

# Council for Logo in Mathematics Education

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Dear Colleague,

Enclosed you will find our special microworld issue of the CLIME News. We hope that it will give you some new ideas for using Logo in the math classroom.

Since the last time I "spoke" to you, I attended the National Council of Teachers of Mathematics (NCTM) Annual meeting in Orlando, Florida. I had two reasons for going. First, CLIME would officially become an affiliated member of NCTM and we would get to participate in the delegate assembly meeting. Second, I wanted to find out why there were so few Logo sessions in the program (Only 4 in Orlando, down from 17 in '88, and 25 in '87).

When I arrived in Orlando, I went directly from the airport to the Delegate Assembly meeting which was in progress. I was hoping to catch George Bright, our NCTM rep, share his vision of Logo with the other members of the delegate assembly. Instead, he made a pitch for the use of technology in the classroom. I scratched my head and wondered why that still needed to be said. Didn't the *Standards*<sup>1</sup> (NCTM's answer to what needs to be done in math education) say that technology was important? And doesn't everyone at this meeting know that simple fact? Apparently not. The reality seems to be that too many math educators still do not know about the value of technology. After the meeting, George pointed out to me that only 71 of the 633 sessions at this conference had a technology theme. The real kicker for me was when I found out that NCTM was no longer doing "hands on" computer workshops at their annual meetings. Apparently, it a logistics nightmare for the organizers. It seemed to me a great irony that at this conference where everyone is saying that we have to meet the Standards, there is a subtle disregard for one of the standards main tenets.

*"The thoughtful and creative use of technology can greatly improve both the quality of the curriculum and the quality of children's learning. Integrating calculators and computers into school mathematics programs is critical in meeting the goals of a redefine curriculum." (p. 19)*

I shared my concerns at a meeting of conference organizers and they were surprised with my statistics and assured me that it was not intentional. They suggested that I contact the program chairpeople of the 1991 conference (the 1990 conference is already set) and make my concerns known to them. I will definitely do this.

One of the ways that we can help to make more teachers aware of the power of technology and Logo in math education is to share what we do with a larger audience. NCTM has made it a bit easier for us to get on the program of national and local math conferences. (See enclosed speaker form.) If you are interested in speaking or know of someone who is, fill out this form and send it to NCTM.

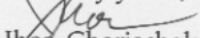
Your articles, letters to the editor, book reviews, microworlds, etc. for the CLIME newsletter will also make a difference. We look forward to your contributions no matter how small they are.

Putting together a newsletter is a time consuming task that is clearly a work of love since no one is being paid to do it. If you have some time to devote to helping us put together the next issue it would be most welcome!

## Final thought.....

I went to Orlando looking for some answers to some questions and came back with a renewed sense of my vision and a mission. I became more aware of how the computer (and Logo, in particular) can help children to discover that mathematics can be interesting, useful, and empowering. At the same time I realized how tempting it is to just be comfortable, avoid the hassle of computers, and just teach math the way its always been taught. But that is the seduction of mediocrity. I don't want to fall in that trap. So I will continue to challenge myself to look for creative ways to make mathematics come alive for children. And I look forward to your partnership in working towards improving the quality of mathematics education.

Sincerely yours,

  
Ihor Charischak

Chairman, Council for Logo Mathematics Education