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* Volume 12 Issue 4 *
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* << YOUR KANSAS CITY USER FRIENDLY GROUP >> *
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THE BLOODBANK

by

Walter Blood
2032 N. 32nd St.
Kansas City, KS 66104

(913) 371-1092

July/August 1993

Another hymn from the United Methodist Hymnal. I hope you enjoy it!

```

1 REM SAVE DSK2.PASSITON
100 CALL CLEAR
110 PRINT TAB(9);"PASS IT ON":::TAB(7);"Words and music"
120 PRINT :TAB(7);"by Kurt Kaiser":::TAB(5);"TI99/4A translation"
130 PRINT :TAB(5);"by WALTER H. BLOOD":::
200 DIM A(112),B(112),C(112),D(112)
210 FOR k=1 TO 112
220 READ A(K),B(k),C(K),D(K)
230 NEXT K
240 T=25
300 FOR l=1 TO 3
310 ON l GOSUB 6000,7000,8000
320 FOR k=1 TO 2
330 GOSUB 3000
340 NEXT k
350 GOSUB 4000
360 FOR k=4 TO 8
370 GOSUB 3000
380 NEXT k
390 GOSUB 4000
400 FOR k=10 TO 14
410 GOSUB 3000
420 NEXT k
430 GOSUB 4000
440 FOR k=16 TO 26
450 GOSUB 3000

```

FIRST CLASS MAIL

KANSAS CITY TI99/4A COMPUTER USERS' GROUP
c/o WALTER H. BLOOD
2032 NORTH 32ND STREET
KANSAS CITY, KANSAS 66104

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1 NEWSLETTER ONLY MEMBERSHIP \$12/YR 1
1 USER GROUP MEMBERSHIP IS \$20/YR 1

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480 NEXT K
470 GOSUB 4000
480 FOR K=28 TO 31
490 GOSUB 3000
500 NEXT K
510 GOSUB 4000
520 FOR K=33 TO 37
530 GOSUB 3000
540 NEXT K
550 GOSUB 4000
560 FOR K=39 TO 43
570 GOSUB 3000
580 NEXT K
590 GOSUB 4000
600 FOR K=45 TO 55
610 GOSUB 3000
620 NEXT K
630 GOSUB 4000
635 FOR K=57 TO 60
640 GOSUB 3000
645 NEXT K
650 GOSUB 4000
655 FOR K=62 TO 66
660 GOSUB 3000
665 NEXT K
670 FOR K=67 TO 75
675 GOSUB 4000
680 NEXT K
685 FOR K=76 TO 77
690 GOSUB 3000
695 NEXT K
700 FOR K=78 TO 79
705 GOSUB 4000
710 NEXT K
715 FOR K=80 TO 82
720 GOSUB 3000
725 NEXT K
730 FOR K=83 TO 84
735 GOSUB 4000
740 NEXT K
745 GOSUB 3000
750 FOR K=86 TO 100
755 GOSUB 4000
760 NEXT K
765 FOR K=101 TO 103
770 GOSUB 3000
775 NEXT K
780 FOR K=104 TO 110
785 GOSUB 4000
790 NEXT K
795 FOR K=111 TO 112
800 GOSUB 3000
805 NEXT K
810 NEXT I
815 STOP
1000 DATA 10,220,9000,9000,10,220,9000,9000,10,370,220,1109
1010 DATA 10,370,220,110,10,370,220,147,10,330,220,147,20,370,220,147

```

```

1020 DATA 20,392,220,147,10,440,277,1397,10,440,277,131,10,440,277,185
1030 DATA 10,440,220,185,20,440,277,185,20,370,277,185,10,294,247,1568
1040 DATA 10,294,247,147,10,294,247,196,10,277,247,196,20,294,247,196
1050 DATA 20,392,247,196,20,370,277,110,10,330,277,110,10,330,277,110
1060 DATA 10,330,277,110,10,330,220,110,10,330,277,110,10,330,277,1245
1070 DATA 30,330,294,110,10,330,277,110,20,330,277,110,20,220,9000,110
1080 DATA 10,370,220,1109,10,370,220,110,10,370,220,147,10,330,220,147
1090 DATA 20,370,220,147,20,392,220,147,10,440,277,1397,10,440,277,131
1100 DATA 10,440,277,185,10,440,220,185,20,440,277,185,20,370,277,185
1110 DATA 10,294,247,1568,10,294,247,147,10,294,247,196,10,277,247,196
1120 DATA 20,294,247,196,20,392,247,196,20,370,277,110,10,330,277,110
1130 DATA 10,330,277,110,10,330,277,110,10,330,220,110,10,330,277,110
1140 DATA 10,330,277,1245,30,330,294,110,10,330,277,110,20,330,277,110
1150 DATA 20,294,9000,110,10,494,294,1568,10,494,294,147,10,494,294,196
1160 DATA 10,440,294,196,20,494,294,196,20,554,294,196,20,567,440,1397
1170 DATA 10,587,440,1397,10,587,440,1397,20,440,294,1397,10,440,294,1397
1180 DATA 10,440,294,1397,20,9000,9000,1245,10,494,592,1245,10,494,392,1245
1190 DATA 20,440,330,110,20,392,277,110,10,440,277,1109,10,440,277,1397
1200 DATA 10,440,277,110,10,294,247,123,10,294,247,123,10,294,247,1397
1210 DATA 10,294,247,1109,10,294,9000,9000,20,392,247,1245
1220 DATA 10,370,247,1245,10,370,247,1245,10,294,247,1245
1230 DATA 20,294,247,1245,10,294,247,1245,20,392,220,1397
1240 DATA 10,370,220,1397,10,370,220,1397,10,294,220,1397
1250 DATA 20,294,220,1397,10,294,220,1397,20,392,20,1568
1260 DATA 10,370,294,1568,10,370,294,1568,20,330,277,110,10,330,277,110
1270 DATA 10,294,277,110,10,294,294,1109,10,294,220,1109
1280 DATA 10,294,370,1109,10,294,220,1109,10,294,220,1109
1290 DATA 10,294,370,1109,10,294,220,1109,10,294,220,110,60,294,185,147
3000 CALL SOUND(TRA(K),B(K),O,C(K),O,D(K),0)
3010 RETURN
4000 CALL SOUND(TRA(K),B(K),O,C(K),O,D(K),30,-4,10)
4010 RETURN
5000 CALL CLEAR
5010 PRINT "It only takes a spark":;"to get a fire going,"
5020 PRINT "and soon all those around":;"can warm up in its glowing."
5030 PRINT "That's how it is":;"with God's love"
5040 PRINT "once you've experienced it":;"you spread his love"
5050 PRINT "to everyone's":;"you want to pass it on.":;:;
5900 RETURN
7000 CALL CLEAR
7010 PRINT "What a wondrous time":;"is spring, when all the"
7020 PRINT "trees are budding:"
7030 PRINT "the birds begin to sing, the":;"flowers start their blooming"
7040 PRINT "That's how it is"
7050 PRINT "with God's love":;"once you've experienced it:"
7060 PRINT "you want to sing.":;"it's fresh like spring,"
7070 PRINT "you want to pass it on."
7900 RETURN
8000 CALL CLEAR
8010 PRINT "I wish for you, my friend,"
8020 PRINT "this happiness":;"that I've found:"
8030 PRINT "you can depend on him.":;"it matters not"
8040 PRINT "where you're bound.":;"I'll shout it from"
8050 PRINT "the mountain top":;"I want my world to know:"
8060 PRINT "the Lord of love":;"has come to me,"
8070 PRINT "I want to pass it on."
8900 RETURN

```

STRING FUNCTIONS IN TI BASIC by Rick Hallmark in The Suncoast Beeper

Basic is, by definition, an all-purpose language. It contains commands and functions for mathematical calculations, graphics, sound, and the manipulation of ASCII strings. At the November meeting I discussed the following:

1. "&" - the concatenation operator which combines strings.
2. VA and STR\$ - the functions which allow the interconversion of strings of numeric characters and numeric variables.
3. LEN, POS, and SEG\$ - the functions which allow the programmer to take strings apart.
4. ASC and CHR\$ - the functions which allow programs to make use of the ASCII codes assigned to the various printable and non-printable characters.

The following are the demonstration programs that were discussed:

```

100 REM CONCATENATION DEMO
110 CALL CLEAR
120 A$="This is "
130 B$="a demonstration "
140 C$="of concatenation."
150 D$=A&B&C$
160 PRINT D$
170 END

100 REM VAL AND STR$ DEMO
110 CALL CLEAR
120 A$="123.45"
130 A=VAL(A$)
140 PRINT "A = ";A$
150 PRINT "A = ";A
160 B=543.21
170 B$=STR$(B)
180 PRINT "B = ";B
190 PRINT "B$ = ";B$
200 END

100 REM LEN, POS, AND SEG$ DEMO
110 CALL CLEAR
120 A$="Large, FL 33543"
130 LENGTH=LEN(A$)
140 PRINT "LENGTH = ";LENGTH
150 COMMAPOSIT=POS(A$,",",1)
160 CITY$=SEG$(A$,1,COMMAPOSIT-1)
170 STATE$=SEG$(A$,COMMAPOSIT+2,2)
180 ZIP$=SEG$(A$,COMMAPOSIT+5,5)
190 PRINT "CITY: ";CITY$
200 PRINT "STATE: ";STATE$
210 PRINT "ZIP: ";ZIP$
221 END

100 REM ASC DEMO
110 A$="ABCDEFGHIJKLMNORSTUVWXYZ"
120 PRINT "LETTER","ASCII CODE"
130 FOR I=1 TO 26
140 CHRTR$=SEG$(A$,I,1)
150 CODE=ASC(CHRTR$)
160 PRINT TAB(3);CHRTR$;TAB(18);CODE
170 NEXT I
180 END

```

EXPERIMENTS TO TRY:

In the first program listed delete line 150 and then change line 160 to 160 PRINT A&B&C\$. Does the printout look the same? In the second program you will notice that the numeric form prints a blank space before the number. Change the value of B to -543.21 and see what happens. In the third program you can vary the contents of string A\$ but notice that the spacing after the comma is critical. You might try to write a program which will find the proper fields even when there are extra spaces! In program four, you could change A\$ to small letters and compare the results.

TI-101
OUR 4/A UNIVERSITY

by Jack Sughrue
Box 459
E. Douglas MA 01516

#2 HOLISM

Happy New Century

Last time, Class, in our TI-101 classroom we introduced the historical perspective of public education in a few strong words. We stated that some of the wrongs with our schools today is the profiteering by the big book industry who would like all our children to be into some kind of large-scale, lock-stepping curriculum as devised by them. (Close to 100% of all the schools in America have curriculums established by publishers and screwed into place by administrative bureaucrats. They are not created by the teachers, the trained professionals who work directly with the children. Once in a while - such as the school in which a friend of mine teaches 3rd graders - a school is blessed with an intelligent, child-oriented principal who is not afraid to empower her teachers. But this scenario is truly rare in our country.)

Which brings me back to THE REVOLUTION in education I discussed during our last class. This is the revolution of holism in education. It is an international grass roots approach to learning. Though the spelling is H O L I S M, the meaning does not come from "holy" but from "whole." Why don't THEY spell it "holise?" you may ask. Unfortunately, you may ask in vain.

but Whole Language is what is under discussion here. Whole Language is the most prominent movement in the revolution. It is a philosophy that asks how children learn and then seeks ways to provide those opportunities for the child. It is, in short, a research-based philosophy and an intellectual attitude and a creative style that considers the developmental learning stages of the children as a group and each child individually. But what is it, specifically?

well, let's look at product results first. Class, although Whole Language Educators will be the first to say that process rather than product is the whole of W.L.:

In the standard achievement test scores given world-wide the U.S. ranks 47th. On those same tests New Zealand is 1st. New Zealand has close to 100% of its teachers, K-12, using W.L. New Zealand has the highest rate of literacy of any country in the English-speaking world.

Now back to how W.L. works and what it is. In the U.S. we have had a long history of process methodology. Unfortunately, it has never been a part of mainstream education. Like jazz, as musically intricate as any form of music on the planet, has never become the mainstream of American culture. But there were many educators who understood how children think and how children learn. These people have taught and have written books and have done research. But, except for the unusual

teacher or an extremely rare school staff, few people had access to these ideas and materials and methodologies. Such things as the teacher-writer Collaborative in New York, the Bay Area Project in California, and the Farmingham Writing Project in Massachusetts spread the word through research, printed materials, workshops, teacher training programs, sweat, blood, and tears. But these were a few of the isolated programs and projects and groups that sought to integrate the curriculum by starting at Square One and helping the students learn from their own strengths in a positive "unending" environment which tied various aspects of learning into complex, relevant activities: thinking on a large scale, understanding analogies, making connections, discovering solutions.

To explain another way, Class:

Most of us grew up learning little isolated skills. We learned to capitalize on the 9th week of school, let's say, in the 8th Grade.

Following that week, during which we'd be forced to learn the odd-capitalization rules for Friday's test, we'd leap into a couple days of hyphens and dashes, before going on to colons and semi-colons, and so on.

Isolated. Irrelevant. Boring. And not a good learning environment. We learned for the immediate tests and could not apply these "learned" skills to our daily (and real world) writings.

But such isolated, "testable" skills are a publisher's dream and an administrator's idea of Heaven. Because the kids can be tested on each of these isolated pieces, numbers can be attached to their names. These numbers can then be sorted into descending order and grades issued based on this garbage.

This has nothing to do with learning, with life-long skills, with internalizing and ownership. This has to do with outside forces trying to jam 19th Century methods down the throats of the people who will be running the 21st Century.

bad stuff.

Take almost any English book you can get your hands on, and you not find any writing activities (or few except in the most recent books and then as a way to thwart the movement away from texts). The books tell, tell, tell, tell how YOU are supposed to know this rule and that. The books test, test, test. They introduced the English materials in the most inane ways. For the most part, traditional English text books are sappy, to say the least, and anti-education to be really honest. And, except in a splashy, surface way haven't really changed since McGuffey's Readers of a century ago.

At the time of the Industrial Revolution the sum of human knowledge doubled about every 150 years; at the turn of this century it doubled about every 75 years; after World War II every 25 years; in 1990 every 9 months!

We still need to teach our kids skills, but we need to teach them DIFFERENT skills, better skills, more relevant skills, as "coverage" is

impossible. [By the time a science book is researched and written and edited and printed and sold and distributed and finally used in a classroom it is already quite a few years out of date. And this is not just for info about our Solar System, for example, since the Voyager trips; it is about dinosaurs, which we know more about today than we did last year. Information progresses at a quantum rate, and this is true in every area of our real as well as academic lives.] Coverage is impossible. Class. Remember that. It's going to be on your next test.

We need to teach our kids HOW to think. Informational regurgitation is no longer relevant as we swing into the 21st Century. We need to teach our kids HOW to think, so they can be prepared for the future. And no matter how much we may long for the good ol' simple days of yore, they just ain't a'comin' back. We are - for better or worse - in the Electronic Age. And our kids, if they are going to compete with the rest of the world or if they are just simply going to keep America great, have got to become thinkers. They've got to become thinkers who can use the tools of the future NOW.

Einstein (Albert) was asked for his phone number by a reporter. He looked it up in the phone book, astounding the reporter. Einstein explained that it would be foolish to clutter up his brain with anything that could be looked up.

If Einstein felt he should not be cluttering up his brain with useless information, maybe we could all take heed.

Let's give our kids and everyone else's kids a headstart for the next century by supporting our overworked teachers (instead of bashing them) and joining forces with them to provide a new environment in schools and in our homes. Let's advocate FOR our kids and their teachers. On 60-MINUTES, recently, Andy Rooney said the real problem with education today is not the teachers and not the schools but that "there are too many dumb kids," and, worse, too many dumb parents who don't prize education, who don't value learning (thus, too many dumb kids). I believe, truly, that we can get rid of this dumbness (which Steve Allen calls "DUMBTH" in a wonderful book by that name about the state of American thinking) by turning off the electronic babysitters (TVs and Nintendos) and get the kids into electronic tutors (computers) and maybe even (gasp!) books!

And here we are at the point of these classes: our TIs and what they can do to reverse this terrible dumbing trend in our country.

We'll take this up in our next class by introducing you to some of our brave TI-World educational experts and what they have offered and how we can use their gifts.

Your homework is to dust off all your educational cartridges (which includes TI-WRITER, of course, as well as TERMINAL EMULATOR and MINI-MEMORY (think about it), as well as DRAGON MIX, READING RALLY, SCHOLASTIC SPELLING, and BEGINNING GRAMMAR). You don't have to pass in any papers next session, but you must be prepared to present a 10-minute talk on at least two of your selected cartridges, being prepared to defend its educational relevance to the child of the future.

be early for TI-101 next time and get a good seat up front. Adios.