

ROOM 17: MONGOLIA CONSEQUENCE CARD

BEGINNER: GO TO ROOM 11

GOOD: GO TO ROOM 11 OR ROOM 18

EXPERT: GO TO ROOM 11 OR ROOM 18 AND GET A FREE PASS



## OUTLINE OF GUIDE FOR FIELDNOTES

### I) HEADING FORMAT:

SITE:

DAY and DATE: (you were at site)

CHILDREN (and ages): (you interacted with)

ACTIVITIES: (you engaged with the children)

Fieldnotes by: (full name)

### II) BODY OF FIELDNOTES:

Concentrate on describing the interaction between you and the child(ren) (even the environment around you, if relevant) as ACCURATELY as you can. Just reflect back on what went on at site, how you interacted with the child(ren) and they with you and with each other. What kind of activity were you all doing? How did they arrive at this? How was their performance on the game? Did they have any problems or difficulties dealing with the game, etc.? Did you handle the situation well or not? Was there something else you should/could have done or not? etc, etc

During site don't try to overtly observe, but rather try to get into the games with the kids. If you have fun, they will too! After site or during, if possible, jot down a few key observations to help you remember what went on. (You could even use a taperecorder, as a reminder.) But, remember you are not graded on how successful the interaction was, but rather how accurately and thoughtfully you convey the information. Negative instances and ways that the interaction breaks down, or misunderstandings about the games are as interesting as positive instances; in fact, they are very informative when we try to understand what goes on during the positive instances.

#### List of possible aspects to attend to:

##### (1) Overall atmosphere of site

- what do you notice as you come in
- while playing with the child(ren)

##### (2) Social context of interaction

###### (a) Interaction between you and child(ren):

What role did you assume? Examples:

- told children that you didn't know the game and asked them to explain to you about it;
- Role of teacher (watching the child do something and only interfere when something

goes wrong; you don't participate at the game)

--Role of big-sib (you play together with the child; try to enter their world and lead them through in a subtle way: you create enough space for them to have control of the activity, but you interfere at crucial moments to shift the direction; your control is subtle and you re-direct what they do, rather than tell them what to do).

(b) Interaction between the children:

--sequential turn taking (a game each)

--turn-taking within a game

--collaboration (sharing keyboard, sharing the responsibilities, sharing the goal, etc.)

--competitive

**(3) Fifth Dimension context**

(a) Goal formation in child(ren)'s activity

--child is immediately goal-directed; has already formed the goal of what he or she wants to do in a game, for the day, etc. and carries it out.

--child is a bit lost and needs your direction to form a goal for his or her activity; you negotiate the goal together.

--child wants to do something totally independent of the Fifth or the game and he tries several means to accomplish that; you try to redirect, but maybe succeed or didn't succeed: why?

(b) Degree of following the rules of the Fifth

--does the child need to be reminded of the rules of the Fifth

--does he follow them spontaneously, and even tell you (teach you or correct you) about them.

--do they try to avoid, even fight you, about following the rules

(c) Children's conceptions of the Wizard

--interested and curious about the Wizard (they ask a lot of questions, and will ask them not only when reading or writing mail, but even in the middle of working on a game).

--indifferent about the Wizard (they neither ask questions nor like to read or write mail, just like to play the games)

--get into the make-believe situation of the Wizard (go along with the ideas put forth by the adults and act as the Wizard exists for the moment, while in the Fifth)

--fight with the whole idea about the Wizard because is seen as control from the adults to get children do things that they don't want to.

(d) Reading and writing letters

--do they read their letters? Make them attend to the questions that the letters from the Wizard or from other kids are addressing. Can they answer these questions? If not, make them state it in their answer what they didn't understand and what kind of information they need.

--about writing letters. Ask questions to make their responses explicit. What questions



did you ask?

(4) "On task" interaction

(a) Children's understanding and interaction with a game

--child has no difficulty with the game; immediately gets into it, and can solve it in the same way you would (which is what?).

--child(ren) has some difficulty; describe it; how did he or she go about solving it; how did you structure the situation for them; what kind of understanding they had of the problem? Afterwards, were the children capable of solving the problem by themselves or did you need to still have an active role in structuring the situation continuously.

--can you identify the types of strategies they used in solving the problem (e.g., trial and error, testing a particular idea systematically; testing a curious hypothesis that as far as you could tell didn't have much to do with the way the problem is structured.)

--did they change strategies because of your help? Did they also become independent in solving the problem? Did they get a good grasp.

--facilitation or hindrance caused by another child. How did you handle it? When hindrance was created, what did you do to facilitate the interaction?

(b) One way to get to children's understanding of a problem is how they might try to teach another child about it, or even you.\*

If that happened, explain how they did that? Did you notice anything curious in their understanding? How much did you have to intervene and ask more specific questions?

(c) Affective quality

--was the child happy, sad, indifferent during playing or during any other activity?

--did he enjoy the activity? Did he find it difficult, easy, or what?

SITE: Solana Beach Library

DATE: Wednesday, May 31, 1989

CHILD: Noah Lidman

ACTIVITY: Oregon Trails

FIELDNOTES BY: Cxxxx Txxxx

When the hands on the clock read 3:35, a little voice inside me said (gleefully) "Maybe Noah won't show up today..." That gleeful little voice was soon silenced, however, when around the corner, seemingly from out of nowhere, came Noah with a fuzzy blue monkey in his hands.

Noah told us all that his mother brought him the monkey from the Zoo. It dawned on me that Noah has never shown up to site without some little toy or trinket. Last week it was a McDonald's robot-turned-hamburger, the week before it was cookies (mmmmm)

and before that it was a Guinness Book of Records. Noah always starts his day at site with a statement about his goody and then proceeds to either share it with others or keep it all to himself. He didn't share the book of records, he shared the cookies with all of us, and he only shared the McDonald's toy with Jon Yang.

But today Noah didn't want to monkey around. He approached me and said we were going to play Oregon Trails again. I asked him to get his folder to which he said he didn't need it, to which I said yes, he did. And so he got his folder. He told me to get the disk for Oregon Trails while he "got" a computer.

Noah sat down at the terminal at the far end of the table and put his monkey beside the computer, facing him. I asked him if I could see it and he agreed. I asked if it had a name and he said it didn't. Then Noah put the monkey in his lap where it stayed for the rest of the hour until it was time to go.

Today we were set on getting to Oregon. We had come very close in our past games, but we always ran out of time. I had my own hypothesis as to why that was. Noah, the banker, never wants to spend money on food because he likes to hunt and figures he can hunt all of our food along the way. But he's not that good of a hunter. And many times it takes him three or four (or five or six) tries before he shoots anything. And that takes up a lot of our time.

But today Noah and I were ready to travel the entire trail to Oregon. Lisa reminded us of the importance of getting there in good health and with supplies in order to complete the game at the expert level, which the little wizard assistant is supposed to do. Noah was really hyped to start and didn't waste much time listening to the music and watching the pictures at the beginning. He hit the space bar until we came to Matt's General Store. Noah said "Hey Matt, give us the goods." Noah and Matt must be on a personal basis since Noah has played this game three times already. Today I was set on Noah's success at this game so he could move on in our final week at site.

Noah followed a similar pattern in buying supplies today that he has used in previous games, but with slight variations. Noah based today's decisions on our previous experience along the trail. His purchases were as follows:

	THIS WEEK	LAST WEEK	FIRST GAME
Oxen	\$200	\$200	\$200
*Food	100	100	200
*Clothes	100	250	150
*Bullets	180	100	180
*Spares	90	70	180

The major changes occur under the categories of food, clothes, bullets, and spare parts. This week Noah spent only \$100 on food, like last week, although he knew that we were constantly low (or without) food. This is compared with \$200 spent on our first journey, when Noah hadn't yet experienced the thrill of hunting! But since he has learned (only partially) to hunt, he does not like to spend money on food that he could shoot on his own. I tried to explain to Noah that we didn't make it all the way to Oregon last time in part because of the time we spent hunting for food. If we brought even just a little more food than last time, we'd be better off. But he wouldn't give in. I think he enjoys the satisfaction of hunting his own food and providing for the rest of his wagon. (Is this the stereotype of male socialization or what?)

Noah didn't spend as much money on clothing this week, only \$100. This compares to \$250 that he spent on clothes the week before. This high figure is directly related to our first experience along the trail when all of our clothing was stolen and we made the trek with virtually nothing more than the clothes we were wearing. But last time we played, we didn't have any trouble with thieves, in fact, we found an abandoned wagon with several sets of clothes. With that good experience in mind, Noah figured it was only necessary to spend \$100.

Noah spent a good amount on ammunition, \$180. Since he had done so much hunting last time, when he only had \$100 worth of bullets, he thought it would be safe to get a lot of bullets. This time Noah spent the same amount of money on bullets that he spent on his first game.

On spare parts Noah spent \$90, just enough for three spares of each item: tongue, wheel, and axle. The last game we played, Noah only spent \$70 on spare parts and we found that was cutting it close because we had to replace several parts. During our first attempt to get to Oregon, Noah spent \$180 on spares, which we soon discovered was quite extravagant, given our needs.

Overall, Noah made some reasonable judgements on his purchases. My only gripe was with the amount he was UNWILLING to spend on food. Besides, he was a banker, and still had nearly \$1000 left in his pocket. It was a conversation we had had before, however, and he seemed determined not to budge. We'll see, I thought. We'll see...

As usual, we started out in June, Noah's birthday month. This actually turned out to be a good time to begin the journey because it was the season least likely to present us with harsh weather. Or so we thought.

We began our journey with rainy weather that persisted for days. On Noah's birthday, June 3, I got a snake bite. Noah thought that was a great thing to happen on his birthday. I didn't think it was so great.

When we got to the Kansas River Crossing it was 6 feet deep. Noah decided we should caulk the wagon and float across. I have never been inclined towards this method...I thought it took too much time, after all, I have never caulked a wagon, but I have caulked a bathtub. But Noah insisted and we caulked and floated. Noah said "I told you so" when we made it across the river safely.

Noah was so pleased with himself at crossing the river safely that when we reached the Big Blue River Crossing he did the same thing. We caulked the wagon because Noah said he "didn't want to take any chances." Sure enough, we made it across safe.

Within the next few days of our journey, our wagon suffered a broken axle which we were unable to repair and had to replace it with a spare. Noah was itching for his first chance to hunt, and although the food supply was still good, Noah took to the woods. When he didn't get anything on his first try, he shrugged his shoulders and said "oh well, let's go." So, it seemed that although Noah had to have his way about the amount of food to bring, he had taken my "warning" to heart and knew that we didn't have time to waste if we were finally going to make it all the way to Oregon.

We reached Fort Kearney and Noah kept moving on. I got a broken leg, which again Noah thought was funny. I said I didn't think he would think it was so funny if his leg was broken. I asked him if we could rest so my leg would get better and he turned my own argument against me..."NO, we can't waste any time." So we trudged on.

Somehow we lost the trail and in turn lost four days. Noah was disappointed. He really seemed to understand that we were under a time pressure (real or imagined) because we had to get to Oregon this time (we didn't HAVE to, but on your third try, one would expect..)

Noah took the next opportunity to hunt, and we did need food. Noah fired his rifle and said "Come on you little fakers, you scared?" As if that got them out into the open, Noah shot 1904 pounds of food. Of course, as usual, we could only carry 100 pounds back to the wagon. I asked Noah if it was really necessary to hunt that much when we could never carry it all, and besides it wasted our bullets. Noah replied that it was good practice for his shooting skill.

We moved on, hunting along the way. Noah's next kill was 917 pounds. I tried again to impress upon him the needlessness of killing that many animals when we couldn't possibly eat them all. At this point, we had a little conversation about our eating habits. Noah asked me if I was "a vegetarian or something" to which I answered yes. "You mean you don't eat meat? Not even fish?" I explained that I did eat fish, but no other type of meat and he didn't understand the reasoning there. Well, I wasn't going to have the same debate with Noah that I have had with several adults and so I diverted his attention back to the hunt. "Great shooting skill, Noah."

As we continued on we found some wild fruit. Noah said that I could eat all the fruit since I didn't like the meat. We made it to Chimney Rock and passed right through. The weather was very hot and the grass and water conditions were bad. Noah continued to hunt, shooting overwhelming amounts of animals. Again and again we received the message that there was inadequate grass and bad water.

By the time we reached Fort Laramie the weather had improved a little, but now our health was only fair. We lost the trail and one day trying to get back on it and the water and grass conditions were bad. Noah hunted and hunted, but didn't take nearly the amount of turns as he had done in previous games. If he hadn't caught anything in three tries, he moved on, except of course if we had run out of food.

I got lost somewhere along the trail and Noah was mad that he lost three days trying to find me. We continued on, with little water, and made it to Independence Rock. We passed right through, seemingly plagued with inadequate grass and bad water. Noah hunted and hunted, 1108 pounds, 61 pounds, 50 pounds. Hunting, hunting...

I got the measles just outside of South Pass. Noah agreed to let me rest but only for one day. When I tried for more than a day Noah said "You're lucky I'm stopping for you!" So we rested at South Pass for one day.

When we left South Pass we were confronted with a divide in the trail. Noah checked the map and found that one trail went through the mountains and the other along the river. Since the mountain trail was surely a harder journey, Noah and I decided on the Green River Crossing, which is the direction we took last time as well.

