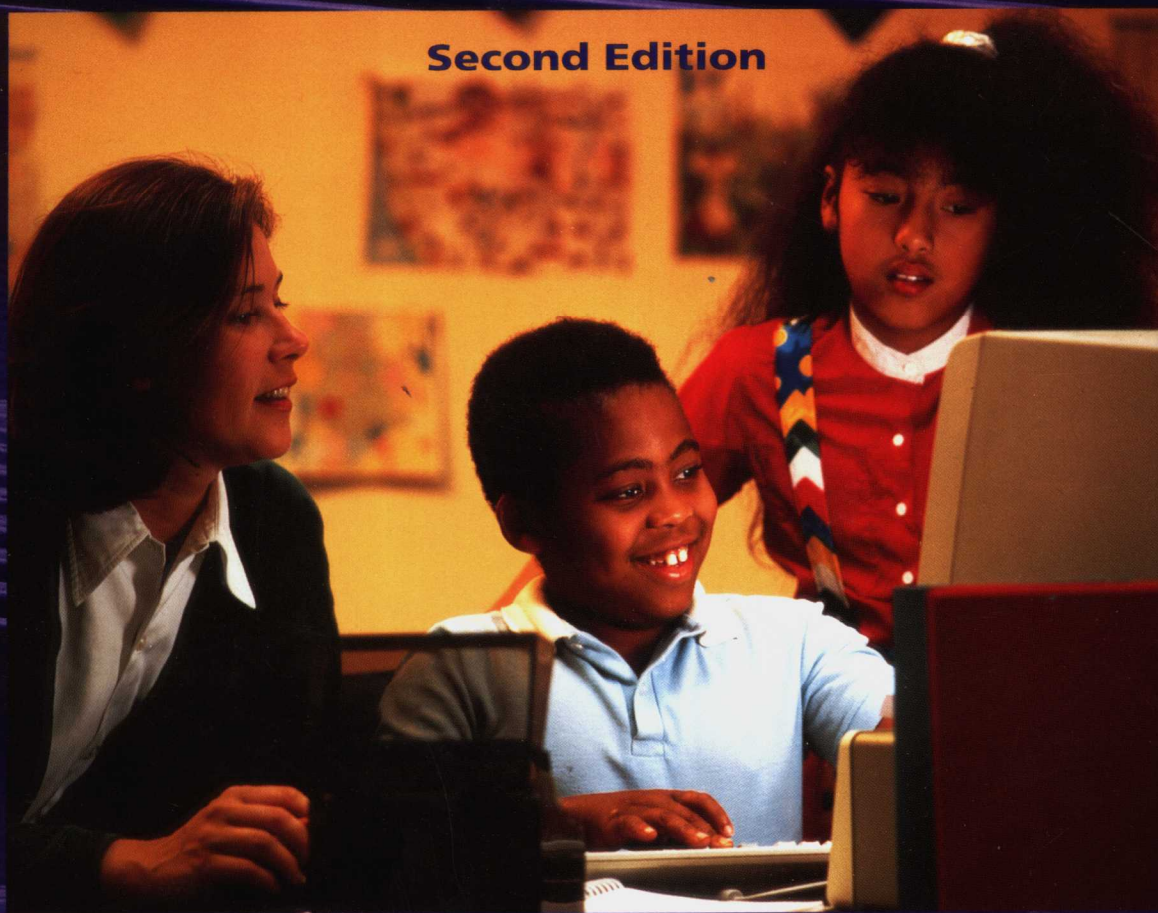


Computer Education for Teachers

Second Edition



VICKI SHARP

Computer Education for Teachers

Second Edition

VICKI SHARP

California State University Northridge



Boston, Massachusetts Burr Ridge, Illinois Dubuque, Iowa
Madison, Wisconsin New York, New York San Francisco, California St. Louis, Missouri

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Preface

Background

The author's first involvement with computers was in 1969 when she learned Fortran. In the early eighties, she bought pocket computers and taught programming off campus. At that time, educational software was limited and inadequate, and the focus was teaching BASIC, followed shortly thereafter by Logo.

