dad divorced. My mom found a very neat man whom she is massaging next week.
Five - Four - Three - Two - One

The lift-off was a success. The four astronauts flew up towards space at enormous speed. Everything was excellent, but no one even thought of the mystery that was ahead of them.

Hours later as the four astronauts were orbiting the moon, Bob Stramer, the pilot of the Discovery II, began giving orders right after the commander left for samples on the surface. Because he could be trusted, the bad tempered man was left in charge, giving people orders and all the time he sat and drank soda.

Just as Bob was giving Michelle, the Tammy Baker of astronauts, the order to clean all of the sleeping quarters, commander Ron Schafer returned and ordered the pilot to repair a satellite they were near. Michelle fled to her room crying.

An hour later Bob still had not returned, but he was in sight. He was hooked on the ship’s air system. As the pilot was making his way back, a person in a black mask was slowly cutting off the man’s air, but not the ship’s. Bob was pounding on the locked door and the criminal slipped away and then pilot Robert T. Stramer was dead.

Of course, this left a mystery for the commander to solve for everyone was his responsibility. After the standard N.A.S.A. funeral, Ron radioed Houston and requested permission to begin an investigation. He got permission and the questioning began the next day.

It was a restless night on the ship and everyone was nervous, especially Arran the co-pilot. He had no real alibi and had a reason to kill Bob.

The questioning began at eight in the morning. Everyone began at eight in the morning. Everyone was asked the same question and the criminal was determined by a process of elimination.

The first question "Where were you at the time of the death?" was answered differently by both people.

"Why, I was in the cockpit while Michille was telling me her troubles," said Arron.

"I," replied Michelle, "was in my room crying because of what that mean man did to me -# $ # @ - oh shoot! My mascara is running."

After a few more questions the former detective returned to the scene of the crime. He made a thorough check for clues since
all of the answers to the four questions the suspects gave could have been factual.

After days of searching the area that had been blocked off for four days, Ron Schafer finally called everyone into the area. He had solved the mystery. He revealed the clues.

"Now none of the answers you gave me gave me much help, so I came back here and searched carefully and I found these." Ron pointed to two small black marks on the wall. Michelle was filing her black nails nervously. "From experience I know who killed our pilot. It was either my lovely wife, Michelle, or my best friend, Arron."

The commander knew. DO YOU?

SOLUTION

Michelle did it. Ron knew from living with her that whenever she got upset that she put on makeup and nail polish. She did her nails in black and being a perfectionist she didn’t wear gloves so her nails wouldn’t get smeared.

When they landed, Michelle was apprehended for murder. The finger prints that were taken off the area were indeed Michelle’s. She was found guilty and was sent to death row.
Good
Friends Are
Hard
To Come By

By [signature]
Here I, Amy Winston am here at my Aunt Fanny's Farm. Normally I look forward to this event all year. But I have been dreading this day for weeks because I have to spend this week with Jessica Landon the fattest, poorest, most unpopular girl at Plyton Middle School.

When my family went to pick up Jessica, I couldn't believe my eyes. She had a little suitcase. For the whole week, (I had 3 pretty good sized ones).

As soon as we got there, I jumped out of the car and ran to the barn. Jessica tried to catch up with me but she was too slow. I wanted to see if Peanut Butter (my favorite horse) was there. He was. My aunt was there too; just as she embraced me in a giant
Dear Hub, Jessica walked in.
My aunt looked at her with
such love I thought I was
going to die (but I didn't).
I introduced them and then
my aunt gave her a tour of
the farm. I came along too.
Get this, she let Jessica have
1st pick of any horse in the
barn. She almost picked
Peanut Butter, but I explained
that he was the horse I always
rode and I intended to do so.
She picked Lucy. After I gave
my little speech my aunt gave
me a look that could kill.

As soon as Jessica got on
Lucy she was as graceful as
the wind with her long dark
hair flowing behind her. I was
really amazed at how
swiftly she moved upon the
horse. I, too, was just learning
how to canter. When she got
off I told her how beautiful
she looked when she was upon Lucy. Though it took a lot of courage I also asked her if she would give me some lessons. She said she would but only if I called her Jul (her initials) so Jul it was. Jul and I started a friendship we hoped would never end. Jul is very kind, understanding and very easy to talk to. By the end of the week I was almost as good at horseback riding as she was. But her skill and love for horses would always overtake mine.