Along this trail there was good hunting, which of course pleased Noah. We would continue, and then hunt, continue, hunt, continue, hunt...following that same pattern over and over again. I suggested that we continue, hunt, continue, continue, hunt, continue, continue, hunt, etc. Noah said we could do that but only when we had a lot of food.

I got another broken leg. Noah said I was a real pain to the trip. When we arrived at Green River Crossing Noah was certain that caulking the wagon would get across, and

it did. In fact, we seemed to do better on water than we did on land--we headed down a wrong trail and lost another four days. This was compounded by the poor water and grass situation. Not to mention our low food supply and Noah's bad shot. It took Noah six rounds to finally shoot something we could eat. I could tell he was getting tired but I didn't want him to give up hope. I suggested we look at the map, and when we did, Noah found that we were closer than he'd thought, and was instantly revitalized!

Lisa showed up and saw that our food situation was poor. She suggested, as I had several times before, that we change our food rations, which were still ample. Noah had resisted this change throughout the game, but now with Lisa behind me, I tried again and he finally conceded to change the rations to meager. The next time he hunter, he saw that the food he got lasted a little longer.

Insufficient grass and water followed us wherever we went, and eventually one of our oxen died. Noah wasn't worried, though, because he had a "spare." We continued past Fort Hall, past a gravesite, and on our trail, hunting along the way.

I had exhaustion. Noah couldn't believe that I was such a problem! And I couldn't believe that he never got any of the problems. Couldn't he get just one little snakebite? I said a prayer hoping the Wizard might pick up my vibes being sent through the computer!

We continued, exhausted notwithstanding, and happened to break an axle which was easily replaced with a spare. Right after that, one of our oxen was injured and we were slowed down. We were approaching a river and Noah thought that would be a good time for me and the oxen to recuperate...

Well, the Wizard must have picked up on the vibes I was sending because when we crossed the river the wagon tipped over...and I drowned. That was the end of me. But for Noah there was worse trouble for he lost 128 bullets as well (which I'm sure he valued more than my companionship!)

Noah checked the map and found that he was very close. He was determined to make it to Oregon before the end of the day. That is, if his wagon party would let him...Lisa had the measles. We were at Fort Boise but Noah refused to stop and rest. Poor Lisa. Noah continued relentlessly on, hunting and hunting. I just read Brumfield's notes on Joe Cazares' trek across the Oregon Trails and thought it was interesting that Joe, too, was especially fond of hunting...

Noah tried out a new strategy, one which I had mentioned earlier, but that he just began to take realistically. He wanted to get our food supply up to 200 pounds so that he could make it without stopping to hunt for two turns (i.e., continue on twice). He even maintained this strategy after a failed attempt at hunting, and said he'd continue so that he would stay on time.

We came across a rough trail and heavy fog. Lisa broke her leg. There was also very little water, but none of this slowed Noah down. he continued on until he came to another fork in the trail. One path lead toward the Blue Mountains and the other toward the Dalles. All roads may lead toward Oregon, but we were going to take the easiest trail possible. Noah checked the map and it looked as if heading for the Dalles was the safest route. We were so close!

On the next leg of our journey a wagon wheel broke. This was the first time that we were actually able to repair something rather than replace it. We were on a rough trail

and our health was poor (well, I was dead because I drowned, but I'm just using the proverbial "we").

Lisa appeared over our shoulder and was aghast at our poor health! She reminded Noah that we had to arrive in Oregon in good health in order to complete the expert level. Noah said okay, we could rest, and he gave us three days. Our health improved to "fair". Since he let us rest, it seemed we were obliged to let him hunt, which he did, shooting a 1 pound squirrel! On his next try he shot a 193 pound bear, which was "more like it" he said.

Lisa had dysentary. Noah was no fool, he remembered what this meant! And of course he shouted across the library, "Lisa you've got dysentary!" But he didn't let that slow him down. What did slow him was a broken wagon axle, which we were able to repair.

Our health had been reduced to "very poor" status. Our water was bad, the grass was inadequate, and we had little food. Noah let us rest for three days, after which there was no improvement in our health. Noah surprised me by letting us rest NINE more days! I still think maybe this was a slip of the finger! After nine days, our health had improved from very poor to fair, and with that Noah was satisfied and ready to hunt again.

We continued on what short distance we had left to go in a severe blizzard that lost us a day. And then, as luck would have it, a bad fire broke out in the wagon, and with it we lost clothes and bullets. Noah didn't think this was very funny and was very serious about getting to Oregon. So he hunted to replace the food lost in the fire, and was thrifty with the bullets. Our health was back to poor and Noah decided we should rest. He gave us six days. But our health still wasn't improving. Lisa was with us again and she said we should change our rations back to filling. Now Noah didn't want our rations to be filling and thought we could get by with meager. But Lisa and I reminded him that we were almost to Oregon but we had to get there in good health. I asked him how it was possible to improve our health? "By resting." I said there was another way and if he was willing to try it we might get better. He finally agreed to change the rations back to filling and sure enough our health improved.

When we arrived at the Dalles we had the choice of taking the road or the river. Noah immediately decided on the road, saying that the river was too risky and he didn't want "to take any chances." Lisa didn't help matters because she got typhoid. Noah looked at the map and we were so close we could almost touch Oregon. Noah continued, even through fog that lost us a day, until finally, on February 3, 1849...

**WE ARRIVED IN THE WILLAMETTE VALLEY, OREGON!!!!**

Noah and I shook hands having finally accomplished this task. Noah assessed our situation. The computer told us that we had arrived with many supplies and in good health, with lots of money. It tallied our points which came to a total of 1895. That was a sufficient amount for Noah to enter his name in the top ten scores, and he was proud to be a Greenhorn!

Our experience through Oregon Trails is kind of analogous to my experience with Noah:

It was a long journey, sometimes we weren't sure if we'd make it, but it was worth it every step of the way.

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Date: Wednesday, May 17

Site: Solana Beach Library

Children: David Rumley(9), Georgette Yang (10) and Lisa Fernandez (10)

Activity: King's Quest

Fieldnotes by Sxxxx Bxxxx

Well, I got to site a little after 3:00, and helped set up the computers. Anjuli was already there playing Lemonade with someone while we waited for the other kids, so I said hi to her and talked to everyone about what we should all do today. I was going to continue to play with David Rumley with King's Quest, but NOT with Anjuli. I told her that she was going to play something else today, since she wasn't so crazy about King's Quest. She's such a strong kid--she really held back those tears when she found out that she wouldn't be playing with me. . .

Anyway, David got there soon, as well as most of the other kids. Lisa S. told us to play with Georgette Yang, whom I have never played with before. Georgette did not look too happy about this arrangement. I wasn't sure if she was worried about playing with me or with David. I was surprised, because of all the wonderful things that I have heard about Georgette. Anyway, I talked to her a little about King's Quest, which she has never played before, and we sat down to play. But first, Lisa gave us three letters from three boys in the Soviet Union who also have been playing King's Quest. I read the letters to Georgette and David, and they were very helpful. They gave us some hints about getting a key for the office cabinet, one about a lever for a trap door in the office that led down to a lab, and another one about the desert and turning into a spider, which was just a little bit ahead of us lame-oids trying to play King's Quest. So after I read these letters to the kids, we decided that we would write them a letter today after we played, to tell them of any hints that we had for them.

So we began to play. It was the usual game at first, we tried to get the key using the Soviet hint, but I don't think that we had enough points yet because we couldn't get it. So we kept on playing, and soon Lisa F. came up to us. She had arrived late in the 5thD, and wasn't playing with anyone. Her and Georgette were friends, so I asked her if she wanted to play with us. Georgette seemed to be very uncomfortable with David, and wasn't really having a good time playing. I thought that if she had a friend playing with her, it would be funner for her. Boy did I make a mistake. I can't believe I didn't remember about the time when I was 10 or 11 and I used to be so cruel to boys that I still blush when I think about it. David is very insecure as it is, and while he knows Georgette and Lisa (they go to his school) he isn't friends with them. The first interaction came when I got up from where I was sitting to make room for Lisa. I was sitting in the middle of David and Georgette. Thus, Lisa was going to take my place in the middle while I hung around in back. God forbid, that means Lisa has to sit next to David!! A fate worse than death, I suppose. . . or at least these two girls acted like it. Lisa says "Georgette, you can sit here (pointing to the chair next to David)" and Georgette says "oh no you can sit



here." And so on and so on. Poor David, he looked up at them and quickly looked away, but his feelings were so hurt. I said, "Lisa, sit here," and just placed her there and got on with the game, so that David wouldn't dwell on it, but I feel so stupid for not seeing this ahead of time. I'm so used to David playing with Anjuli, who he's got a nice relationship with, that I didn't foresee anything like this with the older girls (Georgette is 10 and I think Lisa is 11 to Anjuli's 7 1/2)

Well, the game only got more uncomfortable from there. I guess I learned from my decision that I made on Monday to have David play with someone other than Anjuli. Anyway, we started to play again, and the game went about as normal. As soon as the wizard went on a journey, we rushed outside and plucked a chicken feather. This time, right after we got it, we saved the game so we wouldn't have to keep getting the feather when we died. Then, we went back inside the house and went up to the Wizard's bedroom. There, we got the key to the office cabinet, the Rose Petal Essence inside the dresser drawer and the hand mirror inside the vanity table. Well, this was pretty exciting, because they were all starred items!! Sean had told us that we needed to hide our possessions after we got them from the Wizard, so we went into Gwydion's room and hid them under the bed. It took us a few tries to get this one, but finally we figured out that we needed to hide the items one by one. The dynamics between the children were still going on, with Georgette and Lisa whispering about David and saying insulting things to him. I tried to cover all this stuff up, so that when we were talking about Gwydion's room and I had said "our room" and the girls immediately picked up on that and said "OUR room--you mean we all sleep on the bed?!! I think I'll sleep on the floor! (glance over at David, giggle-giggle)" I would say something like "well I get the bed all to myself, you all have to sleep on the floor." so that David would not know that the girls were making fun of him. Hopefully, I did an okay job of this, but I know that there were times that he knew that they were making fun of him.

Ironically, today, we got the farthest we ever have in King's Quest. As the relationships between the participants of the game were deteriorating, the relationship with the game was strengthening. Anyway, I tried to get them back on track. I decided that it was time for us to have a real purpose in this game, so I suggested that we make our goal a magic spell. We looked through the spell book, and since we already had a chicken feather, we decided on the spell for understanding the language of creatures. However, we needed some more stuff:

- 1 bird feather
- 1 tuft of fur from an animal
- 1 dried reptile skin
- 1 spoonful of powdered fish bone
- 1 thimble of dew    AND
- 1 magic wand.

As you can see, we had our work cut out for us. The next thing that was the most accessible to us was the tuft of fur from an animal, because the wizard had this annoying little cat that kept scratching us on the arm. So we went off in search of the cat, and sure enough, we found him on the stairs. We tried to catch him once, but again, he merely scratched us. But this time, we cornered him, and finally, we caught him!! Yay! We pulled a tuft of hair from him and let him go with a strong kick. The Cruelty of Animals Ass. would have a field day with us.



So, now we had two of the items on the list. The wiz, in case you haven't guessed by now, has been on a journey. We decided that now was the time to use one of the letters that the kids from the Soviet Union wrote us--the one that talked about how to get down into the wizard's lab. It told us to go into the office, go to the book case, move the big book and push the metal lever. So we did this, and lo and behold--a trap door opened up in the floor. So we walked down the stairs (David was moving Gwydion with the arrow keys and the two girls were taking turns typing in commands). Sean came over and told us to be careful going down the stairs, because you could fall and die on them. So David was very careful, and we made it down safely. There was a wizard's laboratory down there, with all kinds of interesting stuff. We decided to go to the shelves (well, actually Sean told us to go to the shelves) and get some mandrake (??--again, Sean told us we needed it) and some eye of newt. We also got some fish bone powder for our spell, but the shelves did not contain dried reptile skins nor any bottled dew. We looked around for the magic wand, but we were getting a little bit anxious about the return of the wizard. We looked in the hints book for a clue as to when he normally returns, but it said to watch the clock on the computer, and there wasn't any. Lisa S. told me to watch my own watch, but by this time, we were all pretty involved in the game so I forgot. So, we decided to save the game. Lucky we did, because soon after that, the Wizard appeared in the laboratory and, needless to say, was not too pleased with the fact that Gwydion was intruding. Well, a quick ZAP! ZAP! ZAP! took care of that, and we were dead.

Well, we didn't have much time left, so we decided to write the Soviet guys a letter about our hints. Lisa F., Georgette and David all gathered around and I told them that I would write the letter if they dictated. For some reason, I always thought that it was kind of neat that Anjuli and David always wrote their letters themselves, but after the experience today, I think that I might volunteer to write it for them. The kids say so much more when they don't have to write it. This is kind of an interesting zo-ped, because there is an incredible distance between what, say, Anjuli will write independently and what she might "write" if she was merely saying it to me while I write. I will definitely try it out with her next time. Well, we talked about the different hints that might be useful for Paul, Dan and Bob from the Soviet Union, and we decided on these:

Dear Paul, Dan and Bob,

As soon as you get some starred items, run up and hide them under your bed. Wait to get the starred items when the wizard goes on vacation or on a journey. But be careful because he can come back any time. Check inventory to see if the items are starred. By the way, you have to hide the possessions one by one.

