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Sunny Side Up And To The Left

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Logo LinX

to the Left

Sunny Side ∇ p Judi Harris

*"April Comes like an idiot, babbling and strewing flowers."
—Edna St. Vincent Millay, 1921*

In honor of All Fools' Day (albeit a few months late), I would like to suggest some Logo foolery. WHAT? No fools are allowed in your classroom? No foolishness is prescribed in your curriculum guide? Your lesson plans are foolproof? It may be a foolhardy move, but may I humbly suggest:

*"To never see a fool you lock yourself in your room and smash the looking-glass."
—Carl Sandburg, 1936*

Slanted View

What is the difference between these two electronic mail messages?

```
Subject: Project Grading
From: Glen
Date: April 1, 1988
To: Judi
```

Judi,

About the assignments to grade: Let's toss 'em down the stairs & the ones that get nearest the **bottom** get the highest grades. (You did say grading was subjective.)

Glen

```
Subject: Project Grading
From: Glen
Date: April 1, 1988
To: Judi
```

Judi,

About the assignments to grade: Let's toss 'em down the stairs & the ones that get nearest the **bottom** get the highest grades. (You did say grading was subjective.)
;-)

Glen

After reading the first message, you may have thought that this professor was somewhat unfair in his evaluation practices. But after reading the second version, if your view was properly slanted, you would probably conclude that he was temporarily under the influence of Poe's Imp of the Perverse. The discerning

factor, of course, was the strange symbol at the end of his suggestion. Still don't see it? Just tilt your head to the left until you see a familiar face.

Face It

Funny faces, made of text characters, and seen when looking sideways, can punctuate sentences with humorous emotion. These symbol collections are also called "emoticons," or

"...[figures] created with the symbols on a keyboard that [are] read with the head tilted to the left. Used to convey the spirit in which a line of text was typed."

—CompuServe data library

Emoticons are typically used in informal typed correspondence, such as electronic mail. They can also add graphic dimensions to word-processed stories and poems. And, as you may have guessed, they provide a creative Logo list processing challenge.

We can define procedures that output the characters of emoticons as lists.

```
TO EEK!
  OUTPUT [ <:-O ]
END
```

```
TO BATMAN
  OUTPUT [ B^ ) ]
END
```

These procedures can then be used in Logo stories.

```
TO CLIMAX
  PRINT SENTENCE [IT WAS THE MONSTER!] EEK!
  PRINT (SENTENCE [BATMAN] BATMAN [TO THE
    RESCUE!])
END
```

```
CLIMAX
IT WAS THE MONSTER! <:-O
BATMAN B^ ) TO THE RESCUE!
```

A Fool's Paradise

Emoticon variations can reflect many different humorous themes. Here are just a few that I've collected from electronic correspondence.

```
:-) humorous           :/) not humorous
:-D smile!             :-P bleah!
:-* oops! (covering mouth with hand)
```

```

:-i  smoking           :/i  no smoking
:-X  kiss              :-B  overbite
:-J  tongue-in-check  :* ) clowning around

```

Emoticons can also represent famous personalities.

```

P-)  Bluebeard        :-}  Count Dracula
=|:-)= Uncle Sam     7:)  President Reagan

```

"The features of our face are hardly more than gestures which have become permanent."

———Marcel Proust, 1913

Sidekicks

Emoticons can be generated at random with a few simple Logo procedures. Their "translations," of course, are left for your students to discern.

Using Bull and Cochran's PICK procedure,

```

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

```

text character facial features can be chosen at random,

```

TO EYES
OUTPUT PICK [ : ; & % | ]
END

```

```

TO NOSE
OUTPUT PICK [ - * ^ " > @ ]
END

```

```

TO MOUTH
OUTPUT PICK [ ) ( # P O X []=] B E I |~ ]
END

```

and then concatenated into complete emoticons.

```

TO FACE
PRINT (WORD EYES NOSE MOUTH )
END

```

```

REPEAT 3 [FACE]
|^#
%-B
:@(

```

Calling All Fools

Are you interested in helping your students to look sideways? If you will send us printouts of the text faces that you and your students create, we will compile and publish a collection of some of the most original submissions in a future issue of *Logo Exchange*. Please be sure to include each emoticon "translation," or label, and the fool's name who designed it.

Send your creations to:

Judi Harris
287 Ruffner Hall
University of Virginia
405 Emmett Street
Charlottesville, VA 22903

Here's hoping that these faces will launch a thousand smiles!

LXionary

by Bill Craig

"Computers: A Contrary View" by Howard Rubin, February, 1988.

The article is a short description of one school's instructional use of computers. The author, the superintendent of Franklin Square School District in New York, cites the inability of his teachers to use skills learned in computer literacy classes and the subsequent decision to devote computer use exclusively to word processing. In response to those who ask why Logo is not being taught, Rubin says

I strongly believe that with the limited computer time available, the improvement of writing skills is more important than learning Logo. There is little evidence that skills used in Logo are transferable to the elementary school curriculum.

My initial reaction was to snicker at such an unenlightened statement. I stopped snickering when I realized that the statement was made by a person of significant responsibility and is probably representative of the opinions of other people with similar decision making power. The statement is indication that the issue of evaluation of Logo is not just a university ivory tower issue. It is indication that evaluation of Logo use is the most important issue the Logo community today faces.

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