10-1988

The Stranger, The Better

Judi Harris
College of William and Mary

Follow this and additional works at: https://scholarworks.wm.edu/educationpubs

Part of the Education Commons

Recommended Citation
The Stranger, the Better
by Judi Harris

"The metaphor is perhaps one of [humanity’s] most fruitful potentialities. Its efficacy verges on magic, and it seems [to be] a tool for creation...."
—Jose Ortega Y Gasset, 1925

Metaphors are fertile seeds for germinating creative writing. Consider, for example, what your students' essays might contain if they were asked to address questions like these:

HOW IS A SAILBOAT LIKE A PAINTBRUSH?
WHICH IS NOISIER: WISHING OR ACTING?
HOW IS RACISM LIKE WEAVING?
WHICH IS LESS TRUSTWORTHY: MEASURING OR SEEING?

In 1968, Synectics, Inc., an independent educational research group, published an excellent set of classroom materials that encouraged the conscious use of metaphor to stimulate creative thinking, and subsequently, original writing. They called the series "Making It Strange," explaining that analogies and metaphors that make the familiar seem strange are powerful catalysts for unique perspectives from which to write.

The Greek-derived term "synectics" refers to joining two superficially irrelevant ideas. Synectics are the bases of metaphor. Four "Making It Strange" workbooks provide classes with guided activities that use different types of analogies as story starters. With a few simple Logo procedures, your students can generate individualized metaphors to inspire their creative writing. And unlike consumable instructional supplies, this type of Logo output is rarely repetitive and never exhausted.

Choices by Chance

The structure of an analogy is simple:

"How is _______ like ________?"

Or, in Logo:

PRINT ( SENTENCE [HOW IS] choice#1 [LIKE] choice#2 "?"

Choices can be nouns or verbs; objects or ideas. Infinite numbers of analogies can be produced by using the RANDOM primitive with just a few question templates.

The well known PICK tool:

TO PICK :LIST
  OUTPUT ITEM ( 1 + RANDOM COUNT :LIST ) :LIST
END

can be used within NOUN, VERB, and IDEA procedures to output choices for analogy templates.

TO NOUN
OUTPUT PICK [[A BALLOON] [A FROG] [A PAINTBRUSH] [A MAILBOX] [A DISHWASHER] [A QUILT] [A TRASH COMPACTOR] [A CARBURETOR] [A MODEM] [A BOOK] [A SPORTS CAR] [A PANDA] [A MUSIC VIDEO] [A NOTEBOOK] [AN ASH TRAY] [A HAMMER] [A POND] [A SAILBOAT] [A COMPUTER PROGRAM] [A TURTLE] [AN AIR CONDITIONER] [A TREE] [A SEASHELL] [AN ELEVATOR] [A SHOPPING MALL] [A BUMBLEBEE] [A CRAB] [A TULIP] [A COBRA] [A MINNOW] [A MIRROR]]
END

TO VERB
OUTPUT PICK [SKIING SWIMMING LAUGHING STUDYING TYPING THINKING PLAYING ACTING SCRATCHING BEING EMBARRASSED PAINTING JOGGING COUNTING DISCUSSING TESTIFYING DISCOVERING SLEEPING COOKING KISSING EATING MEASURING REVISING WISHING GLIDING STRETCHING DANCING GIGGLING SWEATING PASTING TRAVELING WEAVING SEEING SEWING POUNDING]
END

TO IDEA
OUTPUT PICK [DEMOCRACY TRUTH HOPE LOVE HATE FACISM ORDER LEGALITY IMMORALITY RELIGION GOVERNMENT POLITICS GENEALOGY ACADEMIA SEXISM RACISM ENLIGHTENMENT CULTURE MORALITY [THE WORK ETHIC] [AFFIRMATIVE ACTION] INDEPENDENCE LIBERTY FREEDOM INTELLIGENCE FRIENDSHIP INTEGRITY RESPONSIBILITY AWARENESS]
END

When constructed as procedures, these lists are easy to amend according to student interests, current topics of study, or new vocabulary.

Procedures which output lists of these categories:

TO CATEGORIES
OUTPUT [ [NOUN] [VERB] [IDEA] ]
END

TO CATEGORIES2
OUTPUT [ [NOUN] [IDEA] ]
END

can be used to randomly order choice types within question templates. For example:
HOW IS (a noun) LIKE (another noun) ?
HOW IS (verb, ending with -ing) LIKE (a noun) ?
HOW IS (a noun) LIKE (an idea) ?

Productive Procedures
Production of these metaphors is a matter of simple
synectics. In Logo, that is accomplished through random
concatenation.

TO ANALOGY
OUTPUT (SENTENCE HOW IS
 (RUN PICK CATEGORIES) LIKE
 (RUN PICK CATEGORIES) "? )
END

To use this procedure, type:
PRINT ANALOGY

The computer may print:
HOW IS A TREE LIKE A MAILBOX?
HOW IS COOKING LIKE KISSING?
HOW IS HATE LIKE A DISHWASHER?

Other analogy types can be generated easily with similar
procedure structures.

TO COMPARE
PRINT (SENTENCE WHICH IS) COMPARISON ":
PRINT (SENTENCE (RUN PICK CATEGORIES) OR
 (RUN PICK CATEGORIES) " )
END

TO COMPARISON
OUTPUT PICK [NOISIER HEAVIER THINNER [MORE
 IMPORTANT] SLOWER DEEPER HEALTHIER [MORE
 COLORFUL] BRIGHTER SMARTER [MORE HESITANT] [MORE
 POPULAR] [MORE SENSITIVE] [MORE EXPENSIVE]
 [MORE USEFUL] [MORE COMFORTABLE] [LESS
 TRUSTWORTHY] [LESS DEPENDENT] NEEDIER [LESS
 REMOTE] TASTIER [MORE PLUSH] [MORE LOVABLE]
 [MORE DANGEROUS] SHINIER [LESS FRAGILE]]
END

To see an example of this breed of writing idea, type:
COMPARE

The computer may return:
WHICH IS MORE HESITANT: RELIGION
 OR TRUTH?
WHICH IS MORE COLORFUL: LOVE
 OR LIBERTY?

Action-based metaphors can be generated with this proce-
dure:

TO DESCRIBE
PRINT (SENTENCE "DESCRIBE
 (RUN PICK CATEGORIES2) VERB ". )
END

Type:
DESCRIBE

and the computer may show you:
DESCRIBE A MAILBOX BEING EMBARRASSED.
DESCRIBE INTEGRITY GIGGLING.

Assisting (Not Replacing) Thinking
The Logo turtle is often described as an "object to think
with." Simple, carefully crafted Logo tool procedures can
also stimulate thinking. The power of Logo-catalyzed meta-
phor work lies in the computer's patient compliance with the
requests of one student who generates 40 analogies before
finding one that captures her imagination and inspires a
divergent story idea, or those of another who insists upon
changing the contents of the word lists before using the
procedures to find his essay topic. These young authors
would probably be impatient with class-wide uniform writ-
ing assignments, and their teacher probably does not have
enough time to devise and distribute individualized story
starters.

Thoreau said,
All perception of truth is the detection of an
analogy. (1851)

Logo can be used to randomly synthesize analogies, but
only humans can recognize interesting metaphors in com-
puter output and portray them creatively.

The message is clear: it makes more sense to let comput-
ers generate, and people create.

References:
Syntectics, Inc. (1968). Making it strange: A new design for
creative thinking and writing, teacher's manual. New

Judi Harris
621F Madison Avenue
Charlottesville, VA 22903
CIS: 75116,1207
BitNet: jbh7c@Virginia