

peer communication, shared information, publication, and expert consultation.

"My philosophy on general education and children is that any child can learn if you do the right things," Dr. McKenzie said. "But for years we've been using a strictly autocratic form of instruction, and 90 percent of the people I know are visual, or dynamic. My background is in special education, and I have a lot of training in using a variety of techniques to teach. In 1977 I was using an Apple computer in my classroom, and it wasn't even an Apple II. We loaded it with a cassette and measured our success

on how many times we could get it to load!"

"What I've seen from teachers I've supervised is a real fear of the hardware and a real inept way of using it. It's used as drill and kill, and it's not effective, even with your lower-level students. There are only so many times you can hook them up to something like that before they get really bored," Dr. McKenzie added.

She credits two things for much of her school's improved use of technology—an innovative journalism program that was already using computers when she came to West Ridge six years ago,

and a strong assistant-superintendent for curriculum instruction, who convinced the school board to let teachers have computers in their classrooms, not just in a lab setting.

"The first couple of years we spent our time trying to get money to buy computers. Although many people consider our district wealthy, we're not. We have the same technology funding as anybody else, so we beg, we coerce, and we convince people to give us computers. We've got 90 computers that could be used in the classroom, and we have a computer teacher and a five-year technology plan."

"But as a staff we have decided we

*Lickteig (L.) and Beeber are two very different teachers who are risk takers.*