Before our friendship could really develop Rebecca one of the coolest kids from school was coming to visit me! I was so excited. When Rebecca finally arrived I showed her around the farm. But before that I introduced her to Jul.
Rebecca asked me what kind of name Jul was. I tried to explain, but I ended up saying, "I didn't know." I also said, "That I thought it was really dumb." I didn't realize it, but Jessica had overheard us talking. Rebecca also asked me why my family had invited Jul instead of her. Thinking that Jul wasn't around I said it was a favor we were doing for her because her family was so poor. As soon as I had finished I heard the back door slam. I thought to myself, that's Jul's problem. As I turned around I saw Rebecca's car (driven by her chauffeur) zoom out of the driveway. (Talk about a fair weather friend.)

After much thought I went in to apologize to
But before I could do so I ran into my aunt, 
(oh-oh). After a fifteen minute discussion about 
how you should treat 
your friends I went upstairs 
and tried to explain to Jue, I told her how 
wrong I was to lie just to get Rebecca to like 
me. And, yes, those things 
I said were all lies; and 
could we be friends again 
the way we were. Jue 
said Yes. We spent the 
rest of the week as best 
friends. I wished this week 
would never end.

The 1st day back at 
school, Rebecca told 
me that she would give 
me another chance but 
first I would have to 
dump Jessica. She said 
that I couldn’t survive
without her. That may be true but I knew I couldn't survive without her.
The Tunnel funds
Melissa moved in a new house. She had to grow
because her mom and dad were getting a divorce. She
found out about Melissa moving and worried her best friend,

Hi. What's your name?

Melissa. What's your name?

What? Do you want to be my friend?

Surely.

I live next door to you. Some of the houses
are connected. My house is connected to yours.

How do you know?

I have gone through all the tunnels,
except one.

You mean other people can get in?

No. They are all locked up except for nine
mine. Here are where each wall of the doors go to:

[Diagram of a house layout]

Do you want to go to your house to see what
I was talking about?

Yeah, why don't we.

Well Melissa, one of mine and one of you to the
neighbor on the other side. This one floor across
the street. This one next door to my one over there.
and one tests himself ... not sure about
the law one. Sometimes lost one has a green
flowing tint. I didn't go in because the gray flowers tint
were attractive.

"Allie, do you want to come with me
to buy school supplies?"

"Sure, Melissa."

"Did you hear about the new power
plant that they just built?"

"Oh, that's our way to the store will
stop there tomorrow. I'll see you at 9:30."

"Alright, Allie. Are you ready to go?"

"Sure am."

"Allie, look up here at the power plant."

"Melissa, whenever we can get going before
the store closes."

"OK. We'll be back home."

Melissa, where we can see power plant.

It gave me an idea. Why don't we use my

"Allie, why don't we?"

Melissa and Allie started following
the tunnel to see where it went.
Melissa: it's going through the woods.
What up ahead? It looks like a swamp. The
water and there.

Melissa and Allen had found the main
remains of an old power plant.
On Saturday May 21, 1988 Jason and his father went to Michigan’s Upper Penninsula to go on a backpacking trip. They brought with them a swiss army knife, a compass, a pot, breakfast, lunch, dinner, snacks, and many other needed things. They started at a place called Porcupine Mountains and decided to go eastward 'till they hit Keweenaw Bay. They got 6 miles east then they decided to sleep. The next day the trouble started. They went out in a canoe to catch some fish; soon the canoe tipped over and they both went different ways. There were small waves so swimming was fairly easy. But not that easy for the non-trained father. Jason soon got to shore and his father soon sunk to the bottom of the lake. Jason felt very sorry for his dad. It took him two hours for him to get over it all, but he knew he had to go on.

He decided to go south 'till he got to Lake Michigan. He didn’t know which way was south because he lost his compass in the water. Jason decided to go around the lake and get all of his supplies. By the time he got all of his supplies it was getting dark and he was dead tired. He also stopped to ask himself "why did we have to go in the canoe?" and "why did dad have to die?". He decided to pitch his tent and make a nice warm fire. He had caught some bluegills after his father’s death. So he decided to cook them. He had a delicious meal with cherry pie-irons after he finished the fish. He still didn’t feel comfortable because his father died, but Jason knew nothing could help him now.

This is where it all began.
That night was not a very good one, because Jason kept having nightmares about the canoe overturning again and again. Also it was raining. That night it rained so much the tent floated then pulled away from its stakes and overturned with a gust of wind.

In the morning he didn’t feel he could get to civilization quickly without a compass. He was right. So he decided to get sticks and leaves for a temporary shelter. The shelter did a good job blocking the wind but the water came in and soaked Jason’s clothes.

He set out to make a permanent shelter, and live off the land. He planned on making a house under a large log with many bushes surrounding it. He took his shovel and dug a hole under the log which he would use as his door. He dug eight feet down and seven feet wide in one week. He also made a stair case out of dirt and gravel. He soon loaded his home with all of his supplies.

After a fairly short time he decided to make a cot of sticks but he needed a deer hide. (He saw how to make one in a outdoorsman magazine). So he got all of the sticks and then built the frame.

Later he got his knife to get some sticks off of the trees for the arrows and one for the bow. As he was walking through the woods he found a small ball of string. He also saw six deer. He made one spear, ten arrows, and one bow. After three weeks of
constant practice, he set out on a hunt. He shot two deer. He skinned both deer the first deer was atrocious, but the second was exceptable. The deer made great slabs and he had food that would last him almost forever.

He soon learned many more things about the wild and how you should preserve nature. He also became precise with the bow. He had now lived off the land for two years.

One day he was going out for a rabbit when he heard a rustle in the bushes, Jason knew it was much bigger than a rabbit. Jason kicked the bush then something clawed at him. Jason soon found out that it was a bear and was very scared. Jay knew he had to stand up to him because if he tried to run the bear would surely catch him and kill him. Jason walked back a few paces. Soon the bear came out and stood up to growl, but with careful aim Jason hit the bear in the head and knocked him down. After awhile the bear got up growled loudly, opened his mouth and clamped it on Jason's shirt. Then Jason reached for an arrow, shot it and hit him directly in the heart and then fired another and hit him in the temple; soon the bear died. Now Jason knew you have to fight to survive.

Jason used the bearskin very wisely. He also ate the meat and found venison tasting much better.

Now Jason was thirteen years old and weighed one hundred-fifteen pounds mostly muscle and regular weight. He had barely any fat on him. He was in the woods for three long years and soon
became to love them. Jason was like an Indian where he used every item given to them possible.

One day there was a search party walking through the woods. Jason happened to see them and went over to ask them what they were doing. But he got no answer. So Jason said "Will you take me home, I have no compass and no one to take care of me. My mother is in the city what will you do for me?" The men said ok and that they would take him back.

When they gave Jason to his mother there were many hugs and kisses, but when Jason's mom wanted to know where her husband went. When Jason told the story of the canoe tipping over and how he survived in the wilderness everyone was in tears.

THE END
It all began when Patrick and Elizabeth went to visit their grandfather's castle for the summer. Since they had been visiting there since they were very young, they had many friends there. Every summer they came, they would get more and more involved with their friends. Patrick was now 13 and had short brown hair and dark brown eyes, enjoys skateboarding, dirt bike racing, swimming, playing hockey, and liked adventures. Patrick is a nice kid to be around. He doesn't like doing his chores, setting or clearing the table. Though he hates cleaning his room and doing the dishes.

Elizabeth is a kind 11-year-old. She has blond hair and blue eyes. She enjoys adventures, swimming and skipping rope.
Zig likes helping her grandfather with his cleaning around the castle. Elizabeth hates any kind of reptiles, especially snakes. Zig likes going to her friend's houses for slumber parties and enjoys being with her friends. She loves to eat ice cream.

Sam is Pat and Linjo's grandpa. He is really nice and a great personality— pudgy nose, grayish white hair, plump, and munches on lots of goodies. He loves taking care of his grandchildren and living in and exploring the castle that he inherited from his great-aunt Abigale. He doesn't like animals or flying on airplanes. He likes being alone and loves reading.
The Dungeon

Sam liked exploring the castle that he's owned for years, but what he's really been searching for is the dungeon door, but he can never seem to find it! One rainy day Pat and Tim came home from their friend's houses. Then grandpa asked them if they would want to help him hunt for the dungeon door. They had been searching for the dungeon door for almost 3 or 4 hours. Suddenly a wall opened and there were winding stairs leading into the darkness. They walked cautiously down the stairs. They stepped off the last step and walked into a dark, black room.

Sam lit a match and let it shine for a minute as he looked around. He suddenly spied a rust...
oil lamp, hanging on a nail. Lam was amazed when he hit the little wick and a gust of fire started the oil lamp.

There were lots and lots of cobwebs and tons of dust all over the place! And suddenly before their eyes they saw the dungeon jail cells. They were not a pretty sight. There were skeleton bones in some of the cells and rats in others.

Sly didn't like it in the dungeon but she did enjoy looking around at the old jail cells. Patrick loved it there. He loves looking at swords, shields, and guns. Lam just plain loved it there.
The Dungeon

Sam showed Pat and Dig how to operate the jail cell gates. They all took turns operating the gate. Somehow, the lock jammed and they were all trapped inside.

Pat and Dig began to explore the cell. Pat began to explore the rags and Dig looked at the bones. Pat lifted his third rag and found a silver platter. It was full of the most delicious food and drink he had ever seen. Sam and Dig went over to Patrick to see what he had found. Since they were so hungry, they forgot about their manners and chowed down.

After dinner, Dig went out looking for anything that would interest her. She went over where the bones were and came back with an old diary and gave it to Sam. He started reading it. It began like this:

Name of owner Abigail Kay Barton

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Address 44312 West Virginia.
Castle Bratan.

It began with 1749, Dear Diary, May 5, 1749.
I was taken to the dungeon to visit the people locked up in the jail cells. Since they were all against me, they put me in the jail cells and left me there while they all escaped. I've been there ever since. But for who ever it is, able to read this before they die. The silver platter it is under a spell. Whoever eats from it will die slowly but surely. But if you stop eating from the silver platter, you will be free and be able to return to where you came from. And so they did return to their castle and told their friends about their journey and that still has the silver platter and she still has her great aunt's diary. I am still owns.
The Dungeon

the castle and is still reading. Sam, Pat, and Lip will never ever forget the journey.

by

T
CAMPING TRIP

One day Jack came to pick up his son Jerry at Greenwood Elementary school. His Dad went into his classroom but he wasn’t there. He was in the office, because he gave every kid in his class a fake blood capsule and told them to wipe mash potato around their mouth (They get mash potatoes in their lunch) so it would look like they had rabies. When Jack got Jerry they got in the pickup truck loaded with camping gear. "What’s all this", Jerry said as he started to chomp on a blood capsule. Then he kissed his dad on the cheek.

"Oooh", said Jack, that’s gross. "We’re going camping", said Jack.

After a long boring drive they got to the Washington rain forest. Jack was mad at Jerry because he kept scaring him like popping his head out the head out the sun roof to put a rubber snake on the windshield. They unpacked the truck and hiked into the forest. Jerry brought his tricks along so it wasn’t that fun hiking to a site where you could camp. They put up a tent for Jerry and a bigger one for Jack. Then they went fishing and they caught some bass. When Jack was cooking them Jerry put a smoke bomb in the fire. They ate the bass and then went to bed. In the middle of the night a loud noise and a bright light woke them up. Jerry and Jack went outside the tent and saw something in the sky soaring around and then it disappeared under the timberline of the trees. Then they heard another loud noise but it sounded like the twisting of steel. Then Jerry heard a noise in the trees and Jerry prepared a water balloon while Jack was getting his rifle. Then Jack showed up with a flashlight and an automatic assault rifle and he shined his flashlight where he heard the rumbling and crackling of branches. A dark colored monster that looked like the Elephant man was standing in the brush. Jack fired upon him, but it didn’t have much effect on him. The bullets just
when straight through him and the monster made a little groning sound. Then Jerry threw his water ballon at him and he groaned and fell backwards down a hill. Then Jack told Jerry to get all his tricks and put them in one bag and get all the food the' r was and put it in an inflatable boat they brought. Then Jack brought some flashlights, blankets, a heavy rock and a rope. Then they paddled out in the lake. Then Jerry said "I think the monster hates water". Then Jack rowed to the middle of the lake and dropped the heavy rock and rope. They slept in the small boat for the night. When Jack and Jerry woke up, they could see the ugly green in the distance. It was following them as they drifted down the lake which turned into a river. Jack told Jerry to fill up some more water ballons. Then the monster came up to them and Jerry started to throw some water ballons at the monster and the monster fled into the woods.

Then Jerry said, "Hey dad! what's that? There's no river in front of us". Then Jack jumped out of the boat and Jerry did the same. Then they got the food, gun, and the tricks before it went gliding over the edge of the water fall with blankets and flashlights in it. Jerry and Jack got the remaining gear and hiked down the side of the water fall leading to the boat. It was upside down and some of the blankets were washed up on the shore. Then the green monster appeared out of the woods and jumped on top of the boat. Then Jack told Jerry to make some more water ballons but Jerry didn't have any more. So he took a smoke bomb and a water proof match out of his survival kit and lit it and threw the smoke bomb on the top of the boat. The monster rolled and made a moaning sound. Then it took the smoke bomb and threw it in the water.

And then Jack and Jerry ran into the forest. The monster was still on the boat so Jack and Jerry could. Jerry got out a smoke bomb and Jack told Jerry to take off his shirt and get some
sticks for a fire, Jerry took of his shirt that had a big coke can painted on it and then placed it on the ground. Jerry got the sticks and lit a fire. Then Jack took Jerry's shirt and wrapped it around a big stick and lit it on fire. Then the monster got of the boat and was trying to find Jack and Jerry. Jack got out a bottle of rum and took of his shirt and put some of it in the bottle of rum. The Jerry saw the monster, and Jerry got out all his smoke bombs and threw it at and Jerry lit one and threw it at the monster. The monster fell down and gaged. Then Jack lit his shirt and the bottle on fire and threw it at the monster and the monster burst into flame.

THE END

by Z
On June 1988 an expedition was led through the Amazon Jungle. The expedition was led by Jacho Mantelli. About 10 people went. Jacho is 33 years old and has black hair and green eyes. He is 6'3" tall and is very strong and very tan.

The plane trip to Africa was endless. They landed in an open field and fled on foot from their plane. They set up camp. Jacho went out to hunt for food. When he was going to shoot a tiger an ape jumped on him, fell and fired the gun in the air. He turned around and saw an ape staring right into his eyes. He tried to grab his gun but he couldn't reach it because the ape was holding his leg. The ape dragged him into a cave and took Jacho away for the night. Jacho's crew was worried when he didn't return until 10 days later. When he came back he had no gun and an ape walking right beside him.

"Where have you been all these days?" said a crewman. "This ape which I named Kambi jumped me 1 1/2 weeks ago. He took me to a cave. I got sick from the rain that night so he took care of me until I got better."

Jacho and his crew packed up and headed north. On the way there were many tribes from Ethiopia crossing their path. For 2 days they headed through the hot farming area. On Saturday June 23, they went into the rain forest. They set up camp after they walked about 1 mile. Jacho and Kambi went hunting for Pythons. Kambi wandered off and was eating a banana under a tree when a Python wrapped around him and was trying to strangle him. Kambi was yelling as loud as he could but he couldn't yell that loud because the Python was cutting off his air.

Jacho started looking for him and when he found Kambi he was almost dead so Jacho took his machete and cut the Pythons head off. They had 1 catch for the night.

Jacho, Kambi and the crew headed toward the river. When they got there 3 canoes were waiting for them. They got
their canoes and headed up river. Up river there was a tribe. Suddenly there were 7 canoes in front of them with spears. In the front boat a person with a giant bone on the top of his head. They figured he was the chief.

One of the crewmen made a mistake with a gun and shot the chief. As soon as the headhunters saw this they were throwing spears as fast as they could. Jacho remembered he brought dynamite so Jacho and Kambi were throwing dynamite and killing more and more headhunters. Finally there were only about 7 men left and they retreated. They went down the river 2 miles and parked the canoes in a clearing and set up camp.

Jacho and the crew got up at 5:00 am to get an early start. At 7:00 am they got to where they were supposed to get off the river. They took a left off the river and headed straight for the mines. It took 2 days until they could see the mountain peaks of Samba.

Jacho, the crew, and Kambi went through the jungle and came out of the jungle where a clearing was and stopped. They found a rock leaning against the mountain. The whole crew was trying to push the rock over but they couldn't do it so Kambi was jumping up and down yelling as loud as he could. Suddenly, about 25 apes came running toward them. They circled around Kambi and it seemed like he was telling them what to do when he was done all the apes ran over to the rock and pushed as hard as they could. You could hear it crack and little stones fell off the top. It started to roll and then it rolled off.

Jacho ran to the cave with a flashlight and shone in the cave the flashlight. All he could see was a dirt path. Kambi sent his ape friends home. Jacho packed up his bags and the whole crew ventured in the cave.

When they got into the cave there was nothing happening. All you could see was dark. It was getting hotter and hotter. Suddenly, they came to an entrance where there was a pit with giant red bubbles in a red pool. One
of the crew stepped on a rock, slipped, fell in, and disappeared immediately. Now they knew what it was, lava.

A ghastly figure went in front of them and said, "Whoever touches this treasure has a curse on him." In other words, if they touched anything red, they would blow up. But I reward you for coming all this way with a diamond the size of a baseball.

THE END

By EE
In 1960 in the town of Greensville they had a funeral. It was pretty important because there weren't many people who lived there, so when someone died it's pretty sad.

The man who died had lived in the town for his whole life. He was the richest man in town. He had a large mansion and lots of acres of land. Three boys decided to go exploring at the house.

The three boys were Danny, Alex, and Jimmy. Danny didn't want to go at first. But they persuaded him to go. They went on a Saturday night. When they got there they had to find a way in. They saw a tree that got you over the fence. They each climbed over.

On the pathway there was a sign that said "Danger don't come in". They did anyway. Alex opened the door. The door was very rickety. It echoed through the whole house.

Jimmy thought it was strange that the electricity would be on. When the electric company would have turned it off. Then he thought someone else might live there. But no one did.

They all stayed together and went into the library. The library had books on each side of the room. In the middle of the room on a little oak table, there was a skull. The skull was clear white with two red crystal eyes. When the boys tried to go near it, the eyes brightened. Then all of a sudden Alex ran up and picked it up. That was when the trouble began! Each boy's worst nightmare came true.

Jimmy's nightmare was he was all alone on an ice patch in the middle of the sea. The ice was melting very rapidly. Danny's nightmare was he was holding on to a log in the middle of a fast rushing stream and no one was there to save him. Alex's nightmare was he was in a huge wheat field and a professional killer was trying to kill him. They all knew it was a nightmare, but they were too scared to do anything about it.

Then all of a sudden, Jimmy's ice melted away so he was in the middle of nowhere. All he knew was the water was freezing cold. After eight hours he got on land. Then out of nowhere a polar bear came charging straight at him. He ran into a very dark cave. He kept running until all of a sudden he popped out of a closet in the house. He was so cold he could barely get to the furnace. When he got there he fell into a dead sleep.

In the meantime, Danny's log broke apart because of his weight. He tried to swim to shore but it was too much of a current. Then there was a water fall. He fell and fell and then hit the wooden floor with a thump. Danny was soaking
wet and crawled onto the oriental rug. He just layed there too scared to move.

All of a sudden Alex was in a huge wheat field. The killer was in a scarecrow suit. When he saw the killer he dived into the wheat. Then he decided to try to fight the killer. When he got up, his feet stuck to the ground, so he couldn't move. The killer charged at him. That was when he woke up. He saw a policeman come toward him.

The other two were already outside. When Alex got outside, too, the house started to shake and rumble. Then all of a sudden, the house sank to the ground and disappeared completely. The boys never went on that side of town again.

by
The Seed Pearl

By [姓名]

(手绘图：一个种子，一个手和一个标志GG)
"Mother, I'm going swimming.

As Rose walked down on the beach she felt butterflies fly around in her stomach, like she was going to do something brave. When she walked down the wooden buck pier she thought about it. Being a sea/woodland fairy she knew that she was going to do something brave. But she didn't know what. "Oh well," she said and she dove into the water. All of a sudden her head hit something and she blacked out. In order to save her body her fairy spirit turned into a mermaid.

"Pearl! Look! It's a changeling girl," said a red-haired girl with a green complexion to one with brown hair and blue eyes. "Come on. We've got to get her to safety," said the one named Pearl. But... "Ly, she could get killed," said Pearl. "Where will..."
we take her? asked Lzy. "To Beth's cave," said Pearl decidedly.

"Hi, Lzy, hi, Pearl. Who is this?" asked Beth. "This is a girl we found on the road behind. Answered Lzy. Can we take her into your cave until she wakes up?" Of course, said Beth generously. I'll get her a bed ready for her. As Beth prepared the bed of soft grass and sponge, a small sound spoke. Rose. "Who are you, where am I?" My name is Lzy and this is Beth and Pearl, she said, pointing to each in turn. "You are in Beth's cave, and we'll stay here until you are feeling any better. The doctor says you have a goose egg on your head. Come now, and go to bed." 

Later, Lzy and Pearl talked. "Pearl, I really feel bad. What can we give to Beth to make up for keeping the girl here at her house?" Lzy, I agree. Oh, I know.
we can give her some more coral and sponge cloths," said Pearl.