In the last ten years there have been many technological changes, and the computer has emerged as an important tool in society. With the production of quality software, the computer's role has changed from a device used for computer programming to an instrument that can be efficiently integrated into the curriculum. Furthermore, an increasing number of teachers utilize the computer for such tasks as word processing, database management, graphics generation, desktop publishing, telecommunications, and multimedia.

With this increased interest in computers, computer literacy is becoming as necessary as reading literacy. Because computers are so commonplace, teacher education programs require students to take computer literacy courses. In order for teachers to use computers, they must acquire the skills to evaluate and use the software that is being produced and marketed.

Book Audience

Computer Education for Teachers, which assumes no prior experience with computers, is designed to meet the needs of the computer novice. It is written for undergraduate and graduate students who want an up-to-date, readable, practical, concise introduction to computers. This book should help students acquire the knowledge and skills necessary to effectively integrate computers into the classroom.

Contents of the Text

The content of the text is arranged in a logical teaching order. However, the chapters are not dependent on each other and can be taught in the order the instructor requires.

This edition offers the following salient features:

- **Chapter objectives.** The objectives at the beginning of each chapter operate as a map of the chapter's contents, thus guiding the reader in his or her travel.

- ▶ **Clear illustrations.** There are over 300 illustrations used to highlight pertinent points, facilitate understanding, and explain software.
- ▶ **Universal applicability.** The book discusses general concepts and principles that are applicable to any personal computer.
- ▶ **Chapter mastery tests.** Questions selected according to sound learning principles appear at the end of each chapter to help readers ascertain if they understand the material.
- ▶ **Recommended annotated software listing.** A complete, up-to-date annotated listing of software, including CD-ROM and laser discs, helps the reader make a more informed purchase decision.
- ▶ **Classroom activities and projects.** An assortment of learning activities and projects motivate students, enhance learning, integrate the computer in the classroom, and help students apply the chapter concepts.
- ▶ **Summary of current computer research.** These summaries provide readers with an understanding of past and current research, effective and ineffective uses of the computer, and promising new directions for further research.
- ▶ **Exposure to state-of-the-art technology developments.** Explorations of advances in computer technology keep the student on the cutting edge of computer knowledge.
- ▶ **Extensive bibliography.** The reader can use the selected bibliography to investigate a wide spectrum of topics.
- ▶ **A chapter on desktop publishing.** The chapter on desktop publishing, which is one of the primary applications for the computer, teaches the student to create such products as newspapers, bulletins, and signs that can enrich the curriculum and enhance the classroom atmosphere.
- ▶ **A chapter on multimedia.** This chapter introduces the student to ways of using the computer to combine text, graphics, and sound into effective multimedia presentations.
- ▶ **A chapter on telecommunication, the Internet, and on-line services.** This chapter gives the student an introduction to telecommunications, the Internet, the information highway, and the various commercial services.
- ▶ **A teacher's manual.** This manual supplies the teacher with chapter summaries, lecture outlines, answers to mastery test questions, suggested activities and projects, transparency masters, additional test items, and sample software evaluations.

New to the Second Edition

Computer Education for Teachers has been changed in numerous ways from the last edition to reflect the changes that are occurring in the computer community. All chapters have been revised and updated and IBM and compatibles are given equal treatment. The new edition offers the following features:

- ▶ over 250 new illustrations;
- ▶ new annotated list of software including CD-ROM and laser disc (see Appendix A);
- ▶ a new chapter on telecommunication, the Internet, and on-line services;
- ▶ an expanded and updated multimedia chapter;

- discussion of current topics such as virtual reality, morphing, warping, videoconferencing, advanced technology labs and classroom ergonomics, and distant learning; and
- additional chapter questions and projects.

