

President's Message from page 1

Logo and Logo-like products in the last few years what does it mean to support the Logo community? (LCSI's newest kid on the block MicroWorlds doesn't even have Logo in the title anymore!)

I suppose if I were a Muslim a trip to Mecca would have been in order. Instead, I did something as spiritual and much cheaper. I read *The Children's Machine*. And it worked! I got back in touch with what it means to be doing "Logo". Papert reminded me (again) that the ultimate goal of mathematics education should be to have students fall in love with math and that Logo is just a vehicle to get there. Papert talks about *bricolage* a French word which is a metaphor for a style of learning which is akin to the old fashioned traveling tinker, a jack of all trades who uses a variety of tools depending on the job at hand. So a *bricoleur* is one who likes to engage in fixing and improving mental constructions. That sounded to me like the profile of a typical Logo user. So it makes perfect sense that such a person would use other tools as well.

10 years ago our access to software tools was limited, that's why Logo became such a instant hit. But today there are other exciting Logo-like tools and there will be even more in the future. What's great is that we have these tools to help us gain more insights into mathematics and to share our excitement with our students in hope that working with these tools will

instill the bricoleur spirit in them.

So CLIME will continue to support this spirit of Logo by encouraging the use of a family of excellent software tools that fire children's imagination and to bring this message to the larger mathematics community in as many ways as possible. (See our mission statement below.)

Rec Lab... from previous page

rectangles they could construct where the area is equal to the perimeter. They set to work immediately, and after about 20 minutes had discovered the first two: Rect 4 4 4 4 and Rect 3 6 3 6 (We didn't count Rect 6 3 6 3 because it was the same as Rect 3 6 3 6 turned sideways.) However, my students got stuck there. As the others finished, they joined in the search, but to no avail. By this time, many of them were just writing numbers down in their notebooks, searching for the elusive rectangles. I assigned it for homework, offering a prize to whom-ever could find the most rectangles with this property.

The following day I asked my students to list all the rectangles they had discovered, but they stuck with the original two. I was sure that they had just taken

Continued on next page

Mission Statement

You might have noticed that our organizational name has changed to reflect our new attitude about the purpose of this organization. Our current mission is:

- 1) to promote the possibility of having teachers and students fall in love with mathematics with the help of a family of powerful software environments which includes the various dialects of Logo. (Also to look at the GSP community not as rivals, but as partners in this journey.)
- 2) to share with the larger mathematics community our vision of Logo and how technology can make a significant difference in their lives. This is done by sharing your ideas at meetings, conferences, etc.
- 3) be a catalyst for the role of technology in achieving the vision of the Standards and encourage NCTM to continually demonstrate that the use of technology should be at the forefront of the reform movement.