When Liz and Pearl presented their gift to Bethe, she gave them an update on the girl. "Her name is Jose and she has just woken up. She lives in America and wants to go back. Unfortunately we can't take her to the Bee, where she came from and can go home because it is guarded by the squad of Sea Dogs.

When the ladies told Roy she said, "Of course I'll help you fight him." Well, see, a few years ago Jose Hugostole the magic seed pearl that, if properly handled, can control up. But thank goodness he doesn't know how to use it. So for many days, we have been preparing to fight him," said Pearl and Liz. Let's go.
The next day Liz, Rose and Pearl snuck up on Sir Hugo's cave. As Liz slipped around back, Rose and Pearl headed in front. Rose climbed on top of the cave and Pearl yelled. "Sir Hugo, come here!" "Huh, what do you want?" he asked in a gruff voice. "Blam" went the rock Rose threw down on his head. "Nice job, let's take him to the shop," said Liz who had retrieved the seed pearl from the cave.

"Liz, we've got to get home," said Rose when they got to the shore. "Good-bye!"

The End
One night in China there were some boys that were playing a game. One boy fell in a hole that was deep. After all that the boys came over and said, "Are you all right?"

Then he said, "Yes."

They pulled him out. After that we heard Chinese talking that sounded like, "Chum come tiny chou chong." They said "Hurry come on men now!!!"

So the next day we waited for night. We went down and found a boarded up tunnel. We broke it down and went thru. Then we found a tunnel going up that was boarded. We broke thru and a NINJA threw a star right at Tom.

So next we ran home and waited for the next time. We went down with 22's and went up and found two tunnels.

So next we decided that who is going to go where. We said Todd and Matt go in the left and John and Seth go in the right.

When Todd and Matt saw a door they yelled. After that John and Seth came running and found them turned to stone. They looked up and saw a stone face glowing.

Seth said "Duck" and a ray of red beams came out of her eyes. John got up and shot the face with his gun and the door opened.

They went through and three NINJA'S tried to kill but John and Seth shot them all. But just when a NINJA tried to get away Seth tried to shot him but he missed and hit the top of the rock and the rock started to come down.

When it stopped John said "help
me" "help me" but a NINJA came and killed him.
"There's nothing to do." said James walking slowly over to his calendar. He looked at it and noticed that tomorrow was one of his friends birthdays. He was going to check his mail for an invitation but he remembered that his friend was going on a ski trip and wouldn't be able to have a party. James got a book and sat on a couch but the book was so boring he fell asleep.

While James was sleeping he had a dream. When he awoke he had something to do. He went to his phone. He picked it up and called Jay's roommate and said "When Jay gets home tell him to meet James Wolfe at the Blabla Hotel." James hung up. James called his brother Naomie and told him to come too.

"I can't wait to see Jay's face after this party." James said to himself as he was driving to the Blabla Hotel—which he owned. The was on a mountain so in the event that Jay missed his ski trip he could go skiing in the hotel's ski hills.

When Jay got to the hotel James was already there "Follow me" James ordered "I'll show you to your room." James was just showing Jay where the soda machine was when they heard a bang. Jay spun around and said "Let's check it out."

Naomie walked out of his room and asked "Who are you talking to?" Jay spun around—Jay was gone! He ran to the phone but the line was dead. He ran outside and his car was gone! He wasn't going to or couldn't walk back to the city so he had to solve this case himself.

Jay was thirsty so he went over to the soda machine, put the money in but the soda didn't come out so he opened the machine and got the soda he wanted and dropped it. He kneeled down to pick it up and fell down a chute. At
the bottom of the chute was a room. Jay looked around, in the room was a statue of Naomie. Jay went over to the statue and studied it. In the statue's hands were two pieces of paper. The first piece said: 1313 and held a key. The second piece said: Ha, Ha, Ha! and held sleeping gas.

When Jay awoke, he looked at the key; it said, 1313 and T.B.H.. (The Blabla Hotel). Jay decided to go to room 1313. He unlocked the door, and opened it, and went in. In the room were the people that Jay was going skiing with. "Hi," they said in chorus.

"What day is it?" Jay asked.

"Your birthday," they said.

Jay leaned back against a closet, it opened and he fell in. In the closet were stairs that went up. Jay started up the stairs. At the top were eight doors. Behind seven of the doors were stairs. Behind the eighth was a hole. Jay didn't see the hole so he fell down it. Luckily he landed on his feet. There was no air in the room so he became unconscious. He awoke and found air being pumped in the room. He freed himself and saw Naomie, James, and the skiers singing "Happy Birthday" to him. He looked around and saw that he was in a fake cake. He got out and asked, "What's going on? Where is my car?"

They all answered, "A surprise party! And boy are you surprised!"

James said, "Your car is in a hidden garage. Here I'll show you."

They all went outside and James pressed two buttons. The car and a big box appeared. Jay went over to the box and opened it and a Porche filled with the soda Jay liked was inside.

"Happy Birthday," they said.
From Egypt to America

It was a hot and humid day and Amdo, a common ten-year-old slave for the princess, Tikuni, was deadlenu from working on the pyramids.

Amdo wandered over to a tree and started to drift off to sleep when he remembered that he had promised the other boys that he would meet them at the "sacred time rock."

The "sacred time rock" was an old rock that was supposed to make you travel in time.

Amdo quickly ate his bread and headed toward the rock. When he got there, the others were standing talking and joking.

Then, the older boy started telling stories about the "sacred time rock" and how a man had come through time just a while ago. Then one of the younger boys piped up and said, "I have everyone to try to travel through time!"

Of course, Amdo didn't believe it would work and volunteered. Amdo went up to the rock and the older boy told him to put his hands on both sides of the rock close his eyes, and concentrate on the future.
And so did this girl, Maria. She wrote about how she started to
shake, first at her feet, and then her entire body. She
remembered the yellow, green, and blue. All the
other girls must have seen them, and it was because they
all came across them and thought they felt a sleep.
Then Linda supposedly woke up, sitting holding
a small stone behind a bush. Linda got up, stretched,
and started to walk along. She knew it was a road
yet it was hard and black.
Unlike those of Egypt.

After Linda had walked awhile, she saw a group of
boys playing soccer in the street. They were
laughing and teasing him for his clothing, which wasn't
exactly normal in Egypt. When
Andrée had heard them, thought for
he was still in a daze from
getting there. But she did notice
that the others were dressed
in pants that covered all
of their bottoms and legs.
They all were pale and
very few of them were the
same color as Andy. They all had very big eyes and Andy thought they looked like aliens.

Then a long started toward Andy. Andy started to back away, but the long said, "Spit it out, Andy. You like those other dogs. Andy trusted him. Andy wanted him to get there. The long said that Andy was a gentleman and asked Andy where he came from. Because he knew that Andy was the hero of town. Then Andy asked Egypt some about him. He liked coming into his house. The two boys were in the same room with a plate of cookies. Andy finally asked if he could trust him. Andy told him the whole entire story. He tried to describe everything with as much detail as possible.

After being had heard the whole story, he changed Andy's name to Andy. "Like that," said the new Andy. Then Sam let Andy borrow some clothes and some shoes.
that didn't fit him anymore.

The freeloader both knew they had a problem. There was Andy going to sleep?

Andy thought about his father. Andy would hide in the closet and after school he'd come out and sleep with him.

Andy.html copied his school because it didn't have a Andy was going to get back very soon. When Andy said Andy went out and got food supplies.

The next day, Leonard and Andy went to school together. Andy found that he hated math and just liked reading. Andy kept going to school with Sarah and coming home with his parents noticed this and asked him about it. Sam told them that Andy was an orphan and his foster parents were very mean.

After another week of Sam and Andy going to and from school together, Sam's parents invited Andy to dinner. This was very nice and
Both boys were surprised. When Sam and Andy got home, they found their parents reading on the table. Then they all sat down to eat, and the other grade's announcement. 

"He said he's decided to adopt Andy."

The two boys didn't know what to think. After a moment of silence, Andy left the room, Sam went after him, and found him deeply thinking on the front porch. Andy didn't know how to decide. He liked his friends and life in Egypt, but he liked America, too. 

In the end, Andy was adopted by Sam's parents. Sam and Andy were the best of friends through high school and college and were together until they both got married, but they still kept in touch.
BIBLIOGRAPHY


Bradley, V. "Improving Students' Writing With Microcomputers." Language Arts 59 (October 1982): 732-743.

251


Hersh, Richard H. "How to Avoid Becoming a Nation of Technopeasants." *Phi Delta Kappan* 64 (May 1983): 635-638.


Searcy, Jill. "Integrating Software into a Math Curriculum (K-8)." *AEDS Monitor* 24 (July/August 1985): 17-18.


