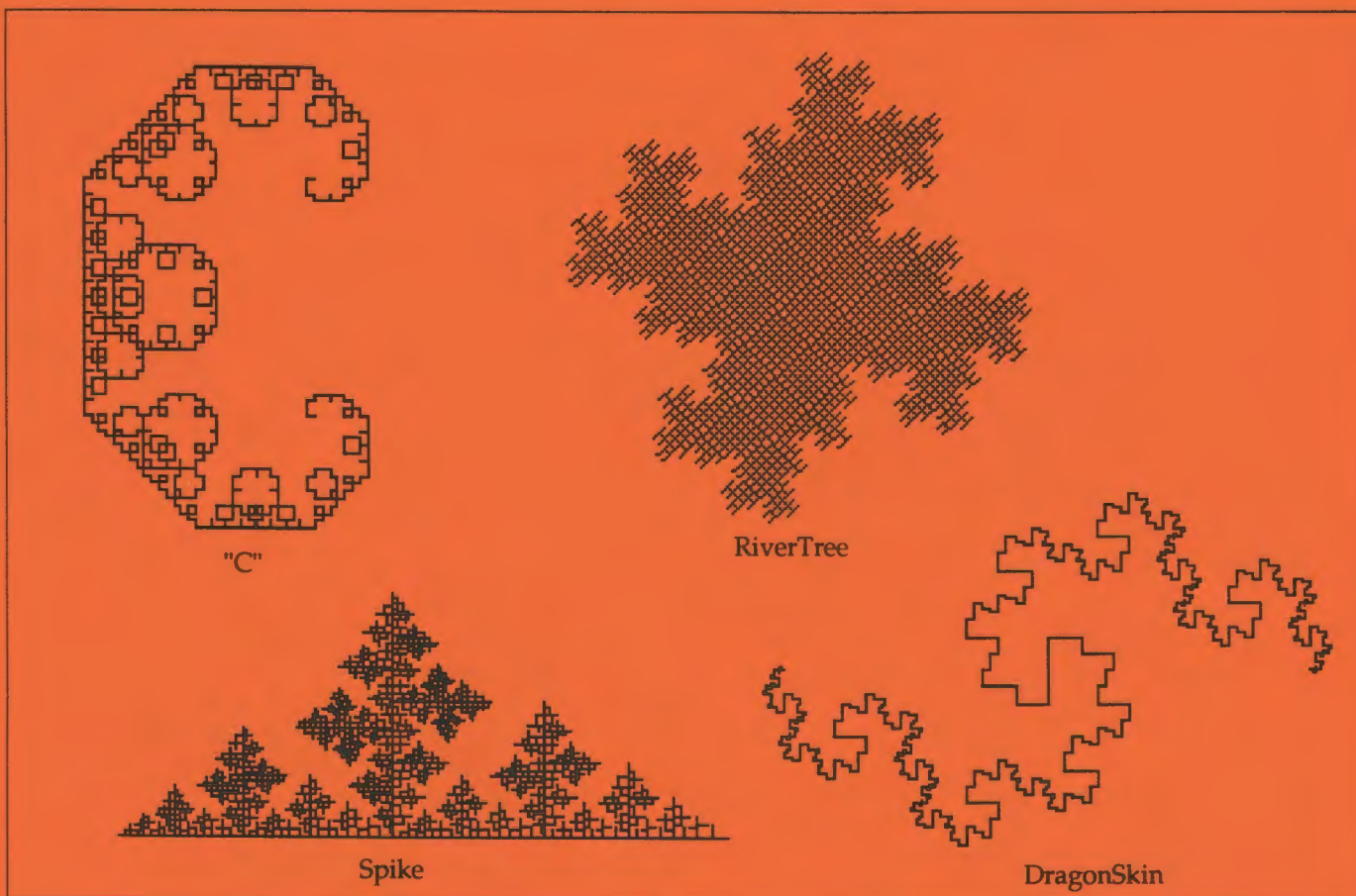

Journal of the ISTE Special Interest Group for Logo-Using Educators



LOGO EXCHANGE

September 1990

Volume 9 Number 1



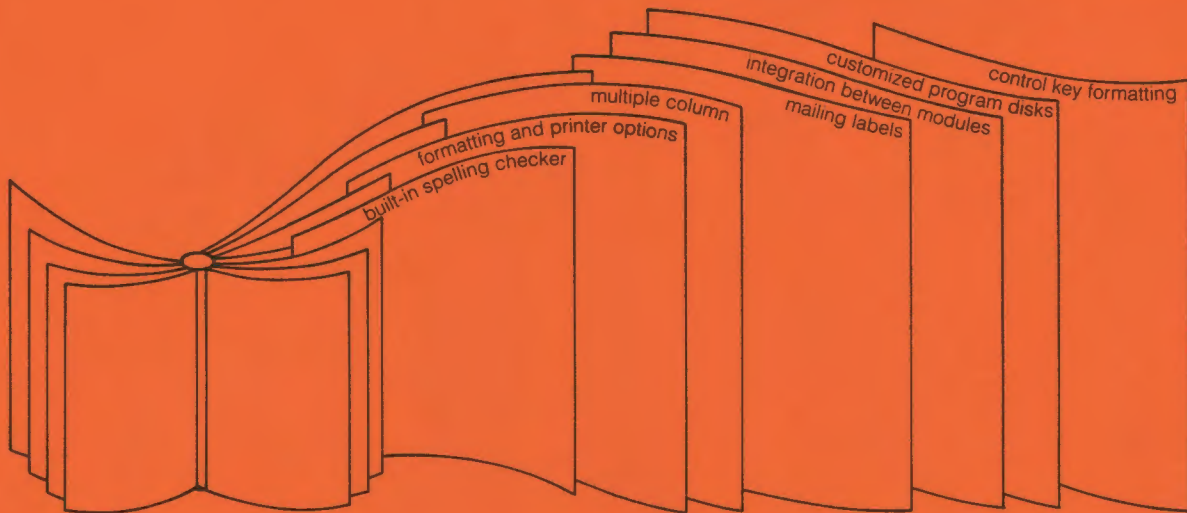
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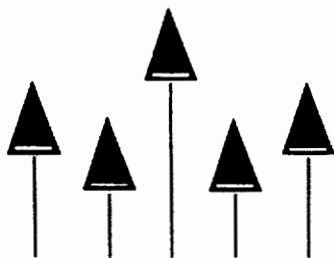
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September 1990

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Editor's Notes

News and Notes

It's hard to believe that three months have flown past since I completed the May issue of the *Logo Exchange* and now I'm busy with the September issue. Where does the time go? (I'm sure you are asking yourself the same question!)

New columns

Just as you find yourself at the beginning of another academic year, so too I find myself at a beginning. Each new volume of *LX* presents new challenges and new hopes. Just as you hope to do the best you can for your students, I hope to meet the needs of a wider variety of Logo users. To that end, we have added two new columns this year. The first is the "Extra for Experts" column that I promised last spring. Mark Horney begins his tenure as editor of that column with some of his own work on fractals. Even if you have worked with fractals before, I'm sure you will find Mark's ideas fascinating. We are hoping that this column will provide a place for those of you who have been programming in Logo for many years to share new challenges and new ideas.

More recently—in fact, only last week—the decision was made to include yet another new column in *LX*. This column, "Questions Please!" is being edited by Frank Corley. It is a column which can continue only if *you* participate. It will be used as a forum for Logo users to ask questions and for other Logo users to share answers. Frank doesn't intend to be the "Answer Man" for all of your questions. Rather, he will serve as the collector of both questions and responses to questions. Some of the questions will no doubt require only simple answers; others may be best answered by short articles submitted by *you*!