If you look underneath the clothes in the wardrobe, there is an important secret map. In our game, you have to write "closet" because it doesn't know what "wardrobe" is.

Save the game at every important point, so you don't have to do it over again.

Write back if you have any more hints.

Bye,  
Georgette, Lisa and David

As you can see, the letter is a little bit scattered. The kids would shout out something to me, and then remember something else later, and so on. All in all, though, I think that this is a pretty good letter. The letter from the Soviets was much more developed, as far as formulaic style and content. However, it is so hard to make a comparison between the two, because you really have to take in account translation, and how the 5thD is set up over there, etc. I need to find out more information about that. I did think that it was really interesting about the wardrobe/closet thing. The Soviet kids wrote, in their hints letter, to search the wardrobe. Well this didn't work, so the kids tried closet. When we were all talking about the letter, this fact came up.

Well, it was time to leave now, so I said goodbye to the kids. Anjali came over to me and climbed on my back again, so I guess she wasn't too upset over not playing with us. However, I do think that it would be more conducive to David to continue playing with Anjali. He seems to develop more because he is more sure of himself around her, and it allows him the role of the older kid, so that he finds himself in a teaching position at times, which gives him confidence (although Anjali has been known to teach David a few things herself.) On the other hand, maybe working with kids more his own age would give him more opportunity for development. Today, his feelings were really hurt, and I really don't want that to happen in the 5thD--I'm sure it happens enough in school. I don't really blame Georgette and Lisa F., because that is what you do when you are 10 or 11. So I think that the best idea would be for David to continue playing with Anjali, but that we move on to another game besides King's Quest, so that Anjali is still stimulated. What does anyone else think??

Well, of course the week at the 5thD could not end without a little conflict, so Noah decided to do the honors for us. He got in some scuffle with Lisa and Cricket, and I just decided to stay out of it. I had a pretty good day at the 5thD--I learned alot, but it was sad to see David valiantly trying to save his self-esteem. Anyway, I'll talk to you soon. . .

Sxxxx

Velham's abduction of the Fifth Dimension: a mixed marriage of goals  
(Some snapshots)

Ageliki Nicolopoulou  
LCHC, June 1989

The following is an initial analysis of two consecutive weeks of the operation of the Fifth Dimension at the Solana Beach Boys' and Girls' Club (B&G) site. The weeks examined fall near the beginning of the period in which the attempt was made to closely integrate the Velham and Fifth Dimension programs. At the time, there was a widespread impression that the way in which the two programs were combined produced unintended side-effects and, in particular, unforeseen problems. As a result, various efforts were made later on to improve the coordination of the two projects, the result of which await detailed assessment.

The present analysis is confined to the early phase of integration, in which the Velham project was just beginning to impact heavily on the running of a Fifth Dimension site. From looking at this preliminary body of data, my impression is that the operation of the two projects was not, in fact, successfully coordinated or mutually supportive at that time. The goals of the two projects tended to interfere with, rather than complement, each other. In particular, the pursuit of the Velham goals seems to have had the effect of weakening and disrupting the Fifth Dimension program, as the table and the excerpts from fieldnotes included here suggest. The point again, is not to offer a comprehensive analysis but to illustrate what appear to have been some of the resulting discoordinations.

Since this is only a preliminary analysis, I restricted myself to a single site and analyzed the fieldnotes of the UCSD students for a period of two weeks. I chose to concentrate on the B&G club rather than the Library site because my impression was that the Velham presence was more intrusive at the B&G club, so the effects I was examining could be more easily illustrated. (I should mention, however, that I'm not sure whether this impression is warranted.) The choice of the exact dates was more or less arbitrary. I was simply interested in selecting a period prior to our spring break (towards the end of March) when the the Fifth Dimension staff expressed their discontent with the type of alliance that had been worked out so far between the projects. I remembered that around the end of February there was a lot of implicit and explicit pressure on the members of the Fifth Dimension project to carry out and sustain a new kind of mail communication with kids at other sites which were primarily Velham sites. This kind of mail communication required a more rigorous child-child turn-taking than the loose and flexible one that the Fifth Dimensions in Solana Beach were designed to accommodate while the kids pursued the goals supported by the Fifth.

From this limited body of data, the general pattern is that Velham activities diverted kids from the Fifth Dimension and disrupted their participation in the activities of the Fifth. It is worth noting that, on a given day, children who engaged in Fifth Dimension activities did not engage significantly in Velham activities--and vice-versa. This pattern is illustrated in the following table--and further elaborated by the excerpts from the student's field notes. However, the criteria used to construct the table, and the reasoning behind them, require some prior explanation.

According to my interpretation, what separated Fifth Dimension- and Velham-type activities--as these activities got manifested in our sites--was not whether children played computer games or not, but *how* did they come to play *that* particular game, and *why* were they playing that game. As I have started to explain in the "Fifth Dimension and its play-world" the Fifth through its maze, the cruddy creatures, the Wizard, and the rules of how to travel through the maze attempt to create a play-world. The goals that children can have in the Fifth-- even if we enrich them with intellectual strands--are self-referential to the play-world that they help constitute and, in turn, are constituted by (e.g., transform their creatures, become Wizard's Assistants). Like any play-world, it is a fragile world that can easily be disrupted, especially if the players are not holding on to the rules of the game but are diverted to other activities. For this reason, I coded that kids engaged in *Fifth Dimension activities* when they were following the rules of how to move through the maze. Thus, they chose a game to play by taking the consequences of the level of the game that they played previously. These children might also write a letter to the Wizard, or to another site, as long as this was specified in the task card. On the other hand, I coded that children engaged in *Velham activities* when they played a game in order to answer a letter to another site; or they were just answering or writing a letter.

The table that follows was generated from the content of the fieldnotes that UCSD students wrote who were at the site during the period selected for analysis. The FIRST COLUMN of the table shows the day and date that the analysis covered. The day is particularly important because there was a pressure to have the letters answered by Wednesday so that the Soviet sites, which were meeting on Fridays, would be able to receive the mail on time. This pressure affected the rhythm of the week's activities. The SECOND COLUMN indicates the number of UCSD students who were present at site for the day. (If Mike Cole's presence was indicated in the fieldnotes, his name is also included. However, the coordinator's presence, Tony Scott, should be assumed.) The THIRD COLUMN indicates the number of kids that participated in the activities available at site. (At the B&G club site kids come and go as they please, so sometimes the kids recorded were there for only for a short period of time [15 or 20 minutes]. As long as they were engaged in one of the available activities, they were included. However, if they stood around watching and not doing very much, they were not included.) The FOURTH COLUMN shows the number of kids from the total number who engaged in Fifth Dimension activities. The FIFTH COLUMN records the number of kids who participated in Velham-type activities. The Young Wizard's Assistants were included in this category as long as they mainly engaged in playing a game in order to respond to a letter from another site. The SIXTH COLUMN records the number of children who did activities that cannot be easily identified as either Fifth Dimension or Velham-type activities, as I defined them above. For instance, some children made signs using Print shop for reasons that were neither those of traveling through the maze, or for answering mail. In fact, a number of the YWA's activities fell into this category as well.

DATES	TOTAL #	TOTAL #	# CHILDREN	# CHILDREN	# CHILD
OF UCSD	OF	IN	IN	IN OTHER	
STUDENTS	CHILDREN	5D ACTIVIT.	VELHAM ACT.	ACT.	

---

Febr. 20 HOLIDAY

(Mond.)					
Febr. 21 (Tues)	6 + MC	9	4	5	--
Febr. 22 (Wedn)	7 + MC	9	5	4	--
Febr. 23 (Thurs.)	5	12	7	1	4
Febr. 27 (Mond.)	4	7	5	2	--
Febr. 28 (Tues.)	5 + MC	7	5	2	--
March 1 (Wedn.)	6 + MC	11	4	7	--
March 2 (Thurs.)	6	11	10	--	1

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The table reflects the fact that the Fifth Dimension site was pushed to answer Velham mail by Wednesday. If mail to far away sites was attended to on Monday and Tuesday, then the pattern of activities during the first three days of the week was fairly similar; if not, then Wednesday was a heavily mail-dominated day. (Based on a quick survey of several other weeks, I would say these figures are roughly typical.) During both Thursdays, there was almost practically no Velham-type activities and the number of kids who participated in Fifth Dimension activities seems high. (The single child who qualifies as doing Velham-type activities on Febr. 23 is a YWA who has been dragging his feet in writing to Chicago and Arizona after he finished expert level at Carmen San Diego. Thursday he needed to finish writing to Arizona as he had already written to Chicago. So after he played once again Carmen San Diego he wrote to Chicago to forward his letter!) However, the high numbers on Thursdays need to be qualified: there was only a limited number of kids who were at the Fifth the entire time; few new kids joined in the Fifth for awhile; other kids came in and left early, while others came in later. In fact, several kids were recruited by the undergraduates who went out to the B&G club to bring in kids who were just hanging out and were willing to come in. For example, Thursday, February 23, although 12 kids came in the Fifth, 5 of them were YWA's who did some other activities for a short time and 4 of them left early. Of the rest 7 children who did Fifth Dimension activities, only 3 can be considered as as being full-blown citizens that can hold on to the rules and the culture of the Fifth. The rest were new citizens who had just joined in.

To support the trends suggested by the table further analyses must follow which focus on individual children's itinerary through the Fifth, while at the same time relating it to the type of activities going at site. One analysis should focus on whether there was a number of children who were carrying the Fifth-D play and its rules during the days when there was a lot of Velham-type activities going on. An additional analysis should focus on whether the Velham-type activities could be considered the occasional out-of-sequence room that citizens of the Fifth engage in. It is my impression from reading the field notes that during the days when Velham-type activities were heavily attended (i.e., when about half of the children were engaged in Velham-type activities), the atmosphere of the site can be characterized as Velham-dominated. Only when 2 kids participated in playing games with the goal of answering mail, those days can be characterized as mainly Fifth Dimension days. When mail needed to be answered the kids who immediately became the best candidates were the ones who have been for awhile in the Fifth, knew the games, and in short were the same ones who could be considered as the best candidates for sustaining and transmitting the norms and rules of the Fifth. Thus, those who remained doing the Fifth were the younger children or children who have not been well-socialized into the Fifth, both groups qualifying as the weaker members in been capable of either sustaining the Fifth culture, or even less transmitting it.

The following excerpts from the UCSD students' field notes provide examples of three main types of discoordination which occurred at the site: (a) effects on wiz/mail writing; (b) the clashing and shifting of goals for individual children; and (c) the effect on the atmosphere of site, especially the day when the pressure of answering mail was lifted;

#### I. Effects on wiz/mail writing:

The pressure on answering and writing mail that stemmed from the Velham activities had negative repercussions on writing, in general, whether to other kids or to the Wizard. It also weakened the Wizard's authority over the Fifth, an effect that requires more extensive and in-depth analysis to be supported than the one undertaken in the present report:

(1) "Chad worked for a while on Koala Pad but again drifted out to the video game outside without writing to the Wizard. He never gets to complete an activity because he is so reluctant to write" (From Tony Scott, February 22, 1989).

(2) "So Noah finished at the good level because he didn't want to do the expert level since it was required to write to the Wiz at the expert level" (from Monina Nonalsco, February 23, 1989).

(3) "All together this week I have received less than 10 letters. It has been slower than the week when the kids were gone for ski week... Then there were other letters from kids who sounded like they had been forced to write the letters... And at the same time it is the same old problem about the kids not being very happy about having to write the Wizard" (from Ann Keefe, about wizmail, February 23, 1989).

(4) "Prof. Cole came in with Vahid and suggested that he write a letter. Vahid disagreed with him. The letter was a response to the Russians. Vahid sat down and said under his

breath so no one but the person that was near him, me, could hear, 'I'm not your diplomat!' I always wonder why the older kids in the 5th dimension don't like to write. Is it because it is similar to school work so they don't find it fun, exciting, and non-play-like? Well, Vahid got up out of the chair and went to the disc file to play his favorite game, Ultima. I sat there asking him why he didn't like to write and he responded that it was boring" (from fieldnotes by Kimberly Snoddy, March 1, 1989).

"I arrived at site a little early and helped Tony set up. Then more students came and we read the mail for the kids to respond. Touradj came in and I started helping him write a letter to the kids in Chicago about the game Factory. Touradj did not want to write. He said for me to write it. I said I would help him but not write it for him. He did not want to. He wrote a lousy letter, 'Dear Chicago, How is the pizza?' I said that was no good... Then Chad came in. I knew that Chad had to still write to the wiz about Koala Pad. I looked at his chart and he also had to write to Chicago about Carmen USA. As soon as I told him that, he turned and went the other direction. I took him back to debishell but off he went again. Finally, I said that he could not play any more games until he finished the last ones. That meant he had to write to the wiz and Chicago" (from Susan Mitchell, February 27, 1989).

(5) "A GRAND TOTAL OF FOUR LETTERS CAME TO ME THIS WEEK. Wow it has been really slow for us wizzes this week. I think it is because the kids are writing to New York and the Soviet Union and not to the wizard. No, no it's okay. I'M NOT HURT!!!!!!!!!!!!!!" (from Ann Keefe, wizard letters, March 2, 1989).

## II. Clashing and shifting of goals:

(1) "I learned from Tony that he [Davitt Armstrong] was very close to becoming a Wizard's assistant. All he had to do was finish the expert level in ten games. He was already expert in four and he wanted to add Carmen USA to that list" (from David Ikeda, February 27, 1989).

"Anyway, while we [Pia Bombardier and David Ikeda] were sitting there, Tony came up and asked Davitt if he ever played Factory because there was a letter from Chicago from 2 girls asking a question about a game. Davitt wasn't too thrilled to write a letter. I think it was because he just wanted to play the games to become an expert so that he could become a WA. As we were trying to get him to do it and decided what we were going to do, Noah came in... Tony looked at his map and saw that Noah had done the good level on Factory. Tony suggested that Noah do the expert level and then write to the kids in Chicago. Noah was up for this so we started to play the game.... At this time, Dave and Davitt joined us. I don't know how Dave convinced him to join us but he did." (Pia Bombardier, February 17, 1989).

I should add that--several months later--Davitt has not accomplished his goal of becoming a Wizard's Assistant; it seems that he stopped coming.

(2) "I got to the B&G club and read some mail for Chicago. The letters were about the game Pond. This gave me the idea to work on Pond. I played that for a while. As is

neared 3:30 I decided to wrap that up and wait for the kids to come in. Not many did, so I decided to pull out Pond again and see if I could work out any new strategies to write back to Chicago with. Prof. Cole thought that was a great idea and went out to recruit some girls to come into the 5D and help me. Well, he found Jenny and Brandi. I think it is Jenny and Brandi because that's who Tony and I came to the conclusion it must have been. I repeatedly asked them what their names were but they just kind of looked at me and told secrets to each other." (from Annika White, March 1, 1989).

### III. Effects on site atmosphere

It is of interest to note that when Velham-type activities were kept high for several days this took its toll on the site. Then the next day when the pressure to answer mail was lifted, the atmosphere of the site was not a full-blown Fifth.

For instance, both Thursdays, although no children engaged in Velham-type activities the UCSD students wrote:

(1) "Today was the least crowded I have seen the club. It was also a day in which I felt I did not accomplish much." (from Caroline Tihanyi, Febr. 23, 1989).

(2) "Today was short of interesting, and strange. Not many kids showed up until just before 4:00 pm." (from Annika White, Febr. 23 1989).

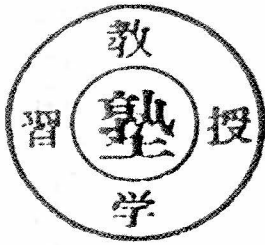
(3) "Key word for the day is 'unproductive'. I'm going to try and make the best with these notes of what was, for me, a very strange and frustrating day in the 5D. The day was odly slow." (from Paul Hartwell, Febr. 23, 1989).

(4) "When I walked in the 5D today, it looked as it was going to be a very slow day. There were 7 undergrads but only 4 to 5 children in the 5D at around 3:30 pm." (from Monina Nolasco, March 2, 1989).

(5) "Today was, to say the least, unusual. Okay, many of you are saying that everyday is unusual. In that case, today was more unusual than usual. Better yet, I would describe today as being 'silly' or 'crazy'." (from Joseph Cruz, March 2, 1989).

(6) "Today was strange. Except for two or three kids, nobody showed up in the 5D until it was almost 4pm." (from Annika White, March 2, 1989).





Summer 1989

# The Fifth Dimension Forum



>From commwiz wed 7 Jun  
To:mcole

Dear Professor Cole!

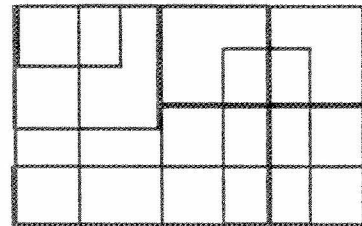
My Wizard Assistants in the Fifth Dimension are putting together a special end-of-the-year Fifth dimension bulletin. I would like you to please make sure that all my citizens of the Fifth dimension, and their parents too, get a copy of this special bulletin!

Thank you!

With Wizardly greetings from,  
The Wizard

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## Hola amigos:

La información que se da en este boletín es sobre LA QUINTA DIMENSION. Que es la Quinta Dimensión se preguntaran? Es un lugar donde muchachos de primaria pueden ir a jugar con computadoras por la tarde despues que terminen sus labores escolares. Se localiza en la biblioteca de Solana Beach y en el Boys and Girls Club de Solana Beach. Los asistentes son atendidos por estudiantes de UCSD bajo la supervisión de Profr. Michael Cole. La Quinta Dimension consiste fisicamente en una caja con veinte cuartos. Cuenta con tres entradas o salidas. Cuando alguien se hace ciudadano de la Quinta Dimension puede escoger por que puerta entrar, dependiendo que juego quiera jugar. Una vez entrando tiene que sujetarse a las reglas del juego. En la Quinta Dimension existe un Mago quien ha escrito una Constitucion de la Quinta Dimension asi como la tarjeta de consecuencias de cada juego. Cada cuarto contiene dos juegos. Todos los juegos consisten de tres niveles: Principiante, Bueno, y Experto. El joven o la joven decide que nivel jugar dependiendo a que cuarto quiera ir y esto esta escrito en la tarjeta de consecuencias. Principiante da acceso a menor numero de cuartos, mientras que el experto da entrada a mayor numero de cuartos. Tambien existe un cuarto conocido como "Dare Room". Este cuarto se puede decir que es el de la suerte. Aqui no hay juegos sino dados los cuales se tiran y dependiendo el numero que den es al cuarto que se debe ir no importando si ya se estuvo con anterioridad en el. En la Quinta Dimension tambien existe una computadora "Debishell" por medio de la cual los niños pueden escribir o recibir cartas de El Mago. Cada niño puede tener un buzón en la computadora donde puede recibir su correspondencia. Se recomienda que todos los ciudadanos lean la Constitución y reglamentos de la Quinta Dimension para que asi puedan cumplir con las reglas. Recuerden El Mago observa todo y es el que acepta a un niño como ciudadano de la Quinta Dimension pero si no sigue las reglas y se comporta mal le pide que se vaya de la Quinta Dimension. Una vez los ciudadanos recorren cada uno de los cuartos, recibirán una camiseta de la Quinta Dimension, al mismo tiempo se convierte en Asistente del Mago. Los Asistentes del Mago deben ayudar a nuevos ciudadanos, guiándolos en los juegos asi como dándoles consejos de como jugar mejor.

The information in this bulletin is about the Fifth Dimension. What's the Fifth Dimension? It is a place where Elementary School children can go and play with computers after school. There is one at Solana Beach Library, and another at Boys and Girls Club of Solana Beach. Students from UCSD under the supervision of Prof. Michael Cole will give you any kind of assistance. Physically the Fifth Dimension is a box with 20 rooms. It has three entrances and/or exits. When anybody becomes a citizen of Fifth Dimension she decides what entrance to take, depending upon what game she wants to play. Once you are in you have to play by the rules. There is a Wizard in the Fifth Dimension, he has written down the Constitution of the Fifth Dimension and a card consequence for each game. Each room has two games. Each game consists of three levels: Beginner, Good, and Expert. The kid decides what level he wants to play depending on where he wants to go. The consequence card tells him where he can go after the game is completed. The beginner level gives him access to a small number of rooms, while the expert level gives him a bigger variety of rooms. There is also a "Dare Room". You can say this is the "room of luck". No games are in there, the kid throws the dices and the number that she gets is the room that she has to go. The kid has to go to that room and it doesn't matter whether he has already visited it or not. There is a computer "Debishell" in the Fifth Dimension where children can write or receive letters from the Wizard. Everyone has a mailbox in the computer where they receive their mail. It is recommended that all the Citizens of the 5thD read the Constitution and the rules, and follow them. Remember the Wizard observes everything. He is the one that accept you as a citizen of the Fifth Dimension and he can ask the kid to leave if he doesn't behave accordingly. Once the citizen has been in each room he will receive a t-shirt of the Fifth Dimension becoming a Wizard Assistant. The Wizard Assistants should help the new citizens giving them advice and hints to play the games..

## Greetings from the USSR

Дорогие дети и взрослые Пятого измерения в Солана Бич!

У нас в Москве дети и взрослые в Вега-клубе успели построить только небольшую часть нашего Пятого измерения, но мы все уже начали там жить - благодаря вашей помощи и, конечно, помощи вашего Визарда. Много месяцев вместе с вами дети в Вега-клубе работали с интересными играми: производили сложные продукты на фабрике, выращивали новые фантастические растения в Ботаническом саду, стремились прожить как можно дольше на необитаемом Острове, проходили по старому Орегонскому пути - и делали много других совместных с вами дел.

Но и для детей, и для взрослых Вега-клуба самым интересным и важным делом было обсуждение с вами общих трудностей и достижений во всех тех играх, с которыми работали вместе и вы, и они. Вы помните интересную дискуссию о Кинг'с Квест, вы вместе участвовали в страшно интересном споре о том, где лучше жить - в городе или на Острове.

Мы, ваши советские друзья и коллеги, прощаемся с вами на лето и мечтаем о встрече в Пятом измерении осенью.

Вега-клуб посылает всем-всем-всем СПАСИБО за сотрудничество! Особенно мы благодарим детей и Визарда!

Коллектив Вега-клуба,  
Москва, СССР

Dear children and grown-ups of the 5th Dimension in Solana Beach!

The children and grown-ups of the Vega club in Moscow have managed to build only a small part of our 5th Dimension, but we've already begun to live there — thanks to your help and, of course, the help of your Wizard. The children at the Vega club have worked with you for many months on interesting games: we've produced complex products in the Factory, grown fantastic new plants in the Botanical Garden, we've struggled to survive as best we can on the Desert Isle, travelled the old Oregon Trail — and done many other things together with you. But for both the children and grown-ups of Vega club the most interesting and important thing has been the discussion with you of our joint difficulties and achievements in all those games which they and you have been working on together. You remember the interesting discussion of King's Quest, you were part of the fascinating argument about where it is best to live — in the city or on the island. We, your Soviet friends and colleagues say farewell for the summer; we're dreaming of our next meeting in the 5th Dimension in the fall. The Vega club sends everyone everyone a big thank you for being our colleagues. Especially we thank the children and the Wizard!

The Vega club collective  
Moscow, USSR

## Greetings from the BG Club

### What the kids think about the Wizard

**Who is the Wizard?** That is a question at the fingertips of many citizens of the Fifth.

Your nice you write to us.  
Amanda Herring, age 9

I think you're smart and rich. I think you ride in a limo and own a mansion.  
Arishkar Tyagi, age 9

He seems nice, I'm not sure who he is, he seems to live in a computer and he must be real small.  
Andre Martinez, age 9

You insulted my brother once, but I know you were just kidding. The Wizard's okay. I don't like him because he expects mail from me every single day. I do like it because sometimes he writes me nice letters.  
Tracey Robbins, age 9

I really like calling you Wizzy and Wizzzzz. I really like writing letters to you and I really like getting letters back. And I'm going to miss you over the year (sniff, sniff).  
Jonathan Walton, age 10

I think the Wizard is an intelligent being who likes to help people get interested in computers. I think the Wizard is a male because the way it talks to me.  
Joe Cazares, age 10

My name is Henry. I am 7 years old. What is your real name? Where do you live? I do not believe there is any such thing as the wizard. I go to The Children's School. There is no such thing as the wizard. I am in the second grade.....

After another sentence or two the computer hung up our connection for some mysterious reason. Well needless to say, it couldn't have happened at a better time! I told Henry that I had no idea what happened but that the Wizard probably didn't like what he said about not existing, etc. so he hung up on us. Well, the look on Henry's face, as he stared at me in utter disbelief, made it almost impossible for Mike and me to keep a straight face!

### Kids write to the Wiz, and the Wiz replies

Dear Wiz,

Are you being good? When is your birthday? My name is Michael Wicker. What's your name? Now I love you.



dear MW,

It was a delightful surprise to get a letter from you. Thank you so much for it!!!. You sound quite curious, and I will try to answer you as best I can.

My name, as you know, is the wizard. You can capitalize it if you want, but it's not important. Many call me the wiz, or wizzo and those are fun too. But all over the world I am known by many different names. Some are Volshebnik, el Mago y la Maga, Kobito, zanzibar, and there are many others. Once I was known as Merlin ...

Yesyesyesyes I am being good. In fact my entire being is good! One might call me a good being. According to my calendar, my birthday was the triblingth of Flimmie, way way way way way back in Murret. However I am young at heart in spite of this. Sometimes the older you become the younger you get. Oh do write me again, Michael, it is such fun writing you!!!

bye, from you-know-who (with love!)

Dear Wizard,

I played Breakout. It was fun. My scores were 320, 710, 980 and 2430. I got a black box and it boost my score to 2430. The black box suddenly appeared and then I got it.

Love

Chad Deuschel

Dear Chad,

Quick, before we forget, write to the hint file for the BREAKOUT game and tell it about the Black Box that gave you the bonus points so that when others come to play the game, they can know that they should try to hit it!!!

Thanks for the hint, and telling me the scores of your games. It seems like practice made perfect for you.

Keep it up!!!

the wizzer

---

Well! The end is drawing nigh. And termination, completion, conclusion, expiration, cessation, culmination, apogee, windup, wrap up, clinch, seal, consummation (I hope by now you get the point) is almost upon us. Now it's time to say goodbye to all our company. (I was around in the '50s - before you guys were).

