Profiles

Joan C. Zimbardi (Tallmadge High School, Tallmadge, Ohio) attended the Institute for Secondary Mathematics and Computer Science Education at Kent State this past summer and began to learn how Logo can be used to teach mathematics on a secondary level. She is interested in knowing how others are using the program to teach math.

Joanne Espinosa (The Birch Wathen School, New York, NY) has been a teacher of science, computers, and Logo for the past 12 years. She loves working with Logo and enjoys stimulating children to do the same.

Karl Ting (Morgan Hill Unified SD, Morgan Hill, CA 95037) is a secondary level math and computer science teacher whose main interest is to increase the use of Logo in teaching intuitive Geometry by creating microworlds. He is currently using Prolog's inference capability to illustrate deductive reasoning in Geometry, but would like to use a more friendly interface like Logo. He is particularly intrigued with Logo's recursive capabilities.

Richard T. Gianni (Aiken Prep School, Aiken, SC) is a teacher of mathematics and computers who is interested in implementing a concurrent math and computer program at Aiken which includes Logo. Before entering the teaching profession, Richard was a manufacturing and industrial engineer.

Mary Fraces Tapscott (Manzano Day School, 1801 Central Ave. NW, Albuquerque, NM 87104) is director of computer studies and mathematics. Her previous experience includes being a staff member of the Madison Project and MINNEMAST project. She finds Logo to be an excellent vehicle for children to practice and learn problem solving skills. The students at her school have explored pig latin and tesselations with Logo.

Alan R. Laing (Lakewood Bd. of Ed., Lakewood, OH 44107) is a math teacher who learned about Logo at the mathematics teachers institute at Kent State and would like to communicate with other teachers about Logo.

David McClees (Terrapin, Inc., 400 Riverside St., Portland, ME 04103) has returned as President of Terrapin Logo, Inc. David had originally started the company back

Research Highlight: The subject matters

Does good teaching lead to student empowerment? "It depends on what you mean by good teaching," says Susan Stodolsky of the University of Chicago. "If you mean that the teacher is well organized and in control then it does *not* necessarily follow that students will be engaged in their work." What she discovered from her two year study of of math and social studies lessons in 39 fifth grade classrooms was that there were certain kinds of activities, regardless of which teacher initiated them, that elicited high levels of attentiveness. Students became most attentive and engaged when the intellectual challenges were greatest and when they collectively determined the pace of the activity-conditions most likely to be met during the cooperative activities or projects in social studies classes. Being well managed and organized does not necessarily engage students in their work. Her major finding which she documents in her book *The Subject Matters (Chicago: University of Chicago Press, 1988)* is that when teachers shifted what they taught they also changed the way they taught. She found more varied instructional arrangements in social studies than in math. Most of math time was spent on doing repetitive exercises from a textbook. The implication here is that if we are to make mathematics become more meaningful, we have to teach it more like we teach social studies.

in 1977 when Terrapin was producing floor (robotic) Turtles. In the interim, David's brother Jock, had built the company into a major developer of quality educational software. Jock has left to pursue graduate studies, so David is now at the helm. He assures Terrapin customers that Terrapin will continue to offer quality software and support. Δ