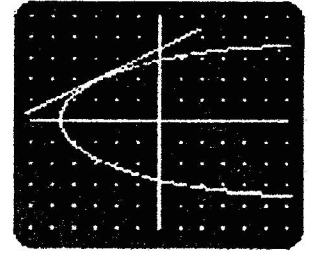


Newsletter

Council for Logo in Mathematics Education



Volume 1 Number 1

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CLIME Is Launched!

The Council for Logo in Mathematics Education is now a reality. The Council's Constitution is reprinted on page 5. Members of the Organizing Committee and Officers of the Council are listed below. Special thanks to all those who have given generously of their time and effort.

Reflections

Logo in the real world....

By Ihor Charischak

Looking over the papers in the program of the forthcoming NCTM Annual Meeting, I noticed the presenters liked to use words such as "tricks", "motivate", "games", and "manipulatives" in their titles. It sounded like preparations for a pep rally. And in a sense it was. The meeting is an event teachers attend to get their batteries recharged.

One reason batteries run low is the feeling many teachers have of feeling trapped by the curriculum. Often I have heard said, "I would

continued on page 2

From the Editor

The purpose of this Newsletter parallels that of the Council. It is to enhance the effectiveness of our teaching of mathematics through the use of the Logo language and the teaching philosophy it has come to represent. It is to recognize clearly what our needs are, and to provide responses in useful form. As editors, we intend to report on relevant research, activities, seminars, and publications, as well as encourage discussion of ideas, contexts, methods, curricular components, and policies that channel our enthusiasm for Logo into more effective mathematics teaching.

In this issue, Ihor Charischak leads off with a major point. In

"Orbits", he demonstrates it is possible to be more *interesting*, it is possible to set up the "aha's" of discovery, in very simple contexts. It is certainly one of our aims to help make this a routine occurrence.

Richard Binswanger shares his insights with us after four years as computer coordinator in a K-12 school teaching Mathematics with Logo in a laboratory setting. He addresses some practical and policy aspects of what has turned out to be a slow process of encouraging the teaching of math with Logo among his colleagues.

Your editor describes his own

continued on page 2

Organizing Committee

Michael Battista

Logo-Based Geometry Project
Kent State University
404 White Hall, Kent OH 44242
216-672-2292 (2496)

Richard Binswanger (Ass't Editor)

Agnes Irwin School
POB 407, Rosemont, PA 19010
215-525-8400

Allison Birch

Terrapin Inc.
222 Third Street
Cambridge, MA 02142

George Bright (NCTM Liaison)

University of Texas
Dept. of Curriculum and Instruction
Houston, TX 77004 713 749 1655

Ricky Carter (Advertising)

Leslie College
29 Everett Street
Cambridge, MA 02238

Ihor Charischak (Chairman)

445 Broadway
Hastings on Hudson
NY 10706
914 478 0242

Douglas H. Clements

Logo-Based Geometry Project
Kent State University
401 White Hall, Kent OH 44242
216 672 2292 (2496)

Paula Cook

2617 Bellows Drive
Wilmington DE 19810

A.J. (Sandy) Dawson

(Telecommunications Bulletin
Board: CLIME On-Line)

Simon Fraser University
Vancouver, B. C., V7G 1B9 Canada
604 291 3395/4326

Susan Paalz Scally (Advertising)

Atlanta-Emory Logo Project
Emory University Division of
Education

201 Fishburne Bldg
Atlanta GA 30322

Chuck Thompson

University of Louisville
School of Education
Louisville, KY 40292
502 588 6431

Reinhold Wappler (Editor)

252 Carter Street
New Canaan CT 06840
203 966-3688

John Van de Walle

Virginia Commonwealth University
Box 2020
Richmond VA 23284