NECC

This latter column grew directly out of the SIGLogo meeting a NECC at the end of June. Approximately 50 people attended the meeting. We discussed many mutual concerns both for the Logo community as a whole and for *LX* in particular (see Tom Lough's "Monthly Musings" as well as Frank's "Questions Please!" column). Out of those discussions came a commitment from Frank, Donna Rosenberg, and a number of other teachers to share their questions and expertise with other readers of *LX*.

In addition to a productive SIGLogo meeting, there were a number of excellent sessions on Logo. Among these sessions was a panel entitled: "What does it mean to be Logo-like?" As each member of the panel presented his or her viewpoint, it became very clear that Logo is many things to

many people. At one end of the continuum, some felt that Logo-like should mean only Logo because Logo itself is so special and unique. At the other end were those who felt that Logo-like should include anything that had the same underlying philosophy of education as Logo.

What is Logo-like?

Many of us were particularly struck by the remarks made by Terrapin Logo president David McClees at the opening of the panel. He cited five characteristics that he felt were necessary for something to be Logo-like. He said that Logo was

- flexible
- powerful
- open
- exploratory
- forgiving

The first four of these characteristics are commonly cited when discussions about the value of using Logo occur. However, everyone on the panel was struck by the use of the word "forgiving." While we talk about Logo's being user-friendly and providing easy-to-understand error messages, the word "forgiving" is not usually the word we use. Although David says he drew extensively from Brian Harvey's "Why Logo?" article (*BYTE*, August 1982), we all found David's choice of characteristics and examples particularly striking.

