From mas at wellthot.com Thu Apr 19 09:26:10 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

I talked to the director of the public library in Glen Ellyn, IL about
using their computer lab to host some Squeaking sessions. After I explained
a bit about Squeak, the director suggested that I develop an outline for a
Squeak course to be offered this summer at the library for 5th-8th graders.

Can anyone suggest suitable lessons and activities in Squeak for such a
course?

It appears there are 6 PCs in the lab. Do others think I should I aim for 6
or 12 students per session? I was wondering if anyone has experience with
solo vs. pair programming at this level.

I appreciate your insights!

-Mark Schwenk
  WellThot Inc.

From John.Maloney at disney.com Thu Apr 19 11:46:39 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

B.J. Conn, a teacher at the Open Charter School in Los Angeles (a public
magnet school) has been using Squeak in her classroom for the past two
years. She has enough computers to have one kid per computer, and it
works very well.

On May 1st, I'm going to try teaching a 40 minute introduction to Squeak to
several classes of fifth graders. We don't have enough comptuers to go around,
so I'm planning to have kids work in pairs and take turns. I can let you know
how that works out. (It will be my first time teaching Squeak, and I'm a
programmer, not a teacher, so I think I will make many mistakes.)

My suggestion is to start with 6 kids and see how it goes. If you are the
only person teaching, this also gives a better student/teacher ratio.

I think B.J. may be able to help you with the course outline. How many
class meetings will you have, and how long per session?

        -- John

P.S. B.J. I cc-ed you in case you are not yet on the Squeakland mailing list.

From Origbj at aol.com Thu Apr 19 22:55:53 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

My name is BJ Conn and I teach 4th and 5th grade at the Open Charter School.
I have had 2 years experience using Squeak in my class of 62 kids. I would
suggest that you work with the kids in pairs as it is great when they can
problem solve together. I have some activities you might be interested in,
but one in particular that involves creating a car and programing the car to
drive itself along a road, leads to the kids creating their own race car and
racing against each other. It is really motivating for the kids and could be
great for your age group as well.

From mas at wellthot.com Thu Apr 19 23:56:56 2001

Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking
In-Reply-To: <v03007807b704d27098e4@[206.16.10.107]>

I'd like to hear how it goes. I'm curious to know what you plan to cover in
your session.

I would like to be able to come up with something that opens kids minds to
some of the possibilities of Squeak and helps them accomplish something
with it.

>My suggestion is to start with 6 kids and see how it goes. If you are the
>only person teaching, this also gives a better student/teacher ratio.

In a follow up post after yours, BJ suggests pairing up, which was my
inclination. I really enjoy pair programming but wasn't sure about the
benefits or drawbacks in an educational setting. Although the following
remark by Brad Appleton that I read today on the chicago-agile-dev list
suggests that programming in general can be looked at as a learning
experience:

It has to do with
rejection of the whole "software as manufacturing" model and
acknowledging that it is more about exploration/experimentation
(software is executable "knowledge" so the software development
process itself is more about learning and knowledge acquisition
than it is about codifying stagnant, passive (and out-of-date)
instructions that some architect threw over a wall as a bunch
of lines and circles :-)

>I think B.J. may be able to help you with the course outline.

That would be great!

> How many
>class meetings will you have, and how long per session?

I'm not sure at this point--I'd like it to be in-depth enough so that the
kids have the inspiration, confidence, and knowledge to do some more
exploration on their own after the course is over. But then I'm an
optimist--aren't all programmers?

-Mark Schwenk
   WellThot Inc.

From mas at wellthot.com Fri Apr 20 00:19:39 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

At 4/19/2001 08:55 PM, Origbj@aol.com wrote:
>My name is BJ Conn and I teach 4th and 5th grade at the Open Charter School.
>I have had 2 years experience using Squeak in my class of 62 kids.

It sounds like I found the right person who could help me start my teaching
career with Squeak!

> I would
>suggest that you work with the kids in pairs as it is great when they can

>problem solve together.

That feels right to me, based on my experience programming with others.

> I have some activities you might be interested in,
>but one in particular that involves creating a car and programing the car to
>drive itself along a road, leads to the kids creating their own race car and
>racing against each other. It is really motivating for the kids and could be
>great for your age group as well.

I saw Alan demo Chyan & Janae's RoboCars during his recent keynote talk at
Smalltalk Solutions. It looked like a fun project for the kids.

In addition to the activities, I was wondering what related concepts to
present and how to best present them to children.

I'm trying to get a feel for what format would work well for a course
offered in the summer, where kids have more time to spend thinking about
new ideas but where people might be coming and going on vacation. Should I
do a more intensive series over a two week period or perhaps once a week
for four weeks? My wife, Susan, suggests that sessions should be no more
than two hours in length.

How long are your Squeak sessions in your classes? Do single activities
take more than one session to complete?

By the way, I'd like to explore the guided tour of the experience at the
Open Charter School at http://squeakland.org/learn/elementary.html. Will
this be available soon? Although many project links are active on that
page, the guided tour is not yet active.

So BJ, how is the Elementary Squeaking textbook coming along? You are
working on one, I hope! Can I see your rough draft? :-)

-Mark Schwenk
  WellThot Inc.

From johns at cogent.net Fri Apr 20 16:17:41 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

Hi, Mark,

I've been observing BJ Conn's class. She'll be able to give you specifics,
but I have a couple of general thoughts.

Think about what you want the kids to get. Squeak can be an introduction to
programming, or a way to explore another subject such as math, or a way to
have fun making cool things, or a way to explore and experiment. Some of
each of these things can happen, but you and the kids will probably be
happier, and your activities will be more effective, if you know what you
want to accomplish and what you want the kids to accomplish.

One way of teaching that has worked well: at the beginning of a session do
a short demonstration for all the kids, showing them the activity before
you turn them loose to do it. That way if there are any unfamiliar skills
or concepts needed for success, you can introduce them while giving
everybody a feel for the activity.

Don't be shy about having them try something off the computer in order to

understand a concept. For example, kids were trying to figure out how to get an object to move so it would draw a square. They had a surprising amount of trouble with this until BJ asked everybody to watch while one kid stood and walked a square on the floor. Then everybody had to think about what instructions to give that kid if he didn't know how to walk a square. They wrote the instructions on slips of paper and handed them to the walker one by one. It was easy to see right away when there was a bug (as long as the walker only followed the instructions and didn't use intuition!) This activity seemed to help the kids immensely. Sometimes seemingly small leaps of understanding--especially about abstractions like heading--are actually quite large leaps for kids. Putting it into their bodies really helps.

Iit's good to have plenty of help available for the kids--especially at the beginning. So that means you should have a small group or some assistants. Any computer activity involves confusions and missteps, and Squeak is a research system so there are even more possible confusions and blind alleys.

Working in pairs is very fruitful. Conversation and collaboration help to make the learning more explicit, and of course the kids can help each other.

Good luck!

        John

From Origbj at aol.com Sat Apr 21 01:41:06 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

Mark:

    In thinking about the concepts that I needed to present my children with, prior to teaching them a new idea or concept in Squeak, I think about my math standards. In the case of the car scenario, I used what they had learned about mean, mode, median and range, and how I could incorporate this concept into what I wanted them to create in Squeak. I needed them to understand the concept of random and random numbers and what a "variable" was. This is some pretty sofisticated stuff and Squeak gave the children a means to use some abstract concepts in a meaningful way.. I would be happy to send you the lessons that I used with the kids if you want. Of course they are only the Squeak lessons. The math concepts were simply part of my math curriculum.

Best,
B.J. Conn

From csawtell at xtra.co.nz Mon Apr 30 21:08:14 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Where are the rules for this list?

Greetings,

  Is this the list for _absolute_ beginners at squeaking?

  I feel a total nitwit because I can't find any instructions which tell me how to load a text file containing a Squeak program into the image.
Take it gently now, while I have been at these dumputers for 30 years I've never seen anything like, or as exciting as, Squeak.

 Help!

Sincerely etc.,

```
 NAME       Christopher Sawtell
 CELL PHONE 021 257 4451
 ICQ UIN    45863470
 EMAIL      csawtell @ xtra . co . nz
 CNOTES     ftp://ftp.funet.fi/pub/languages/C/tutorials/sawtell_C.tar.gz
```

From JArchibald at aol.com Mon Apr 30 06:56:57 2001
Date: Fri Apr 18 13:19:12 2003
Subject: *absolute* beginners at squeaking -- Was: Where are the rules for
this list?

=> 4/30/01 4:08:31 AM EDT, csawtell@xtra.co.nz =>
<< Is this the list for _absolute_ beginners at squeaking?

I feel a total nitwit because I can't find any instructions which tell me
how to load a text file containing a Squeak program into the image. Take it
gently now, while I have been at these dumputers for 30 years I've never
seen anything like, or as exciting as, Squeak. >>

<< Where are the rules for this list? >>

RULES ?! RULES ?!   We don't need no stinking rules ! ! !

:-) All kidding aside, in addition to all its other functions, this mailing
list is also the appropriate place for questions from absolute beginners.
Certainly for ones who have been working with computers for 30 years.

Concerning loading of a text file ... typically programs in Smalltalk (Squeak
is a Smalltalk development environment) are programmed and developed within
the Smalltalk environment itself. In Squeak, the background menu point
"open..." and then "browser" will bring up the primary code inquiry/program
development tool. When you "change" a piece of code (a method they are
called) and choose "accept" in the "code pane", the change is compiled and
the resulting change in behavior is part of your new world. Check out
factorial for example in class Integer (trial expression of '5 factorial',
'10 factorial' etc.) then change the factorial code to mean (for example) '2
to the', and see what that does.

However, occasionally we bring in a group of method and class definition as a
file. This is how changes are distributed to others, for example. In such a
case, we open a tool called the 'file list' -- sequence is "background
menu>>open...>>file list". Then one selects a file, in the list of file
names, and the menu point "fileIn" will evaluate the entire file, generating
whatever method or class changes which result.

Don't hesitate to ask your questions here. Newcomers are certainly welcome
and keep those more experienced on their toes. Try to read the submissions of
others, as many others here are relative beginners also.

Check the pointers starting from http://squeak.org (particularly the Swiki,
at http://minnow.cc.gatech.edu/Squeak) and you may find that many of your
questions may have been answered already.

Good luck,
Jerry.

_____

Jerry L. Archibald
systemObjectivesIncorporated
_____

From JArchibald at aol.com Mon Apr 30 07:10:32 2001
Date: Fri Apr 18 13:19:12 2003
Subject: Where are the rules for this list?

Well, I've just made my first error reply to this list. Arrgghh!

I naively thought I was replying to the Squeak Mailing List. What I said
previously applies to that list.

Squeakland.org is new, and as far as I know, has not been formally
announced. So what its function, community, and future is may have to play
out for a while.

I can say this much: at the current time, the Squeakland mailing list has not
generated much traffic.

Those who are interested in Squeak, and how one develops material using
Squeak, particularly those having a programming background and/or
orientation, would probably benefit from some exposure to the primary Squeak
communication resources (Squeak.org as a starting point, along with the
Squeak Mailing List which contains the day to day conversation of Squeak
explorers and researchers, and the Squeak Swiki (minnow.cc.gatech.edu/Squeak)
which contains a more distilled and organized compilation of Squeak
information).

I would be interested in seeing posting to this Mailing List by the
originators of Squeakland.org, as to what their opinions are on submissions
to the mailing list, and also pointers on Squeak development approaches
considered appropriate for beginners.

Good luck,
Jerry.

_____

Jerry L. Archibald
systemObjectivesIncorporated
_____

From Alan.Kay at disney.com Wed May 2 15:12:06 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Squeakland.org

Squeakland.org

As all of you know, Squeakland.org is currently "under construction"
and due to open "any week now". Our plans have been to have at least
three sites, one for each of the authoring environments in Squeak
that we've been working on. So:

   * Squeakland.org is primarily for children, parents and teachers
who use "etoys"

   * SqueakOmni.org is for "Omniuser Squeakers" -- sort of from
Hypercard to Lingo and beyond

* Squeak.org is for "Expert Level" Squeakers -- the bolts, nuts and
guts of the system

The middle site and the middle authoring environment are quite a few
months away from birth.

The first goals for Squeakland.org are to make sure that the plugin
can be downloaded and run everywhere with as little difficulties as
possible. We enlist your aid to help do these tests.

The mailing list -- squeakland@squeakland.org -- is hoping to attract
people who are interested in elementary education and play and how
computing might enhance them. Specifically, we are looking for enough
day to day users of the site to create a forum for our next stages,
which include a sample curriculum, and the next round of etoys. It
would be nice to generate about10-50 emails a day about these issues.
We at SqC plan to develop a trial curriculum this summer with several
teachers that we've been working with, and we will do most
correspondance using squeakland@squeakland.org.

Though an important part of this mailing list is to get bug reports,
we plan to copy all technical emails to the regular Squeak mailing
list. Squeakers, please don't scare off the parents and teachers --
after the children, they are our main intended users.

We will send out quite a bit more information about how to use the
site as it gets closer to completion. For now, please try downloading
the plugins and then try navigating around, both at the top HTML
level of the site, and the entirely within Squeak levels below.

Cheers,

Alan

From Michael.Rueger at disney.com Wed May 2 19:41:29 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Welcome to Squeakland

Hello. You've received this email because you have expressed interest in
Squeak and have visited http://www.squeakland.org. If you have not been
to the site recently, it's time to visit again!

The Squeak "Plug-In" is ready for your download to the Mac OS or Windows
platform.   Please take the time to download Squeak and explore the
existing games and projects. Squeak and Squeakland are by no means
finished. We'd love your comments and feedback.   Squeak is the
development of many people spread around the world, all of whom have
something in common -- the desire to create dynamic media based on
compelling content. Many of us are interested in creating this media to
amplify learning and to enable a deeper understanding of powerful ideas.

Squeak, Squeakland.org and the Squeak community will evolve, grow and
improve. Bear with us as we explore and enter into new domains of media,
and please join us in creating new models for learning and creativity.

Once you have installed Squeak on your computer, use the gold "navigator
bar" to "escape from browser" and free yourself of your internet broswer's
borders so you can fully immerse youself in a Squeak environment --

don't worry, you can return to your browser simply by clicking the button
labelled "browser entry" on the navigator bar.

We invite you to become part of our community and help us to understand
what it means to be an author of new media in the 21st century.   We
welcome your play, your participation, your comments and your creations.

Keep on Squeaking!

From John.Maloney at disney.com   Thu May 3 10:06:45 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

Mark,

Scott Wallace and I recently taught 3 classes of 33 kids at a local elemantary
school's "Discovery Day". The first two classes were fifth graders, the last
class was sixth graders. We worked throught the "Drive-a-car" example.
Our experiences strongly supports John Steinmetz's observations of the
Open School classes. In particular:

Re:
>One way of teaching that has worked well: at the beginning of a session do
>a short demonstration for all the kids, showing them the activity before
>you turn them loose to do it. That way if there are any unfamiliar skills
>or concepts needed for success, you can introduce them while giving
>everybody a feel for the activity.

We actually taught one of the first two classes with an up-front demonstration
and one without it. Even though the up-front demo takes an extra five minutes
(out of 40 minutes), the class with the demo got further. We decided to
teach the final group with the demo and that class also got further. One
practical thing about an up-front lecture/demo: that's the only time you
really
have the full attention of everyone in the class. After they start their
projects,
some of them will always be distracted when you ask for their attention.
In fact, we asked them to not even start up Squeak until we'd finished the
initial demo and introduction, and that was a good idea.

Re:
>Iit's good to have plenty of help available for the kids--especially at the
>beginning. So that means you should have a small group or some assistants.
>Any computer activity involves confusions and missteps, and Squeak is a
>research system so there are even more possible confusions and blind alleys.

Scott and I were only two "teachers" for 33 kids who had never seen Squeak.
I thought it would be a chaos. Actually, it worked better than I expected, in
part because we only had 18 computers, so kids worked in pairs. That
meant you could help two kids at once, and often one of the two would
understand your suggestions quickly. In contrast, we recently taught 14
kids who had never seen Squeak at Disney's "Bring your child to work day"
and we had about seven teachers. In that situation progress was very fast,
because kids who were stuck got immediate attention. However, I don't
believe that many teachers is necessary. I thank that if Scott and I had just
one more assistant, it would have been optimal: one teacher for every six
pairs.
(Actually, one might say it is the computer/teacher ratio that matters! You
want that ratio to be under six for maximum progress.)

Your original posting said there were six PC's in the lab. I think that's
about the max for a single teacher, but there should be no problem
with pairing up two kids per computer. If you do this, I'd limit it
to 10 kids on 5 computers, at least for your first time. That would
also leave one machine available as your "demo" machine. You also
said it would be open to kids from 5th-8th grade. We had
that same span for the "Bring your child to work day". In that case,
the eighth grader was noticably faster and more self-sufficient than
the youngest kid. If that happens in your class, you could recruit the
fastest kids as teachers.

Good luck!

        -- John

From Alan.Kay at disney.com Thu May 3 10:57:30 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking
Squeakland.org

As all of you know, Squeakland.org is currently "under construction"
and due to open "any week now". Our plans have been to have at least
three sites, one for each of the authoring environments in Squeak
that we've been working on. So:

    * Squeakland.org is primarily for children, parents and teachers
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Hypercard to Lingo and beyond

    * Squeak.org is for "Expert Level" Squeakers -- the bolts, nuts and
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The middle site and the middle authoring environment are quite a few
months away from birth.

The first goals for Squeakland.org are to make sure that the plugin
can be downloaded and run everywhere with as little difficulties as
possible. We enlist your aid to help do these tests.

The mailing list -- squeakland@squeakland.org -- is hoping to attract
people who are interested in elementary education and play and how
computing might enhance them. Specifically, we are looking for enough
day to day users of the site to create a forum for our next stages,
which include a sample curriculum, and the next round of etoys. It
would be nice to generate about10-50 emails a day about these issues.
We at SqC plan to develop a trial curriculum this summer with several
teachers that we've been working with, and we will do most
correspondance using squeakland@squeakland.org.

Though an important part of this mailing list is to get bug reports,
we plan to copy all technical emails to the regular Squeak mailing
list. Squeakers, please don't scare off the parents and teachers --
after the children, they are our main intended users.

We will send out quite a bit more information about how to use the
site as it gets closer to completion. For now, please try downloading
the plugins and then try navigating around, both at the top HTML

level of the site, and the entirely within Squeak levels below.

Cheers,

Alan

From Alan.Kay at disney.com Thu May 3 10:59:57 2001
Date: Fri Apr 18 13:53:19 2003
Subject: General purpose of Squeakland.org

Squeakland.org

As all of you know, Squeakland.org is currently "under construction"
and due to open "any week now". Our plans have been to have at least
three sites, one for each of the authoring environments in Squeak
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Cheers,

Alan

From dave_master_edu at yahoo.com Thu May 3 12:28:40 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

This issue you've uncovered and focused on, I think, is one of the most central issues in education, curriculum design and teaching. I've struggled, and continue to struggle, with this delicate balance and "dance" of exploration and instruction every day. I don't have any pat answers, nor do I think there are any;but I'll share my experience struggling with it...here 'goes...

I have scaffolded this issue from a number of directions over the years...I personally don't feel it is an "either/or" proposition; at least from my experience. I agree that if students whom are introduced to a demo may "get farther", if "farther" is defined in a certain manner and, if "farther" is our goal. But, first we should determine what "farther" is and if it is always desirable.

I've found that a steady diet of direction at the outset of activities cripples students in other ways later on...in ways that traditional schools fail to measure, or seem to care about. Having the students try to apprehend something initially, and trying to comprehend it for themselves, constructing their own initial conceptualization to test in demonstration first to their friends and trusted peers...being allowed to look over one another's shoulder and "cheat" in this second stage of development is some of the best scaffolded learning I've ever seen in my classes.And all of it happened with little or no direction on my part.

I found that after a period of individual, "joyous exploration" and apprehension (in every sense of that word!); and a period of peripheral and peer-scaffolded "testing"; my students felt that their personal "take" on the challenge was honored (as divergent as it may have been) and, that they then had more confidence in their ability to explicitly exhibit that understanding with a "public" performance of their"take" to the class.In fact, many of my students would crack into the operating systems of the computers when they needed to; and I'm at a loss to even begin to explain to them how to accomplish THAT feat.(Alan usually came in and hired THOSE kids from my class! ha ha)

Over the last two decades, hundreds of my students have gone on into professions in the arts, animation, media and software and hardware design. And, the ones that moved into the creative aspects of these fields all have credited this initial period of "messin' about" with a concept or a "tool", with their professional confidence in muddling thru frustrating challenges. (Martha Stone Wiske and David Perkins write about this process in their book, TEACHING FOR UNDERSTANDING; as does Alfred North Whitehead in his book THE AIMS OF EDUCATION, he calls this "the stage of romance").

I am not so "Pollyanna" as to think that every child must muddle thru every process from the get-go...but, I think we should be careful not to excise some healthy anxiety from the learning equation

too quickly and too often. Mihalyi Csikszentmihalyi writes quite convincingly and eloquently about the delicate balance between anxiety and the growth of ability and self-efficacy (his books FLOW; CREATIVITY; and TALENTED TEENAGERS are quite provocative on this matter).

The teacher's timely interventions and scaffolding of each students journey into understanding of more complex challenges is the musicianship and artistry of teaching; when to "teach" and when to question, challenge and support. I've tried for my entire career to design ME (the teacher) out of as much of this process as is possible. To design experiences that engage students at an access point they feel comfortable with almost immediately...but, not a dumbed down curricular task...but, a challenge that quickly leads them into self-empowerment and complexity appropriate to their interest and ability level at any given point. This is the never-ending challenge that drives me every day.

I presently co-direct a Virtual Distance Animation program called ACME that utilizes this approach with H.S. and University students across the nation...it is a derlicate balance every telecast...AND, we've added to the mix bi-weekly interventions and critique and challenges from professionals in the field...when a student, a teacher and a class think that they've "got it" they can "up the ante" and show it to a professional in the field. We call this "who sez?".This "social validation process" exists in the real world; and I believe it is crucial for the development of not only the students, but quite possibly more enlightenening for we teachers, to engage in this "dance" of reconciliation and critque.(Again, Csikszentmihalyi's book CREATIVITY really gets into this delicate, but real, social "dance").

If I hadn't opened my classroom doors and my curriculum to field professional critque my strategies and personal understanding would have grown at a snails pace. Frank Thomas, Chuck Jones and Bill Scott helped me become a bridge to the future for my students. But, professional intervention can become mere training in technique if we don't watch out for balance between personal expression and principled instruction...a question of insightful design,timely intervention and teacher "musicianship" and ongoing reflection about our own practice, focused on student evidence and performance...and, finally a dash, or whatever you can get, of "who sez?"

I think one of the many great experiments that "Squeak" may launch many of us into is just such reflections, observations, dialogue and collections of anecdotal evidence...hopefully some patterns may emerge...what a great journey it will be!

Thanks Jim and John for stimulating me so much this morning...now, back to it!   Dave Master
<dave_master_edu@yahoo.com>

From Naala.Brewer at disney.com Thu May 3 12:50:34 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

I just want to echo what Dave has said with the experiences I've had with
9th and 10th graders using Squeak this past school year. I've had to blend
in the Squeak experiences with the regular day to day classroom activities,
which means that most of the time I was not given the opportunity of showing
a demonstration first. What I've found is that there is great power in
ownership and then presentation to peers and professionals. Squeak gives
them ownership and squeakland.org will be one source of presentation.