I would like to thank you all and tell you what a marvelous job you all have done in my Fifth Dimension. You all made it a stupendous year and it grieves me greatly to have to say Adieu. So first, I want you all to write a letter to me telling me your strategy for being such good Wizard Assistants.

Expert level: look up "wizard" on the Oxford English dictionary and write a short essay about the

origins of this word. HA HA HA HA! Well, anyone have any closing comments, editorials, remarks, statements, opinions, observations, utterances, reflections, or testimonials?

And now the piece de resistance!!! (drum roll) Mike von Newman has asked just who the Wizard is! I am surprised that there is still any perplexity, bewilderment, bafflement, confoundment, incertitude. It is true that I am a being with a certain degree of enigmaticity, inscrutibility, and preternaturalism. But it should be obvious by now that, as a great thinker once said, "I yam what I yam." Same goes for me. 'Nuff said.

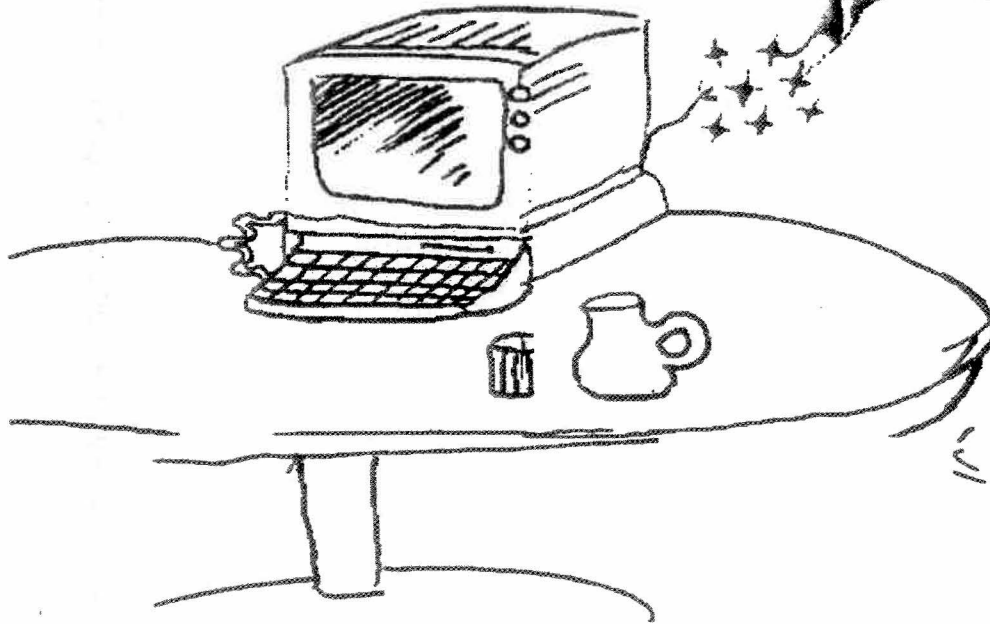
The Wizard

Dear Wiz,

This is Sepi. Are you going to be in the computer? I want to tell you about Print Shop. The game was fun and neat. We printed out ice cream, sunsets, and flowers. The wiz is very nice and we wrote that on a sign. We worked soooo much on the computer and we had sooooooo much fun.

I would like to see you but if you are in the computer how can I?  
are you pretty?

From  
Seppi



dear SEPI

*Thank you thank you thank you  
for your letter about the Print Shop!!! I am tickled  
yellow that you had such fun. A sign for me? How  
surwweeeetttt!!!*

*If you would like to see me you  
have but to imagine  
me, and that  
is*

*as good  
as I can tell you.*

*Until later, I will be in the com-  
puter waiting for your letters. . .*

*Bye bye \**

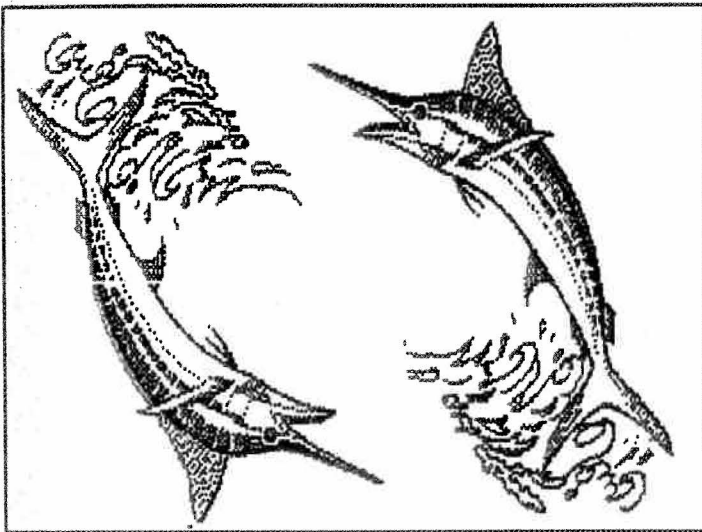
.....

*the wizard*



## What it means to be a Wizard's Assistant

When a child finished all the rooms in the Fifth, he or she can become a Wizard's Assistant. That person is then considered an expert.



Here are some comments from some kids who are WAs and others who would like to be.

It means that I have to help people. I'm not closer to the Wizard because I don't write to him and he doesn't write to me, asking how I'm doing? Not as much freedom as before, because we cannot go to any room we want to, I have to follow the consequence card.

Jaime Mendoza  
a UCSD W.A.

Dear fuzzy wiz,  
I like being a wizard assistant because you get a t-shirt, a big letter, and you get to help people. I help everyone do their job and keep the peace and quiet but sometimes I mess up. And I do expert on games other times. As a WA you get to help put computers away. I had to write a big big letter and finish all games. It took five months.

Bye,  
Noah, age 8

A child from the USSR wrote that computers are supposed to be fun and that older kids should not have authority over other kids or be so competitive. They should just have fun and help each other. A child from California responded.

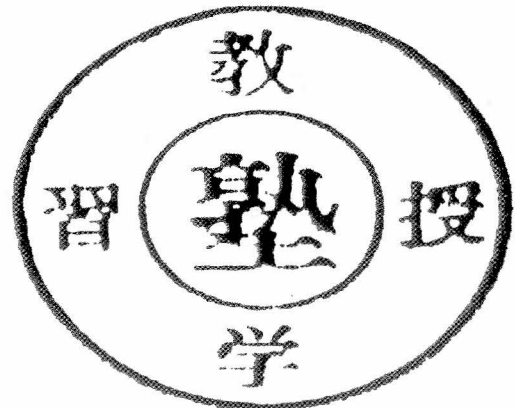
Dear USSR,

I think that you are right that kids should have fun and help each other out. But I disagree. I am a wizard assistant and I like it alot. It makes me kind of popular got to know everyone here and becoming a wiz assist is a good thing to work toward becoming.

Touradj, age 10

You're a dudical radical very good old friend of mine. He's a very good Wizard. You are much nicer than the wizard in King's Quest. And that's no lie! The wiz in the 5th D does good magic but the one in King's Quest is bad powers.

Brennan Hill, age 6



I'm not sure who he is but I think I know where he lives. On the way to school there's a big hill with a white house on top. I think he live there! The Wizard's a "he" because most wizards are "he"s so that's why. We get mail and send everything on the computer.

Ryan, age 7

## News from Faraway

### From New York

Casita Maria school in New York discussed how life was better in islands or cities:

Erica wants to come to computers because now she has to sit by herself because Arelis and Jerri are coming now. But she wants to know if Mrs. Navarro still talks too much, and also whether it would be all right if she comes.

Danidia starts by reading her review.

Maria: Who wrote that? [after Danidia reads a part about Maria]

The kids really listen carefully to Danidia as she reads her notes, and they help her when she has trouble remembering a part or saying a particular word (e.g. "specific).

[She says that Seth suggested that we could have slaves, that this would make it easy on the island. In fact, I just said that we could have people who would work for us. She interpreted it as slaves.]

She reads that Mrs. Navarro would like to have Maria as a maid, but then the kids and I point out that it was the reverse.

Jerri says that Danidia skipped a part.

Danidia has added at the end of her notes that there had not been enough time to share last time and that she wants to share now. As soon as she finishes reading her notes, she asks if she can share.

Karen: I think those are wonderful notes.

Seth agrees.

Maria: Why did you write about what I said?

Seth: When Mrs. Navarro asked questions, what did she say?

Danidia: boring.....Oh! I know.

Jerri: If we used all those suggestions, it would be no fun. [referring to the idea that if life was so easy on the island, then the game would not be fun.]

Danidia tells the story about when a person got sick.



We have talked about IS and what makes it is easy, and what makes it hard. What if we switched over to the city? What would make it easy or hard to survive in the city?

Danidia: if you work, you will have money.

Jerri: It would be hard to live on the street with no shelter.

Erica: It is hard to live in the city, if you come from another country, and you don't speak the language.

Jerri: If there is no medicine to cure you.

Karen: [to challenge her] What do you mean? There are pharmacy's everywhere.

Danidia: well the doctors can run out. They have to get it from nature.

Jerri (with some help from Seth): But they might not have a medicine for the particular problem that you have.

Seth: Does anyone know a person in the city who has a hard time surviving.

Gabriel: pollution in the city, air water.

Karen: Good, I never thought of it.

Karen: Where is it from?

Jerri: from us. ... from cars.

Angelique: From buses.

Jerri (responding competetively to Angelique): From vehicles.

Karen: Rafael, say it, go ahead. (but he doesn't).

Jerri: if you were allegeric.

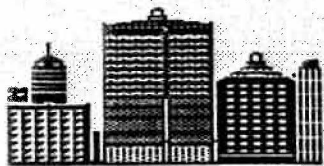
Seth: Do you know someone who has a hard time.

[Up to this point the kids have been brainstorming, thinking of things that could make life difficult. I am trying to get them to turn their thinking to their own experience, and to think about situations in which they have had personal experience. ]

Danidia: my mother, the dust, everytime she smells dust, she starts to sneeze, or the hamster, or the dog, or the cat.

Angelique: my mother is allergic to a cat. . . .





### From Chicago

Dear Parents,

We have so much fun on our computers. But we have to take turns everyday, but that's fine with me. We have many games, but my favorite is Where in the World is Carmen Sandiego? The reason why I like this game is because I love to be a detective and go to different countries. They give you different countries to pick from and where you want to go in that country.

The Wizard is a nice person. The Wizard lives in the Fifth Dimension. He writes very nice letters to us after school. And we write back to him. There is only one way we can get in touch with the Wizard and that is with the modem. The modem is something like a telephone, except that you can type your messages. The messages are put in a mailbox and then they are sent up to the Fifth Dimension where the Wizard lives.

We can get messages from Moscow in the USSR or California, New York, or St. Xavier College right here in Chicago. What we do is have kids send us messages about different games they play and we send them letters about different games we play. We follow their directions about how to play the game. We use computers to write back and forth to each other. It's fun to have different kids write to us. We find out a lot about them and the places they live. Sometimes the Soviet kids have names we cannot pronounce.

BY: Shanequa Milton

Kristy Ballard

Tyneshia Gibson

A pilot project at the Children's School in La Jolla, California has introduced a character called the Jester. Kids communicate with the Jester as they would with the Wizard. The idea is to encourage intergenerational dialogue (kids and senior citizens).

SORRY FOR THE DELAY... THIS IS CORY... I WAS AUDITIONING FOR THE TALENT SHOW.

HI CORY I HAVE A LOT TO CATCH UP ON FROM YOUR ACTIVITIES

WELL, FIRST, I AM AUDITIONING FOR A TALENT SHOW. I AM LIP SYNCING "ADDICTED TO SPUDS" BY WEIRD AL YANKOVIC. I WAS ALSO AT A TRACK AND FIELD MEET IN FRESNO. I ESTABLISHED A NATIONAL RECORD IN THE 100 AND 200 METRE WHEELCHAIR RACES. I AM OFF TO SAN JOSE IN JULY.

CONGRATULATIONS YOU'RE A REMARKABLE FELLOW. I WAS WANTING TO HEAR ALL ABOUT HOW YOUR PRACTICE SESSIONS PAID OFF AND THEY SURE DID. THAT WAS WONDERFUL.

THANKS, MAN! I AM PRETTY HAPPY TO BE THE FASTEST 13 YEAR OLD QUADRIPLLEGIC IN THE NATION IN THE 100 AND 200M WHEELCHAIR RACES. THE NEXT STEP IS RACING IN WHEELCHAIR MARATHONS. I AM GETTING A BOB HALL OR TOP END CHAIR TO RACE IN. I WILL ENTER THE LA JOLLA 2K IN 1990.

ELSA WANTS TO TALK TO YOU. HOLD, PLEASE.

TALK TO YOU LATER, CORY BYE BYE THE JESTER

THIS IS ELSA . . . CAN WE CONTINUE OUR CONVERSATION FROM LAST TIME . . . WE WERE TALKING ABOUT ART . . . . .

OF COURSE ELSA I WOULD LIKE THAT . . .

## Software Reviews and Favorite Games in the Fifth

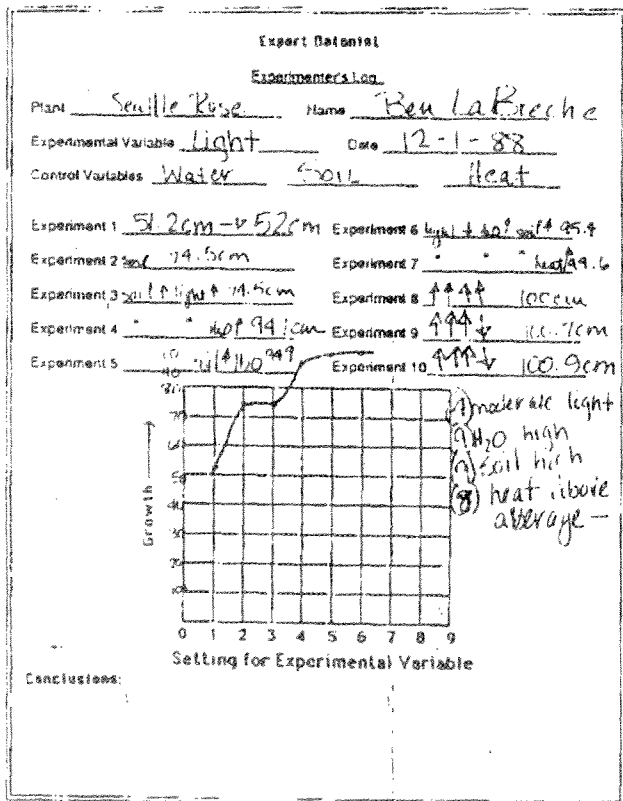
What are the favorite games in the Fifth Dimension for the American kids? Oregon Trail, Botanical Gardens, Island Survivors, King's Quest, Jenny's Journeys, Factory, and Carmen Sandiego were all mentioned as favorites.

What games did the kids in the USSR say were their favorites? Botanical Gardens, Factory, King's Quest, Frog, Tetris (invented by a Russian), Shark, Karateka, and Carmen Sandiego.

At the Solana Beach library we took a poll of favorite games. Mystery House (4 votes), King's Quest (4 votes), Mastermind (3 votes), Carmen Sandiego (2 votes), Choplifter (2 votes), Decorating Room (2 votes).

"Favorite thing to do" at the library is

- play games (17)
- be a Wizard's Assistant (3)
- get mail (2)
- be with other people (2)
- be around the computers (2)



### Island Survivors

FROM: bg club

TO: ussr

Hello,

My name is Kate. I am 8 years old. Are there any girls my age playing computers? I like computers. Do you like computers? I have light brown hair and it goes down to my neck. I have freckles on my nose. My eyes are light blue.

I played Island Survivors at the beginning level. This is how to survive: don't go too near the mountains because they are high and you might catch a cold in the mountains. Also, if you get too much food, it will spoil. Spoil means that the food is old and not good to eat. I survived until January and stopped playing to write to you.

Come visit America,

Your friend,

Kate Grantham, age 8

Ben La Breche's work sheet for Botanical Gardens - a USSR favourite.

Favorite games at the Boys and Girls Club are King's Quest, MASH, Mystery House, Carmen Sandiego, Othello, and Battleship.

A live chat with the Wiz about Island Survivors and living in cities....

Greetings oh mighty Wizard! We are here and waiting to chat with you!  
Hold on while Ageliki and Lisa get all the children around the computer!!!!

*Fine fine!!*

*But*

*Are there any kids there who can help with making decisions about where it is best to live on your down-there planet??  
hfhmmmm??*

YES! we have been arguing about which is better, Island Living or City Living.

Island people say:

Noah says No School.  
Anjuli says we live in nature!

Jesse says that you don't have to go a million miles east or west to go surfing.  
David says .. we don't have to go to a zoo to see our wildlife.

Daniel said yeah, but they are not caged up so they are more dangerous.

Noah says you can build a fire to keep them away, because animals are afraid of fire.

Lisa says that people on the island might kill too many of the animals, but and they might become extinct.. but in the zoo, there is a chance that they might breed, and there will be a more population.

Noah says that ummm. because there are so few people on the island that you don't need that much of any kind of food.

Megi says that on the island we won't get mugged.

Anjuli says that there is nothing to steal! living on the island!  
that's it for the island....

Now lets here from the City Folk!

Daniel says... we have electricity and lights, we only have to turn on a switch and not light up logs for the fire.

Jason says...it might not be such a good idea to live on the island because the food spoils right away...

Lisa says, you get to go shopping and a greater variety of food!!

Daniel says...they don't have any tape recorders to play music..we can just put the record on the record player and hear things over and over again...

Cricket says that we have computers...and we have the fifth dimension!

Jason says that city people can buy things with money and anything we want !!!!! and the island people can't get those things!

Lisa says... you have an education and you have automobiles to get around ...

Daniel says that there are only three people on the island to have friends with and we have more friends than they do!!! Lisa says you can have penpals and com-

puter pals like the WIZARD all over the world  
Jason says that we can get better weapons to shoot food if we have to shoot food because we can buy in store and you island people can't.

SO THERE...but WIZARD the island people want to argue the point.



*What do the Island People want to argue with?*

We want to argue against these CITY PEOPLE!!!!

Noah says that when you run out of money, you run out of food and you run out of living. Jessica says...that if you run out of money you have no food, but on the island you have no money...so there are no problems. Jesse... says there are no taxes! We don't have a government to tax us.

David says... we don't have any money problems and we have our own money system which is trading!

Noah says that um there is no homeless people... because there is a small island for everyone.

Jessica says for entertainment there is roasted berries over the fire and

David says...and also roasting our Island food in style! Jessie says that also we don't like kill minx for their coats and we don't want to be really stylish and we just want to be ourselves. Jessica says.. you can use all the animal that you kill. You don't waste any of it. Noah says there is no pollution so we never will die in pollution because there is fresh clean water and everything you can imagine!!! Jessica says there is no AIDS or CANCER!

*great stuff!!*

*I was just going to ask:*

*Where is it better to be if you get sick??*

Jason says in the city because we have hospitals, doctors..and many more stuff...and medicine at drug stores like Longs drugs.

Jessica and Noah says that we have natural stuff medicines and Jesse says also the sky is not cloggy and there is a fresh breeze coming in..

Daniel says... It takes longer to make the medicine on the island and you could die in the meantime!

Noah says that sometimes you have it stored!!!!

thats it for the sickness stuff...

## Oregon Trail

This is the story of the pioneers who in the middle of the last century crossed the United States by covered wagon. They started out in Independence, Missouri with the goal of reaching California or Oregon before winter set in, and the trail they took became known as the Oregon Trail.

As the leader of the pioneer family, you have to make serious decisions. Which month to leave? If you leave too early the oxen will not have any grass to eat. If you leave too late, you won't make it to your destination before winter comes. What supplies should you take? Supplies are cheaper in Independence and get more expensive as you get farther from civilization; but there are risks in carrying too much. You could lose stuff to thieves in the night or to natural calamities.

Which path should you follow? Check the map, ask for advice. Getting low on food? You could try hunting for deer, bear and rabbit. You could buy food at forts along the way if you have the money. Maybe you could find somebody to trade with you (say, a wagon wheel for 50 pounds of food). Or you could cut your rations - but the less you eat the more likely you are to get sick. Several times on the journey you will have to cross a wide river with your wagon. Should you ford the river and risk being swamped? Hire a ferry? Wait and see if conditions change? Maybe the water won't be so deep tomorrow.

The most difficult part of the trip is near the end in the snowy mountains of Idaho or navigating the Columbia River that divides Oregon and Washington. With determination and foresight you and your family can make it all the way to Oregon, and have enough money and supplies to start a life there. *Oregon Trail* is a fun way to learn about American history. The critical decisions you must make on your cross-country trek teach planning and problem-solving. And the goal is one that any would-be pioneer can take to heart: endure the hardships and don't give up, push on until you reach your new home.

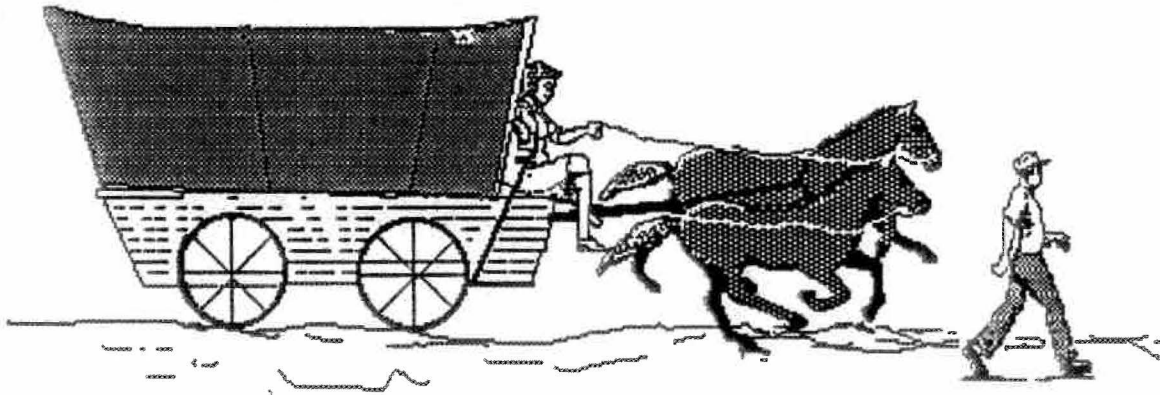
Roger Smeaton

a UCSD graduate student



*The Great Oregon Trail* - that's how people named that long (2040) [miles? kilometers?] far away and very difficult road from the east shore of the USA (which ocean is in the east of America?) to the north-west, the Oregon territory, which is next to the boundary of Canada.

In 1843, for the first time that road was laid down by the missionaries (who are the missionaries? They are the people who preached the Christian religion, to convert other people by convincing them of the religion's humaneness and righteousness). Hundreds and hundreds of other people traveled the road after the missionaries. They came in wagons pulled by horses, came by whole families. Food, weapons, medicines, clothing - all of this was necessary for the journey. The trail went through the South of the Rocky Mountains, so the people needed warm clothing. There were a lot of forts along the trail, which were a means of protection from some indian tribes, who did not want to accept the idea of "palefaced ones" taking away their lands. But not all the tribes were hostile, some of them actually helped the newcomers get food and clothing.



There were also bandits on the trail that waited for people. Since during that time the United States had a war with Mexico over Texas and upper regions of California, there were plenty of mexican and american "gentlemen of fortune" roaming around, who were quite inclined to rob the migrating people. (The war lasted from 1846 to 1848). The importance of the migration to the Oregon state was defined not just by the fact that the lands were very fruitful and with easy access to water, but also by the fact that England also

laid claims to that territory. English trade companies *Hudson Bay* and the *North-West* were competing with American merchants, buyers of furs (there were lots of animals on the Pacific Ocean shore at that time: bears, deer, foxes, wolves, squirrels...). The American government did not want to give away to England such a lucrative wide area. In the end that question was resolved by the politicians in the USA's favor. The boundaries of the US territory went along the 49 degrees longitude [latitude], therefore a large part of Oregon has become almost entirely part of the United States. And now kids, please think, what would you have taken with you on such a strenuous journey, if you were the migrating people? How would you behave with the indians?

from the students in the USSR

---

My favorite game is Oregon Trail. I'm the king of Mystery House but I don't like it anymore because it's boring! Oregon Trail is a lot funner, because you get to do a lot of other things. You get to hunt which I like most!

Ryan Schrock  
(age 7)

---

Dear Wa Wa  
Wiz,  
How are you  
doing? Last  
week I was

playing Oregon Trail. We got really really far but there was no second disk. So we played Tetris and I got a high score. I was quiet for the first hour and 1/2 but the last 5 minutes I wasn't quiet anymore.

that's it.

From the No-no-Noah (age 8)

Dear No-no-noah

I hear that a certain young Wizard's Assistant has been looking for the second disk to Oregon trail.

Wellllll...your wish is my command. Check out oregon trail and see what you find.

Happy trails and happy fording!!! (Or happy whatever you do today)

The wa-wa-wiz

---

Dear Wizard,

I played oregon trail. I forgot what my familys name is but I do no that one to of them got measles. We tried to trade a billion time but they always wanted important stuff almost perfect at hunting I would always kill the boffalu and the bear. I got half way to oregon and I only had one thing wrong which was the wheel.

From JOES!

Dear Wzgon master, So...tell all How did the wheel fall off? Were you racing across the prarie land like a mad fiend? I'm so glad that you took the challenge of crossing the great wide plains!! So bud-what are you doing for the summer? are you going to come to the BG Club? lemme know!! love, the wizzzzz

---

### Carmen Sandiego

Well, I got to the Boys and Girls Club a little bit late on Monday, none of the kids were there yet, but the usual happened. They ARRIVED! I was playing Pond when they arrived. Well, Tony got the file for Brian Stewart, and set us up for "Where in the World is Carmen Sandiego?". It's a great game. Brian was pretty good at many of the aspects of the game but I didn't think at first that he really understood many of the concepts. But...

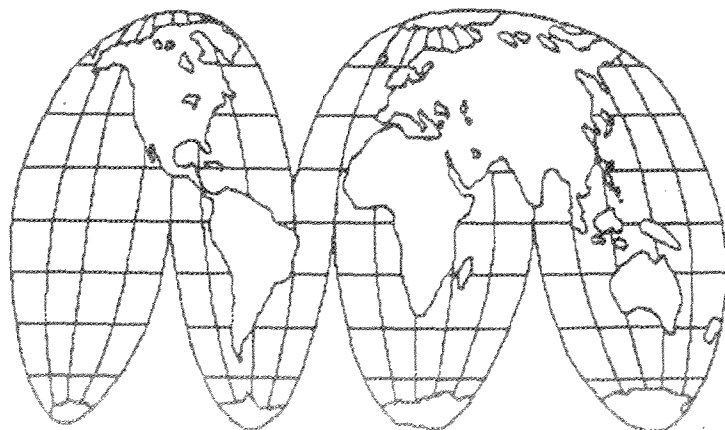
The four parts of the game are seeing the connections, departing, investigating, and visiting Interpol. Brian did fine seeing the connections. But I think for him it may have been just a matter of pushing buttons. He didn't really understand

the game at first. Then Tony, my hero!!, came over with an atlas and an almanac. I explained to Brian what they were and how they were to help us in finding the burglar/thief. I explained that the connections might help us decide where to go but that if we investigated, we would have clues as to who the burglar was and where to go to get her.

Well, we had until Sunday at 5 pm to find the thief. We played one game at rookie level, and we didn't beat the clock so we had to play again. This time Brian really felt like he knew the game. We did much better. He used the Investigate mode more. He backtracked a bit, but I reminded him that we had already been some place and he said 'ok'. The second time we played we won, excuse me, HE won. I didn't really give him all that much help. He was being a real comic, he kept saying "Let's investigate" with a real deep voice as if it was killing him or something. He did really well with all of the areas of the game. Especially visiting Interpol. I told him we had to keep returning back there so we could get clues and a warrant for the thief's arrest. So, the clues we picked up from travelling all over the world we applied to the Interpol visits and finally we got the warrant for the arrest. We kept getting closer and Brian kept getting more excited. "There he goes!" He realized then that we were close and we had to keep investigating and that maybe we would catch up with the burglar. Finally, when we were in Paris, the chase occured and we caught her!

### An Assistant to the Wiz

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## King's Quest I, II & III

Once, in a kingdom called Daventry, there lived a King named Edward. Daventry was a very old kingdom which was thousands of years old. Disorder rules the land since the Kingdom lost its sword. Although King Edward was a very good King, he was growing in years and had no children to succeed him. He told Sir Graham (i.e., you the player) that he had chosen him to succeed him as King, but first he had to prove himself worthy of the crown. He told him of the Three Great Treasures which were stolen from the kingdom. He said that in order to restore order to the Kingdom Sir Graham must retrieve all of the treasures and return them to the castle. Once he had done this, the crown would be his. This was how King's Quest I begins.



In King's Quest II, Sir Graham has retrieved all of the Three Great Treasures, he returned to the kingdom and rules the land with the aid of the magic mirror. Unfortunately soon after Sir Graham was placed on the Throne, he began to feel lonely. He had no one to rule the prosperous kingdom with. Fortunately while feeling this way, Sir Graham, now King Graham, looked into the mirror and saw the most beautiful maiden he had ever seen. He knew right away that this must be his Queen. The mirror told him that she was the maiden Valanice and that she was being held captive by an evil witch who was jealous of her beauty. So, King's Quest II chronicles the tale

of Valanice's rescue by King Graham.

Soon after King Graham rescued Valanice, they were married, and soon after that she gave birth to twins, a boy and a girl. But this happiness couldn't last!!! From deep within the forests came a terrible beast who was heading straight for Daventry. Since sightings of Dragons were a rare occurrence, no one in Daventry had ever seen one before, therefore no one knew how to stop this terrible beast. Thus the kingdom was in a state of panic.

Meanwhile, in a land far away, there lived a malevolent wizard named Manannan. Manannan always kept a watchful eye upon all of the kingdoms of the world. Since he despised all mankind, he happily watched as the three-headed dragon rampaged its way towards Daventry.

---

The game of King's Quest III begins here. Manannan lives on top of a mountain with only one way up or down, unless you knew how to fly like a bird that is. Manannan had one servant-boy, named Gwydion (i.e., you the player) who maintained his house and performed all of the menial chores around the house. Although Gwydion has been held captive by Manannan for 17 years, once he turns 18, he knows that Manannan will destroy him. Thus this is Gwydion's last chance to escape. In order to escape, Gwydion must use his wit to learn Manannan's magic spells. But he must be extremely careful, because if the EVIL Wizard catches him with his magic, he will surely kill him. He must collect items and create the spells while Manannan is either away on a journey or asleep. But he must be quick, because Manannan could return or awake at any time. Once Gwydion has gotten rid of Manannan he can then embark upon perilous voyages to distant lands. In the end, Gwydion discovers his own destiny. But he must use wisdom and resourcefulness to do so. Thus continuing with the never-ending saga of King's Quest III.

Megi Asano (a UCSD undergrad)

King's Quest III is an adventure game in which you, Gwydeon, must try to save the Princess, but before you can do that, you must first escape from the Evil Wizard, Mannan, who holds you captive. The only way you can escape is by learning and creating spells and potions while Mannan is either sleeping or away on a journey. It is a very difficult adventure. But you must be very clever and careful in order to survive!!

You play the game by moving the young boy Gwidion around the house, or wherever you decide that you want him to go. At this point all I know is that you can move around the wizard's house, outside by the chicken coop and down a mountain. There are 210 objects to get. These objects you can use at a later date to do things like kill the wizard, talk to animals, fly. The computer keeps track of them at the top of the screen so that you know how many that you have gotten and how many more you need. The wizard is someone whom you have to be very careful about. If you do something he doesn't like he will punish you. Gestions to the wizard about hints for the task card. One thing on the task card that should be required is that you read the book about what the game is about and the story behind Gwidion and the wizard. It puts a definite perspective on the game.

Dear Wizard, recently we have been playing King's Quest III. We accumulated 26 points after playing along time. We had enough items to cast the spell "fly like a fly" but we could not take the wand from the wizard. Please send us hints.

Also, we were the first to play this game so we got to write the task card.

Sincerely,  
Shawn & Carol

First draft of Shawn's task card:

Beginner - Gain 15 points by collecting items and doing good deeds

Good - Cast 3 spells successfully

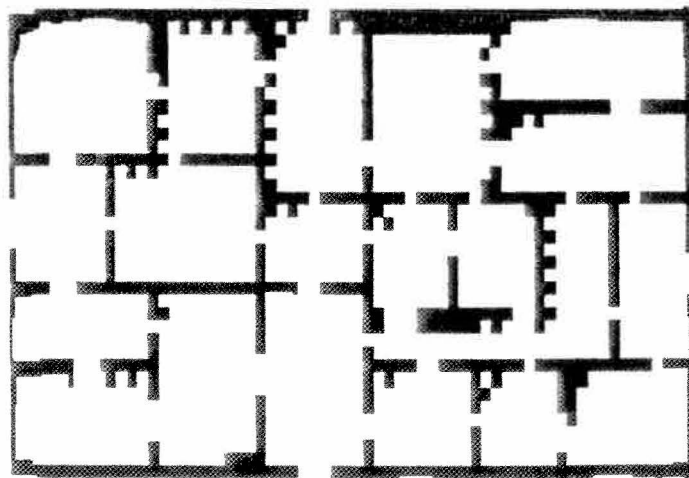
Expert - Kill the dragon and resave the princess

### Non-computer Games

Not all of the games in the Fifth are computer games. For example, there's Battleship, Foosball, Olympic Workout, Matchsticks. And there's a Japanese game called Origami.

... Brian decided to go all the way through to expert level for Origami and he made a cup, a fork & knife holder, and a coaster with 4 prongs. Then he had to write to the wizard and tell him where he thought Origami came from. He quickly lit up and said "Oh, that's easy. Origami came from Japan." He was sure to tell the wizard this in his letter by adding that "I heard once that it was a Japanese art of folding paper."

Matt Moncausas was playing the game Match Sticks. He wanted me to come play the game with him, but I was already working with someone else. I told him that I would come play with



him in a few minutes. I was glad for this wait because it gave me the chance to watch M play with one of the CWA's and another kid. He kept winning. She asked him what his strategy was and he was very hesitant to give it to her. Boy was he excited about winning. Anyways, he finally told her or she saw what he was doing that he would get it so that there were only five sticks left. After that, she won.





# Fictions from the fifth dimension

Here are the first two chapters of a story that Jessica, a Fifth Dimension citizen, wrote.

## ADVENTURES WITH CAGNEY & LACY

### Chapter 1 "How we met"

"Oh wow! It's a real police station," said Amy. "May I help you girls?" asked the man at the desk. "No thank you," I said. I wandered into the back and saw Kristen Cagney! I couldn't believe my eyes! I went up to her and asked her "Could my friend and I follow this squad around on how they do most of their work and stuff?" "Yes, I guess so," said Cagney. "Great!" I exclaimed. "Did you know I admire you so much I could die." "Is that so?" said Cagney surprised. "Come on, I'll enterdose you and your friends to the captain. "Lacey" said Cagney surprised. "What" asked Mary ann Lacey. "Come on." I have a lot of work to do Kristen." Mary Ann looks over towards us. "Who are they?" questions Lacey. "Just come on I'll tell you later. Besides I need your help" said Cagney. "OK" said Lacey finally. Wa all went into the captains office."Cagney, who are they?" asked the captain angrely. I answered " this is Amy, Elizabeth, Lauren and I'm Jessica." "Is your name Cagney?" he questioned. "NO sir". "Cagney why are they here? asked the captain. "They are here because they just want to find what real detectives do. Please can they stay, they'll only stay a cuple of days, except this one." She pointed to me. "Ok, but only if you keep themn under control." said the captain. "Yes sir." "Kristen, what did you need me for?" asked Lacy. "To be there," answered Cagney. "Petree, Esbecky, "called Cagney. "yes", they said. "Petree, you take Amy and Elisabeth. Esbecky you take Lauren, and show them how you do your job, " said Cagney. " Mary Ann, bathroom. Come on " said Cagney. We all met in the bathroom. "You can call me Kristen." "You can call me Mary Ann." " Good" I said.

### Chapter 2 "The First Case"

"Cagney, Lacey, Jessica!" shouted the caiptain. "Coming sir" answered Mary Ann. We all entered the caiptians office. "Drugbust" said the caiptain when we got in there. "By who" I asked. "That's what you are sopose to find out" said the captain. " Yes sir said Mary Ann and I and we left. "I guess I have to reach you about the captain", said Kristen. " I guess so," I responded. "First he has a bad temper. Second only talk when he talks to you enless you need to ask him an important question that you can't figure out." "Drugbust in process on 93rd west of Broadway!" announced the entercom. "Let's go!", said Cagney. "Do you have the address?" asked Cagney. "Yup" answeres Lacey. As we hopped into Lacey's car I bumped my head. "Ouch!" I said. "Are you OK? asked Mary Beth "yes, thank you" I said. "Come on!" yelled Cagney. I jumped into the car. WE speeded away from the station. "There it is and there he is" said Kristen. Kristen slow down," said Mary Beth. "Get him!" yelled Cagney. Mary Ann took a shot. HE got shot in the back and fell to the floor. MARY Ann got on the CB and called for an ambience, "Ambience needed 93 west of broadway, man shot in back by handgun." I could hear the ambience from a block away. When the ambience came up and took the criminal away I sort of felt sorry for him. He could die!

"Let's go" said Kristen. "No wait!" exclaimed a women. "Yes, may we help you?" asked Mary Ann as Cagney nuded her. "you just shot my son>" said the women. " I am sorry Ma'm but is agenced by the law, explained Lacey. "No, he was running from the man you are looking for" said the women. "Oops" I whispered quietly. "shh" said Cagney. "What do you know about the criminal? asked Lacey while she took out her notebook. "Well, he has brown hair, blue jeans, brown shirt, tatoo of an eagle on his right arm said the women. "Thank you Ma'm" I said since

*How do you think the story should continue?*

*Dear Pavlik and Everyone!*

*Two Fifth Dimension citizens in Solana Beach read a wonderful story Pavlik wrote about Island Survivors and they were inspired to write the following story. Here it is.*

*The Real Wizard!*

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To: Pavlik's Island Survivors Story

We, Ann, Joe, and the Wizard were stranded on the Island. We were flying in a helicopter on our way to Europe when our engine broke. We fell into the water and luckily we made it ashore to an island. We hunt, gathered plants, built a shelter and went fishing. And and Joe both got sick for one month. There were nuts and berries in the mountains.

When Joe was fishing he was bit by a parana and he was hurt. When Ann was gathering plants she fell off the cliff and broke her neck. While the Wizard was hunting a bear bit off his magic hat. The Wizard discovered a magical plant on the island, and they watered it. After a few weeks the Wizard found another magic hat, and with his magic wand, he helped everyone get well. Everyone ate the magic plant and then they could fly.

So they all flew back and lived happily after.

Love,  
Jon and Georgette Yang.  
Solana Beach Library.

*A letter from Pavlik in the Vega Club, April 7th, 1989 to Jon and Georgette Yang in Solana Beach:*

Дорогие ребята!  
Мне понравилось ваше письмо, но в моей истории все написано так, как бывает в жизни, а у вас - как в сказке. Я предлагаю вместе придумать большое приключенческое путешествие. Одну часть пишете вы, потом я продолжаю, потом вы продолжаете. И у нас получится целая книга.

Я вам предлагаю подружиться. Мне 8,5 лет. А вам сколько? На уроках математики мы сейчас проходим тему "уравнения". А вы что?

Жду ответа.  
Павлик.

Dear Kids,  
I liked your letter, but in my story things are the way they are in real life and in your story it is like a fairy tale. I suggest that we make up a big adventure together. You write one part, and then I continue, and then you continue again. We'll have a whole new book that way. Let's be friends, OK?  
I am 8.5 years old. How old are you?  
We are studying equations in math now, what about you?  
Waiting for your answer,  
Pavlik

A NEW LETTER FROM ION YANG TO PAVLIK

Hello! We're going to Oregon country. The date is 1872, May the 21st.

We're starting from Independence, Missouri. We have three o' oxen. My Mum's complaining we ain't got enough food, but I said "Me and Jerry here are ace shotman's. I just'a got myself a deer! Yep, I was out'a tracking and I saw this deer and one crack of my rifle and he was a goner!" We just'a saw our first bison today. Must mean we're a close ta thy Great Plains.

Ain't no Indians gonna bother my family. Ooogh, my daughter Polly broke her arm thy other day, we a had ta use a whole lot a clay. So far I got 11 deer.

We may be'n traveling slowly, but I'll rather travel slowly and safely than fast and rough. Some bandits came and tried a get my money! But no, I just picked them off as they came around thy bend. That was just about the last problem we faced, but our wagon got stuck in the mud a couple of times, but it's okay. Oregon!! Our little cottage stands right on thy edge o' town.

Some neighbors traded those oxen for horses, a cow, chicken, and a hog. We got a letter from President Polk himself! Imagine, me Jon K. Stone getting a signed letter from the president!

Sincerely,  
Jon A. Yang

Привет! Мы едем на Орегон. Сегодня 21ого мая, 1872.

Мы начались из Индепененсь, Мизури. У нас три воли. Моя мама сказала что у не нас еда, но я и Джери очень хорошие стрелоки. Я только захватил олень. Да, я был преследовать и я видел это олень у один выстрел и он был дохлый. Мы только видели наш первый бизон сегодня. Это значит что мы недакеко из большие равнини. Не будут индееци здесь чтобы беспокоить моя семья. Уу моя доч "полли" ломала ее руку. Мы использовали очень много глиной. До сих пор у меня 11 олени.

Мы были ездить медленные, но предпочтительный путешествовать медленный и безопасный чем прочный и грубый. Какие бандит приехали и хотели мой деньги! А нет, я только их перестреливать когда они приехали вокруг сгиба. Был прошлой проблем которы мы были обращенным, но наша повозка была липнула в грязи два или тривремени, но был хорошо. Орегон! Наша даха стоит на крае города. Какие соседи торговали воли за лошадей, коровы, курицы и один борова Мы принимали письмо из Президентом Полком!! Вообразите, я ИванК. Стонь принимаю письмо из президентом.

Искренне,  
Иван

(translated by a student at UCSD...)

## Pavlik takes two turns, to get the story going..

Здравствуй, Жоржетта!  
Я вам уже предлагал составить длинную историю про несколько человек, как они путешествуют. Начну историю я, продолжите вы, а дальше по очереди.

Однажды я, Дан и Андрей отпросились гулять. Мы вышли на улицу и стали играть. Но это нам скоро надоело, и мы решили отправиться в путешествие пешком. Там будет много приключений. И вот мы отправились. Когда мы добрались до леса, на нас напала целая орава пауков. Она была такая большая, что мы не видели места без пауков.

По слухам, которые ходили в нашем городе, мы знали, что эти пауки достигают размера 0,5 метров. И они могут съесть любое живое существо, но только если оно их боится. А если не боится, тогда они от него отойдут.

Андрей сразу испугался и побежал. Куча поползла на него. Мы догнали Андрея и предупредили о грозящей ему опасности. Но тут я вспомнил, что эти пауки боятся огня. Тогда я выхватил факел и побежал на пауков...

А дальше продолжайте вы.  
Я буду ждать вашего ответа.

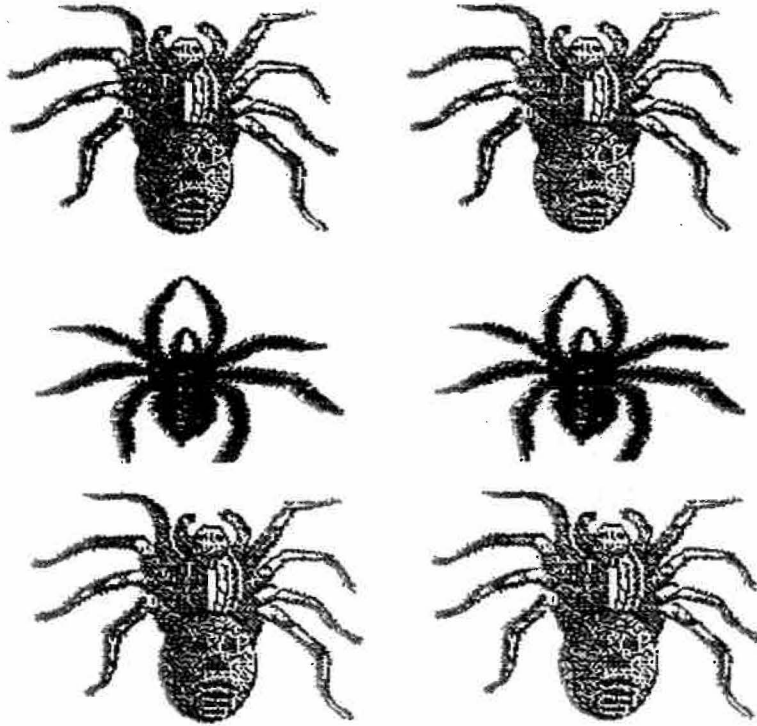
Павлик

Hello Georgette

I already suggested that we write a long story about several people how they are travelling. I'll start it, you'll pick it up, and we'll take turns later on.

One time, Dan, Andrei and myself got permission to play outside. we went out on the street and started playing. But we got tired of that soon, and we decided to go travel on foot. There will be plenty of adventures on a trip like that. So we went.

When we got to the forest, we were attacked by a whole army of spiders. It was such a huge army, we couldn't see a single spot free of spiders. We heard rumors in our city, that those spiders reach up to half a meter in size. And they can eat any living creature, but only if the creature is afraid of them. And if he isn't afraid, the spiders will leave him alone. Andrei got scared straight away and started running. So the spiders went after him. We caught up with Andrei and warned him about the danger. But here I remembered that those spiders are afraid of fire. So I grabbed a burning torch and ran towards the spiders....You continue this, OK? I'll be waiting for your answers...Pavlik



Продолжение истории Павлика.

Пауки стали отступать. У них были большие клешни и сильные ноги. И когда они стали отступать, они так надавливали друг на друга, что у многих отламывалась то клешня, то нога. Скоро они совсем исчезли. Мы пошли дальше. Вдруг мы увидели какую-то пещеру. Мы вошли туда. Там было так темно, что мы с трудом видели друг друга. Нам было даже страшновато. И когда падал камень, раздавался громкий звук. И мы от страха прижимались к стенке. Но факел зажечь боялись - вдруг нас увидят.

Дальше продолжайте сами.

Всем привет.

Pavlik's story continued..

The spiders started backing up. They had large claws and strong legs. When they were backing up they were crowing each other so much that a lot of them had legs and claws broken off. soon they vanished completely. we went on. Then we suddenly saw some sort of a cave. We went in. It was so dark that we could barely see each other. we were a little frightened even. When a stone was falling there was a loud sound. I was pressing the wall out of fear, but was afraid to light a torch - I was afraid someone might see us.

you can continue this.

Hi to everyone.

Pavlik

---

Thu Apr 27 1989

Dear Pavlik,

continuing your story

we bumped into the wall and a door opened. We went through the door and a map of the cave fell and hit my head. We opened the map and it said we were near. Jewels were hidden. We knew we were near, but we didn't know how to get there. All of a sudden the door closed. POOF!!!! We lit a torch because nobody could see us. Then we saw three doors. A note was on the ground and it said, "One of these doors will get you to the TREASURE!" There was a blue door, a green door, and a yellow door.

You can continue this!

Hi to everyone!

Noah Lidman

---

Апреля 27, 1989

Дорогой Павлик,

Продолжаю твою историю.

Мы натолкнулись на стену, и в ней открылась дверь. Мы вошли в нее, и карта пещеры свалилась мне на голову. Мы раскрыли карту, было сказано, что мы около тайной пещеры, где были спрятаны драгоценные камни короля. Мы знали, что мы рядом, но не знали, как туда попасть. И вдруг дверь закрылась!! Бум!! Мы зажгли факел, потому что никто нас не видел, и увидели три двери. На земле лежала записка, там было сказано "Одна из дверей приведет вас к сокровищу!" Там были синяя дверь, желтая дверь и зеленая.

Продолжай сам.

Всем привет!!

Ноах Лидман

## Pavlik completes the story with a final episode:

Павлик продолжает свое полное неожиданнх встреч и опасностей путешествие:

Мы шли и шли по пещере. Вдруг под нами провалился пол. Мы огляделись вокруг и увидели огромных существ, крадущихся вдоль стены. Это были роботы. Мы открыли специальный словарь и посмотрели там данные про роботов. Мы прочитали, что у робота в одном месте есть клапан.

Открыв его, можно проникнуть внутрь робота и увидеть множество проводов и контактов. Мы зашли внутрь робота и увидели эти контакты. С помощью паяльника мы отпаяли два контакта и присоединили их в другом месте, а затем быстро вышли из робота и спрятались за ближайшую скалу. Вдруг робот затрясся и побежал в сторону от нас, даже не в том направлении, в котором мы рассчитывали. Но тут подошли еще несколько роботов. Они отодвинули огромный валун, который закрывал вход в другую небольшую пещеру, в которой они хранили оружие. Мы поняли, какая беда нам грозит. Сначала мы хотели изменить схему роботов, чтобы они ушли в другую сторону. Но у нас ничего не получилось. Тогда мы украли три автомата и две гранаты. Как роботы не сопротивлялись, мы их всех перебили. Кроме одного. Он спрятался за дверь, ведущую в другую пещеру. В любой момент он мог напасть на нас, поэтому мы держали оружие наготове. Мы сломали дверь и убили его ударом по голове. На этом наши приключения закончились, и мы все, без потерь, вернулись домой.

До свидания.  
Павлик.

Pavlik continues the narrative of his travels, full of unexpected encounters and dangers.

We walked and walked along the cave. Suddenly the floor beneath us gave way. We looked around us and saw a giant entity. It was a robot. We got a special dictionary and looked up data about those robots. We read that a robot has a valve in one place. If you open it you can get inside the robot and see a lot of wires and circuits. We got into one robot and saw those circuits. Using a soldering iron we took off two contacts and connected them in a different place. Then we quickly left the robot and hid behind the nearest rock. Suddenly the robot started shaking and he ran in the direction away from us, not even in the direction we expected. But here a few more robots came close. They moved aside a giant rock which was covering an entrance to a small cave in which they kept weapons. We understood the kind of peril that threatened us. First we wanted to change the circuits of the robot so they would walk away. But it didn't work. Then we stole three guns and two grenades. Despite the robots' resistance we got them all. Except for one. He hid behind the door that lead to the other cave. At any moment he could attack us, so we held our weapons ready. We broke the door and killed him with a blow to the head. This ended our adventures, and we all, without any losses, came home.

Bye  
Pavlik



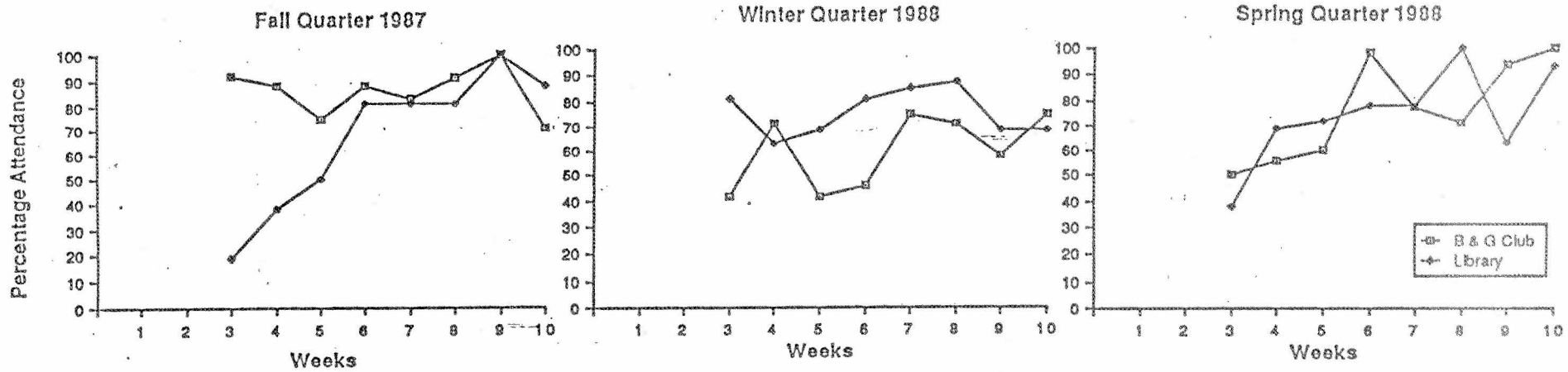


Figure 3: Attendance at the Boys & Girls Club and Library