Educational Objective: Fun!

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Sharing ideas about the applications of Logo among teachers, students, and other schools has been important to the growth of our Logo program. Ideas are sometimes adopted without change, but more often they're built upon or revised to meet special needs. The more experiences teachers and students have, the better they are at finding new uses for Logo and computers. Creativity flourishes in the Logo environment where the computer truly becomes a tool for the mind.

Elaine Blitman and Barbara Jamile are the K-2 and 3-4 supervisors at the Punahou School in Honolulu, HI. They have been using Logo with young children since 1982. Their CompuServe number is 76067,211.

Logo LinX
by Judi Harris

Educational Objective: Fun!

Did I hear you "harrumphing" as you read this month's subtitle? For shame! Isn't fun in your district's standardized curriculum? It should be. "Go tell my principal," you say? OK. Tell him/her that it's really divergent thinking development, or creative design. But you, your students, and I will know what the real objective is.

Yes, fun can be worked into the traditional curriculum, from kindergarten through graduate school. You already know that. You try your best to make learning fun for your students; isn't that, after all, part of the reason that you use Logo with them? Making an activity fun is an excellent way to motivate learning in all traditional subject areas. But I'd like to look at fun from a different perspective.

If an activity is fun, then it probably fulfills an intellectual, psychological, physical, or spiritual need. This kind of fun isn't manufactured to encourage better spelling or help children to memorize the multiplication tables; it is inherent in the activity itself. If something is fun to do, then I believe that it has a rightful place in a student's schedule.

Is this heretical talk? Not really. Underlying this argument is a very basic assumption: human beings, when provided with a rich environment of possibilities from which to choose, naturally seek out learning experiences that they need. Such Piagetian reasoning must not seem unfamiliar if you have perused the pages of Mindstorms. Learning is an inherently pleasurable, self-fulfilling activity.

Out-of-Line Drawings

Time for some fun with Logo.

What's this?
This fun Logo project was inspired by a wonderful little book by the title of *Droodles*. (Price, R., Los Angeles: Price/Stem/Sloan, 1953.) The original designs for the droodles displayed in this article were taken from the line drawings in that delightful little volume. The author defines a droodle as "a borkey little drawing that doesn't make any sense until you know the correct title." (Price, p. 2.)

By the way: the first design is a "Mended Doughnut." The second one is a "Man in a Tuxedo who Stood Too Close to the Front of an Elevator." As you can see, the droodle is no fun without the label.

"You will find that droodling will help you to withstand the pressures of a troubled and complex world, develop your character and your motor ability, and make you more self-reliant..." (Price, p. 48)

Now, I ask you, who needs any more reason for "having fun" than that?

**Judi Harris was an elementary school computer use facilitator, graduate education instructor, and computer consultant for a number of public and private schools in Pennsylvania. She is now a doctoral student in education at the University of Virginia. Her CompuServe electronic mail address is 75116,1207.**

**MathWorlds**

*edited by A. J. (Sandy) Dawson*

Uri Leron's article, "Logo Today," which appeared in *The Computing Teacher* in 1985, propelled Uri into the limelight within the Logo community. His presence on the West Coast at Berkeley last fall provided an opportunity for an invitation to come to Vancouver and share his current views on Logo with members of the BC Logo User Group. While here, Uri and a number of my mathematics education colleagues had a chance to discuss the topic of the relationship between Logo and mathematics. Those discussions led to my invitation to Uri to write a column about that topic. I also had an ulterior motive in making the request: I am to teach a Logo mathematics course to graduate students during the summer of 1987 (it begins just about the time this column will appear), and I wanted the benefit of Uri's ideas and thoughts on the 'intersection' of Logo and mathematics. I was not disappointed when I received Uri's article, as he has begun to capture some of the mathematical essences inherent in Logo.

**On the Mathematical Nature of Turtle Programming**

*by Uri Leron*

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The invitation from Sandy to write this column gave me an opportunity to reflect once more on what I think is the fundamentally mathematical nature of programming with the turtle. My emphasis will thus be on fundamental processes of mathematical thinking, rather than specific subject matter.

**What's in a Rectangle?**

Let me start by considering a procedure that 11-year olds can typically write on their own after a few weeks (or months) of learning Logo: