Sunny Side Up And To The Left

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"April Comes like an idiot, babbling and strewing flowers."
—Edna St. Vincent Millay, 1921

In honor of All Fools’ Day (albeit a few months late), I would like to suggest some Logo foolery. WHAT? No fools are allowed in your classroom? No foolishness is prescribed in your curriculum guide? Your lesson plans are foolproof? It may be a foolhardy move, but may I humbly suggest:

"To never see a fool you lock yourself in your room and smash the looking-glass."
—Carl Sandburg, 1936

Emoticons are typically used in informal typed correspondence, such as electronic mail. They can also add graphic dimensions to word-processed stories and poems. And, as you may have guessed, they provide a creative Logo list processing challenge.

We can define procedures that output the characters of emoticons as lists.

TO EEK!
OUTPUT [:;:-0]
END

TO BATMAN
OUTPUT [B'^]
END

These procedures can then be used in Logo stories.

TO CLIMAX
PRINT SENTENCE [IT WAS THE MONSTER!] EEK!
PRINT (SENTENCE [BATMAN] BATMAN [TO THE RESCUE!])
END

CLIMAX
IT WAS THE MONSTER! <;:-0
BATMAN B'^) TO THE RESCUE!

A Fool’s Paradise

Emoticon variations can reflect many different humorous themes. Here are just a few that I’ve collected from electronic correspondence.

:-) humorous :/
not humorous
:-D smile!
:-P bleah!
:* oops! (covering mouth with hand)
April 1988

Calling All Fools

Are you interested in helping your students to look sideways? If you will send us printouts of the text faces that you and your students create, we will compile and publish a collection of some of the most original submissions in a future issue of Logo Exchange. Please be sure to include each emoticon “translation,” or label, and the fool’s name who designed it.

Send your creations to:
Judi Harris
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405 Emmett Street
Charlottesville, VA 22903

Here’s hoping that these faces will launch a thousand smiles!

LXionary

by Bill Craig


The article is a short description of one school’s instructional use of computers. The author, the superintendent of Franklin Square School District in New York, cites the inability of his teachers to use skills learned in computer literacy classes and the subsequent decision to devote computer use exclusively to word processing. In response to those who ask why Logo is not being taught, Rubin says

I strongly believe that with the limited computer time available, the improvement of writing skills is more important than learning Logo. There is little evidence that skills used in Logo are transferable to the elementary school curriculum.

My initial reaction was to snicker at such an unenlightened statement. I stopped snickering when I realized that the statement was made by a person of significant responsibility and is probably representative of the opinions of other people with similar decision making power. The statement is indication that the issue of evaluation of Logo is not just a university ivory tower issue. It is indication that evaluation of Logo use is the most important issue the Logo community today faces.

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