Since David's presentation, I have frequently thought about his description of Logo's being forgiving. How delightful! Isn't that really what we love about the way students relate to Logo? It forgives their mistakes, it forgives their misconceptions, it forgives their fear of technology...and on and on. I must also admit that the idea of a forgiving Logo struck me as particularly important as the Logo community grows more diverse. The divergent points of view presented in last May's *LX* as well as the differing points of view of the panel should be viewed as strengths, not weaknesses, by the Logo community (see Doug Clements' "Search and Research" column and Tom Lough's "Monthly Musings" column). As Logo users, we should be as forgiving, open, exploratory, and flexible as Logo itself is.

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Monthly Musing

Come On In! by Tom Lough

Did you watch Roy Rogers cowboy movies when you were young? I did. Roy was a handsome singing cowboy who caught the fancy of a whole generation of youngsters back in the fifties. I remember plunking down many a quarter to view his adventures. (Two bits had a very different meaning back then!) When my childhood idol announced plans to open a chain of franchised fast food restaurants a few years ago, I followed developments with interest. One thing that intrigued me was the invitation to "Come on in!" which appeared in the jingle songs accompanying all of the television commercials. It had a nice comfortable ring to it. It was very...well...very Roy. I went on in and ate at Roy's the other day, and got to thinking about some things.

During the recent SIGLogo meeting held at NECC '90, one of the concerns we discussed was how to meet the needs of inexperienced Logo teachers. As a former *LX* editor, I am quite aware of this concern. It was the most challenging issue I faced during my editorial tenure.

Thinking back to my own early excitement, I can remember how inviting it was to plunge forward into the world of Logo enthusiastically, learning left and right. As my experience grew, so did the complexity of my projects, and the complexity of my writing. All too often, I found that, when I wanted to communicate with less experienced Logo teachers, I had to try harder and harder. Even worse, sometimes these teachers turned away in confusion and frustration, gaining nothing they could use in their classrooms.

I can see now that the spirit of Roy's "Come on in!" was often lacking where new Logo teachers were concerned. The world of Logo users is definitely not a closed society, a small family where everybody knows the punch lines and outsiders are barely tolerated. During the formative years of the *LX*, though, I'd guess that many promising teachers might have felt somewhat unwelcome.

It is absolutely essential that this journal always have something for the beginning Logo teacher. I am thrilled to report the spontaneous formation of a group of Logo teachers who are going to make sure that the spirit of "Come on in!" stays between the lines of this publication. These teachers, coordinated by Donna Rosenberg, want to act both as initiators of articles for beginning Logo teachers and as helpers for those who wish to write such articles. I am confident that this group will make a critical contribution as the year goes on.

As we begin another exciting school year, please consider contributing for beginners an idea, a tip, a brief project report, or a full-page article to the *LX*, your Logo magazine. If you are an experienced Logo user, remember back to your own needs when you were just beginning. If you are just beginning, write something about your current activities. Or, if you are having problems or wish to get some answers to your questions, send them to Frank Corley's new "Questions Please!" column. If more of us do this, I am confident that we will not only begin serving the needs of the beginning Logo teachers more effectively, but will also infuse the *LX* with a more welcome spirit, a warm invitation to "come on in!"

And, if Roy had ever learned Logo, I'm sure he would have added his "FD 100!"

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About the Cover

The fractals on the cover are from the new column, "Extra for Experts." See this column for more details.

Do you have any material that you think should be on the cover of *LX*? Some of your own work? Some of your students' work? We are especially looking for unusual or interesting material for the cover. Send a dark, printed copy to Sharon Yoder at the address given at the end of "From the Editor." Be sure to include a description of how the work was developed, who did it, and a contact address.

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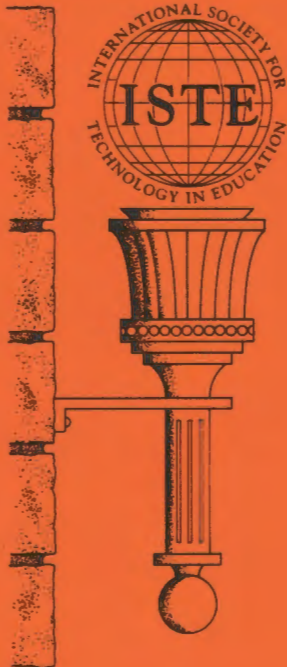
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