A Message for the Readers

If you would like to see some topic in a future edition or have any comments or questions, please send your responses to one of the following addresses:

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Brief Contents

Preface xvii

- 1. History of the Computer 1**
- 2. Getting Started on the Computer 19**
- 3. Word Processing 37**
- 4. Desktop Publishing 66**
- 5. Databases 90**
- 6. Spreadsheets and Integrated Programs 115**
- 7. Software Evaluation 139**
- 8. Using the Computer in All Curriculum Areas 161**
- 9. Teacher Utility Software, Graphics, Art, and Music 199**
- 10. Multimedia 222**
- 11. Telecommunications (Internet and On-Line Services) 257**
- 12. Computer Hardware 283**
- 13. BASIC and Other Languages 307**
- 14. Logo 332**
- 15. Issues and Research: Present and Future 354**

Appendices 384

Credits 431

Index 432

Contents

Preface xvii

1. History of the Computer 1

- Objectives 1
- Early Times 1
 - The Abacus 1
- The Pioneers 2
 - John Napier 2
 - Wilhelm Schickard 3
 - Blaise Pascal 3
 - Gottfried Wilhelm Von Leibniz 3
 - Joseph Marie Jacquard 4
 - Charles Babbage 5
 - Herman Hollerith 6
- The Modern Computer 7
 - Howard Aiken 7
 - John Atanasoff 8
 - John Mauchly and J. Presper Eckert 9
 - John Von Neumann 10
- Generations of Computers 11
 - The First Generation of Computers 11
 - The Second Generation of Computers 12
 - The Third Generation of Computers 12
 - The Fourth Generation of Computers 13
 - The Fifth Generation of Computers 14
- Summary 16
- Chapter Mastery Test 16
- Teacher Projects 17
- Suggested Readings and References 17

2. Getting Started on the Computer 19

- Objectives 19
- Computer Classification 19
- What Is a Computer? 21
 - The Computer Chip 21
 - Central Processing Unit 22
 - Memory 23
 - Binary Notation 24
 - Disks 25
 - Formatting or Initializing a Disk 26
- Operating Systems 27
- Getting Started on the Computer 28
 - Macintosh Opening Screen 28
 - Windows Opening Screen 30
 - Macintosh Directory 30
 - Windows Directory 31
- Basic System Utilities 32
- Summary 34
- Chapter Mastery Test 34
- Teacher Projects 35
 - Lab Activities 35
 - Classroom Activities 35
- Suggested Readings and References 35

3. Word Processing 37

- Objectives 37
- Historical Background 37
- What Is a Word Processor? 38
- Components of Word Processing 39
- How to Select a Word Processor for the Classroom 39
 - Hardware Compatibility 40
 - General Features 40
 - Standard Editing Features of a Word Processor 41

| | |
|-----------------------------------|----|
| Standard Formatting Functions | 42 |
| Instructional Design and Features | 45 |
| Learning to Use a Word Processor | 52 |
| Classroom Applications | 56 |
| I. Math Race | 56 |
| II. Unscramble the Story | 57 |
| III. The Editor | 58 |
| IV. Punctuation Exercise | 60 |
| V. Insert the Adjectives | 60 |
| VI. Replace the Sentences | 61 |
| Summary | 63 |
| Chapter Mastery Test | 63 |
| Teacher Projects | 63 |
| Suggested Readings and References | 64 |

4. Desktop Publishing 66

| | |
|---|----|
| Objectives | 66 |
| Historical Background | 66 |
| What Is Desktop Publishing? | 67 |
| The Basic Desktop Publishing Features | 69 |
| Page Layout | 69 |
| Word Processing | 71 |
| Style Sheets and Templates | 71 |
| Graphics | 72 |
| How to Choose a Good Desktop Publishing Program | 75 |
| Hardware Compatibility | 75 |
| General Features | 75 |
| Instructional Design | 76 |
| Ease of Use | 76 |
| Consumer Value | 77 |
| Support | 77 |
| Learning to Use a Desktop Publishing Program | 77 |
| Desktop Publishing Programs for the Classroom | 81 |
| Guidelines for Desktop Publishing | 82 |
| Classroom Applications | 83 |
| I. Preliminary Language Arts Skills | 83 |
| II. Language Arts | 83 |
| III. Math Stories | 84 |
| IV. Science Activity | 85 |
| V. Newsletter Production | 85 |

| | |
|-----------------------------------|----|
| Additional Activities | 87 |
| Summary | 88 |
| Chapter Mastery Test | 88 |
| Teacher Projects | 88 |
| Suggested Readings and References | 89 |

5. Databases 90

| | |
|---|-----|
| Objectives | 90 |
| What Is a Database? | 90 |
| File | 90 |
| Record | 91 |
| Field | 91 |
| Advantages of an Electronic Database | 92 |
| How a Database Operates | 92 |
| Functions of a Database | 94 |
| Types of Databases | 96 |
| Why Use a Database in the Classroom? | 97 |
| How to Select a Good Database for the Classroom | 99 |
| Hardware Compatibility | 99 |
| Features of a Database | 99 |
| Instructional Design | 101 |
| Ease of Use | 102 |
| Consumer Value | 102 |
| Support | 102 |
| Teacher Practice | 104 |
| A. Database 1 | 104 |
| B. Database 2 | 106 |
| Classroom Applications | 107 |
| I. General Database | 107 |
| II. Science Database | 107 |
| III. Language Arts Database | 109 |
| IV. Geographical Database | 110 |
| V. Math Database | 111 |
| Summary | 112 |
| Chapter Mastery Test | 112 |
| Teacher Projects | 113 |
| Suggested Readings and References | 113 |

6. Spreadsheets and Integrated Programs 115

| | |
|---------------------|-----|
| Objectives | 115 |
| Historical Overview | 115 |
| Spreadsheets | 116 |

| | |
|--|------------|
| Components of a Spreadsheet | 116 |
| How a Spreadsheet Operates | 117 |
| Why Use an Electronic Spreadsheet? | 120 |
| Basic Features of a Spreadsheet | 120 |
| Protected and Hidden Cells | 120 |
| Logical Functions | 120 |
| Date and Time Function | 121 |
| Macros | 121 |
| Graphing | 121 |
| Memory | 121 |
| Name Cells | 121 |
| Windows | 121 |
| Attached Notes | 122 |
| Editing and Sorting | 122 |
| Templates | 122 |
| On-Line Help | 122 |
| Advanced Features of a Spreadsheet | 122 |
| Copying Command | 122 |
| How to Select a Good Spreadsheet for the Classroom | 123 |
| Hardware Compatibility | 123 |
| Features | 123 |
| Ease of Use | 124 |
| Built-in Functions | 124 |
| Consumer Value | 124 |
| Support | 125 |
| Teacher Practice | 126 |
| Classroom Applications | 128 |
| I. Science | 128 |
| II. Mathematics | 129 |
| III. Home Economics | 130 |
| IV. The Pendulum | 131 |
| Spreadsheet Versatility | 131 |
| Integrated Programs | 132 |
| Alternatives to an Integrated Program | 133 |
| How Does an Integrated Program Work? | 133 |
| Features of an Integrated Program | 135 |
| Summary | 136 |
| Chapter Mastery Test | 136 |
| Classroom Projects | 137 |
| Suggested Readings and References | 137 |
| 7. Software Evaluation | 139 |
| Objectives | 139 |
| Introduction | 139 |
| Computer-Assisted Instruction | 140 |
| Tutorial Programs | 140 |
| Simulation Programs | 142 |
| Drill and Practice Programs | 143 |
| Problem Solving Programs | 146 |
| Game Programs | 148 |
| Applications for Students with Special Needs | 150 |
| Computer Managed Instruction | 150 |
| Public Domain/Shareware | 151 |
| Software Selection: A General Guide | 152 |
| Specific Software Needs | 152 |
| Locating Software | 153 |
| Hardware Compatibility | 153 |
| The Program's Contents | 153 |
| Instructional Design | 154 |
| Ease of Use | 155 |
| Consumer Value | 155 |
| Support | 155 |
| Software and Hardware Quality | 155 |
| Greed | 157 |
| Technical Incompetence | 157 |
| Lack of Instructional Design | 157 |
| Guidelines for Setting Up a Software Library | 157 |
| Summary | 158 |
| Chapter Mastery Test | 158 |
| Classroom Projects | 159 |
| Suggested Readings and References | 159 |
| 8. Using the Computer in All Curriculum Areas | 161 |
| Objectives | 161 |
| One Computer in the Classroom | 161 |
| Selection of Software | 161 |
| Collection of Equipment | 163 |
| Classroom Organization | 164 |

| | | | |
|--|------------|---|------------|
| Team Approach | 164 | Summary | 219 |
| Software Time Factor | 164 | Chapter Mastery Test | 219 |
| Group Involvement | 164 | Classroom Projects | 220 |
| Integrating the Computer in the Classroom | 165 | Suggested Readings and References | 220 |
| Subject Area Software | 168 | | |
| Mathematics Programs | 169 | 10. Multimedia | 222 |
| Science Programs | 176 | Objectives | 222 |
| Social Studies Programs | 181 | What Is Multimedia? | 222 |
| Language Arts Programs | 184 | Historical Perspective | 223 |
| CD-ROM Software | 189 | Hypermedia Authoring Tools | 224 |
| Advantages of CD-ROM Discs | 190 | <i>HyperCard</i> | 224 |
| Growth of CD-ROM Software | 190 | <i>HyperStudio</i> | 228 |
| Laser Discs | 195 | Other Hypermedia Authoring Tools | 232 |
| Summary | 196 | <i>LinkWay Live!</i> | 232 |
| Chapter Mastery Test | 197 | <i>Digital Chisel</i> | 233 |
| Classroom Projects | 197 | <i>Kid's Studio</i> | 235 |
| Suggested Readings and References | 197 | Classroom Suggestions for Using Hypermedia | 236 |
| 9. Teacher Utility Software, Graphics, Art, and Music | 199 | Pros and Cons of Hypermedia | 236 |
| Objectives | 199 | Software to Complement Authoring Systems | 237 |
| Teacher Utility Software | 199 | <i>MediaText</i> | 238 |
| Grade Books | 199 | <i>The Multimedia Workshop</i> | 239 |
| Test Makers | 201 | Multimedia Features: QuickTime, Morphing, and Warping | 239 |
| Puzzle Makers | 202 | QuickTime | 239 |
| Drill Sheet Generators and Organizers | 202 | Morphing | 240 |
| Statistical Programs | 203 | Warping | 241 |
| Graphics Software | 204 | Multimedia Software | 241 |
| Computer-Aided Design (CAD) | 206 | Word Processing | 242 |
| Presentation Graphics in Business and Education | 207 | Social Studies | 242 |
| Productivity Graphics | 209 | Language Arts | 243 |
| Art Software | 211 | Art | 247 |
| Music Software | 213 | Mathematics and Logical Thinking | 248 |
| Classroom Applications | 215 | General Reference | 249 |
| I. Pet Data Sheet | 215 | Music | 250 |
| II. State Data Sheet | 215 | Science | 251 |
| III. Math Riddle Card | 216 | Virtual Reality | 252 |
| IV. Educational Sign | 217 | Historical Perspective | 252 |
| V. Math | 217 | How Virtual Reality Works | 253 |
| VI. Music | 218 | Summary | 255 |
| VII. "Mother, May I?" | | Chapter Mastery Test | 255 |
| Adaptation | 218 | | |

Teacher Projects 255
 Suggested Readings and
 References 255

11. Telecommunications (Internet and On-Line Services) 257

Objectives 257
 Telecommunications 257
 How Telecommunications Software
 Works 259
 Fax/Modem 261
 Fax Machine 262
 Electronic Mail 262
 Networking 263
 Internet 266
 Historical Background 266
 How Internet Works 267
 Problems with Internet 269
 Internet Resources 270
 On-Line Services 272
 Dialog 272
 National Geographic Kids Network 272
 America Online 272
 Scholastic Network 273
 Prodigy 274
 eWorld 274
 CompuServe 275
 Distant Education 277
 Classroom Applications 278
 I. Language Arts 279
 II. Science 279
 Summary 280
 Chapter Mastery Test 280
 Classroom Projects 280
 Suggested Readings and
 References 280

12. Computer Hardware 283

Objectives 283
 Background 283
 Input Devices 283
 Keyboard 284
 Light Pen 284
 Mouse 285
 Trackball 285

 Trackpad 286
 Joystick 286
 Touch Screen 287
 Alternate Input Devices 287
 Optical Mark Reader 287
 Optical Character Reader 287
 Magnetic Ink Character Recognition
 Reader 288
 Bar-Code Reader 288
 Scanner 288
 Digital Camera 290
 Graphics Tablet 290
 Personal Data Assistant 291
 Voice Recognition System 291
 Output Devices 292
 Printer 292
 Screen Displays 294
 Speech Synthesizer 296
 Input/Output Devices 296
 Magnetic Tape 296
 Floppy Disk 297
 Hard Disk 298
 Optical Disk 298
 Fax Machine 300
 Modem 300
 Overview of Hardware 300
 Hardware Selection Criteria 301
 Memory 301
 Expandability 302
 Speed 302
 Keyboard 302
 Video Output 302
 Graphics 303
 Sound 303
 Languages 303
 Peripherals 303
 Hardware Reliability and Dealer
 Support 303
 Ease of Operation 303
 Cost 303
 Summary 305
 Chapter Mastery Test 305
 Teacher Projects 305
 Suggested Readings and
 References 306

13. BASIC and Other Languages 307

- Objectives 307
- Programming Languages 307
- History of Computer Languages 308
 - High-Level Language Development 309
- BASIC 311
 - What Is a Program? 312
 - Flowcharts 312
 - Line Numbers 314
 - Print 315
 - Printing Characters 316
 - Punctuation Marks 316
 - Let Statements 317
 - String Variables 318
 - Input Statements 319
 - If-Then Statements 320
 - GOTO 321
 - Integer Functions 322
 - Random Number 323
 - For-Next Loops 324
 - Read-Data Statements 324
 - Why Teach BASIC? 326
- Authoring Languages 327
 - Advantages 329
 - Disadvantages 329
- Authoring Systems 329
- Summary 330
- Chapter Mastery Test 330
- Teacher Projects 330
- Suggested Readings and References 331

14. Logo 332

- Objectives 332
- Background 332
- Historical Background 333
- Why Teach Logo? 333
 - Philosophy and Psychology of Logo 334
- Working with Logo 335
 - Background 335
 - Forward Example 336
 - Right Example 336
 - Backward Example 336

- Left Example 337
- Combination Example 337
- HIDETURTLE Example 337
- CLEARSCREEN or CLEARGRAPHICS Example 337
- PENUP Example 338
- PENDOWN Example 338
- HOME Example 339
- REPEAT Example 339
- Procedures 340
 - Square Procedure Example 340
- Design Subprocedure Example 340
- Circle Example 341
- CIRCLEC Example 342
- Lazy 8 Example 342
- Body Example 343
- ROOF Example 343
- House Example 344
- Variables 344
 - Square Variable Example 344
- Recursion 345
 - Pattern Recursion Example 345
- EFFECT Example 346
- STOP Example 347
- Logo's Other Features 347
 - Add Example 347
 - Print Example 348
- Other Versions of Logo 348
 - Turtle Math* 348
 - LogoWriter* 349
 - MicroWorld Project Builder* 349
 - Lego TC Logo* 350
- Summary 351
- Chapter Mastery Test 351
- Teacher Projects 352
- Suggested Readings and References 352

15. Issues and Research: Present and Future 354

- Objectives 354
- Ethical Issues 354
 - Privacy 354
 - Crime 356
 - Software Piracy 357

| | |
|----------------------------------|-----|
| Viruses | 359 |
| Security | 360 |
| Health Risks Using Computers | 361 |
| Instructional Research | 363 |
| Problems with the Research | 369 |
| Research Generalizations | 369 |
| Future Trends | 370 |
| Computer Hardware | 370 |
| Voice Recognition Systems | 371 |
| Artificial Intelligence | 372 |
| Robots | 373 |
| Computer Use by Disabled Persons | 373 |
| Desktop Videoconferencing | 374 |
| Advanced Technology Labs | 374 |
| Advanced Technology Classrooms | 376 |
| Software | 376 |
| Concluding Thoughts | 377 |
| Summary | 378 |
| Chapter Mastery Test | 378 |
| Teacher Projects | 379 |

| | |
|-----------------------------------|-----|
| Suggested Readings and References | 379 |
|-----------------------------------|-----|

Appendix A

| | |
|----------------------|-----|
| Recommended Software | 384 |
|----------------------|-----|

Appendix B

| | |
|-------------------|-----|
| Operating Systems | 410 |
|-------------------|-----|

Appendix C

| | |
|---|-----|
| Directory of Selected Software Publishers | 414 |
|---|-----|

Appendix D

| | |
|-----------------------------------|-----|
| Recommended Computer Publications | 418 |
|-----------------------------------|-----|

Appendix E

| | |
|---|-----|
| Recommended Mail-Order Software Sources | 420 |
|---|-----|

Appendix F

| | |
|--------------------------------------|-----|
| On-Line Services and Bulletin Boards | 421 |
|--------------------------------------|-----|

Appendix G

| | |
|----------|-----|
| Glossary | 423 |
|----------|-----|

Credits 431**Index 432**

History of the Computer

1

Objectives

Upon completing this chapter, you will be able to

1. identify and place in proper sequence five of the major inventions in the history of computing;
 2. discuss succinctly each of the following six individual's contribution to the field of computing:
 - a. Herman Hollerith,
 - b. Joseph Marie Jacquard,
 - c. Charles Babbage,
 - d. John Atanasoff,
 - e. Howard Aiken, and
 - f. John Von Neumann; and
 3. differentiate among the generations of computers according to their technological advances.
-

Early Times

Primitive humans found it necessary to count and the natural instruments to use were their fingers. With their fingers, they could show how many animals they killed on a hunt or the number of people in a village. To indicate large numbers they used all ten fingers; since humans have ten fingers, ten became the basis of our number system today.

As time passed, life became more complex, and people needed a way to keep track of their possessions. They began to use rocks as a way to store information, using one rock to represent each animal they owned, for example. Later, wanting a record of this information, they carved notches and symbols in stone or wood, an effective record-keeping method until the abacus was invented.

The Abacus

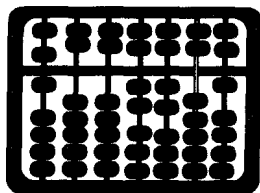
The **abacus** was different from any recording device that came before it because it allowed manipulation of data.

In 1854, at Senkereh near Babylon, archaeologists found a clay tablet resembling a primitive abacus. They believed it was nearly 4,000 years old (J. M. Pullan, 1968). The discovery of this artifact indicates that some form of calculation existed in Babylon about 3000 B.C. (The tablet now resides in the British Museum.)

Records show that ancient civilizations, such as India, China, Egypt, and Mesopotamia, were using calculating devices several thousand years ago. The Greeks in about 500 B.C. drew lines on plain boards or counters in order to perform calculations. Approximately 200 years later, the Romans developed a calculating device called the *calculi*, which consisted of a smooth board or table marked with lines. Even though no boards have survived from these times, stones have been found at many archaeological sites. The stones found in China, Japan, and Russia are similar to the stones used in the Roman bead-frame, which suggests that the use of these instruments spread from Rome to China to Japan and then to Russia, although there is no concrete evidence of this hypothesis. What is known for certain is that the Chinese devised rules for the abacus in the thirteenth century, and they are often given credit for perfecting its use.

The abacus (Fig. 1.1) user manipulates beads in a wood frame to keep track of numbers and place values. Users can perform calculations almost as quickly as people who use calculators. Of all the early aids to calculation, the abacus is the only one used today.

Figure 1.1
Abacus



Next we will discuss the pioneers of computational devices and their inventions prior to the computer. Some of these inventions made mathematical calculation and tabulation faster and simpler, while others paved the way for inputting information into computers and controlling more complicated data processing.

The Pioneers

John Napier

John Napier, a Scottish mathematician, invented **Napier's Rods** or **Bones** in 1617. The rods, shown in Figure 1.2, were sometimes carved out of ivory in the form of an Arabian lattice. The user was able to multiply large numbers by manipulating these rods. These devices simplified tedious calculations, and they were faster and more accurate. Napier rods preceded Oughtred's slide ruler by nearly four decades.

Figure 1.2
Napier's Bones