The level of creativity, professionalism, and pride was astounding when the
students knew that they were going to be acknowledged and peer reviewed.
And as much as I'd like to take credit for this, I had very little to do
with it other than being a source of input and support when needed.

Congrats to Michael and all for getting Squeakland.org up and running!
Naala

From mateoc_florin at jpmorgan.com Thu May 3 17:16:08 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

I know from personal experience in general problem-solving that trying first
to
come up with my own solution while intentionally avoiding any "contamination"
with other (potentially much more advanced) pre-existing solutions, is the
best
way for me to learn something new, come up with something original, have a
critical view (and appreciation) for other people's work. I am sure this
should
work very well with college students, perhaps even with some of the high-
school
ones.
An essential pre-condition for this approach to work is for the subjects to
have
their motivational engines started. This is why I don't know if this could
work
with small children. Although it is true that peer appreciation is a strong
motivational factor very early on. But for children it is also essential to
perceive it as a (competitive) game (this is from my other personal
experience -
as a father)
Another difficulty with children is that they don't have other competing
(balancing) interests. How do you keep them interested but not addicted, so
that
they don't over-specialize too early ?

Thank you all for the opportunity to learn and exchange ideas on so many
fascinating subjects,

Florin

dave_master_edu@yahoo.com on 05/03/2001 02:28:40 PM

From m.rueger at acm.org Thu May 3 23:29:41 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Default size for Squeak

The default size for the Squeak plugin is now 1024x768.

If your browser window is smaller than this vertical and/or horizontal
scroll bars will appear and enable you to view the complete Squeak
project page.

The preferred way to look at the projects is in full screen mode though
:-)
You can enable/disable full screen mode through the "golden navigator
bar" at the bottom of the Squeak page.

Michael

From sidnie at ix.netcom.com Fri May 4 00:10:43 2001
Date: Fri Apr 18 13:53:19 2003
Subject: Simply Seeking Syllabus for 5th-8th Grade Squeaking

My experience working with first, second, and third graders in my class
tells me that we won't need to worry about students needing very much, if
any, demonstration time. At a table with rubber bands, toilet paper rolls,
paper clips, masking tape and the challenge to make a rocket, 5-9 year olds
operated in the same way Dave Master describes his students working. The
designs varied, the "messing around" was intense and productive, and
apprenticeship rather than competition was inherent. The conditions that
Dave Master creates for his students are those that Dewey said (How We
Think) were necessary for all students, regardless of age. In fact, he
asserts that prior to any formal schooling, young children problem solve
and move toward inquiry naturally through experience. Teaching comes in
only to help students make connections between and among the experiences,
and later to set up the conditions so that consecutive experiences suggest
connections themselves.

Sidnie Myrick

From cgalas at ucla.edu Mon May 7 10:15:42 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Squeaking in sixth grade

>
>Thank you John, Scott, Dave, Naala and Florin. The messages this
>last week have been stimulating, and great fodder for my own
>thoughts on using Squeak.
>   From the few weeks I've been using Squeak in my sixth grade
>classes, I have some informal observations.
>   This year is the first year I've had a one grade class.
>During the last several years I had fourth and fifth grade together,
>and before that fifth and sixth. I find many advantages to having
>two grades together. Just having students for the two years versus
>only one enables me as a teacher to know the student better and
>therefore be a better teacher to that student. It also offers an
>opportunity to use a mentor system, which I've used in this setting
>for over 10 years. However, this year I have about one-third of my
>students from my last years 4-5 class. This means I have about
>17/54 for a third year, and the rest are new to me this year. This
>third has allowed the apprenticeship model to function in the
>classroom. Pieces of the classroom culture that are important to
>me, such as classroom discourse, and the use of technology tools
>have been built into the classrooom structure this year informally
>and passed on successfully.

>   One observation I have about introducing Squeak to my classes
>in the past two weeks is the comfort level with a new technology.
>The students I've had for three years have used Logo in design
>projects in science about three times a year, one of which usually
>had a research base. The students new to my class have not come
>with as much technology expertise or comfort. They all used Logo in
>the fall, and have been introduced to several other technology
>applications that were new to them. The old-timers seem to have
>more comfort in the new setting with Squeak. They seem to have a
>higher threshold for working through problems, intuiting the new
>platform, and a higher frustration level. They are more apt to be
>able to "mess around" to which Dave also refers. The new timers seem
>to want direction and input and are a bit less comfortable trying to
>make something work, and are a bit less willing to play with the
>numbers to see what happens, for example when they change the ratios
>on the wheel heading. They would prefer a clear direction to put in
>a certain number, and then drive the car. The new-timers seem more
>likely to want to get the car driving, and then sit with a working
>"finished" product instead of experimenting with the possibilities.
>The old-timers, on the other hand, have opened up all the menus, and
>pulled several items out of the tool box to play with and see what
>happens.
>   Several of the old-timers moved quickly to successfully
>controlling the car and having the car drive itself on the track.
>Then, they've wanted new challenges, and are very willing to help
>other students, and to begin real "messin' around" (I like this
>phrase from Mr. Toad), with Squeak. One of them quickly programmed a
>superman game with a comet, where Superman intercepts the comet.
>   John related using demonstrations before beginning, and
>having many tutors available. I have found that having a very brief
>demonstration that allows students to get working on a new task,
>then adding pieces as students successfully find ways to continue
>working, helps most to be successful quickly and minimize
>frustration. For example, the classroom culture allows for quick
>bits of input. A signal is given to which students are used to
>responding, they stop and focus for a brief minute while new
>information is shared, usually students who have mastered a new
>task, and they are off to work again. Since students know that the
>interruption is very brief, and it is introduced quickly as
>information they may need just about now, or in a very few minutes,
>they do focus and then go back to work to try to apply the new
>information. I ask students who have worked through something to be
>the ones giving the input, so again the focus is not the teacher
>giving the direction for the "finished" product. If they're given
>too much at the beginning, and they are not yet using it, the
>information is usually lost and they will again need that
>information individually if they do not intuit it themselves. This
>seems to be especially true of the students who do not have as much
>experience working with simulation tools. Their more extensive
>background in working with simulation tools seems to offer the
>old-timers a stronger context for intuiting the new program nuts and
>bolts, as well as
>   Although I paired the students, or had them in threes on
>computers, old-timers saw the value in being the only one at the
>computer, and always jumped at that opportunity when available.
>When that opportunity was presented to new-timers, many of them
>lamented, "I couldn't work alone, I don't know this yet". The new
>timers seem to be more hesitant to "mess around" especially on their
>own. The old timers seem willing to experiment in pairs or a group,
>and relish on their own time too.

>   I think these observations, although informal, speak to the
>benefits of a whole-school community becoming involved in using tool
>technologies. Some of the new-timers had experience with concept
>mapping software, but the tasks in that project may have been more
>linear. It seems that experience in non-linear learning with tool
>technology does transfer. But also setting a classroom culture, and
>hopefully a school culture, may transfer It is important that
>children have multiple opportunities through the grades to
>experiment and problem solve.
>   I also observed a slight difference in gender issues between
old timers and new timers. Since girls and boys are equally well
enculcated into the classroom culture when there is an apprenticeship
model in a two-grade classroom, I have not seen gender differences in
the past several years in ability to learn new technology or
willingness to do so. However, this year, when introducing Squeak,
the old timer girls have been absorbed by learning something new, and
are not yet available as mentors and models of technological
competence. Since they are not competent yet in Squeak, they don't
offer that model of "you can get there too" to the other girls. The
old timers do provide a model of This just reminds me that often the
models that are chosen in schools to first be introduced to new
technologies, and to serve as mentors to others as they gain
confidence, are often still the boys. Just a reminder that we need
to spend time assisting girls to the competent mentor level, not only
for their own competence, but to be a powerful model to other girls
as they learn. The girls tend to prefer working through new problems
in a social setting, whereas, the boys can work in pairs, but more
often are comfortable on their own. Honoring this difference in the
classroom helps all to be successful.

Cathleen Galas

>I know from personal experience in general problem-solving that
>trying first to
>come up with my own solution while intentionally avoiding any "contamination"
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>
>Thank you all for the opportunity to learn and exchange ideas on so many
>fascinating subjects,

>
>dave_master_edu@yahoo.com on 05/03/2001 02:28:40 PM
>
>Please respond to squeakland@squeakland.org
>
Cathleen Galas
University Elementary School
Graduate School of Education and Information Studies
University of California, Los Angeles
310.825.1801
http://www.ues.gseis.ucla.edu/curriculum/Room1and2/index.html
http://www.ues.gseis.ucla.edu/curriculum/Room1and2/Teachers/Galas/galas.html

http://squeakland.org/mailman/private/squeakland/attachments/20010507/
563f9b83/attachment.bin

From dave_master_edu at yahoo.com Mon May 7 10:48:26 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Squeaking in sixth grade

Cathleen,
  Thanks for contributing such a cogent and reflective
email to the ongoing (probably for the rest of our
careers!) dialogue. I don't have time this week to
respond or add, but my experiences for 17 years ion my
classroom of overlapping grade and ability levels was
very similar...also, your points on gender
differences! Thanks for the insights and sharing your
experiences. If you haven't already read Wenger' and
Lave' book on LEGITIMATE PERIPHERAL LEARNING I think
you will find it hits on some of your questions...they
don't specifically focus on classroom cultures, but
the community and apprentice cultures they focus on
illuminate how humans react and act when grouping
informally to learn. Enjoy...and, again thanks for
sharing. Dave Master

From johns at cogent.net Mon May 7 13:25:38 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Squeaking in sixth grade

Thanks for wonderful ideas and experiences, everybody. I love the tales of
learners helping each other, learners learning in their own way and at
their own pace. I'm glad we already have so many people who want to use
Squeak to support that kind of learning.

"Drive a Car" happens to be the entry level project in use right now, but
that doesn't mean it's the best way to get started. It presents a lot of
tools and concepts very quickly, which is good news for some and maybe bad
news for others. Some novices might enjoy starting with projects that
encourage more messing around with fewer tools. For instance, what about a
project that somehow invites one to play around with those numbers?

One of the problems with computer environments is that the space and the
tools are not familar in the way that pencils and paper and scissors and
cardboard tubes and hammers and table tops are familiar. About all these
latter things even very young humans have some reliable intuitions. But if
you're trying to use a computer to do something, you first have to learn
what "stuff" is there and where it is stored and what it does and how to
get it to do that, and then you have to figure out how to use the "stuff"

to do whatever it is you're trying to do. (Of course you don't have to
learn everything right away, but neither can you simply turn on the
computer and start being creative--despite what manufacturers would have us
believe!) I really like the points about classroom culture as carrier of
much of this information. So far Squeak seems to lessen the difficulty of
learning about the computer "stuff" so that a user can quickly get on with
using the stuff to some other purpose. I'll be interested to see what kinds
of projects and environments people develop to help with the process of
learning Squeak's possibilities.

I'm also curious about what kinds of projects and scaffolding would help
solitary users--for instance, kids who might download Squeak and use it on
their own. How might they be helped in their explorations of the system?

Finally, I really appreciate the thoughts about gender. The developers of
Squeak are, as usual, mostly guys. But now I look forward to seeing some
projects designed by non-guys, and some experiments about gender responses
to different projects.

        John

From dave_master_edu at yahoo.com Mon May 7 16:24:09 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Squeaking in sixth grade

Cathleen,
  Thanks for contributing such a cogent and reflective
email to the ongoing (probably for the rest of our
careers!) dialogue. I don't have time this week to
respond or add, but my experiences for 17 years ion my
classroom of overlapping grade and ability levels was
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Lave' book on LEGITIMATE PERIPHERAL LEARNING I think
you will find it hits on some of your questions...they
don't specifically focus on classroom cultures, but
the community and apprentice cultures they focus on
illuminate how humans react and act when grouping
informally to learn. Enjoy...and, again thanks for
sharing. Dave Master

From dave_master_edu at yahoo.com Mon May 7 16:36:21 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Squeaking in sixth grade

Cathleen, et al...
   Another great book on "community/social learning"
is Frank Smith's book THE BOOK OF LEARNING AND
FORGETTING...it's more accessible (but not totally
congruent with)than Wenger and Lave.Wenger and Lave's
book DOES examine various "social learning
communities"...some male-centric and others
female-centric...they don't focus much on this issue
directly...but, it's not a big leap to extrapolate
some lessons from their research...in fact, it's quite
a nice exercise to do on one's own!
                        Enjoy.   Dave

From jwh at allencreek.com Tue May 8 10:40:21 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

I have two sons, ages 7 and 10, who attend a local charter school. The
school has a very nice computer lab with both Macintosh and Windows-based
PCs. The school currently covers K-5 but in the fall will be expanding to
include grades 6-8. The school does use computers in conjunction with the
curriculum, but the students are pretty much limited to the use of
HyperStudio to do their work.

I am very interested in getting Squeak introduced to our school. I think
it would offer the students the ability to do far more than
HyperStudio. However, I'm not sure how to get the school to look into
Squeak. Are there any Squeak-based curriculums available which I could
demo to the teachers to show how Squeak might be used in a school
environment? I know I could show them Squeakland, but I think they would
want to have some more ideas on how to actually teach and use Squeak. Even
if the school doesn't want to use Squeak, I work with a couple of people
with school age kids who are interested in introducing Squeak to our
children. I would be very interested in ideas for projects for kids in the
7-12 age group and tips on how to introduce Squeak to kids.

Thanks.

From johns at cogent.net Tue May 8 13:06:28 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

You'll hear from others about curricula, but I want to suggest that
children under age 11 or so should stay away from computers. There are
various reasons, some physical/neurological, some pedagogical, but for me
the main reason is that young children have very, very important things to
do which cannot be done on a screen. In addition, looking at screens may be
harmful for children's physical and neurological development.

For an excellent review of research on children and computers--and it is
shocking how little research has been done to support the wholesale
adoption of computers by schools--see "Fool's Gold: A Critical Look at
Computers in Childhood," available as a free download or a $14 volume ($12
for multiple copies) from the Alliance for Childhood,
www.allianceforchildhood.net, phone 301-513-1777 or email to
info@allianceforchildhhod.net.

I love Squeak's possibilities for older students and adults. While helping
to develop those possibilites, I mostly keep my own kids, age 5 and 12,
away from the computer.

        John

From Alan.Kay at disney.com Tue May 8 13:31:54 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

John --

There is no reason (cognitive or otherwise) why a child of 9 or 10
shouldn't use Squeak on a computer.

There are many reasons why children of various ages shouldn't do "X" on a computer, but both the ages of the kids and the X's have to be taken into account.

There is quite a lot of parallelism between the desirable percentages of time spent learning from books at various ages with similar activities on computer. Basically, the younger the child, the more they should be messing about with the physical world. (Of course, most parents don't do a very good job of dealing with their children's physical world experiences either. For example, the kinds of toys that children play with in the physical world are quite important, but very little effort on the part of most parents goes into learning about desirable toys.)

But, even with young children, having them get familar with books and reading (especially via "lapware") is good for all. The same applies for thoughtful uses of computing.

Finally, though having anyone look at CRTs up close for any period of time is not terribly good for them (research supporting this was done by us at Xerox PARC in the mid70s), there is absolutely no harm incurred by having children look at the typical flat-screen XVGA screens found on current day laptops.

Cheers,

Alan

From Alan.Kay at disney.com Tue May 8 13:59:20 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

John --

I just read the article in question that you mentioned below. It is really quite bogus and completely mixes up stuff that is more or less true with lots of stuff that is simply alarmist and most quite wrong. It's like blaming the printing press because of comic books or that Hitler wrote "Mein Kampfe". I could not find a shred of understanding about what children really do need to experience at an early age (it's neither hands off intellectual stuff, nor is it mini-university education).

In any case, it quite misses all of the important points about children and just about anything -- moreover, it could just as well be about books -- highly isolating (that's part of the point), "intellectual", etc. -- and musical instruments -- repitative stress injuries (you bet) -- rather than computing.

The biggest problem is that those holding these sentiments and those of the faction they oppose -- both are very large groups -- are both quite wrong about early childhood -- *and* the possible uses of computers.

I would not recommend this article to anyone (except as an egregious example of special pleading).

Cheers,

Alan

From Origbj at aol.com Tue May 8 23:27:43 2001

Subject: Introducing children and/or school to Squeak

Hi:

    I am a teacher at a charter school and have been using Squeak in my
classroom for 2 years. I have tied my lessons into the standards and would
be happy to share what I have done with my students.

B.J.Conn
Open Charter School

From Origbj at aol.com Tue May 8 23:50:15 2001
Subject: Introducing children and/or school to Squeak

John:

    Actually I am rather surprised at your feelings, especially since you
have spent so much time in my classroom and seen all the wonderful things the
children have learned from incorporating the computer into their learning,
and the excitement that this has generated. I absolutely believe that
children can most assuredly benefit from the use of computers at the age of
my students, and younger, provided that they are used in the right way. This
is the crux of the argument as far as I am concerned. I would love to have
this conversation with you off line.

From jwh at allencreek.com Wed May 9 12:17:40 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

I would be interested in anything you have to share about what you did with
your students. I'm particularly interested in how you got your students
started using Squeak in the first place. What sort of basics were needed
to be taught before the students could start on projects? I would also be
interested in hearing about some of the projects you had your students work
on. I've seen a couple on Squeakland, but I would be interested in knowing
about others.

James W. Howe   mailto:jwh@allencreek.com
Allen Creek Software, Inc.   pgpkey: http://ic.net/~jwh/pgpkey.html
Ann Arbor, MI 48103

From m.rueger at acm.org Wed May 9 17:26:37 2001
Subject: Fixed projects on Squeakland

Hi all,

the following projects on squeakland.org have been fixed:

Circus
Carny Show
Chyan's reindeer
X-Ray Vision
Brick Out
Cameron&Candidos's Cars
Mike's Maze
BJ's Robo Cars
Chyan&Janae

Please let me know if there are any further problems.

Michael

From mas at wellthot.com Wed May 9 23:49:54 2001
Subject: Introducing children and/or school to Squeak

B.J.,

I'd also like to hear more details of your lessons, as well as any
Squeak-centric preparatory work.

I talked with the Youth Services Director at our local library this evening
about teaching a free course at the library. We are now planning to offer a
Squeaking With Your Computer workshop consisting of two two-hour sessions.
The sessions would be spread across two consecutive Saturdays in July and
would be offered to six student-parent pairs. The students would be fourth
and fifth graders. Although initially we considered twelve students, the
Director thought that many parents would be interested and would like to
participate. What do others think? Perhaps later we could hold separate
workshops for parents and teachers in addition to the young student classes.

As we gain more experience with this, I think Squeaking classes could
become a regular offering at our library. The library staff members I have
spoken with feel quite comfortable with the notion that Squeak could be an
essential part of the new literacy, and thus part of their mission.

Then we can expand into the local schools...

I had previously worked with one local high-school senior who served an
internship at WellThot to create a Squeak test suite (which inspired some
of Richard Harmon's work on Smalltalk test suites that grew into the Camp
Smalltalk ANSI test suites, now included with the Squeak World Tour image).

Before long we may grow a local community of Squeakers!

-Mark Schwenk
  WellThot Inc.

From aleReimondo at smalltalking.net Thu May 10 11:32:04 2001
Subject: Introducing children and/or school to Squeak

Hi,
I have a similar oportunity to use squeak with children
 in an experimental short course (4 days x 4 hours x ~12 children)
 at Buenos Aires, Argentina.
I will be very pleased if you can share experiencies (or links)
 teaching smalltalk concepts to children of ~12->15 years old.
thanks in advance,
Ale.
http://www.smalltalking.net

From Naala.Brewer at disney.com Thu May 10 07:57:41 2001
Subject: Introducing children and/or school to Squeak

Hi everyone,

What I did was first develop a set of tutorials to introduce the novice to
the mechanics of the user interface of Squeak. I had to ask myself, "What

are the most important tools that the novice will need to get started
without being overloaded with too much extraneous information?" Once the
novice has the basic mechanics down (and there are only 3 of them to really
get started), they are able to start delving into Squeak in a very
exploratory and creative mode. After these tutorials were developed and
tested with BJ's class, the students were able to create a variety of
projects.

Next, I wanted to use Squeak to demonstrate some deep mathematical concepts.
It is amazing what you can do with Squeak that cannot be done in some high
sophisticated mathematical programs like Mathematica, Matlab, or Maple. I
developed a set of projects geared toward the student who had already
learned the basic mechanics of the user interface of Squeak. They were very
exploratory and mathematical in nature - based on concepts such as
parametric equations, cycloids, gravity, tangent lines, curvature of a
circle, etc..

I have used these projects with 9th and 10th graders this past school year
and they could easily used with 8th graders or tailored for younger
students. I have been so busy this year working with the students on
Squeak, getting their Squeak lessons on the school server, and documenting
what they have done, that I don't have the links ready yet. But I do have
the projects if anyone would be interested in trying them out. Squeak has
worked wonderfully in this NSF funded project.

With my best,
Naala

From cgalas at ucla.edu Thu May 10 09:41:13 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

>Naala,

        Thank you for the offer to share your developments. I would
love to see the tutorials that you developed for BJ's class. I've
just had the opportunity to have students work with the drive a car,
but they don't see the possibilities for Squeak and I need tutorials
desperately. I also would love to see what you've developed in
mathematics, as I do teach math and science in sixth grade. I am
interested in looking at curriculum that teaches broad concepts, as
your programs seem to emphasize. I have been using various
iterations of Logo for over 10 years in my classes for design
projects that look in depth at broad concepts and students questions
in math and science. Any links or projects that you could share would
be greatly appreciated.

Cathleen

From Alan.Kay at disney.com Thu May 10 03:31:09 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

Cathleen --

This is why this summer I'd like to collaboratively have us generate
a sample curriculum for 4th through 6th (or possibly even through
8th) grade.

The way I have this in my imagination is to think of the deep
knowledge ahead and to try to build the deep intuitions that are
needed to understand that knowledge when it is encountered.
    So, to me, I would like to have "math" be "real math", and (a)
have the emphasis be on learning how to do mathematical reasoning on
the one hand, and (b) for the kids to learn vectors and geometry as
the main ways they have to think about numbers and arithmetic, and
for them to learn how to use differential (tiny little) vectors that
can be pasted together to make complex mathematical structures of
many kinds.
    Similarly, I'd like to have "science" be "real science", and to
(a) have the emphasis be on learning the scientific ways to look at
the world and also the limitations of trying to "know" that world,
and (b) for them to make real contact with some of the deep
scientific ideas that can be made completely understandable to them
at various ages.

So my first pop at any curriculum design is always to think about
these ideas and how they might be taught using the best pedagogy and
most fruitful materials. The computer is just one of these, and it is
best used for the parts of a curriculum where it is quite superior to
physical media. We have a friend at the Exploratorium (Modesto Temez)
who is a positive genius in organizing science learning just using
easily obtainable junk in the outside world. This is where science
learning has to start. The computer can be useful in motivating and
being the instrument of the "mathematical music of science".

I will try to put out sketches of curriculum ideas for math and
science on the squeakland list over the next few weeks to stimulate
discussion.

A sketch at the computer part of the curriculum can be done by just
organizing the etoys as "starters" that have progressions to more
complex versions. For example, it's a good idea to do uniform motion
before doing accellerated motion (and this obtains for all the
different motions: in space, though images, audio samples, etc.).
    In the accellerated motion examples we have experimented with,
the progression seems to be: model the dropping of a water balloon,
then model shooting it (shoot the alien), then do the Lunar Lander
game, then do the roller coaster. Then do Spacewar. Then do orbits of
planets and spaceships. A progression like this might extend over
more than one year of school, etc.

I think the tricky part of doing a math and science curriculum in
elementary school that really looks ahead to the "deep content" of
both these areas, is the amount and kind of teacher coaching that
needs to be done to help elementary school teachers who may not have
concentrated on math or science (in my experience, most have not).

Cheers,
Alan

From Origbj at aol.com Mon May 14 12:54:16 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

For Those of you who asked:
    You can find the tutorials that I created to introduce to my students to

Squeak on the Squeakland site. There may be some differences in the current
image and the image I used at that time. The first tutorial introduced the
children to the basics and the second tutorial introduced them to the
handles. Feel free to change or update to meet your needs.

BJ Conn

From cgalas at ucla.edu Mon May 14 12:30:15 2001
Subject: Introducing children and/or school to Squeak

>BJ,
        I found the drive a car tutorial(under tutorials). There
were 2 other tutorials, on handles and painting, but they just had
work space in them. Did I find the right place? Thanks.
Cathleen

From Kim.Rose at disney.com Mon May 14 13:20:09 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

Hi, Cathie -
You found the tutorials in the right place. Use the little yellow arrows
to navigate from "page to page" in each of BJ's tutorials.
cheers,
Kim

From Origbj at aol.com Mon May 14 20:17:02 2001
Date: Fri Apr 18 13:53:20 2003
Subject: Introducing children and/or school to Squeak

Cathy:

    Yes....If they are not all there I will find out what happened...Below
the workspace is the tutorial, or it is suppose to be..

B.J.

From Andreas.Raab at disney.com Mon May 14 17:21:45 2001
Date: Fri Apr 18 13:53:21 2003
Subject: Introducing children and/or school to Squeak

Cathy,

It seems like this is a problem with the Mac plugin. I think your problem
comes from the Mac plugin cutting of some parts that should actually be
visible. Usually that's only a problem if you are in 800x600 resolution;
switching to a higher resolution (like 1024x768) will give the browser more
real estate and should help.

Alternatively, you can try to go to full screen and see if this helps. For
going into full screen mode, mouse over the golden navigator area and press
the "escape browser" button. To get back into the browser press the "return
to browser" button (it's the same as the "escape browser" button but the
wording changes).

Hope this helps,
  - Andreas

From m.rueger at acm.org Mon May 21 14:58:07 2001
Date: Fri Apr 18 13:53:21 2003
Subject: Server transition complete (hopefully ;-))

Hi all,

squeakland.org is now running of our new box.
Please let me know if you are experiencing any problems with the site or
the mailing lists.

Michael

From naala_brewer at hotmail.com Sun Jul 1 22:28:10 2001
Date: Fri Apr 18 13:53:32 2003
Subject: Website for tutorials and projects

Hi all,

The linking that Michael suggested works. If you go to this link and click
on Squeak Projects, you can try 8 different tutorials, four beginner
projects and 6 exploration projects:

http://129.237.99.202:8080/SqueakProjects

Best to all,
Naala

From Kim.Rose at squeakland.org Mon Jul 2 09:35:41 2001
Date: Fri Apr 18 13:53:32 2003
Subject: Website for tutorials and projects

Hi, Naala -
I tried to access this today but this server would not respond -- is
this a KU server?
Kim

From naala_brewer at hotmail.com Mon Jul 2 13:22:12 2001
Date: Fri Apr 18 13:53:32 2003
Subject: Website for tutorials and projects

Hi Kim,

It's powered by a swiki that I put on one of the computers at KU. Sometimes
someone will restart the computer and they have to restart the swiki. It's
up now.

From guzdial at cc.gatech.edu Wed Jul 4 11:20:29 2001
Date: Fri Apr 18 13:53:32 2003
Subject: Seeking advice: Version for creating plugins?

What version of Squeak are people using for creating projects that
will run with the plugin? Is the plugin more like Squeak 3.0 or more
like Squeak 3.1alpha? I asked for "Smalltalk version" in the plugin,
and it replies "Squeakland-3.1.3905" which makes me think that it's
3.1 up to changeset 3905 -- is that about right? Is it safest to use
3.0 or 3.1?

Thanks!
   Mark

From m.rueger at acm.org Wed Jul 4 11:39:20 2001
Date: Fri Apr 18 13:53:32 2003
Subject: Seeking advice: Version for creating plugins?

The safest is to use the Squeakland image :-)
Seriously, it's safer to use 3.1.
I'll put out a new batch of updates for the Squeakland image in the
next couple of days so it will catch up with th 3.1 image again.

Michael
 "To improve is to change, to be perfect is to change often."
                                            Winston Churchill

From guzdial at cc.gatech.edu Mon Jul 9 15:37:06 2001
Date: Fri Apr 18 13:53:32 2003
Subject: Resizing fields in Squeak?

I can't seem to resize background fields in stacks in Squeak. I've
dropped two background fields in. They WERE resizable (e.g., I could
move around the yellow halo) when I first dropped them in and when I
first entered some text in. I'm not sure what I've done, but now I
can't resize them. I shift-select the background text field, the
halos pop up, but I can't move the yellow halo. Suggestions?

Thanks!
  Mark

From guzdial at cc.gatech.edu Mon Jul 9 16:35:18 2001
Date: Fri Apr 18 13:53:32 2003
Subject: never mind resizing problem...and first ActiveEssay!

I don't know what happened, but my Yellow Halo buttons work just fine
now. An intermittent problem, it seems.

I just published my first project and ran it with the plugin! Check
out http://swiki.cc.gatech.edu:8080/compMusic/8 if you're interested.
(It's not a very sophisticated essay -- just a catalog of cool Squeak
sound/music toys.)

Issues/questions that I now have (comments/advice/answers would be
most welcome!):
- How does the plugin figure out the size in which to display the
project? My project is too big to fit comfortably in the browser
window (e.g., the tab flap to escape the browser never appeared). I
scrolled down in the browser, but the bottom of the project never
refreshed. (I tried "restore display" but that caused a network
access that never terminated.)

- Not all Squeak tools can be easily used inside a project. The
WaveEditor was the most interesting combination. The wave is visible
in the editor, but if you scroll the window, it's gone. You can't
Play the sound anymore, but the keyboard in the WaveEditor still
works. (Other tools like the MIDI Player worked fine in a project.)

- On the other hand, the fact that sound recording still works FROM
WITHIN THE PLUGIN *FROM WITHIN THE BROWSER* is pretty amazing!

- Should we be turning off global flaps before saving projects for

use with the plugin? I get key errors about that Preference every
time I open the project and (it seems) every time I turn the page in
the stack.

- I'm confused about publishing a project to disk versus publishing
it to someplace like Bob's Super Swiki. If I publish to the
SuperSwiki, it goes up as a single file, yes? If I publish to my
disk, I get several files (i.e., a .pr file and a .gif file, in my
case). Is there someway to convert from the multi-file to
single-file formats? I want to serve from my Computer Music Swiki,
but I don't think I can currently publish to an unmodified Comanche
Swiki. I'd like to publish to my disk, and then upload it...which is
how I did the one that's there, but I uploaded each piece. Will
there be issues down the road where more than two files get generated?

Thanks for any feedback!
    Mark

From arning at charm.net Mon Jul 9 17:07:42 2001
Date: Fri Apr 18 13:53:32 2003
Subject: never mind resizing problem...and first ActiveEssay!

Mark,

On Mon, 9 Jul 2001 15:35:18 -0400 Mark Guzdial <guzdial@cc.gatech.edu> wrote:
>- I'm confused about publishing a project to disk versus publishing
>it to someplace like Bob's Super Swiki. If I publish to the
>SuperSwiki, it goes up as a single file, yes?

No. There is always a .pr and .gif on BSS. There may as well be a .html and a
.rc.gz. Additionally, there may be a *directory* with the project name which
contains one or more resources separated out to minimize transmission tme.

> If I publish to my
>disk, I get several files (i.e., a .pr file and a .gif file, in my
>case). Is there someway to convert from the multi-file to
>single-file formats?

If you look in your Squeaklets folder, you will see a single file version of
your project. This is really a zip archive containing the various parts.

>I want to serve from my Computer Music Swiki,
>but I don't think I can currently publish to an unmodified Comanche
>Swiki. I'd like to publish to my disk, and then upload it...which is
>how I did the one that's there, but I uploaded each piece. Will
>there be issues down the road where more than two files get generated?

You could
- try uploading the single file from the Squeaklets folder
- wait till Je77 gets back and adds super swiki to the standard swiki.

Cheers,
Bob

From naala_brewer at hotmail.com Mon Jul 9 16:45:24 2001
Date: Fri Apr 18 13:53:32 2003
Subject: New link for Squeak projects

Hi all,

For any teachers or parents who decide to use swiki's to run their squeak projects, it is great and so easy to use:

http://minnow.cc.gatech.edu/swiki is the starting point for Swikis stuff. The papers are at http://coweb.cc.gatech.edu/csl/Papers
Thanks Mark!

You can even power a Squeak project website link from a desktop at home. Since we moved our computer with Squeak projects, our link changed slightly.
  Here is the new link with some exploration active essays, tutorials, and soon to be posted student projects:

http://129.237.99.138:8080/SqueakProjects

With my best,
Naala

From m.rueger at acm.org Mon Jul 9 14:50:17 2001
Date: Fri Apr 18 13:53:32 2003
Subject: never mind resizing problem...and first ActiveEssay!

Mark Guzdial wrote:

> - How does the plugin figure out the size in which to display the
> project? My project is too big to fit comfortably in the browser

Right now the plugin just uses the size it is given by the parameters in the embed tag and these are statically assigned (literally one size fits all).

> window (e.g., the tab flap to escape the browser never appeared). I
> scrolled down in the browser, but the bottom of the project never

This is a known issue with the current plugin. I have an updated version pending to be published which will fix this problem (assuming you are on a Mac).

> refreshed. (I tried "restore display" but that caused a network
> access that never terminated.)
Hmm, can you reproduce this behavior and maybe provide a stack dump by trying to interrupt the network access?

> - Should we be turning off global flaps before saving projects for
> use with the plugin? I get key errors about that Preference every
> time I open the project and (it seems) every time I turn the page in
> the stack.
Yes, for now you should turn off the flaps before saving the project.

> single-file formats? I want to serve from my Computer Music Swiki,
> but I don't think I can currently publish to an unmodified Comanche
> Swiki. I'd like to publish to my disk, and then upload it...which is
> how I did the one that's there, but I uploaded each piece. Will
> there be issues down the road where more than two files get generated?

Bob already answered part of your question so let me just add a comment how to turn an ordinary web server into a super swiki:
the class HTTPServerDirectory support project servers that allow upload vi ftp and download vi http. You can also upload the project file and then add a link to a page using the squeakland project loader the way

Naala did.

Michael

From naala_brewer at hotmail.com Mon Jul 9 17:36:46 2001
Date: Fri Apr 18 13:53:32 2003
Subject: High School Squeak Projects

Hi all,

Here are some preliminary student projects from Wyandotte High School with
more to be posted:

http://129.237.99.138:8080/SqueakProjects

Just click on Wyandotte Student Projects

With my best,
Naala

From guzdial at cc.gatech.edu Tue Jul 10 13:46:32 2001
Date: Fri Apr 18 13:53:32 2003
Subject: never mind resizing problem...and first ActiveEssay!

At 4:07 PM -0400 7/9/01, Bob Arning wrote:
> > If I publish to my
> >disk, I get several files (i.e., a .pr file and a .gif file, in my
> >case). Is there someway to convert from the multi-file to
> >single-file formats?

>If you look in your Squeaklets folder, you will see a single file
>version of your project. This is really a zip archive containing the
>various parts.

This is SOOO cool! I just tried it (Mike had mentioned something
about this earlier, but I didn't grok i then): I renamed by blah.pr
file to blah.zip, then unzipped it. There were all the other files!
COOL!

>You could
>- try uploading the single file from the Squeaklets folder
>- wait till Je77 gets back and adds super swiki to the standard swiki.

I'm doing the upload now -- it's working fine.

thanks!
  Mark

From guzdial at cc.gatech.edu Tue Jul 10 13:48:53 2001
Date: Fri Apr 18 13:53:33 2003
Subject: never mind resizing problem...and first ActiveEssay!

Thanks for all the information, Michael!

>Bob already answered part of your question so let me just add a comment
>how to turn an ordinary web server into a super swiki:
>the class HTTPServerDirectory support project servers that allow upload
>vi ftp and download vi http. You can also upload the project file and
>then add a link to a page using the squeakland project loader the way

>Naala did.
>

Can HTTPServerDirectory do uploads via forms-based HTTP uploads
(multi-part MIMEs), the way that Comanche Swikis handle attachments
now? That way, we don't have to have to deal with FTP, too.

From guzdial at cc.gatech.edu Wed Jul 11 12:46:53 2001
Date: Fri Apr 18 13:53:33 2003
Subject: Escaping without flap, and avoiding the flap error

Is there a menu item somewhere that would allow me to escape the
browser when the orange flap is not visible (i.e., is below the
scroll area of my browser)?

Also, even with global flaps surpressed, I still get an error when
entering a plugin -- same error, that the global flaps preference
isn't found in the dictionary, but now, when trying to SUPRESS flaps.
Is there a way of avoiding the error altogether? (You can find my
project at http://swiki.cc.gatech.edu:8080/compMusic/8 if you to see
what I mean.)

Thanks!
   Mark

From arning at charm.net Wed Jul 11 13:00:17 2001
Date: Fri Apr 18 13:53:33 2003
Subject: Escaping without flap, and avoiding the flap error

Mark,

World menu/appearance/full screen on

Cheers,
Bob

From arning at charm.net Wed Jul 11 13:11:14 2001
Date: Fri Apr 18 13:53:33 2003
Subject: Escaping without flap, and avoiding the flap error

Mark,

Looks like you found a Squeak version discrepancy. If you evaluate this in
the project before you publish it, things may go better:

Project current projectParameters at: #globalFlapsEnabledInProject put: false

From guzdial at cc.gatech.edu Fri Jul 13 15:27:36 2001
Date: Fri Apr 18 13:53:33 2003
Subject: Fix still doesn't prevent error box

I tried this -- still errors when loading the newly-saved project.

From guzdial at cc.gatech.edu Mon Jul 16 17:18:06 2001
Date: Fri Apr 18 13:53:33 2003
Subject: Text fields that you can't resize in stacks

I've now replicated the bug that I mentioned earlier, and I've found
a fix, too.

- Create a new stack (drag one out from the stack tools flap)
- Add a background text field (again from stack tools)
- Select the text in the background text field. Type alot -- enough
that it would extend past the end of the card if it were in a line
(see the picture attached).
- Now, bring up the halos on the background text field so that you
can resize it to make it look nice. KERBLAM! The size becomes
larger than the card, you can't move the yellow halo, and you can't
pick it up to drag it out of the card to fix (as in the attached
picture).

The fix is:
- Add a new card to your stack.
- On the new card, you can select the background text field AND
CHANGE THE YELLOW HALO. Move it inside the card boundary.
- Go back to the front card -- your text is resized to match that on
the next page.

Mark

Is it still possible to create URL links in text fields in a stack?
I tried selecting a URL, typing command-6, and choosing "link to" but
I got an error. It seemed that it was trying to save something on a
page (on the default server, Jumbo). What does "link to" do these
days? Is there another mechanism for creating a clickable URL?

Thanks!
   Mark

From guzdial at cc.gatech.edu Tue Jul 17 11:49:42 2001
Date: Fri Apr 18 13:53:33 2003
Subject: Text fields that you can't resize in stacks

Thanks for both notes, Ted!

Mark

At 9:37 PM -0700 7/16/01, Ted Kaehler wrote:
>Mark,
>   Two comments: Dan is completely rewriting text fields
>specifically for stacks. They will be much better behaved.
>   I advise not using regular TextMorphs in stacks. In the
>Stack Tools flap, there is a 'Scrolling Field'. Use that for all
>fields. To make a Backgound field, choose "put into background"
>after you install it on a card. That's what I do. Sorry I did not
>propogate the knowledge better.
>
>--Ted.
>
>At 4:18 PM -0400 7/16/01, Mark Guzdial wrote:
>>I've now replicated the bug that I mentioned earlier, and I've
>>found a fix, too.
>>
>>- Create a new stack (drag one out from the stack tools flap)
>>- Add a background text field (again from stack tools)
>>- Select the text in the background text field. Type alot --
>>enough that it would extend past the end of the card if it were in
>>a line (see the picture attached).
>>- Now, bring up the halos on the background text field so that you
>>can resize it to make it look nice. KERBLAM! The size becomes

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>>larger than the card, you can't move the yellow halo, and you can't
>>pick it up to drag it out of the card to fix (as in the attached
>>picture).
>>
>>The fix is:
>>- Add a new card to your stack.
>>- On the new card, you can select the background text field AND
>>CHANGE THE YELLOW HALO.  Move it inside the card boundary.
>>- Go back to the front card -- your text is resized to match that
>>on the next page.
>
>--
>Ted Kaehler
>(home) 3261 Montecito Drive, Las Vegas, NV 89120.  voice (702) 456-7930
>http://www.squeakland.org/~ted/
>If ant bait really worked, half the ant bait packages in the store
>would be empty.
```

From guzdial at cc.gatech.edu Thu Aug 2 07:42:09 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Active Essays on Computer Music

I now have six active essays on computer music up at:

http://swiki.cc.gatech.edu:8080/compMusic/ActiveEssays

These start out with a review of Squeak's computer music tools, then
go up from acoustics, through basic sound synthesis, how to generate
a waveform, what makes a timbre, and up to creating a flexible
oscillator. I'm going to be working on synthesis methods next, but
probably not in Active Essay format. I'll return to Active Essays
when I write up a tour of Squeak's computer music facilities.

I'd appreciate any comments or critiques of these. From the
Squeakland folks, I'd be particularly interested in suggestions for
more active elements to put in, or other Squeak features I could have
incorporated that I don't (or maybe don't know about).

These are way different than the Active Essays that others have done
-- perhaps we don't want to apply that name to these things. Some of
the differences include:
- My audience are students who already know Squeak and will be
programming in Squeak. So, I don't make any use of tiles, and I show
lots of code.
- I wrote these to work as lecture slides and student notes. As
such, there is less text than a normal essay, there are some things
unlabelled (e.g., FFTs and waveforms) because I plan to discuss them
in class, and there are implicit activities for some of these pages
(e.g., there's active text that brings up a wave editor to play with)
that I plan to realize in lecture.

Mark

From guzdial at cc.gatech.edu Thu Aug 2 07:34:40 2001
Date: Fri Apr 18 13:53:36 2003
Subject: How does the cache work for the plugin?

One of the development problems I had when writing Active Essays was
that uploading new revisions to projects didn't seem to get seen by

the plugin. I'd use a project (say, synthesis.pr) and find a bug in
it. I'd fix the bug, upload a new one, and then access synthesis.pr
again -- but the bug would still be there! I'd then re-upload as
synthesis2.pr, and the bug would go away.

Would restarting my browser help? I'm guessing that the plugin is
cacheing projects. For how long does the cache last?

From mike at mjr104.co.uk Fri Aug 3 01:12:19 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Active Essays on Computer Music

>From: Mark Guzdial <guzdial@cc.gatech.edu>
>I now have six active essays on computer music up at:
>
>http://swiki.cc.gatech.edu:8080/compMusic/ActiveEssays

Hi,

I've haven't had time to try out these computer music active essays yet, or
sadly much squeak for that matter, but I thought I would peer out from the
shadows of these lists :-) These active essays look quite exciting.

I noticed the 'others to recommend?' comment in your 'books' page on the
swiki. Dodge&Jerse and Csound (to some extent) were necessary reading for
my UK degree course and I'd like to offer another book which I found
invaluable:

The Science of Sound, Thomas D. Rossing. ISBN 0-201-15727-6 (Mine's a 2nd
Edition)

It's quite comprehensive (~600 pages) but is very nicely structured. As
the title might indicate, it details many aspects of sound, including: wave
theory, acoustics, psychoacoustics, musical instruments, the voice and the
use of electronics.

Looking through your syllabus I thought it would make a nice reference text
or at least a good diversion if you find yourself in a large library.

From guzdial at cc.gatech.edu Thu Aug 2 22:54:47 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Active Essays on Computer Music

Thanks for the advice, Mike. I'll add the Rossing book to my swiki
(or feel free to add it yourself -- it's a swiki :-)

For me, the issue hasn't been a comprehensive text, but finding one
that's accessible. I'm not a musician, an electrical engineer, a
physicist, nor a mathematician, and most books assume background in
one or more of these areas. I'm looking to understand this stuff
from a computer science perspective. The Dodge and Jerse book is the
best I've found, but even there, with no actual implementations, I'm
not sure if I grokked it right. For example, it's important for an
oscillator unit generator to accept negative amplitudes and
frequencies, but they don't quite understand what you're supposed to
do with them. I'm not sure that I implemented that right.

On a less technical level, the active essay format works for computer
music, in my opinion. There's so much that just doesn't work for me
at the text-only level. For me, some of the critical moments in my

understanding worked as active essay kinds of activities, not
text-based ones:
- When I played with changing the size of the oscillator's wave
table, I could really hear the concept of "signal-to-noise ratio."
- It was so wonderful to use the Squeak WaveEditor to play with the
waveforms I produced, and really see the different shapes and see
that the FFTs showed what I thought I was synthesizing.
- A really neat moment was when I had built my own FM synthesizer
(the technique of sound synthesis that Squeak uses) and then looked
at what John Maloney had written and finally started to understand it.

Mark

From guzdial at cc.gatech.edu Fri Aug 3 12:27:05 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Active Essays on Computer Music

>For example, it's important for an oscillator unit generator to
>accept negative amplitudes and frequencies, but they don't quite
>understand what you're supposed to do with them. I'm not sure that
>I implemented that right.

faux pas there: I'm sure that Dodge & Jerse *understand* what one is
supposed to do with negative amplitudes and frequencies -- but they
don't explain it in a way that *I* can understand it.

From naala_brewer at hotmail.com Fri Aug 3 16:56:52 2001
Date: Fri Apr 18 13:53:36 2003
Subject: 3 new student projects added

I've just added 3 new student projects to the Wyandotte Squeak Project Page:

http://www.csac.chem.ku.edu/SqueakProjects/5

From naala_brewer at hotmail.com Sat Aug 4 10:53:01 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Squeak For Teachers

We've added a link to the Wyandotte Project Page specifically geared towards
teachers. This link has Squeak book morphs which explain some of the
principles, philosophy, and mathematics behind Squeak, as well as act as a
tutorial for some of the basic mechanics of Squeak.

http://www.csac.chem.ku.edu/SqueakProjects

Click on "For Teachers." There are 2 projects to begin with ("Handles For
Teachers" and "Recording Controls for Teachers").

From mike at mjr104.co.uk Wed Aug 15 23:23:47 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Active Essays on Computer Music

>Mark Guzdial wrote
> <snip>
>For me, the issue hasn't been a comprehensive text, but finding one
>that's accessible.

I understand. Even if you are one of

>a musician, an electrical engineer, a
>physicist, nor a mathematician

...the texts still need to be accessible. I'm a bit of a musician (hobby)
and a bit of an electronic engineer (historical). I have sometimes read
books where I'm expected to fit into the assumed background but for
whatever reason I don't and it's frustrating. I can see how it must be
frustrating if you want to read about a subject of interest where there is
no reason why it can't be explained in terms one understands but there is a
barrier that you have to cross. Particularly with computer music, I can
see no reason why it can't be explained at a more accessible level.

I guess one problem, in writing a book like Dodge&Jerse, is how much do you
assume the reader understands. I readily agree that the subject lends
itself well to an active essay format. I think this could be true for the
explanation of a lot of signal processing techniques, for example. This
could make signal processing techniques, like filtering or compression for
example, much more accessible to people without having to have such
pre-requisite knowledge.

I presented a seminar to a uni group, about 3 years ago (with a friend), on
perceptual audio compression techniques. We talked about MPEG 1 Audio and
another pair independently talked about the Mini-Disc scheme (AC3?). A lot
of the reference material, at the time, presented purely mathematical
explanations of how the scheme worked. This was frustrating because it
presented an enourmous barrier to my entry of understanding. It looked so
boring but by the end we knew it was very cool. We had to first understand
it and then derive our own way of explaining it in a format where we could
get the fundamentals across in 15 minutes or so; especially keeping the
maths to a minimum. We were really excited by how MPEG worked but only
after we got to the point where it 'clicked' in our heads. We felt it was
important to get the excitement across so that our audience might take up
more of an interest in it afterwards. We managed it with moderate success
but it could have been much better with an active essay to work through
afterwards. We were only providing an overview so the light information we
provided was 'fair enough'. You wouldn't then want to find that to
'really' explain it you had to enter a realm where you lost the fun aspects
and the accessibility. People with different levels of interest could then
maybe work through an active essay at different speeds. Maybe you could
write it such that you could take a 'demo' path through such that you see a
demonstration of the subject but not a lot of depth. And then for keener
people they could be led through in more depth.

Thinking about it, it might be a fun direction to head in once I start
playing with Squeak.

>The Dodge and Jerse book is the
>best I've found, but even there, with no actual implementations, I'm
>not sure if I grokked it right. For example, it's important for an
>oscillator unit generator to accept negative amplitudes and
>frequencies, but they don't quite understand what you're supposed to
>do with them. I'm not sure that I implemented that right.

I'm hesitant to offer opinion because I haven't had time (a common theme)
to play with your essays yet. I did read through D&J last night though and
found the section on Frequency Modulation which discusses negative
frequencies. I'm going to make lots of guesses here but my explanation
might help. I'm not sure which bits you don't understand, so i'm sorry if
I'm covering obvious ground, but I'll have a go anyway and I can see what
you think.

Let's say that you have a sine-wave unit generator. It's a simple table based one and you have stored say 50 values of a whole cycle. We start by making it fixed in frequency so we only allow stepping through the entries one at a time. If you then start the generator, you get a sine wave as expected.

You could give your unit generator a direction input that could be 'forwards' or 'backwards'. If forwards was selected, you would read through the table in a forwards direction. This would output the normal looking sine wave. If, however, you selected 'backwards' you would start reading the (circular) table backwards. This would start outputting the negative half of the cycle first and then the positive half.

If you could view both directions of the waveform at the same time, such as an oscilloscope would provide, you could see that you get a figure-of-eight pattern on its side (if you lay them on top of each other). If you added these two signals together, you would get a flat response as they cancel each other out. They are said to be 180 degrees out of phase.

If you give your sine generator a frequency input, then this controls how you step through the table giving different frequency outputs. If you allowed this figure to go negative, as in negative frequency, then you would read the table in same manner but in reverse. This allows you to produce varying frequencies that are in and (directly) out of phase.

To get more subtle phase variations you would include a phase input which you could implement by offsetting the starting point in the table. For 180 phase you would start half way through the table and this would have the same effect as reading the table in reverse. A 360 degree phase starting at the end of the table would be the same as starting at the start and this essentially completes the forward options for phase. I guess that for a negative value of phase you would just implement the offset in a reverse direction.

In the spectral response diagrams (amplitude versus frequency) they show (positive) frequencies with negative amplitudes. From the explanation, I think, they denote this to mean 180 degree phase; but it allows you to see it in the positive side of the spectrum. You can see these components with positive magnitude if you 'wrap' them around 0 Hz with a polarity switch. Or if you already have a spectrum with positive amplitudes but including negative frequencies, you can go the other way around and take the negative frequencies on the diagram and place them all in the positive frequency space with negated amplitudes. You perform supperposition on any frequencies that are incident on each other and add them together. I think the reason we can do this is because in a spectrum we are effectively looking at the power of the frequencies and we make sure that they are in correct phase (on the diagram) before we add them.

What they then do (Figure 4.5c) which stumped me for a while until I read it a few times is that they then just take the magnitude of it and show you all the components with positive amplitude. (This doesn't though give any indication of the phase of the signal.)

From guzdial at cc.gatech.edu Mon Aug 20 15:56:04 2001
Date: Fri Apr 18 13:53:36 2003
Subject: ResourceMap?

I just loaded in all new 3.1 updates, and I noticed that when I published my projects now, a "resource map" is created. Do I need to

upload this to the server, too, for plugins to work? What is this
thing?

From m.rueger at acm.org Mon Aug 20 13:12:52 2001
From: m.rueger at acm.org (Michael Rueger)
Date: Fri Apr 18 13:53:36 2003
Subject: ResourceMap?

Mark Guzdial wrote:
>
> I just loaded in all new 3.1 updates, and I noticed that when I
> published my projects now, a "resource map" is created. Do I need to
> upload this to the server, too, for plugins to work? What is this
> thing?

There have been some changes in the way projects are stored. Resources
(images esp. compressed ones) are now stored externally while preserving
their original compression and loaded on demand. That is the effect you
see when loading a project containing images.
No need to worry about any of the "magical" files created in the
process, both the standalone and the plugin versions handle these
correctly. Well, at least they should ;-)

From guzdial at cc.gatech.edu Tue Aug 21 14:44:06 2001
Date: Fri Apr 18 13:53:36 2003
Subject: 3.1 image projects unreadable by plugin (slight panic)

I just updated my 3.1 image where I've been building my Computer
Music projects. I uploaded the .pr files (but not the resource
files), and when I try to load them with the plugin, I get "Reading
an instance of ReadOnlyVariableBinding: Which modern class should it
translate to?" When I try to fake it out with "let me think about
it" (as I've been taught to do), I get an error that "Message not
understood: classVersion."

There's a slight tinge of panic for me right now -- this class
started yesterday, and not being able to upload fixes to the lecture
notes is going to be a serious impediment to the class. Any
suggestions?

From guzdial at cc.gatech.edu Tue Aug 21 14:50:21 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Using the plugin image doesn't help

I'm still working on trying to find some way to save my work on my
lecture note Active Essays. I found the SqueakPlugin.image, made a
copy, and tried to load my projects into that. (Michael had joked
earlier that the safest place to build plugins is within the
plugin.image, so I thought I'd try it.) But when I try to load in my
Squeaklet, I get an error that "Message not understood:
allContentsWithoutSideEffects"

Currently, I've rolled back to my previously saved versions (without
my fixes) which do seem to work still in the plugin.

Thanks for any suggestions!
   Mark

From guzdial at cc.gatech.edu Wed Aug 22 15:23:03 2001

Date: Fri Apr 18 13:53:36 2003
Subject: Successful use of in-class Active Essays

Just a note FYI: We had our first real "lecture" with my Active
Essays today, and it worked quite well. I did a lecture Monday, but
it was just a demo of Squeak tools. Today was the first interactive
session on serious computer music issues.

Some of the things that worked the best:
- Live code examples. I put in a little exercise to play different
frequencies, to explore Just Notable Differences in frequencies. It
was great fun and really worked for generating some surprised looks
on students' faces.
- Modifiable code examples. We could tweak things, print them, and
re-execute them live, in class, in the middle of the slide.
- Adding and computing new things. We got off in a discussion of
even-tempered tuning, so we were able to compute ratios and play with
$2^{(1/2)}$ by typing in examples in the middle of the slides.

We'll see how it goes as we go deeper, but I received several
comments about how well the medium worked. Particularly interesting
were the comments like, "It felt really natural, and then I thought
about it, and I realized what an amazing thing we were doing!"

Mark

From Alan.Kay at squeakland.org Wed Aug 22 12:27:47 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Successful use of in-class Active Essays

That's great Mark!

"really natural" is what we are aiming for. All on this list should
try their hands at active essays on ideas they particularly like ....

From mike at mjr104.co.uk Thu Aug 23 21:36:54 2001
Date: Fri Apr 18 13:53:36 2003
Subject: A question about image versions

Hi,

I've been having some problems trying to get Mark's Sound active essays
working. I wanted to work with them off-line so I downloaded them to file
and tried loading them from the World menu.

I hope you don't mind me asking some basic questions; i'm new to all this :-)

I started off by grabbing the 3.0 image running on Ian Piumarta's
unmodified VM for linux.

When I try and load the projects I get an
Error: subscript is out of bounds: 0
as the Parser is scanning tokens.

I get the same error on a #3545 3.1alpha image. I haven't got the latest
development image yet, so that is next on my list of things to try along
with building Lex's patched vm.

I hunted around for tips and thought that I might have not downloaded the

files in binary form so I got them again. Still no luck I'm afraid. I was
running out of things to try but before posting a question here I figured I
should try and get them running locally in the squeakland vm. You can
invoke the vm plugin from the command line so I did that and I manage to get

howsoundworks8.pr
SqueakMusicTools.2.pr

to work. Great! (I really like the interactive format)

but with the others I get

MessageNotUnderstood: nextPutAll:
just after it does a ProjectLoading ... :withView (I think ?)

Would someone mind checking if I have sane data files.
For example:

subtractive.pr
file size: 395960
md5sum: 16cae9db107facefc33e480fe600728c

So, any help appreciated.

I was wondering what the general advice was on using different versions of
the image; and possibly tweaked VMs as well. Is there a preferred route to
travel?

I don't mind keeping different images around but I'd obviously like to use
the one that is most useful to other people if I generate something that
other peole might like to play with.

I'd like to develop an Active Essay that explores the subject of rhythm in
music so I'm going to start my explorations there.

From m.rueger at acm.org Thu Aug 23 14:35:04 2001
Date: Fri Apr 18 13:53:36 2003
Subject: A question about image versions

Mike Roberts wrote:

> I've been having some problems trying to get Mark's Sound active essays
> working. I wanted to work with them off-line so I downloaded them to file
> and tried loading them from the World menu.

Just for completeness: you can do the same by going through find and
publish (save to local disc).

> I get the same error on a #3545 3.1alpha image. I haven't got the latest
> development image yet, so that is next on my list of things to try along

We are currently in the process of releasing a new version of the plugin
and plugin image based on the newest Squeak image. The new version
handles Mark's essays correctly.
You could use the newest development image as well or wait until the
weekend for the new squeakland release.

> I don't mind keeping different images around but I'd obviously like to use
> the one that is most useful to other people if I generate something that

> other peole might like to play with.

If you want to author content for the Squeakland community you should
use a current Squeakland image. Newer Squeak (development) images should
be backward-compatible, but not the other way round.

From m.rueger at acm.org Mon Aug 27 00:23:20 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Squeakland.org changes

the next iteration of the Squeakland.org web site is now life.

We did some minor changes to the layout of the site, but the main
changes are a new version of the Squeakland plugin and a new detection
process.

The plugin is now in sync with the latest version of the development
system.
The installers also include a standalone version so you can work both
online and offline with the same version.

Please note that if you are creating content that is intended to be
viewed using the plugin, you should use the Squeakland, not the
development image!

Please let us know if there are any problems with the site so we can try
to fix it asap.

Due to yet another server move the server will be down for (hopefully)
short periods of time within the next days.

Michael

From m.rueger at acm.org Mon Aug 27 02:01:37 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Microsoft pulls the plug...

...on plugins.

I forgot to mention (it's now also on the installer pages) that
Microsoft's IE 5.5 SP2 and IE 6 no longer support the Netscape plugin
interface.
You will NOT be able to use Squeak if you use the above versions.
We are working on a solution.

From guzdial at cc.gatech.edu Mon Aug 27 14:21:34 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Code-level Authoring with the Plugin Image

I re-downloaded the Squeakland plugin and image today, in order to
try authoring from the RIGHT image.

Is there a big, hidden switch somewhere that enables authoring at
other-than-an-etoy level in the Squeakland image? It looks like the
browsers are gone -- I was able to get a Workspace up (by opening
Geemail, typing in code, then Command-D on it from there). But I
can't get a browser up at all. I can't find a FileList, either.

Is there, perhaps, a fileIn that I can use/get in order to have some
code-level-authoring available?

Mark

From arning at charm.net Mon Aug 27 15:24:07 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Code-level Authoring with the Plugin Image

Mark,

The simplest path is probably...

- CMD-click in the world to get its halo
- from the red menu, choose desktop menu
- use that to open the preferences window
- use that to turn 'eToyFriendly' off.

Cheers,
Bob

From m.rueger at acm.org Mon Aug 27 16:50:42 2001
Date: Fri Apr 18 13:53:36 2003
Subject: World Menu

to access the world menu use CMD-Shift-W.
You can then turn off the eToyFriendly preference (as Bob already
pointed out).

There will also be a fileIn/external preference + a set of changes and
source files for those who want to do code level authoring.

As long as you do *not* update beyond the current update level (4296)
you can also use the development image for authoring.

From arning at charm.net Mon Aug 27 23:28:11 2001
Date: Fri Apr 18 13:53:36 2003
Subject: World Menu

On Mon, 27 Aug 2001 15:50:42 -0700 Michael Rueger <m.rueger@acm.org> wrote:
>to access the world menu use CMD-Shift-W.

Umm... except that Preferences honorDesktopCmdKeys is false in the plugin,
which disallows this.

From m.rueger at acm.org Tue Aug 28 07:53:24 2001
Date: Fri Apr 18 13:53:36 2003
Subject: World Menu

Bob Arning wrote:
>
> On Mon, 27 Aug 2001 15:50:42 -0700 Michael Rueger <m.rueger@acm.org> wrote:
> >to access the world menu use CMD-Shift-W.
>
> Umm... except that Preferences honorDesktopCmdKeys is false in the plugin,
which disallows this.

Yes and no ;-)
The preference is set this way, but the world menu key is exempted :-)

From arning at charm.net   Tue Aug 28 11:34:01 2001
Date: Fri Apr 18 13:53:36 2003
Subject: World Menu

On Tue, 28 Aug 2001 06:53:24 -0700 Michael Rueger <m.rueger@acm.org> wrote:
>Bob Arning wrote:
>>
>> On Mon, 27 Aug 2001 15:50:42 -0700 Michael Rueger <m.rueger@acm.org> wrote:
>> >to access the world menu use CMD-Shift-W.
>>
>> Umm... except that Preferences honorDesktopCmdKeys is false in the plugin,
which disallows this.
>
>Yes and no ;-)
>The preference is set this way, but the world menu key is exempted :-)

Ah! The plugin I have has the version of #keystrokeInWorld: from 12 Aug, not
the one from 24 Aug. The plugin version is 'Squeakland 3.1.4278', so I guess
I'm missing a few updates. How do we update our plugin?

From naala_brewer at hotmail.com   Thu Aug 30 15:07:42 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Web page

Once you downloaded the squeak plug-in from the downloader page, did you
double click on the squeak installer icon on your desktop? With Macs, you
have to go this extra step. Then the plug-in is installed. With PC's, the
installer starts up automatically.

>From: Judy Roitman <roitman@math.ukans.edu>
>To: "Naala Brewer" <naala_brewer@hotmail.com>
>Subject: Re: Web page
>Date: Thu, 30 Aug 2001 13:20:57 -0500
>
>>
>>That's there to make sure that anyone who goes to my webpage first
>>has a plug-in. I'll change the wording so that it's explicit that
>>it's not necessary to install the plug-in again. Thanks for pointing
>>that out.
>>
>>If you've got the plug-in installed, you're able to click on any of
>>the project links, view, examine, deconstruct, and reconstruct any
>>of the projects.
>>
>Well, no. Because when I clicked on the cycloid project, I was then
>asked to add the plug-in and could not get around it.
>--
>
>
> Judy Roitman
> Math Dept., University of Kansas
> Lawrence, KS 66045
>785-864-4630
>fax: 785-864-5255
>http://www.math.ukans.edu/~roitman/

From m.rueger at acm.org   Thu Aug 30 13:52:37 2001
Date: Fri Apr 18 13:53:36 2003
Subject: Web page

Naala Brewer wrote:
> Once you downloaded the squeak plug-in from the downloader page, did you
> double click on the squeak installer icon on your desktop? With Macs, you
> have to go this extra step. Then the plug-in is installed. With PC's, the
> installer starts up automatically.
>
> I am right about this, Michael?

Almost ;-)
It depends on your browser on the PC if the installer launches
automatically.

> >
> >Well, no. Because when I clicked on the cycloid project, I was then
> >asked to add the plug-in and could not get around it.

Judy, what exactly was the question? Did you see something like a little
graphic icon or a broken plugin icon? That would mean that the plugin
hasn't been installed yet.

From guzdial at cc.gatech.edu Tue Sep 4 13:46:13 2001
Date: Fri Apr 18 13:53:40 2003
Subject: Questions on E-Toy Scripting of Alice (3-D)

I have some questions about using E-Toys to script 3-D objects in Alice.

It's amazingly cool. There's a lot of power here in getting
non-technical peole interested in Squeak and in programming, I
believe. I played with it with my 9 year old son, Matthew, last
night. It was striking to me that the E-Toy scripting stuff pulled
him in, but he quickly wanted to do things that were easier in the
Alice/text-scripting window. I built him a game using joystick
control of objects (see below), but when he started building his own
world, he was often asking me about the textual side of things.
"dragon1 move: up" was faster for him than finding the dragon1
viewer, finding the y, and increasing it enough.

Questions:

- I know (from talking to Andreas) that the plugin currently doesn't
support 3-D, so we can't use Alice in the browser. Is there a way to
add-in 3-D support if we need it, e.g., put a DLL in the VM
directory, add a file-in to the image, etc.? Or are there any plans
to eventually add 3-D to the existing plugin?

- I was trying to figure out how to make one object respond to
another one being close. I wanted to make a sound occur when the
WhiteRabbit got close to the banana in my world. I found that I
could create a tile phrase WhiteRabbit distanceTo: banana, but this
returned a number. I couldn't figure out how to set up a test with
this, e.g., when the distance to the banana is less than 0.5 meter.
I eventually changed my script into text and typed in the test I
wanted, and then it worked.

- Alice objects don't understand a lot of the basic operations of
Morphic objects, e.g., Alice objects can't make sounds. Is there a
technical reason for this, or is it something that might be added
later? I used one of my joysticks for sounding the alarm when the

WhiteRabbit was near the banana, but that led to fairly strange
looking code: "When the WhiteRabbit is within 0.5 meters of the
banana, have the joystick make a crashing sound." :-)

- The most complex part right now is adding objects to the world.
The first problem is being on a Macintosh -- the collection of Alice
objects that are available
(http://www.cs.cmu.edu/~jpierce/squeak/SqueakObjects.zip) use long
filenames that don't work on Macs. When you make an actor from
these, you frequently have to help Alice guess the right filenames.
The second problem is just the process of "w makeActorFrom:
'blahblahblah.mdl'" I had an idea of how to deal with this that I
wanted to bounce off y'all. What do you think about this: if
yellow-button click on a .mdl file gave you a menu option to add the
model as an actor in an existing Wonderland (if one is open in the
current World), or, to open a Wonderland and stuff the actor into it?
I gave it a shot, and the attached change set seems to do it.

From naala_brewer at hotmail.com Thu Sep 6 16:40:07 2001
Date: Fri Apr 18 13:53:40 2003
Subject: downloading plugins

When I went to help a professor at the University install the Squeak plugin
on a Mac which only has Netscape. It did not take properly until we did a
"custom install" into Netscape. I remember encountering this myself when I
first tried to install the plugin on my Mac G3 Powerbook.

Does the plugin automatically install into Internet Explorer under the "easy
install"? If so, maybe this should be changed (since it is not obvious).

From m.rueger at acm.org Fri Sep 7 08:59:24 2001
Date: Fri Apr 18 13:53:40 2003
Subject: downloading plugins (Mac install)

>Does the plugin automatically install into Internet Explorer under
>the "easy install"? If so, maybe this should be changed (since it
>is not obvious).
The installer should now install itself into every IE and NS
installation it can locate.

From m.rueger at acm.org Fri Sep 7 09:55:50 2001
Date: Fri Apr 18 13:53:40 2003
Subject: Questions on E-Toy Scripting of Alice (3-D)

From guzdial at cc.gatech.edu Fri Sep 7 16:14:28 2001
Date: Fri Apr 18 13:53:40 2003
Subject: Questions on E-Toy Scripting of Alice (3-D)

>
> > - I was trying to figure out how to make one object respond to
> > another one being close. I wanted to make a sound occur when the
> > WhiteRabbit got close to the banana in my world. I found that I
> > could create a tile phrase WhiteRabbit distanceTo: banana, but this
> > returned a number. I couldn't figure out how to set up a test with
> > this, e.g., when the distance to the banana is less than 0.5 meter.
>
>You need to get a "Test" tile out of the scriptor. Then you can construct

```
>your test as follows:
>        Test (WhiteRabbit distanceTo: banana) < 0.5
>                Yes "Do something"
>                No "Do something else"
```

I got the Test tile, but I couldn't figure out how to get the "<".
Where do I get one of those in the tiling world?

From scott.wallace at squeakland.org Fri Sep 7 19:06:38 2001
Date: Fri Apr 18 13:53:40 2003
Subject: Questions on E-Toy Scripting of Alice (3-D)

Drop some numeric-valued tile (such as, say, "WhiteRabbit's heading")
into the TEST pane. Because a TEST pane requires a boolean-valued
expression, this will magically get expanded into a related
boolean-valued expression -- in this case "WhiteRabbit's heading <
5".   Now it should be straightforward to edit that into the
expression you really want.

From edwinp13 at home.com Sat Sep 8 20:23:54 2001
Date: Fri Apr 18 13:53:40 2003
Subject: [EDUCATION] Porting new wine into old bottles

Now that I'm supposed to be subscribed to this listserv, I'll continue this
thread here.

Of course you're absolutely right, Alan. It is all about kids! And I am
all for them.

Anywaym, I've made some inquiries with Logo Computing Systems Inc and the
possibility of acquiring a site license for an earlier version on
MicroWorlds. But first, I need to inventory what is already there. If the
PowerMacs can be maintained, I'm quite certain that with trained teachers,
even Apple Basic could do the kids a lot of good.

If I can install SQUEAK then at least we can say that we have something
"new".

-----Original Message-----
From: squeak-dev-admin@lists.squeakfoundation.org
Subject: Re: [EDUCATION] Porting new wine into old bottles

Well, it's always more about the kids than about Squeak. A great
system (in the hands of the right teachers) for this level machine is
LOGO Microworlds.

From edwinp13 at home.com Sun Sep 9 01:03:48 2001
Date: Fri Apr 18 13:53:40 2003
Subject: [EDUCATION] Porting new wine into old bottles

IT WORKS! Thanks for manually subscribing me to this list, Michael!

Now I can add an after thought.

I would rather use SQUEAK than MicroWorlds because it is FREE and can do
more.

Schools and parents love FREE. Students, on the other hand, have a
different opinion because SQUEAK will not FREE them from homework. The old
excuse of Mac in School versus PC at home, doesn't work with SQUEAK nor
MicroWorlds.

IMO, this is a powerful paradign. In one pass, we could eliminate the two
largest edu-tech stumbling blocks...licensing cost and cross platform
portability.

I'm just hoping that there's enough memory in those PowerMac 7200's to run
the plug-in.

I am excited!

:-) Edwin Pilobello
Instructor, Saturday Academy
www.saturdayacademy.org

-----Original Message-----
Subject: Re: [EDUCATION] Porting new wine into old bottles

Well, it's always more about the kids than about Squeak. A great
system (in the hands of the right teachers) for this level machine is
LOGO Microworlds.

From guzdial at cc.gatech.edu Thu Sep 13 14:41:51 2001
Date: Fri Apr 18 13:53:40 2003
Subject: Funnest Homework Turnins Ever

I've discovered a great new use for the Squeak plugin: As a way for
students to hand-in work. My computer music class is turning in
their work as plugins (for those who've figured it out so-far). It's
such a fun way to grade -- the work is there, with their
presentation, in my browser.

http://swiki.cc.gatech.edu:8080/compMusic/24

For some of them, there's just something to click to get started.
For others, you have to select the code and Do It. I particularly
recommend Justin's, Graham's (he's a brand new Squeaker that I let in
without the pre-req, and you can see that he's getting into it),
Marc's, Janet's, and Ben's.

Mark

From edwinp13 at home.com Thu Sep 13 12:25:14 2001
Date: Fri Apr 18 13:53:40 2003
Subject: FW: [ap-compsci] OOP

I'm a member of the College Board's AP-COMPSCI moderated listserv. I
thought you folks might want to respond to this one. If you send me your
response, I'll forward it to the AP-COMPSCI listserv.

-----Original Message-----
Subject: [ap-compsci] OOP

This may seem like a silly question, but bear with me - I'm teaching
APComputer Science for the first time this year. How do you guys

pronounce "OOP?" I've been saying it just like it looks, but I don't want
my students going to college next year sounding silly!

From laheadle at cs.uchicago.edu Fri Sep 21 17:59:46 2001
Date: Fri Apr 18 13:53:40 2003
Subject: introduction, graduate study?

hello squeaklanders,

My name's Lyn Headley, and although I've been following squeak as an
outsider for several years now, I haven't yet moved beyond playing
with it. Discovering the squeakland site made me think that might
change soon, as I realized the deep correspondence between the
project's goals and my own.

My undergraduate background is in computer science, and I'm interested
in building citizens. I have arrived by way of the "virtual
community" route, and thus still take a (currently web-)
community-centric approach to the citizen-building task. Two of my
current intellectual idols are paulo freire and amartya sen. My
favorite programming language is Common Lisp, but free CL
environments are currently still in the dark age. Squeak obviously
shines here.

I'm looking for a graduate school for next year, and the
interdisciplinary nature of my interests makes the search a bit
haphazard. What I have found is the "Science and Technology Studies"
rubric, which I hope, given the right environment, would afford the
flebibility to develop my research goals. Other possibilities I have
discovered include Engineering and Public policy (CMU and Wash Univ/St
Luis have programs). I would also consider the right program in
philosophy, sociology, computer science, education, political science,
etc. The degree program title does not interest me. The scholarship
and environment are what matters in my view.

My ultimate goal is to understand and foster individual and collective
empowerment, dialog, development and freedom. I believe networked
computer systems will be involved somehow, and that the processes of
learning and communication will be central. I think a lot of others
here have similar beliefs, and I'm excited to be a part of the
discussion.

If anyone has any recommendations or contacts for possible places of
study or mentors in this field I would be extremely grateful to hear
of them.

-Lyn

From doreennelson at earthlink.net Fri Sep 21 17:43:42 2001
Date: Fri Apr 18 13:53:40 2003
Subject: introduction, graduate study?

Not sure where you live and if you are interested in having an experience
with k-12 education. Check out www.citybuildingeducaton.org. and our MA
degree in Design Based Learning. You'll find test results and examples of
citizen building. We have a project in Japan, and one with kids who were
expelled from high school, and are doing a project with the Art Center
College of Design in Pasadena. Lots of diversity.

I too have been a watcher with Squeak as I've seen it develop since I've

worked with Alan Kay. You'll see references to Alan.... he used this
methodology in his Vivarium project. I think Squeak is brilliant and would
like to apply it to my methodolgy.

Feel free to contact me after you have a look. A new group starts in
January 2002.
Doreen Nelson, prof, California State Polytechnic University, at Pomona

From John.Maloney at disney.com Thu Sep 27 10:17:33 2001
Date: Fri Apr 18 13:53:40 2003
Subject: How to pronounce "oop"

> Date: Mon, 24 Sep 2001 11:02:01 -0700
> To: squeakland@squeakland.org
> Subject: Re: FW: [ap-compsci] OOP
>
> The "oo" is the long "oo" sound, as in "cool" or "coop".
>

From guzdial at cc.gatech.edu Sun Oct 7 17:59:17 2001
Date: Fri Apr 18 13:53:43 2003
Subject: Access vs. Media

A few of the academic educational technology research groups in the
U.S. have been shifting their focus to Palms from desktop or even
WinCE devices. Their argument is interesting: It's about access of
two kinds.
- ACCESS BY STUDENTS: Many people believe that we're never going to
see much impact of computers at the level of 10 kids per computer (at
best!) that we have today. Palms are cheap enough that one can
outfit a whole class with them using current budgets.
- ACCESS TO STUDENTS: What's more, students react to them differently
than desktop computers. My former Ph.D. advisor, Elliot Soloway,
says that kids in urban school districts don't even talk about the
Palms like computers -- instead, it's more like a Walkman or an MP3
player. It's a media device that happens to have more interactivity
to it.

I'm making an argument that a cheap, handheld device is a grand idea,
but the Palm is too cheap -- we simply don't want to give up all the
forms of media that we have even if we step up to an iPaq or WinCE
class device.

I have some questions for y'all about this:
TECHNICALLY:
- I've been claiming that all forms of Squeak media (e.g., 3-D,
Alice, MPEG, Flash, text-to-speech) run on WinCE and iPaq devices,
but I realized that I haven't actually seen those all run on a
handheld device. Can anyone verify that these Squeak media run on
the handheld devices?
- Is it still the case that Squeak can't be ported to Palms?

EDUCATIONALLY:
- This group cares about these kinds of issues. What do you think?
I'm arguing that more diverse media is worth an decrement in
accessibility that's found in the Palm. Do you buy that? Or is it
just a matter of time before the Palm's cost-performance ratio shifts

and we can get the media we want without surrendering the Palm's
cost, ubiquity, and accessibility?

Thanks for advice and comments,
Mark

From naala_brewer at hotmail.com Mon Oct 8 11:06:01 2001
Date: Fri Apr 18 13:53:43 2003
Subject: saving and uploading projects from plugin?

Hi everyone,

The Squeak plugin for Windows 98 is working great on the desktops at the
Kansas City Middle and High Schools.

What is the best way for a student to save and upload his/her project from a
plugin image to his/her swiki at http://www.csac.chem.ku.edu? Is it better
to save a project to the desktop first with "save project as..." or is
there a way to type in the url and upload the project directly?

BTW, Mark, I agree with you about the hand-held devices. In fact our group
at the University of Kansas has just started looking into adding some to our
technology deployment at the schools.

Thanks for any suggestions,
With my best,
Naala
University of Kansas
http://www.csac.chem.ku.edu/NaalaBrewer

From naala_brewer at hotmail.com Mon Oct 8 14:28:35 2001
Date: Fri Apr 18 13:53:43 2003
Subject: world menu

There has been some amazing work done on the plugin image. Thanks! The
image has a lot more multi-media and objects that the older students (7-12th
graders) are going to really enjoy working with and it is so much more
user-friendly.

I found a way to save to either the desktop or the floppy through the world
menu. I had to find the "world menu" first. It was annoying to the
newcomer to have the "world menu" pop-up every time there was a click on the
desktop, but I found that the students that I worked with found it to be
very useful for navigating to some of the deeper levels of Squeak.

I uploaded the saved project without any problems to a swiki. And it worked
without any errors or problems.

Could I put in a petition to have the world menu as one of the supplies or
widgets? My students will probably not be patient enough to go through the
sequence of pulling up the handles, clicking on the red handle and then
clicking on the "desktop menu."

From m.rueger at acm.org Mon Oct 8 12:49:31 2001
Date: Fri Apr 18 13:53:43 2003
Subject: world menu

Naala Brewer wrote:

> Could I put in a petition to have the world menu as one of the supplies or
> widgets? My students will probably not be patient enough to go through the
> sequence of pulling up the handles, clicking on the red handle and then
> clicking on the "desktop menu."

Try alt-shift-W :-)

From naala_brewer at hotmail.com Wed Oct 10 11:03:25 2001
Date: Fri Apr 18 13:53:43 2003
Subject: Student projects on their swikis

Hi everyone,

He are first-time visits for 9-11th grade math students to the Squeak plugin
image yesterday. Saving and uploading was very easy and efficient with the
new plugin:

http://www.csac.chem.ku.edu/CoryAdamsK
http://www.csac.chem.ku.edu/GaryLooney
http://www.csac.chem.ku.edu/GeorgeReece
http://www.csac.chem.ku.edu/JohnPoke
http://www.csac.chem.ku.edu/JuanTorres
http://www.csac.chem.ku.edu/ThomasThreadgillB
http://www.csac.chem.ku.edu/VeronicaBarjas
http://www.csac.chem.ku.edu/VeronicaValles

With my best,
Naala

From: naala_brewer at hotmail.com (Naala Brewer)
Date: Fri Apr 18 13:53:43 2003
Subject: Collage of Projects on Swiki

Here is a collage of active squeak projects (42+ projects) done this school
year by high school students on a single swiki page with each project also
linked to the student's personal swiki site:
http://www.csac.chem.ku.edu/SqueakProjects/9

Please feel free to browse, comment, or let me know if you find any links
that are broken.

From John.Maloney at disney.com Tue Oct 30 09:26:37 2001
Date: Fri Apr 18 13:53:43 2003
Subject: Access vs. Media

Mark,

I've long been a fan of using handhelds in classrooms. The experiments
done by the Concord Consortium (if I'm remembering that name right)
and the recent ACM article by Elliot Soloway have convinced me that
this area has a lot of promise.

I agree that the current Palm and Visor's are not powerful
enough to run Squeak acceptably well. I've used Squeak on a 33 MHz
68K machine, and it's just too slow to do interesting multimedia work.
It doesn't even run Morphic well.

I've done quite a bit of work with more powerful PDA's, including several
of the Sharp Zaurus models, the Compaq Itsy, and the iPaq, and you can
do some interesting things with these machines. The key to reasonable
performance seems to be a RISC processor of over 100 MHz.

Yet even on the 206 MHz iPaq, there are some surprising performance
"gotcha's". The SA1100 chip they use has fairly small caches, and there
is no second-level cache as there is on a desktop or laptop. The result
is that, while tiny benchmarks run at at perhaps 1/3 the speed of
a 500 MHz G4 Powerbook, real programs run at 1/10 the speed of
the G4 or less. Furthermore, there is no floating point hardware, so
floating point code such as 3D graphics is likely to be MUCH slower than
that. There is no 3D graphics accelerator, either. Finally, if you need access
to a lot of media (sound and graphics), you'll need to use an external
storage card of some sort, and *all* of these cards are much slower
than the hard disk in your laptop. That goes for the IBM microdrive,
as well as for Compact Flash, MM, and SD cards. The need for external
storage would also increase the per-student cost of the device. Finally,
there is the issue of screen size. A 320x240 screen is just too small for
programming, in Squeak or any other language. Programming is hard
enough even when you have enough screen real estate...

Do all of these performance problems mean handhelds are not a
promising platform for educational applications? Not at all! The
very portability of handhelds makes it possible to take them places
you wouldn't want to take a laptop, such as out to a nearby stream
to measure water temperature gradients or onto a swing to measure
acceleration. And their small size makes them appealing to younger
kids--say third and fourth grade. (Although, in my experience,
ANY kind of computer is appealing to kids!) Still, to do a good job on
this platform would require a lot of careful thought about the UI
and packaging to make the best use of the screen real estate and
other limited resources. That very challenge makes handhelds more
interesting and exciting to researchers like you and Elliot (and me!),
because there are new discoveries to be made.

On the other hand, if you want to use all the educational Squeak
tools that you've already got, such as the Audio Explorer, you might
find it better to go with low-cost laptops. For example, Alan has been
giving all his Squeak demos, including some very impressive 3D demos,
using an Apple iBook. This machine is really only double the cost of
an iPaq with accessories, and it has an 1024x768 screen, graphic
accelerator, large and fast disk, and all the performance you'd
expect from a desktop computer. Plus it has Ethernet (for sharing)
and USB and Firewire for importing/exporting media from cameras
and video recorders.

One argument for handheld's is that they are cheap enough for every
student to have one. This was certainly true several years ago, when
the average laptop cost $3000 versus the $300 for a Palm Pilot. But in
the last several years, laptops have dropped in price by a factor of
two while high-end palm computers such as the iPaq cost at least
double the $300 for a Palm Pilot. So now the difference in price is
only a factor of 2.5 or less. (School systems can get iBooks for well
under the list price.) I think this trend is like to continue a bit longer,
because handhelds are still growing in functionality and are using
the latest (and most expensive) technologies, wherease laptops are
not changing in functionality and use more mature technologies that
are getting cheaper.

In conclusion, I'd say that handhelds ARE interesting, but NOT as
a cheaper, smaller Squeak machine. If you decide to explore educational
applications of handhelds, be prepared to re-build most of your
exisiting tools and UI's. Handhelds should be approached as a new
and different thing, not just as an incremental evolution of the laptop.

            -- John

P.S. I should add that Squeak is a fabulous vehicle for handheld
development. I do all serious programming on my laptop, then
slap the image file on a Compact Flash card and pop it into the
iPaq and things usually just work, modulo performance differences.

From John.Maloney at disney.com Wed Oct 31 11:47:00 2001
Date: Fri Apr 18 13:53:43 2003
Subject: Access vs. Media

Dean,

I got a chuckle out of your reply. And I agree--up to a point. Those who
really want to program computers (like you) don't need a display at all.
They'll use paper tape, punched cards, or even the front-panel switches. But
such people are highly motivated and very exceptional. They are able to see
their program in their head, or willing to use supplemental tools such
as print outs and handwritten notes to work with their code.

I think programming gets much easier when you can get a lot of context
in front of the programmer. The Smalltalk browser does this, and the EToy
system does it even more. These tools help because we're so much better
at recognition than recall. So if Mark's goal is to teach *kids* how to
program,
then I think a 320x240 screen is too small. Like you, I've programmed
with small video screens (40x24 characters), but I would not want to
inflict that on students these days. You might find that 5% of the students
really take to it, but you'd alienate the other 95%.

Re:
>   So, as Andreas mentioned, a lot of
>people once "knew" that you can't write
>an operating system in C. It seems that
>a lot of people now "know" that a 320 x
>240 screen is too small for programming.

You may be right, and I'd love to be proved wrong. In fact, I'd love
an opportunity to prove myself wrong! There's a part of me that thinks
you could get pretty far on a small screen with the right UI. But the
current Squeak programming tools are MUCH too wasteful of pixels,
and Squeak's facilities for window management are awkward on small,
pen-based screens.

Re:
>   We really should be able to craft a
>version of Squeak that would be a usable
>development and runtime environment on a
>machine with the power of a 33 MHz 68K
>and a small display. I avoid saying a
>"Palm" because: 1) There are many low
>cost handhelds in this category. 2) The
>Palm OS has some limitations that could

>impede performance.

That's one of those projects I'd love to pursue some day. PocketSmalltalk
does an excellent job for application deployment, but does not attempt to
provide a development environment on the handheld.

                -- John

P.S. I couldn't quite believe that your entire message would fit
on a 240x320 screen without scrolling, but I counted the lines and,
sure enough, it would! With room to spare.

From m.rueger at acm.org Mon Nov 12 11:57:38 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Tutorial for Tamika Knox's class problem

> From: "Diego Coronel" <dcoronel32@hotmail.com>
> To: squeakland@squeakland.org
> Subject: Tutorial for Tamika Knox's class problem
> Date: Thu, 01 Nov 2001 15:32:17 +0000
> Mime-Version: 1.0
>
> Hi all,
> I've read the "Tutorial for Tamika Knox's class problem" and I would like to
> know if anyone have the Squeak project built in that tutorial. It could be
> usefull for a project we are building and I hope it could be usefull for
> someone else. Thanks for all.
>

From csawtell at paradise.net.nz Sat Nov 17 21:51:30 2001
From: csawtell at paradise.net.nz (Christopher Sawtell)
Date: Fri Apr 18 13:53:46 2003
Subject: A successful morning
Message-ID: <20011117085159.56742D26FC@deborah.paradise.net.nz>

Greetings,

   I am thrilled to be able to tell you all that I have just been invited to
show off Squeak once a week until Christmas for most of a morning at
Discovery 1 Primary School (5 to 12-13 year olds) here in Christchurch, NZ.
The results of our first day are on the server as DiscoveryOneCars or
something to that effect. The School's lead teacher and I were both staggered
to see the size of the group which had to be literally prized off the machine
at the end of the session. There were about 6 to 8 of them - including two
girls - all of whom were just fascinated. I have been promised more machines
for next week, when we are going to enhance the project.

   Thus a few questions.
   1) I downloaded the browser plugin, but to my disappointment the iMac would
only run either Squeak or IE, but not both together; so the question is; how
much installed memory does one need in an iMac for the squeakland system to
work properly?

   2) I have tried to run the project file created by the iMac at School on my
Linux machine at home, but the Linux machine won't load the project file. It
complains about the need for a translation method. Please, what do I do?
It is particularly important that the children are able to continue working
on their projects at home using all manner of machines. Probably most will be

MS Windows, but doubtless machines of all vintages. The iMac plugin was d/l
two or three days ago and on the Linux squeak reports its version as:-

[chris@berty chris]$ squeak -version
i586-pc-linux-gnu 3.1a-4164 #1 XShm Fri Nov 16 23:20:26 NZDT 2001 gcc 2.96
Linux berty.localnet 2.4.8-26mdk #1 Sun Sep 23 17:06:39 CEST 2001 i586 unknown

   3) On the iMac display I noticed that the flap on the right hand side of
the screen for the tools was not there. As time progresses I hope to be able
to start having the children use the workspace and transcript in a simple way.
So the question is: How do I get the flaps? Do I have to d/l and install a
full Squeak development system for the iMacs ?

That probably enough for now. Thanks a 10^6 in advance.

Christopher Sawtell

From Alan.Kay at squeakland.org Sat Nov 17 07:28:35 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Tamika Know Tutorial

Hi Diego --

That's a good suggestion. I've been waiting until the college kids
have made their project before I put my example on line (heh heh).

Also, I've been traveling extensively the last month so have been
lagging in finishing the tutorial. I will try to get more done over
the Thanksgiving holidays coming up. I'll probably put the example
project online in December.

Meanwhile, you might just try to build it. Let me know if you have
difficulties, because it will help the tutorial.

From m.rueger at acm.org Mon Nov 19 21:57:06 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A successful morning

Christopher Sawtell wrote:

>   I am thrilled to be able to tell you all that I have just been invited to
> show off Squeak once a week until Christmas for most of a morning at
> Discovery 1 Primary School (5 to 12-13 year olds) here in Christchurch,
NZ.

Great news!
Especially as it is Christchurch, I spent two months at the University
there some years ago :-)

>   Thus a few questions.
>   1) I downloaded the browser plugin, but to my disappointment the iMac
would
> only run either Squeak or IE, but not both together; so the question is; how
> much installed memory does one need in an iMac for the squeakland system to
> work properly?

64MB, with virtual memory turned on, is a reasonable minimum. The OS
already eats up 20-30MB, Squeak likes to use app the same. As MacOS has
still this stupid static allocation/assignment of memory to applications

you need to balance each application's memory needs.
Windows does dynamic allocation so you shouldn't run into any problems
there.

>   2) I have tried to run the project file created by the iMac at School on
my
> Linux machine at home, but the Linux machine won't load the project file. It
> complains about the need for a translation method. Please, what do I do?

It sounds like you are running different image versions. Are you using
the plugin image on Linux as well?

> MS Windows, but doubtless machines of all vintages. The iMac plugin was d/l
> two or three days ago and on the Linux squeak reports its version as:-
>
> [chris@berty chris]$ squeak -version
> i586-pc-linux-gnu 3.1a-4164 #1 XShm Fri Nov 16 23:20:26 NZDT 2001 gcc 2.96
> Linux berty.localnet 2.4.8-26mdk #1 Sun Sep 23 17:06:39 CEST 2001 i586
unknown

The VM shouldn't be the problem. You can check the image version from
the world menu>>help>>about this system.

>   3) On the iMac display I noticed that the flap on the right hand side of
> the screen for the tools was not there. As time progresses I hope to be able

That sounds as like you are running a development image on Linux and the
plugin image on the Macs.

> to start having the children use the workspace and transcript in a simple
way.
> So the question is: How do I get the flaps? Do I have to d/l and install a
> full Squeak development system for the iMacs ?

You can get to almost every morph and tool from the object tool, which
is in the widget(?) flap. Another, but not preferred, way is to invoke
the world menu by alt-shift-w and go from there.

Please make sure the children are all using the plugin image to avoid
version conflicts! And running it standalone from the shortcut on the
desktop (both Windows and Mac) avoids a lot of problems with web
browsers.

From m.rueger at acm.org Tue Nov 20 12:00:55 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A successful morning

> To: squeakland@SqueakLand.org
> From: Ted Kaehler <Ted@SqueakLand.org>
> Subject: Re: A successful morning
> Content-Type: text/plain; charset="us-ascii" ; format="flowed"
>
> Christopher,
>
> At 9:51 PM +1300 11/17/01, Christopher Sawtell wrote:
> >   2) I have tried to run the project file created by the iMac at School
on my
> >Linux machine at home, but the Linux machine won't load the project file.
It

> >complains about the need for a translation method. Please, what do I do?
> >It is particularly important that the children are able to continue working
> >on their projects at home using all manner of machines. Probably most will
be
> >MS Windows, but doubtless machines of all vintages. The iMac plugin was d/l
> >two or three days ago and on the Linux squeak reports its version as:-
> >
> >[chris@berty chris]$ squeak -version
> >i586-pc-linux-gnu 3.1a-4164 #1 XShm Fri Nov 16 23:20:26 NZDT 2001 gcc 2.96
> >Linux berty.localnet 2.4.8-26mdk #1 Sun Sep 23 17:06:39 CEST 2001 i586
unknown
>
> If the system that wrote the project and the system that reads it are of the
> same vintage, then everything will work. If the Linux system is
> older, choose "update code from server" from the "help..." section of
> the system menu. (Get the system menu by holding down the mouse on a
> patch of empty Squeak screen.)   DiscoveryOneCars does load into my
> Squeak.
>
> >   3) On the iMac display I noticed that the flap on the right hand side of
> >the screen for the tools was not there. As time progresses I hope to be
able
> >to start having the children use the workspace and transcript in a simple
way.
> >So the question is: How do I get the flaps? Do I have to d/l and install a
> >full Squeak development system for the iMacs ?
>
> From the System Menu, choose "flaps".   You will get a bunch of
> check boxes to enable the various kinds of flaps.
>
> --Ted.
> --
> Ted Kaehler   http://www.squeakland.org/~ted/
> (home) 3261 Montecito Drive, Las Vegas, NV 89120. voice (702) 456-7930
> When we were young, we were told that "everybody else is doing it"
> was a really stupid reason to do something. Now it's the standard
> reason for picking a particular software package. -- Barry Gehm

From leoburd at media.mit.edu Wed Nov 21 15:36:00 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...

I'm starting to use Squeak at the Computer Clubhouse
(http://www.computerclubhouse.org/), a network of after school centers where
kids from 8-18 come to learn about technology, interact with other kids and
develop personally meaningful projects.

Would you please help me with the following questions?

* How would you present Squeak to teenagers? How would you describe the tool?
Is it a programming environment, a multi-media tool, an operating system, a
make-your-own-game environment, or what?

* Do you have examples of activities that I could develop with teenagers?
Most of the examples that I've seen so far are either targeted to younger
kids, or are too centered around school curriculum. I'm also trying to find
examples that make creative use of video and photographs. At the Clubhouse,
kids play a lot with Director and Photoshop.

* Is there any way to cut, paste and move projects around? I'd like to

reorganize my top project. It's got too many subprojects within it!

* What is the difference between the 'pick up' and 'move' halos?

* Is there any simple way of image snapshots of different components of the
screen? I may create some quick reference sheets for Clubhouse members.
Pictures of Squeak components would be great...

From csawtell at paradise.net.nz Thu Nov 22 18:13:30 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...

On Thursday 22 November 2001 09:36, Leo Burd wrote:
> Hello everyone!
>
> I'm starting to use Squeak at the Computer Clubhouse
> (http://www.computerclubhouse.org/), a network of after school centers
> where kids from 8-18 come to learn about technology, interact with other
> kids and develop personally meaningful projects.
>
> Would you please help me with the following questions?
>
> * How would you present Squeak to teenagers? How would you describe the
> tool? Is it a programming environment, a multi-media tool, an operating
> system, a make-your-own-game environment, or what?

It's all of those things including being an "or what", with the possible
exception of being an operating system, but I think there is a project to
create a "No O/S Squeak", but I don't know much about it.

For a sound-bite noun-phrase i'd say it's "The unique work of a team of
visionary geniuses. While its learning curve is a vertical cliff face,
Smalltalk is without question, the most productive programming language ever
created. There are several Smalltalk implementations of which Squeak is but
one. It has many many features which the others, being firmly aimed at
commerce, don't have".

> * Do you have examples of activities that I could develop with teenagers?
> Most of the examples that I've seen so far are either targeted to younger
> kids, or are too centered around school curriculum.

Teachers can't stop being teachers can they? :-)

> I'm also trying to
> find examples that make creative use of video and photographs. At the
> Clubhouse, kids play a lot with Director and Photoshop.

Have you been able to have a play with the Alice stuff?
Just amazing. Write a program to create an animation. The collection of
objects which are in the Objects.zip file is sufficient to have hours of fun.
I suspect that if your machine is sufficiently powerful, sound could be
added, but have not got that far myself.

> * Is there any way to cut, paste and move projects around? I'd like to
> reorganize my top project. It's got too many subprojects within it!
The 'safe' long way round is to write to a project file externally, delete
the project, go to the new 'home' and reload.

The 'quick way' is to drag 'n drop the project icon on the squeak flap on the

left, use the projects... entry in the menu to go to the new place where you
want the project to be, and lift it off the flap / tab on the left into the
main screen area.

> * What is the difference between the 'pick up' and 'move' halos?
Not much, the black 'crane' button allows you to move the object anywhere.
When using the brown button you are restricted to the current container
(playfield).

> * Is there any simple way of image snapshots of different components of the
> screen? I may create some quick reference sheets for Clubhouse members.
> Pictures of Squeak components would be great...
When you save a project a thumbnail .gif snapshot of your project desk is
created automatically.

Is that what you wanted to know? (I don't quite understand the question)

Sincerely etc.,

Christopher Sawtell.

From johns at cogent.net Wed Nov 21 19:36:02 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...

Hi, Leo,

In case it's not clear, there are different layers or user interfaces
within Squeak. One of these is a system for building "e-toys"--it has
a relatively simple scripting method, with tiles that can be pulled
out, and lets novices get into programming easily. For example, you
can paint a picture, which automatically becomes an object, and then
you can easily create a program to make it do things. Lots of e-toy
projects are already posted, and I think some of these would be good
entry points for teenagers.

Squeak itself is a dialect of Smalltalk, which would also be a
wonderful thing for teenagers to explore. Ths is a powerful
object-oriented language. I don't know if anyone has yet done a
Squeak Smalltalk tutorial.

In addition, the 3-D system called Alice is implemented in Squeak, so
you can use that to make 3-D projects.

And at least one other user interface is under construction.

You'll also find lots of gizmos, tools, and projects hidden away in
menus, and many of these are fun to tinker with.

From G.J.Tielemans at dinkel.utwente.nl Thu Nov 22 11:58:16 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...

I looked at several clubhouseweb-pages and I like the initiative.

> On Thursday 22 November 2001 09:36, Leo Burd wrote:
> Hello everyone!
>
> I'm starting to use Squeak at the Computer Clubhouse

> (http://www.computerclubhouse.org/), a network of after school centers
> where kids from 8-18 come to learn about technology, interact with other
> kids and develop personally meaningful projects.
>
> Would you please help me with the following questions?
>
> * How would you present Squeak to teenagers? How would you describe the
> tool? Is it a programming environment, a multi-media tool, an operating
> system, a make-your-own-game environment, or what?

In the first place: I would not start with Squeak but with their own
interests, finding things they worry about... Motivate them to make a
project of that idea... Then you are in..

Then step 1: Despite the seventies: Most Girls are not boys:

My wife told me about a demo she saw last week: Children were given clay
without instuctions. At the end most girls created things while the tables
of the boys showed only a mess.
Before you make your conclusion: looking at the videotape of the session it
self, you saw that boys where trying things, testing the material, not with
a clear goal but just learning about the possibilities of the material,
maybe for future use, just by acting.
So: Boys want to experiment, do something, build, act.. most girls want to
do something useful, work on a serious theme, sharing their concerns and:
communicate.

So.. Starting a project asks for a web-site: look at the Swiki concept and
see how it can facilitate projects: put the projectgoal on the webpage,
devide in groups to tackle parts of the problem: some children are
constructors: let them work with eToys, they are motivated to learn Squeak,
others are more in arts, let them create the lay-out and video's on the
website, others are more contemplative: let them fill the textual part of
the website, others are curious: let them surf the www to find resources
related to the problem, make liks on the swikipages, others are born
projectleaders: let them organise the webpage-tree, etc..

(I forget where I saw it(squeakland?) but on university example of a project
was about busstops... boring, not at all if you look better:
Someone did decide that the busstop is on the wrong spot (dark alley), so
how can you make it move. Who does decide about that.
(Deeper lesson: The world is invented by people, knowing more of these
processes can help you to try to change that world..)

> * Do you have examples of activities that I could develop with teenagers?

Children example: how can we get OUR place to hang around after school?

Most of the examples that I've seen so far are either targeted to younger
kids, or are too centered around school curriculum.

Chris wrote: Teachers can't stop being teachers can they? :-)

Ger: Yes Chris, teachers live outside the ZOO, supporting children with
handling their daily problems: bad school-experiences, lack of
career-opportunities, thus lack of motivation... So how can you help
(=guiding / scaffolding, ...)

> I'm also trying to
> find examples that make creative use of video and photographs. At the

> Clubhouse, kids play a lot with Director and Photoshop.

Put them on webpages of your project.

From naala_brewer at hotmail.com Thu Nov 22 11:36:14 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...

I've been working with teenagers and Squeak last school year and this school
year. Since I am a graduate student (NOT A TEACHER), I don't have to adhere
to the curriculum rules. I do whatever interests the kids and I throw in a
math or science concept in the process. Here is a gallery of all the
projects they have done this year (each project has a link to their swiki
webpage too):

http://www.csac.chem.ku.edu/SqueakProjects/9

If you'd like to look at a full scope of tutorials, active essays, and
exploratory projects for teenagers, here is another link:
http://www.csac.chem.ku.edu/SqueakProjects

From leoburd at media.mit.edu Fri Nov 23 10:37:42 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...

- Christopher, John, G.J, and Naala, thank you very much for your insightful
replies!

I just wanted to make clear that I do not have anything against
school-centered projects, on the contrary! In fact, I'd love to see more
projects that teachers could use with their kids, bringing more interesting
and active perspectives to what's usually learned in formal classes. However,
for the Clubhouse, we're looking for projects that make more use of images
(mainly photographs), sound, video and text. Things that help adolescents
represent and play with their own world.

Naala, what a great set of materials you're developing! How old are the kids
you're working with? What version of Squeak are you using? The tabs you used
to store supplies in your tutorials seem to be different from the ones I have
on my system... Another question for you: how did you take pictures of the
different components of the system (the halos, tiles, ...)?

G.J., I agree 100% with you on that we need to start with meaningful themes.
Only then we will be able to decide which technologies are the most
appropriate to use...

From leoburd at media.mit.edu Fri Nov 23 22:45:13 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A little eToy challenge...

I'm trying to build a little eToy bird animation that starts flying from the
lower left corner of my screen and fades away in middle of the opposite side.
The animation is made of 3 alternating pictures, each one representing the
bird's wings in different positions (up, middle, low). I want the bird's size
to be decreasing, as if the bird is moving towards the horizon. I also want
the distance travelled in each flap of the wing to be proportional to the size
of the bird. How would you do that?

I had problems with the following operations:

* I tried to make the bird fly towards a Sun that I have drawn at the right
side of the screen, but I couldn't make 'move toward' accept my Sun as an
argument

* It seems to be impossible to make 'image forward by image's width / 2'. In
fact, I couldn't make any attribute receive the result of mathematical
operations performed on eToy object attributes.

What would you recommend?

From leoburd at media.mit.edu Fri Nov 23 23:06:03 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Playing with text
Squeaklanders,

Is there any easy way -- I mean, without programming :) -- to make a very
large text font in Squeak without loosing too much quality? I'd like to
create a banner and add it to a couple of projects...

From naala_brewer at hotmail.com Sat Nov 24 07:49:47 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Playing with text

Hi Leo,

Put your cursor on the text, evoke the handles (alt-click for pc,
apple-click for Mac), then click and hold on the lime green handle on the
bottom. Then choose your size from the list of sizes.

From naala_brewer at hotmail.com Sat Nov 24 08:21:49 2001
Date: Fri Apr 18 13:53:46 2003
Subject: A little eToy challenge...

Hi Leo,

I love a challange!

Try this (I don't know if this is exactly what you are looking for but I
tried it on a Squeak plugin image and it satisfies your criteria below):

"Bird look like holder's value at cursor
Holder's cursor increase by 1
Bird move towards sun
Bird's scaleFactor decrease by 1 / 200"

This code was done purely with the etoy tiles.

From naala_brewer at hotmail.com Sat Nov 24 08:39:26 2001
From: naala_brewer at hotmail.com (Naala Brewer)
Date: Fri Apr 18 13:53:46 2003
Subject: A couple of basic questions...
Message-ID: <LAW2-F8kiyPoHZgzDgt00014999@hotmail.com>

Hi Leo,

Answer 1:
I'm working with 14-18 year olds.

Answer 2:
I've used all different versions of Squeak over the past 2 1/2 years -
anywhere from the 1999 versions up to the plugin version they have now (both
Mac and pc versions).

Answer 3:
To take pictures, bring up a world menu ("alt-shift-w" for pc), click on
"new morph...," "grab patch from screen," and grab the picture you want.

From editor at squeaknews.com Sun Nov 25 08:07:50 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Squeak News October Issue

Dear Squeaklanders,

The October issue of Squeak News has the theme "Powerful Ideas in the
Classroom". It has many examples from teachers and students and even though
it took us a little longer than anticipated to pull it off it turned out to
be a quite a nice presentation tool for Squeak's usage in classroom. You can
check out the contents of this issue from Squeak News site at: http://www.
squeaknews.com/current/index.html

In order to promote Squeak better in schools we decided to offer to download
this issue free to qualified teachers and school administrators. If you would
like to order the CD edition we again would like to offer 25% discount to the
purchases and subscriptions to the Squeak News e-zine if you are a teacher.
For subscriptions you can choose the "prospective author" options to benefit
from the discount. For individual issue purchases you would need to contact
to me to arrange the purchase.
If you truly think that your school could benefit but you are not in a
situation to be able to download it or purchase it then if you let me know, I
may be able to forward a CD for you.

If you would like to download the issue then you would need to know a few
things:
First the e-zine comes in a zipped ISO format which is either suitable to be
burned to a CD or can be mount to some systems as an ISO file system. Once
you burn it into a CD you can use it on a Mac, Windows or Linux machine.
Second it is big (>40MBs) and you ideally need broadband access to be able to
download it.

Once you receive your copy, Squeak News license allows you to copy and give
it to other people for personal and educational use. This way you can
introduce Squeak to your fellow teachers much easier than just offering them
to play with Squeak.

Squeak News is developed in Squeak and could also help you with ideas on
presentation. Previous issues also started a series of articles on learning
how to program in Squeak that may be of interest to some of you.
You can also freely download the first 2 issues of Squeak News from http://
www.squeaknews.com/download/index.html

Tansel Ersavas
Editor, Squeak News
http://www.squeaknews.com

From leoburd at media.mit.edu Sun Nov 25 14:58:39 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Squeakland swiki

Is there any swiki where squeaklanders can present their questions, report
bugs, and propose suggestions?

If not, where shall we create one? I've got a whole bunch if stuff that I'd
like to add already...

From naala_brewer at hotmail.com Mon Nov 26 10:01:39 2001
Date: Fri Apr 18 13:53:46 2003
Subject: I don't know

Hi Leo,

I don't know how to do that without losing the quality of the letters.
Anyone, is this possible?

From guzdial at cc.gatech.edu Mon Nov 26 11:42:18 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Squeakland swiki

Do you mean other than the SuperSwiki? Should we use the SuperSwiki
just for posting completed projects and tutorials? We'd be happy to
host a Squeakland Swiki on Minnow, if people want to have a place for
incomplete stuff. (There is a Squeak Swiki at
http://minnow.cc.gatech.edu/squeak)

>Is there any swiki where squeaklanders can present their questions, report
>bugs, and propose suggestions?
>
>If not, where shall we create one? I've got a whole bunch if stuff that I'd
>like to add already...

From m.rueger at acm.org Mon Nov 26 09:12:49 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Squeakland swiki

Leo Burd wrote:
> Is there any swiki where squeaklanders can present their questions, report
> bugs, and propose suggestions?

You (and others of course) may use, e.g.,

http://www.squeakland.org/swiki/53

for a start. The Squeakland swiki is a swiki after all :-)

> If not, where shall we create one? I've got a whole bunch if stuff that I'd
> like to add already...

From guzdial at cc.gatech.edu Mon Nov 26 11:41:06 2001
Date: Fri Apr 18 13:53:46 2003
Subject: I don't know

I know from postings on the Squeak list that Ted's been working on
using TrueType fonts in Squeak, which would allow for anysize text.
Ted, what would you suggest for Leo's query?

From leoburd at media.mit.edu Mon Nov 26 12:47:30 2001
Date: Fri Apr 18 13:53:46 2003
Subject: Squeakland swiki

- Thanks for your message, Mark!

I really do not know where would be the best to store the 'new' Swiki. What
do you guys think? I just tought it would be good to have a place for
posting tile (end-user) programming issues, discussions about the Squeak
plug in functionality, develop lesson plans, register feedback from kids,
etc...

From: csawtell at paradise.net.nz (Christopher Sawtell)
Date: Fri Apr 18 13:53:46 2003
Subject: I don't know

On Tuesday 27 November 2001 05:01, you wrote:
> Hi Leo,
>
> I don't know how to do that without losing the quality of the letters.
> Anyone, is this possible?

It must be possible because of the example "Squeak Rulez" displayed in the
"Playing with Morphic" project. I am currently trying to find out how it was
done, but so far I have not been able to. Squeak is certainly a fasinating
labyrinth of enigmatic conundrums.

Anybody go the time to point us to some doco please?

From guzdial at cc.gatech.edu Tue Nov 27 11:02:17 2001
Date: Fri Apr 18 13:53:46 2003
Subject: I don't know

"Squeak Rulez" is actually a TrueType Morph, but it's not easy to
use. I think Ted was trying to make it easier.

From Alan.Kay at squeakland.org Mon Dec 3 05:57:18 2001
Date: Fri Apr 18 13:53:49 2003
Subject: I don't know

Right now it is a "Squeak.org" thing only (not for squeakland.org
folks). It was just a demo of antialiased fonts, and doesn't actually
have an editor attached to it. But you can copy it using the green
handle, and change the string that is displayed by clicking on the
debug handle (the one with the little wrench) and choose "inspect".
In the inspector that appears you can click on "string" in the left
pane to see the string that is being put into TrueType. You can
change this string in the right pane and "accept it" with a cmd-s.
Then, I think if you move or adjust the size of the morph, the new
string should appear.

Direct editing of TrueType fonts is very desirable and is "on a list"
of things to do. Tansel Ersevas of SqueakNews uses these for all of

his titles -- BTW very worthwhile looking at for ideas and examples
of active essays -- and they are not too onerous for just that.

From csawtell at paradise.net.nz Fri Dec 14 12:57:45 2001
Date: Fri Apr 18 13:53:49 2003
Subject: More sounds

Greetings folks,

   I would love to add some more sounds to the e-toy tools.
    (dog barking and dice being thrown)

   Please could a kind soul direct me some doco about how to do this

Sincerely etc.,

Christopher Sawtell.

From csawtell at paradise.net.nz Mon Dec 17 19:09:01 2001
From: csawtell at paradise.net.nz (Christopher Sawtell)
Date: Fri Apr 18 13:53:49 2003
Subject: Distances.

My son has just learnt about Pythagoras at School.

Is there a way to do square roots in the E-Toy environment?

Otherwise

What is the "Official Way" to discover the distance between two points in
the E-Toy environment?

TNX 10^6

From guzdial at cc.gatech.edu Mon Dec 17 09:22:00 2001
Date: Fri Apr 18 13:53:49 2003
Subject: More sounds

>Greetings folks,
>
> I would love to add some more sounds to the e-toy tools.
>   (dog barking and dice being thrown)
>
> Please could a kind soul direct me some doco about how to do this

It's pretty easy, Christopher. In the Widgets flap, there is a
recording tool. Record your sound using that. (You can use Trim
from here to remove silence at start/end.) When you choose the
button "Tile," you'll be queried for a name. You can now use that
name (and even that tile!) wherever you need that sound.

From guzdial at cc.gatech.edu Mon Dec 17 09:24:03 2001
Date: Fri Apr 18 13:53:49 2003
Subject: Distances.

I can offer you the cheap way out. I don't know how to tile square
root, but if you go into textual mode (click on the script name in

the script box, and choose to see it textually), you can get square
root. The square root message is "sqrt" and it goes AFTER the value
that you want to get the square root of. 4 sqrt will return 2.0

From Alan.Kay at squeakland.org Mon Dec 17 08:34:12 2001
Date: Fri Apr 18 13:53:49 2003
Subject: Distances.

How old is your son?

I did a very simple Newton's algorithm in the Etoys. This is a good
project for 12-15 year olds. It is not very long and it shows them
yet another way to think of feedback and searching and averaging.

From John.Maloney at disney.com Mon Dec 17 12:44:44 2001
Date: Fri Apr 18 13:53:49 2003
Subject: More sounds

Christopher,

[Oops, I just saw that Mark Guzdial already answered your question.
But I'll send this anyhow since it has a second way to do what you want.]

There are two ways you can do this. First, you can use the Squeak sound
recorder (create a "RecordingControlsMorph" from the object palette or
the alphabetical "new morph..." menu). Plug in a microphone or use the one
built into your computer--many laptops have built-in mics. Click on the
"Record" button, make a sound, click the "Stop" button, then click "Play"
to see if you got what you wanted. You might need to adjust the record
level slider. You can use the "Trim" button to get rid of leading or trailing
silence. Finally, click the "Tile" button. You will be prompted for a name
for the sound. The sound will be added to the sound library with this name.
You can then delete the tile that was created and the sound will remain
in the library. To make it persist, you'll need to save the image using
the "save" command in the world menu. (The sound library lives in
the Squeak image file; if you quit the image without saving it, any sounds
you've added in that session disappear.)

Second, if you're comfortable typing some Squeak code and if you've
got the sounds you want in an AIFF file, you can execute the following:

```
  SampledSound
        addLibrarySoundNamed: 'bark'
        fromAIFFfileNamed: 'bark.aif'.
```

If your sound is in a WAV file, you can execute:

```
  snd := SampledSound fromWaveFileNamed: 'bark.wav'.
  SampledSound
        addLibrarySoundNamed: 'bark'
        samples: snd samples
        samplingRate: snd originalSamplingRate.
```

To use the above, open a "workspace" window, paste the code into it,
and edit it to use you file name and sound name. Then select all the lines
of code and select "do it (d)" from the workspace menu. The "(d)" means
you can also use "alt-D" (Win) or "cmd-D" (Mac) as a keyboard shortcut.

Again, you must save your image to make these additions persist. You should
keep a backup copy of the original image just in case you need to go back to
it.

From m.rueger at acm.org Wed Jan 2 09:38:19 2002
Date: Fri Apr 18 13:53:57 2003
Subject: Fwd: I'd like to print "hints" but I don't know how.....

To: "'squeakland@squeakland.org'" <squeakland@squeakland.org>
Subject: I'd like to print "hints" but I don't know how.....
Date: Tue, 1 Jan 2002 15:31:08 -0500

I have started the first-level e-toy tutorial. I can't print hints by
clicking the green "print" button. How can I set up my computer to
print?
I am using a Compaq laptop and Windows98.

Sheine Mankovsky

From guzdial at cc.gatech.edu Tue Jan 8 07:35:46 2002
Date: Fri Apr 18 13:53:57 2003
Subject: Update file problem on Squeakland?

I just tried to launch one of my Active Essays (Je77 and I giving a
workshop on Swikis at CSCL in Boulder in about 90 minutes --
http://www.cscl2002.org), and I was told that there were updates
available. I clicked Yes to update, but then was told that the
update file was not available, and did I want to update? I clicked
No the second time, figuring that there's some kind of problem with
the update mechanism.

Mark

From editor at squeaknews.com Tue Jan 8 09:56:56 2002
From: editor at squeaknews.com (Editor - Squeak News)
Date: Fri Apr 18 13:53:57 2003
Subject: Update file problem on Squeakland?

I think that problem may be related to the plug-in VM and happened to me in
Netscape. When I downloaded and installed the latest VM the message
disappeared.

> I just tried to launch one of my Active Essays (Je77 and I giving a
> workshop on Swikis at CSCL in Boulder in about 90 minutes --
> http://www.cscl2002.org), and I was told that there were updates
> available. I clicked Yes to update, but then was told that the
> update file was not available, and did I want to update? I clicked
> No the second time, figuring that there's some kind of problem with
> the update mechanism.
>

From m.rueger at acm.org Tue Jan 8 08:08:55 2002
From: m.rueger at acm.org (Michael Rueger)

Date: Fri Apr 18 13:53:57 2003
Subject: Update file problem on Squeakland?

Mark,

if you go to
http://www.squeakland.org/version.html
and answer "no" to the update question, you get the current version
information of your system.

Which active essay on which system did you try to load?

From thom at indiana.edu Sun Feb 24 23:22:25 2002
From: thom at indiana.edu (Thom Kevin Gillespie)
Date: Fri Apr 18 13:53:59 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine called

Technos. I've been following Squeak for a few months.

I'm working on a column for Technos magazine which I'm calling 'new
literacy.' I'm wondering if the tools available for kids to express ideas
today include not just traditional writing tools but tools such as word
processors, html, Flash, Director, Blender, Boxer-like tools, Squeak, and
all sorts of non-linear editing tools such as Premier, FinalCut and
AfterEffects, has literacy changed? If literacy has changed has education
kept up? Considering that kids are different depending upon their skills
how do you educate a literate population today?

I realize you all are busy but I'd appreciate your thoughts on these
matters and I think others would also appreciate your thoughts? I'll be
asking these questions of others for the magazine.

If you are too busy I also understand.

Sincerely, Thom Gillespie

From thom at indiana.edu Sun Feb 24 23:22:25 2002
Date: Fri Apr 18 13:54:00 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine called

Technos. I've been following Squeak for a few months.

I'm working on a column for Technos magazine which I'm calling 'new
literacy.' I'm wondering if the tools available for kids to express ideas
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processors, html, Flash, Director, Blender, Boxer-like tools, Squeak, and
all sorts of non-linear editing tools such as Premier, FinalCut and
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how do you educate a literate population today?

I realize you all are busy but I'd appreciate your thoughts on these
matters and I think others would also appreciate your thoughts? I'll be
asking these questions of others for the magazine.

If you are too busy I also understand.

From johns at cogent.net   Mon Feb 25 14:47:56 2002
Date: Fri Apr 18 13:54:00 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine
 called

Dear Thom,

That's a very good question. It's hard to be literate in a new medium
when the medium itself is still developing, when there are few stable
genres and little literature. (Look how long we had writing before we
had novels!) Just as language literacy means more than knowing how to
draw and decode letters, technological literacy means more than
knowing what menus to use.

No, education isn't keeping up very well in most places. But they're
often not keeping up very well with older kinds of literacy either!
What about science literacy, math literacy, music literacy,
geographic or historical literacy? Or what about plain old skillful
use of language? Many schools seem to have trouble teaching how to
use English well, let alone Flash or Squeak.

In a few places there are people who understand that "computer" is
not a subject to be taught, but a medium to be used for reflection
and expression--just like older media.

A related question well worth exploring is what technologies children
should be encouraged to use at what age. Some educators think that
children may be harmed by too-early emphasis on abstraction and
representation. Some preschools and kindergartens have established
mandatory computer time for their students. Certainly children are
capable of using the machines, but the question remains whether this
is the best use of their time.

From thom at indiana.edu   Tue Feb 26 01:47:56 2002
Date: Fri Apr 18 13:54:00 2003
Subject: A little more.

I actually started to think of the issue of new literacy from Alan Kay's
old Dyna book article years ago when he talked of a device as responsive
as a flute. Squeak just brought the idea back.

Years ago I was at Berkeley when HyperCard appeared. This was actually at
the same time diSessa was working on Boxer. I was struck by the
similarities and the differences of the two projects. Both seemed to be
aiming at an interactive tool of expression. HyperCard was obviously
commercial but the big difference seemed to be the difference between Bill
Atkinson and Andy diSessa. Both very smart folks, very interested in their
respective projects. Atkinson seemed to me to be either more visual or
more artistic and this seemed to be the difference. I sat in some Boxer
meetings and was struck but the total lack of visual thinking in the
design of Boxer. While Boxer had more theory and was by nature more
spatial than a deck of cards, Boxer was an amazingly boring concept
compared to HyperCard and what was being produced with Hypercard by folks
with little theory and no real interest in deep theory. I realize one was
pure research but it was obvious that the influence of HyperCard was going
to race past Boxer just because HyperCard seemed to be the better artistic
tool of expression.

I also realize that SmallTalk seemed to be the predecessor of HyperTalk so

Squeak brought back the question of what happens when these tools are common tools for expression in the world and schools. I realize that there is no single tool but there seems to be a lot of visual/sound design tools floating around for kids and folks to use and in my original list I didn't even include Powerpoint.

I teach new media and game design at Indiana University. I constantly run into students who are very smart, who want to do this new media but completely freak when they can't just 'write' it down. This stuff has to run and it has to look good in the same way that text has sound good and read well. I know from experience that if the skills are not in place by 18 the game is essentially over. These really smart folks are run over by the folks who for some reason did the art and music on the side while growing up.

I'm trying to imagine a world where kids in particular can select the most appropriate tool to express an idea or offer a solution. I'm not thinking in terms of math or science literacy but of literacy in the sense of reading and writing in a medium, for example Squeak. I'm trying to imagine how these kids might become literate given this new media which is very 'multi'media. Do you stress textual literacy for the first 8 years and then expect them to become multimedia-ists? How does it work? How are the teachers and young folks on this list dealing with this reality?

From Alan.Kay at squeakland.org Mon Feb 25 10:36:42 2002
Date: Fri Apr 18 13:54:00 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine
 called

Thom --

One of the necessary parts of "literacy" is fluency. So it's not enough to read a little, or do math a little or program a little. There are important thresholds that have to be crossed. As with the older thresholds of reading and writing, most children haven't crossed the ones that would allow them to be literate.

The other consideration is that one can get fluent in lots of things that don't confer much benefit: television watching, videogames, pop culture, etc.

Taking both of these together, nothing really interesting has happened yet, but the technological parts of the new literacy are pretty close to being what is needed.

From jennings at sandia.gov Tue Feb 26 09:23:48 2002
Date: Fri Apr 18 13:54:02 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine
 called

Thom,

  You must not have kids of your own. Has literacy changed? No, but the tools have. 6 years ago my son was in elementary school creating his book reports on word processors, using electronic encyclopedia's and the web as resources for research projects. What kids have learned is that they can learn just about anything on their own! And to that degree, I believe that to keep up with them, we need to consider instructional

methodologies that incorporate constructivist learning theory, case base
learning, the Internet and computing as much as possible. Even my son
"the artist" has moved to using tools such as Adobe Illustrator and
digital cameras. Educators need to continue to tap the natural interests
and instincts of the students. These kids are technology savvy far
beyond most of their instructors and parents. We need to teach
instructors and parents not to be intimidated by the technical
competence of these students. We should encourage them to become masters
of the information!

--Barbara Jennings
   Doctoral Student University of New Mexico
   Organizational Learning and Instructional Technology Program

From thom at indiana.edu Sun Mar 3 00:39:37 2002
Date: Fri Apr 18 13:54:00 2003
Subject: Reply

> From: Alan Kay <Alan.Kay@squeakland.org>
> Subject: Reply

> Thom --

> One of the necessary parts of "literacy" is fluency. So it's not
> enough to read a little, or do math a little or program a little.
> There are important thresholds that have to be crossed. As with the
> older thresholds of reading and writing, most children haven't
> crossed the ones that would allow them to be literate.

Agreed.

> The other consideration is that one can get fluent in lots of things
> that don't confer much benefit: television watching, videogames, pop
> culture, etc.

Not sure if this is actually fluency in a language-like sense. Again the
reading writing problem. I have a real interesting response from John S on
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The phrase I keep coming back to is 'mediajazz' Since this stuff shifts
constantly and shows no sign of not shifting it makes a lot of sense to
look at it in a jazz/improv frame and just add on the fact that it is
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focus to the aesthetics and away from the differences among Squeak, html,
Flash, Director, iShell, Blender, etc.

Big question seems to be that there are so few people equipped to deal with
this combination of technologies and this combination of arts (2d, 3d,

storytelling, video, animation, sound, music and flat out spacial design.)

From hirzel at spw.unizh.ch Thu Mar 14 14:21:15 2002
Date: Fri Apr 18 13:54:02 2003
Subject: [Q] Choosing the user level

Hi

Is there already a global variable provided which chooses the user
level; for example for the levels end-user, omni-user, expert?

This was the general question.

Now a specific question: How do I add a preference / switch so that I can
choose that fewer and larger halos show up:

I would just like to have

- the duplication halo
- the delete halo
- the resize halo
- the recolor halo

where the halos are just larger so that they can easier by activated with
the mouse.

From hirzel at spw.unizh.ch Thu Mar 14 14:40:59 2002
Date: Fri Apr 18 13:54:02 2003
Subject: [Q] Choosing the user level

A follow up question: Could somebody please elaborate a bit on

Preferences class customHaloSpecs

1) How do I activate the customHaloSpecs?

2) What does the fith column of the customHaloSpecs mean?

From hirzel at spw.unizh.ch Thu Mar 14 18:20:19 2002
Date: Fri Apr 18 13:54:02 2003
Subject: [Q] Choosing the user level

I found the answer:

On Thu, 14 Mar 2002, Hannes Hirzel wrote:

>
> A follow up question: Could somebody please elaborate a bit on
>
> Preferences class customHaloSpecs
>
>
> 1) How do I activate the customHaloSpecs?

Put one of the following commands in a Workspace and evaluate it

Preferences installSimpleHaloSpecs

```
Preferences installIconicHaloSpecs
Preferences installCustomHaloSpecs
Preferences installClassicHaloSpecs
```

> 2) What does the fith column of the customHaloSpecs mean?
>

It must be the key for a dictionary of halo icons; cf. method
classicHaloSpecs.

From thom at indiana.edu Sun Mar 3 00:39:37 2002
Date: Fri Apr 18 13:54:02 2003
Subject: Reply

> From: Alan Kay <Alan.Kay@squeakland.org>
> Subject: Reply

> Thom --

> One of the necessary parts of "literacy" is fluency. So it's not
> enough to read a little, or do math a little or program a little.
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Big question seems to be that there are so few people equipped to deal with
this combination of technologies and this combination of arts (2d, 3d,
storytelling, video, animation, sound, music and flat out spacial design.)

From thom at indiana.edu Mon Mar 4 17:11:45 2002

From: thom at indiana.edu (Thom Kevin Gillespie)
Date: Fri Apr 18 13:54:02 2003
Subject: Reply

On Mon, 4 Mar 2002, Alan Kay wrote:

> >Big question seems to be that there are so few people equipped to deal with
> >this combination of technologies and this combination of arts (2d, 3d,
> >storytelling, video, animation, sound, music and flat out spacial design.)
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> than one would hope. There are lots fewer who can do all four things
> mentioned above. There are an even smaller number that are fluent in
> math and science. And an even smaller number of those who are fluent
> in the arts. Since the first thresholds of fluency in most things is
> a 5-7 year process, we have to look to our own culture to wonder why
> people don't get fluent in more that a few things in a lifetime.

A big part of the problem has to have something to do with how we learn at
the earliest stages, grade school. Depending upon what you consider
fluency most kids coming out of grade school have fluent literacy, reading
and writing. It might not be perfect but it is mostly in place, probably
because they spend 8 years reading and writing. We get good at what we do.
Art and music are mostly dropped from schools around grade 3. This also
sends a message to parents and the rest of society that the 3 Rs are
important but the 'others' are not. John S mentioned the Waldorf schools
as different. He also mentioned that he does not push his kids toward
computers and would rather have them drawing or playing music,
particularly at the earliest years. I agreed with this but thought that if
a child should an active interest in 'computer media' of any form you
probably had to support the childs interest in learning this medium.

I also teach interactive media at Indiana University. I have noticed that
I have two kinds of students. I have students who have strong background
in art, music and storytelling who pick up the technology and totally fly.
I also have students who do not have strong backgrounds in art, music and
storytelling but have a great interest in interactive media design (Flash,
Web, Games); they can pick up the technology but they can not fly because
they are hampered by years of no art, music and/or storytelling (writing)
and this will impact them their entire life long. You can see the total
paralysis in the class when they have to demo before or after anyone in
the first group. It is the same as if I have a student who can't write but
gets to college some how. You need those 5-7 years to get good at art,
music, and/dor storytelling and you need them in grade school not grad
school.

Imagine if Squeak was the common 'writing' tool in grade school for the
first 5-7 years. Imagine that Squeak also continued to develop and grow
and change over the years. Would you just write with squeak? I doubt it.
The kids would naturally use text, art, and music to tell all their
stories including science and math in the mix. To do this really well you
need 'good' art, music and writing education from the beginning.

For the Squeak community, how does this happen? Will Squeak be just a
'research' project like Boxer which does good research and produces Phds
but never gets that critical mass to actually change things? Papert with
Logo actually came close for a period of time and then it faded. I don't
think the real issue is the technology or the tool. Rembrandt supposedly

said he could make great art with mud and a spoon. Squeak is the mud and
the spoon. How do you all get to the art?

Not trying to be antagonistic just trying to figure things out and I think
you folks are on the front line.

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From johns at cogent.net Wed Mar 6 08:31:33 2002
From: johns at cogent.net (John Steinmetz)
Date: Fri Apr 18 13:54:02 2003
Subject: preparation for multimedia

In the recent discussion of education and multimedia, something Thom
Gillespie said really got my attention. I've never heard anybody say
this before. Has anyone else noticed this phenomenon?

        John

>I also teach interactive media at Indiana University. I have noticed that
I have two kinds of students. I have students who have strong background
in art, music and storytelling who pick up the technology and totally fly.
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and this will impact them their entire life long. You can see the total
paralysis in the class when they have to demo before or after anyone in
the first group.

From G.J.Tielemans at dinkel.utwente.nl Thu Mar 7 00:14:49 2002
Date: Fri Apr 18 13:54:02 2003
Subject: preparation for multimedia

Well,
I am not that pessimistic:

For years I was head of the multimedialab of the faculty for educational
sciences and technology.
In this faculty good old professors teach multimedia theory with books.
As counter part all the students met in workshops my staff of graphical
designers, video-experts with a art-school background but also technical
programmers and had to create at least once in their life a complete
(educational) multimedia project: slides, video, radio-commercial a website
etc...and that was hard work!

It makes that our students are very beloved by the educational industry:
they could design educational stuff in a metodical way AND can speak the
language of the artists who have to create the stuff. (Some students did
create their own art-studio, but to be honoust: that are the exceptions. Do
not try to make artists of them all...)

What most of them learn is to recognise when they need to hire a good
artist..(like I as psychologist learned in my psychometrica classes to
recognize when I needed to hire a real statistical expert during research..)

I do not think that the difference is the background in art classes, but
more a difference in personal attitude in your students: we gave the same
workshops to students from communication studies.. it was a disaster: they
were constantly looking for assistants to do the job, instead of trying and
feeling and struggling with the problem like our educational students did:
they missed completely the experience and only learned to hate these
workshops....

I think that the kernel thought in our approach is an attempt to create a
paradigm shift by bringing them in another (thinking)world: the theorist
versus the artist. The difficulty is to find the right dosis of distraction:
not to much, not to little (Vigotsky zone etc..)

Our University does this in more then one discipline: we reintroduced the
Major Minor model in academic study: A technical major student must follow a
minor study in a complete different discipline: for example psychology or
even arts... (Nothing new, When I was a student in the seventies My
University(Amesterdam) offered the same..

From hirzel at spw.unizh.ch Tue Mar 12 23:23:31 2002
Date: Fri Apr 18 13:54:02 2003
Subject: Enlarging the flap tab size

How do I enlarge the tab size of flaps so that they can me more easily
grasped? Resizing with the yellow halo does not work.

Hannes Hirzel

From hirzel at spw.unizh.ch Wed Mar 13 08:32:43 2002
From: hirzel at spw.unizh.ch (Hannes Hirzel)
Date: Fri Apr 18 13:54:02 2003
Subject: [Q] Larger color picker with fewer colors

thank you for your answer about flap tab sizing. It is great that graphic
flap tabs are possible as well. The browser for the pictures in the Squeak
images is a handy tool I was not aware of.

I like setting the ballon help font to a larger font. The image
"feels" then somehow more worked out.

A question along a similar line:

How do I change the current color picker for assigning colors to morphs?

For an image I'm configuring I would like to have a fairly large color
picker with just a dozen colors (12 EllipseMorphs of different colors to
click on).

And I would also like that the third and fourth color chooser (which are
grayed out) do not show up.

How do I do that? (preferably with a preference setting)

From Alan.Kay at squeakland.org Mon Mar 4 05:12:08 2002
From: Alan.Kay at squeakland.org (Alan Kay)
Date: Fri Apr 18 13:54:02 2003
Subject: Reply

Thom --

At 12:39 AM -0500 3/3/02, Thom Kevin Gillespie wrote:
> > From: Alan Kay <Alan.Kay@squeakland.org>
>> Subject: Reply
>
>> Thom --
>
>> One of the necessary parts of "literacy" is fluency. So it's not
>> enough to read a little, or do math a little or program a little.
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>> older thresholds of reading and writing, most children haven't
>> crossed the ones that would allow them to be literate.
>
>Agreed.
>
>> The other consideration is that one can get fluent in lots of things
>> that don't confer much benefit: television watching, videogames, pop
>> culture, etc.
>
>Not sure if this is actually fluency in a language-like sense.

They aren't -- that was part of the point I was making.

>Again the
>reading writing problem. I have a real interesting response from John S on
>the Squeak list, actually about 3 good responses from John and a good one
>from Michael Rosenblum from NYU who really blasts the illusion that
>watching TV makes anyone literate

It doesn't.

> and the fact that we would never
>tolerate the lack of writing literacy in books that we tolerate in TV.
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>media which is jazzing. Going back to John S I think you just shift the
>focus to the aesthetics and away from the differences among Squeak, html,
>Flash, Director, iShell, Blender, etc.

I think you are missing the difference between "productivity tools"
whose main goal is to get something manifested, and "learning tools"
whose main goal is for big important changes to happen in the
learner's mind. Also, in the list that you gave, Squeak is the only
real programming system and the only one that covers the range of

what computers can do.

>
>Big question seems to be that there are so few people equipped to deal with
>this combination of technologies and this combination of arts (2d, 3d,
>storytelling, video, animation, sound, music and flat out spacial design.)

The technologies are generally poorly done. That being said, there
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in the arts. Since the first thresholds of fluency in most things is
a 5-7 year process, we have to look to our own culture to wonder why
people don't get fluent in more that a few things in a lifetime.

From klinger at cs.ucla.edu Thu Mar 7 18:38:21 2002
Date: Fri Apr 18 13:54:02 2003
Subject: How big ... What blocks thought ... Worth reading ...

http://www.cs.ucla.edu/~klinger/size.html concerns factorial and exponent
notations.
http://www.cs.ucla.edu/~klinger/blocks.html prods unconventional thought
that opens up math concepts.
http://www.cs.ucla.edu/~klinger/math.html lists readable books and discusses
math in historic/cultural and fine art contexts.

Anyone interested in collaborating re proposals and activity on math
education please contact me.

- Allen Klinger   klinger@cs.ucla.edu
Prof., UCLA, 3531-H Boelter Hall, L.A. CA 90095-1596   310 825-7695
http://www.cs.ucla.edu/~klinger   310 794-5056 fax

From scott at squeakland.org Tue Mar 12 18:20:30 2002
Date: Fri Apr 18 13:54:02 2003
Subject: Enlarging the flap tab size
At 11:23 PM +0100 3/12/02, Hannes Hirzel wrote:
>
>How do I enlarge the tab size of flaps so that they can me more easily
>grasped? Resizing with the yellow halo does not work.

Hi, Hannes,

(1) The size of a textual flap tab is determined by the size of the
text it is showing.

So to make textual tabs larger, make the *text* larger. To do that,
just bring up the desktop ("world") menu and follow "appearance..."
to "system fonts..." to "flaps font". Choose a suitably large font,
and observe the results.

(2) Another approach is to use "graphical" tabs instead of textual
tabs. You can draw (or import) any graphic you want, of any size,
and make it be the graphic shown in any tab. This is one very easy
way to provide a completely "personalized" look to your Squeak
desktop.

To do this, bring up the halo menu for a flap tab, and choose "use
graphical tab". The tab will change to a graphic, initially showing
a squeaky mouse.

Now there two ways you can change that squeaky mouse into the graphic
you really want:

* Bring up the halo on the Sketch inside the tab, and hit the
repaint handle; now use the painting tools to transform the mouse
into whatever you wish.

* Bring up the halo on the graphical tab, and choose "choose new
graphic" from the halo menu. This will give you a little graphical
chooser that will allow you to cycle among all the pictures known to
the system. All graphics that have been imported, all graphics that
have been drawn, and all graphics that have been grabbed from the
screen will show up in this chooser. Hit OK when you find the
graphic you want to use.

From scott at squeakland.org Wed Mar 13 01:13:41 2002
Date: Fri Apr 18 13:54:02 2003
Subject: [Q] Larger color picker with fewer colors

Hi again, Hannes.

At 8:32 AM +0100 3/13/02, Hannes Hirzel wrote:
>How do I change the current color picker for assigning colors to morphs?
>
>For an image I'm configuring I would like to have a fairly large color
>picker with just a dozen colors (12 EllipseMorphs of different colors to
>click on).
>
>And I would also like that the third and fourth color chooser (which are
>grayed out) do not show up.
>
>How do I do that? (preferably with a preference setting)

First of all, be aware that when you click on the "recolor" handle,
you can get a simple color-picker rather than the huge "property
sheet" -- this is under control of a preference,
"propertySheetFromHalo". For your application, you'll almost surely
want to set this preference to false.

But you still want to create a custom color-picker that has a small
number of oversize swatches. For this, you, or someone, will need to
write a little code.

I think Color class method #colorPaletteForDepth:extent: is probably
the first place to look, because that's where the existing color
picker is constructed.

A reasonable way to start would be to define your own
ColorPickerMorph subclass, and in it write the code that defines your
custom picker's appearance; you can try to adapt the code in
#colorPaletteForDepth:extent:, or perhaps just write your own code
from scratch. (If you only want a dozen colors, you probably also
don't want the clutter and the complexity of the "translucency" are.)

Next, perhaps a good place to thread your new picker into your user's

experience is to modify method Morph.changeColor, such that instead
of launching a ColorPickerMorph, it instead launches a
HannesColorPickerMorph.

Or, alternatively, modify HaloMorph method #doRecolor:with:.

If you were to bring this topic up in a message to the Squeak
Developers List, I imagine that several people there would quickly
offer advice, encouragement, and probably also actual code for
creating your custom color picker.

PS: If you have "propertySheetFromHalo" set to false, you can still
get the big property sheet, on those occasions when you want it, by
holding down the shift key as you click on the "recolor" handle.

And conversely, if propertySheetFromHalo is true, you can still get
the simple picker by holding down the shift key as you click on the
"recolor" handle.

> From: "Watt, Ian S.I." <IWATT@Allstate.COM>
> To: "'squeakland@squeakland.org'" <squeakland@squeakland.org>
> Subject: RE: A little more.
> Date: Wed, 27 Feb 2002 10:48:02 -0600
>
> Thom, John et al:
>
> A very interesting discussion. Here is a small thought.
>
> "I'm trying to imagine a world where kids in particular can select the most
> appropriate tool to express an idea or offer a solution." -- from Thom's
> mail below
>
> Mostly, we adults use tools to, as perfectly as we know how, pass ideas,
> emotions, convictions from one brain to another, or to many. This is what
> we're talking about here.
>
> I think we're off base. This concept is an adult one. We need to persuade,
> to convince, to explain. These are not really childhood needs. We simply
> impose the convention on them -- "present your report on mammals" -- because
> it's the way we work, and the way we hope they'll be trained to work.
>
> Children -- my observations only, ignore me as needed -- mostly absorb.
> They read because they're interested, they create because they like the
> result. It's not for consumption by anyone else. All the praise we heap on
> them "what a nice picture, Johnny" is more or less irrelevant. I see a
> child spend happy time creating very interesting art, then blowing it up,
> with KidPix. If I say "why not use that to make thank-you notes?" boredom
> and rigidity set in.
>
> Perhaps this discussion is about the range and depth of expressive tools
> available to children as they absorb, create and consume within their own
> worlds? It's likely those tools, and skills, will still be around when the
> need to convince and explain becomes more pressing.
>
> Ian Watt
> Allstate
> 847/402-6830
>
> PS Yes! I believe art and music are at the heart of great design. At the

> most prosaic level, just seeing how a great artist has used space makes for
> a better Powerpoint presentation.
>
> -----Original Message-----
> From: Thom Kevin Gillespie [mailto:thom@indiana.edu]
> Sent: Tuesday, February 26, 2002 12:48 AM
> To: squeakland@squeakland.org
> Subject: A little more.
>
> I actually started to think of the issue of new literacy from Alan Kay's
> old Dyna book article years ago when he talked of a device as responsive
> as a flute. Squeak just brought the idea back.
>
> Years ago I was at Berkeley when HyperCard appeared. This was actually at
> the same time diSessa was working on Boxer. I was struck by the
> similarities and the differences of the two projects. Both seemed to be
> aiming at an interactive tool of expression. HyperCard was obviously
> commercial but the big difference seemed to be the difference between Bill
> Atkinson and Andy diSessa. Both very smart folks, very interested in their
> respective projects. Atkinson seemed to me to be either more visual or
> more artistic and this seemed to be the difference. I sat in some Boxer
> meetings and was struck but the total lack of visual thinking in the
> design of Boxer. While Boxer had more theory and was by nature more
> spatial than a deck of cards, Boxer was an amazingly boring concept
> compared to HyperCard and what was being produced with Hypercard by folks
> with little theory and no real interest in deep theory. I realize one was
> pure research but it was obvious that the influence of HyperCard was going
> to race past Boxer just because HyperCard seemed to be the better artistic
> tool of expression.
>
> I also realize that SmallTalk seemed to be the predecessor of HyperTalk so
> Squeak brought back the question of what happens when these tools are
> common tools for expression in the world and schools. I realize that there
> is no single tool but there seems to be a lot of visual/sound design tools
> floating around for kids and folks to use and in my original list I didn't
> even include Powerpoint.
>
> I teach new media and game design at Indiana University. I constantly run
> into students who are very smart, who want to do this new media but
> completely freak when they can't just 'write' it down. This stuff has to
> run and it has to look good in the same way that text has sound good and
> read well. I know from experience that if the skills are not in place by
> 18 the game is essentially over. These really smart folks are run over by
> the folks who for some reason did the art and music on the side while
> growing up.
>
> I'm trying to imagine a world where kids in particular can select the most
> appropriate tool to express an idea or offer a solution. I'm not thinking
> in terms of math or science literacy but of literacy in the sense of
> reading and writing in a medium, for example Squeak. I'm trying to imagine
> how these kids might become literate given this new media which is very
> 'multi'media. Do you stress textual literacy for the first 8 years and
> then expect them to become multimedia-ists? How does it work? How are the
> teachers and young folks on this list dealing with this reality?
>

From scott at squeakland.org Thu Mar 14 16:47:29 2002
Date: Fri Apr 18 13:54:03 2003
Subject: [Q] Choosing the user level

At 2:21 PM +0100 3/14/02, Hannes Hirzel wrote:

>Is there already a global variable provided which chooses the user
>level; for example for the levels end-user, omni-user, expert?

No. One lightweight way to add such a thing without needing a global
is to make it a be a project parameter. Apply "method names with it"
(or cmd-shift-W) to the string 'projectparameter' and the resulting
method-names-browser will show you what you need to call to set and
get project parameters.

>How do I add a preference / switch so that I can
>choose that fewer and larger halos show up:
>
>I would just like to have
>
>- the duplication halo
>- the delete halo
>- the resize halo
>- the recolor halo

You've perhaps seen in the "halos" tab of Preferences a set of
checkboxes inviting you to choose a "halo scheme".   If you click on
"custom", a user-customizable halo scheme will be used, so that's one
way for you easily to thread your new kinds of halos into the system.

Now to *define* what your custom halos are, just hit that "edit
custom halos" button. You'll need to grok the pattern by looking at
the example code there. I've pasted one possible modification to the
custom-halos method below, one that shows your four chosen handles at
the four corners of the halo, fwiw. Just file it in, choose the
"custom" halos scheme in Preferences, and see how you like it; then
modify it until it does what you want.

>where the halos are just larger so that they can easier by activated with
>the mouse.

Navigate to HaloMorph in a browser, and from the class-list pane's
menu choose "Class vars". In the resulting
class-variables-inspector, click on #HandleSize. Note the current
value (16) in the right-hand pane. Type in the new value you want
(e.g. 32) into the right hand pane and accept it (cmd-s or Enter).
Voil?! You can try it out right away by cmd-clicking on the
class-variables-inspector itself.

!Preferences class methodsFor: 'halos' stamp: 'sw 3/14/2002 16:18'!
customHaloSpecs
        "Answer specifications for four handles, dismiss, duplicate,
grow, recolor, to appear at the four corners of the halo."

        ^ #(
(addDismissHandle: left top (red muchLighter) 'Halo-Dismiss')
(addDupHandle: right top (green) 'Halo-Dup')
(addGrowHandle: right bottom (yellow) 'Halo-Scale')
(addScaleHandle: right bottom (lightOrange)'Halo-Scale')
(addRecolorHandle: left bottom (magenta darker) 'Halo-Recolor'))! !

From DiegoGomezDeck at ConsultAr.com Fri Mar 15 04:22:59 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

I'm not a teacher, but a father...

My son of 4 years old use the computer more time than I like... He learned to
read/write with the computer at the age of 2 1/2... The problem I see today
is the large ammount of information he can access, the information by itself
(in large ammounts) is not so good... We need tools to clasify and process
the information... I think that one of the goal for the next years is to
"protect" childrens from the over-information (not too many years ago, when
you searched for "holocaust" in internet you found more nazy pages than
others)...

From hirzel at spw.unizh.ch Fri Mar 15 11:13:18 2002
Date: Fri Apr 18 13:54:03 2003
Subject: [Q] Choosing the user level

On Thu, 14 Mar 2002, Scott Wallace wrote:

A. Project specific settings

> At 2:21 PM +0100 3/14/02, Hannes Hirzel wrote:
>
> >Is there already a global variable provided which chooses the user
> >level; for example for the levels end-user, omni-user, expert?
>
> No. One lightweight way to add such a thing without needing a global
> is to make it a be a project parameter. Apply "method names with it"
> (or cmd-shift-W) to the string 'projectparameter' and the resulting
> method-names-browser will show you what you need to call to set and
> get project parameters.

Yes, this is even a better idea: make the settings project specific.
This approach allows me to have user interfaces of increasing complexity
when the user moves on from project to project. That's really an exciting
idea!

1)
So I added a method
setHaloTheme

| ht |
ht _ self projectParameters at: #haloTheme
ifAbsent: [#iconicHaloSpecifications].
Preferences installHaloTheme: ht

to the instance side of the class Project.

2)
In a Workspace I evalutated

    Project current projectParameters at: #haloTheme put: #customHaloSpecs.

3)
And the I wanted to evaluate

    World when: #aboutToEnterWorld send: #setHaloTheme to: Project current.

I got this recommendation from Andreas Raab and put it on
    http://minnow.cc.gatech.edu/squeak/1817

However this statement gives a walkback message: only integer values
allowed.
    Morph >> updateableActionMap
seems not to work. the #at:put is sent to the PasteUpMorph.

What do you think about this approach and how should I proceed?

B. Custom Halo Set

>
> >How do I add a preference / switch so that I can
> >choose that fewer and larger halos show up:
> >
> >I would just like to have
> >
> >- the duplication halo
> >- the delete halo
> >- the resize halo
> >- the recolor halo
>

[snipped your instructions]

I used your instructions and they worked fine. Thank you.

C. Different sets of Preferences settings

The discussion above and the experience how relatively easy it was to
configure a custom halo set led me to the conclusion that we don't need a
global variable with a user level setting (in the sense of just a
symbol we check at different spots in the code) but instead a possibility
to save different sets of Preferences settings.
There is alread the possibility to save a personal set of preferences.

But what we actually need would be several of these sets and some of them
already preconfigured in the image. This would allow people to more
gradually discover Squeak. At the moment the "expert level" is rather
overwhelming and not easy to deal with as showed a recent discussion on
the other list.

From csawtell at paradise.net.nz Fri Mar 15 23:22:23 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

I am in the middle of setting up (integrating) a

firewall-cum-protection-filter for my son, 12 & 1/2 years, and one for
his school.

The technology is in place right now.

See:-

http://www.ipcop.org/
http://www.squid-cache.org/
http://www.squidguard.org/

I'll let you know when it is all going here.

From G.J.Tielemans at dinkel.utwente.nl Fri Mar 15 11:47:57 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

A story:

Filters at home and at school?

When my daughters were little children, the played Prince of Persia on the
computer: a labyrinth-game with boobytraps, like a Vietnam bamboo pitfall.
My wife did not like that, I argued that it would be better to sit next to
them and comment on the games but at the end we banned this and other games.

Weeks later my wife and my eldest daughte did visit a shop and our little
girl said to here mom: "Do not buy that game, thers is too much blood in
it....

Then we went to the children movie Snowwith form Disney. In that movie the
evil queen goes to the cellar and passes a cellar with a sceleton in it. You
can see that the last act of that dead person was to reach to a bottle of
water. The queen waks by and gives a kick to the head that roles away... My
wife and I looked at each other and the next day Prince was allowed again.

Years later they played with their friends on the local network at home
network-labyrinth games: but they do not fight each other but as a team the
monsters in the caves. (Sometimes they killed by accident each other and
then it became a moment tricky..)

Very young children you should protect for the ugly world. (...like you do
for the televison programs they are looking at: Jerry Springer on children
hours?)

But I think that it is a better strategy to teach them the good and the bad
side of the real world and learn them to develop their own opinion about
that....

Filtering the word sex also filters away good educational stories about the
danger of Aids and how to prevent that. (I do not envy you when your
children get the age of 15..)

From DiegoGomezDeck at ConsultAr.com Fri Mar 15 06:41:33 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

Hello...

>A story:
>
>Filters at home and at school?

I don't think that filters is a good idea... I said: "protect from the over-
information, not from the information"

   information ~= knowledge

And, IMHO, if you have too many information it's near imposible to learn from
it.

[snip]
>But I think that it is a better strategy to teach them the good and the bad
>side of the real world and learn them to develop their own opinion about
>that....

Yes... I agree...

[snip]

Cheers,

Diego Gomez Deck

PS: I born in Argentina, and many times I heard that internet in schools will
make the education better. If the childrens has no good teachers, the
information "as is" doesn't make our life better.... Only learning from
information.

From G.J.Tielemans at dinkel.utwente.nl Fri Mar 15 13:04:36 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

Sorry, I mist your point.

I agree with you that education is not offering them a mess of electronic
documents on the web. (No one would suggest in the past to give them a
complete encyclopedia to find out it all by themselves instead of lessons,
but now with ICT some schools organise search activities on the web in this
unstructured way.)

Instead of offering them only resources, you should organise it a little:
- start with introduction texts or webpages
- then offer them thematic organised links on the web
- then let them (thematic) find new links on the web
- BUT DO NOT FORGET TO TEACH THEM HOW TO FIND OUT WHAT KIND OF RESOURCES YOU
CAN TRUST ON THE WEB AND HOW YOU CAN FIND OUT IF YOU CAN TRUST NEW
RESOURCES...
- let them annotate that link with their comments (opinion and believed
trust.)
(Nothing new: we teach the same in massamedia classes around radio,
television...)

The last Bastion of the old book publishers is that their name on the book
(or the website) stands for controlled quality.

-----Original Message-----
From: Diego Gomez Deck [mailto:DiegoGomezDeck@ConsultAr.com]

Sent: Friday, March 15, 2002 12:42 PM
To: squeakland@squeakland.org
Subject: RE: Hello. My name is Thom Gillespie. I write for a magazine

Hello...

>A story:
>
>Filters at home and at school?

I don't think that filters is a good idea... I said: "protect from the
over-information, not from the information"

  information ~= knowledge

And, IMHO, if you have too many information it's near imposible to learn
from it.

[snip]
>But I think that it is a better strategy to teach them the good and the bad
>side of the real world and learn them to develop their own opinion about
>that....

Yes... I agree...

Diego Gomez Deck

PS: I born in Argentina, and many times I heard that internet in schools
will make the education better. If the childrens has no good teachers, the
information "as is" doesn't make our life better.... Only learning from
information.

From hirzel at spw.unizh.ch Fri Mar 15 13:38:37 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

On Fri, 15 Mar 2002 G.J.Tielemans@dinkel.utwente.nl wrote:

> Sorry, I missed your point.
>
[snip]
> Instead of offering them only resources, you should organise it a little:
> - start with introduction texts or webpages
> - then offer them thematic organised links on the web
> - then let them (thematic) find new links on the web

An interesting experiment regarding is www.wikipedia.com (open content)

> - BUT DO NOT FORGET TO TEACH THEM HOW TO FIND OUT WHAT KIND OF RESOURCES YOU
> CAN TRUST ON THE WEB AND HOW YOU CAN FIND OUT IF YOU CAN TRUST NEW
> RESOURCES...

this is not actually something new. The only new aspect is that nowadays
the number of "publishers" is many thousand times larger....

> - let them annotate that link with their comments (opinion and believed
> trust.)
> (Nothing new: we teach the same in massamedia classes around radio,

> television...)

I agree. Keeping your personal "notebook" or "index card pile".
The focus is on active research going out for information for answering a
specific question rather than on processing an incoming information flow
from whatever sources.

> The last Bastion of the old book publishers is that their name on the book
> (or the website) stands for controlled quality.
>

In every publishing activity (on TV, radio, newspaper, museums, CDROMS,
magazines, books, web-sites, Squeak-projects) a central concept is trust
in integrity and quality.
Actually the key service a publishing agent is providing today is
filtering and quality assurance. His reputation which is symbolized by the
label is an important asset for conducting this service. The publisher is
considered to be a "second opinion" regarding the value of the product
created by the author(s).

From johns at cogent.net Fri Mar 15 11:37:57 2002
From: johns at cogent.net (John Steinmetz)
Date: Fri Apr 18 13:54:03 2003
Subject: children, learning, information, technology

About learning from websites, filtering information, and so on, I
want to toss in Neil Postman's comment: our society's problems are
not problems of lack of information.

In my opinion, among the many things often missing from children's
education, access to information is far from the biggest problem.
Some of my more pressing concerns: children need a chance to develop
love for the natural world, to stretch their imaginations in various
ways (including play), to contact the beauty in mathematics and other
subjects, to get good at some activities that are difficult and
worthwhile, to move their bodies, to make things (cookies, paintings,
music, proofs, stories, plays) for themselves. Children need to drink
deeply of beauty and goodness and fun in the world--including
beautiful things that have been made by people who came before.

Maybe I haven't even mentioned the most important priorities, but I
fear that overemphasis on developing practical skills and collecting
facts will send to the future too many people who can manipulate
information without being very well connected to life. We need to
grow more citizens who are not numb.

And so with video games and movies, if we talk only about their
content (are they too evil? scary? violent?), I think we miss the
more important point that bombarding children with manufactured
imagery and prefabricated experiences may inhibit their ability to
imagine their own worlds and their own characters. Imagination isn't
just important for so-called "creative" activities; even reading
depends on it, because you must be able to form an inner experience
of what you're reading. We're already hearing about children who can
decode written words but can't understand what they read. And I hear
from some teachers about children who arrive at preschool unable to
play "lets pretend," and about their older siblings who reach college
unable to form an image in response to hearing a piece of music.

Any strong medium can foster numbness or encourage aliveness,
depending on how it is used. I think it helps to keep in mind a
question like this one from Alan Kay: what kinds of people do we want
to send to the future?

From doreennelson at earthlink.net Fri Mar 15 18:56:29 2002
Date: Fri Apr 18 13:54:03 2003
Subject: children, learning, information, technology

YEAH John!!!!! They hate to hear the truth.... let's keep telling it.

Did I send you the news about the MA Program???? Finally, I am making
significant progress. This December, only three people had enrolled and it
appeared as if the program might fold up as you know, the university does
little to promote it. Using funds from the Center for City Building
Education, I won a big battle..

As of today, 52 people are enrolled to start a new cohort group this spring
April 4th to be exact..

Over a six-year period from 1995?2001 the average size of a group was 7-10.
You can imagine what the impact will be with another 50 disciples who each
have a new crop of students each year.

I never thought that I would see the day when I wouldn?t have to beg
teachers and institutions to go on with this work. It is so slow and so
labor intensive. Yet, as the numbers grow, the collected data showing huge
improvement in reading, mathematics, science and school attendance makes it
clear that we are in some small way saving children?s lives.

If you have a few moments look at my debut as a talk show host al la Charlie
Rose. The streaming video can be found by going to video.csupomona.edu -
the link called EDUCATION that WORKS is right in the middle near the top of
the page. It's not so easy to watch on the computer, and you have to
download the video player (they give you instructions) but at least you
can get the flavor of the program.

I'm doing the second show next week and plan to do a bunch just to get
practice.... so would be glad to have any comments

From csawtell at paradise.net.nz Sat Mar 16 22:51:33 2002
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

G.J.Tielemans@dinkel.utwente.nl wrote:
> A story:
>
> Filters at home and at school?

Yes. Let me put you in the local picture a bit. Recently here in NZ
there has been a fairly full on witch-hunt looking for people who abuse
their Internet access at work, and a fair number of people have lost
their jobs. In this context, which is rammed into the consciousness
almost daily by the mass media, I think it's little wonder that an
intelligent and sensitive lad feels that he would prefer not to have the
worry of having pornographic images suddenly popping up on the screen
when he is using the Internet. I think he must have either made a typing
error or gone to an old site, which had been abandoned and replaced with

an automatic forward. Anyway he found himself at a particularly
revolting pornsite which used JavaScript to re-program the buttons so
that it was impossible to either leave the site or to close the browser
window. As a result I am putting SquidGuard on the cache. Don't worry,
when he is older we will "open the floodgates".

I just wish that the porno broadcasters could be compelled to use a port
number other than 80 while they are exercising their right to free-speech.

> When my daughters were little children, the played Prince of Persia on the
> computer: a labyrinth-game with boobytraps, like a Vietnam bamboo pitfall.
> My wife did not like that, I argued that it would be better to sit next to
> them and comment on the games but at the end we banned this and other games.
>
> Weeks later my wife and my eldest daughte did visit a shop and our little
> girl said to here mom: "Do not buy that game, thers is too much blood in
> it....
>
> Then we went to the children movie Snowwith form Disney. In that movie the
> evil queen goes to the cellar and passes a cellar with a sceleton in it. You
> can see that the last act of that dead person was to reach to a bottle of
> water. The queen waks by and gives a kick to the head that roles away... My
> wife and I looked at each other and the next day Prince was allowed again.
>
> Years later they played with their friends on the local network at home
> network-labyrinth games: but they do not fight each other but as a team the
> monsters in the caves. (Sometimes they killed by accident each other and
> then it became a moment tricky..)
>
> Very young children you should protect for the ugly world. (...like you do
> for the televison programs they are looking at: Jerry Springer on children
> hours?)

> But I think that it is a better strategy to teach them the good and the bad
> side of the real world and learn them to develop their own opinion about
> that....

> Filtering the word sex also filters away good educational stories about the
> danger of Aids and how to prevent that. (I do not envy you when your
> children get the age of 15..)

From G.J.Tielemans at dinkel.utwente.nl Sat Mar 16 11:29:01 2002
From: G.J.Tielemans at dinkel.utwente.nl (G.J.Tielemans@dinkel.utwente.nl)
Date: Fri Apr 18 13:54:03 2003
Subject: Hello. My name is Thom Gillespie. I write for a magazine

-----Original Message-----
From: Christopher Sawtell [mailto:csawtell@paradise.net.nz]
Sent: zaterdag 16 maart 2002 10:52
To: squeakland@squeakland.org
Subject: Re: Hello. My name is Thom Gillespie. I write for a magazine

G.J.Tielemans@dinkel.utwente.nl wrote:
> A story:
>
> Filters at home and at school?

Yes. Let me put you in the local picture a bit. Recently here in NZ

there has been a fairly full on witch-hunt looking for people who abuse
their Internet access at work, and a fair number of people have lost
their jobs. In this context, which is rammed into the consciousness
almost daily by the mass media, I think it's little wonder that an
intelligent and sensitive lad feels that he would prefer not to have the
worry of having pornographic images suddenly popping up on the screen
when he is using the Internet.

Ger: Yes, I know, an educator from Canada showed me several years ago that
people make this kind of websites with adresses that you type when you
mistype, for example sesamstreet instead of sesamestreet.

I think he must have either made a typing
error or gone to an old site, which had been abandoned and replaced with
an automatic forward. Anyway he found himself at a particularly
revolting pornsite which used JavaScript to re-program the buttons so
that it was impossible to either leave the site or to close the browser
window. As a result I am putting SquidGuard on the cache.

Ger: I still wonder how you will filter pictures when the website does not
use obscene textmarkers...
(a special porno channel only works for the good guys in the business.)

 Don't worry,
when he is older we will "open the floodgates".

I just wish that the porno broadcasters could be compelled to use a port
number other than 80 while they are exercising their right to free-speech.

<snip>

From hirzel at spw.unizh.ch Thu Mar 21 10:42:38 2002
From: hirzel at spw.unizh.ch (Hannes Hirzel)
Date: Fri Apr 18 13:54:03 2003
Subject: [Help] How do I open the picture/image catalogue

I'm rushing to do a presentation (Active Essay Style)
for tomorrow and I can't find the picture/image catalogue anymore.

Where do I find it?

What happens if I like to display the same picture in several projects.

How can I easily access the central picture/image store (dictionary)?

Does the size for the Squea-image increase?
My image is already quite large and the essay begins to get slow
when changing projects.

From scott at squeakland.org Thu Mar 21 14:32:59 2002
Date: Fri Apr 18 13:54:03 2003
Subject: [Help] How do I open the picture/image catalogue

At 10:42 AM +0100 3/21/02, Hannes Hirzel wrote:
>I'm rushing to do a presentation (Active Essay Style)
>for tomorrow and I can't find the picture/image catalogue anymore.

\>
\>Where do I find it?

Hi, Hannes. