

# Computer literacy becoming more important

Today's educators need to add a "C" to the traditional three R's they teach to children in elementary and secondary schools, says David Moursund, professor of computer and information science at the University of Oregon.

The "C" stands for "computer literacy," a term Moursund uses to explain the functional knowledge of computers that children will need in order to compete in the future job market.

By 1985, a high percentage of all jobs will involve the use of computers in some way, placing those who don't know how to use them at a definite disadvantage, according to one estimate. But the educational system has not kept up with this trend.

The problem, he said, is that not enough teachers are computer literate themselves, and there are

not enough computer-related instructional materials.

In an effort to overcome this problem, Moursund has committed himself for the last 15 years to teaching teachers to bring computers into the classrooms.

He organizes special seminars at the university to introduce teachers to computers and explain how the machines will change the way they teach. He also formed the International Council for Computers in Education, and edits its journal, The Computing Teacher.

Instructional use of computers in elementary and secondary schools is more than 20 years old, but educators have yet to tap computers' potential, Moursund said.

"Because cost and space were prohibitive for the first 15 of those years, computer access was much

more limited than it is now. With the advent of microcomputers in the mid-70s, followed by sharp decreases in their purchase price, computer training can be commonplace.

"But we have to catch up with the technology by making people more aware of the situation and by training more teachers,"

he said.

The ability to use computers could become as important as the ability to read and write when looking at future employment, Moursund said. Business and industry leaders have already proven that productivity increases dramatically with the use of computers.

Virtually everyone will need to know how to retrieve information from a computer, according to Moursund. He cites word processors and calculators with memories as examples of computers already in wide use today.

"There is a revolution going on in industry. And we need to prepare our young

people for it," he said.

Moursund thinks it's time for the full-scale use of computers in the classroom. Children should begin to learn how to use computers when they begin to learn any other subject, he says. And with the resources that most schools have already, children could start to

learn how to use computers in junior high schools now, he believes.

Resistance to his ideas does not surprise Moursund. He attributes most of this resistance to fear.

"The revolution we are about to see in education is indeed scary to many adults," he said, "but to children who grow up using

computers, there is no fear."

"Our educational system is completely dependent, in essence, on how teachers and parents view the world. If teachers won't adjust to using computers, to his change in the world, it's going to be very, very hard for the kids to adjust to it," Moursund said.

## Plant bare root fruit trees promptly

The key to success in planting bare root fruit trees in the home landscape is to get them home from the nursery or garden store and planted quickly.

"Since the roots of these trees are bare when they're purchased, they can dry out quickly in the open air," says Ray McNeilan, Oregon State University extension home gardening agent. "That makes it ex-

tremely important to protect the roots until the tree is planted, and to plant the tree promptly."

McNeilan recommends keeping the roots covered at all times with moist material before planting. The roots may also be submerged in a pail of water but not for more than 12 hours.

Before digging the hole where the tree will be

planted, remove potential weed competition by scraping the ground bare in a five foot radius of the hole.

Dig the hole with a shovel or auger. If an auger is used, the sides of the hole should be roughened to allow better root growth. The hole should be large enough to accommodate the roots without undue root pruning or crowding.

Position the tree in the

hole at about the same depth that the tree grew in the nursery. There should be a soil line on the trunk you can use as a guide.

"With dwarf trees be sure the graft union is two to three inches above the permanent soil line or the benefits of the dwarfing rootstock will be lost," McNeilan says.

Pack the clean topsoil firmly around the roots.

Take care not to damage the roots, but make sure no air pockets remain. When the hole is three-quarters filled, pour in water to settle the soil around the roots.

Fill the remainder of the hole after the water soaks in. Don't put any manure, organic matter or commercial fertilizer in the hole as it can damage the young roots.

Build a slight rim around the hole to hold moisture and add a mulch of straw if desired. Then water with a weak transplant solution of commercial fertilizer or manure tea.

Avoid water-logging the tree, but don't let it dry out completely. Water every 10 to 20 days, or as needed.

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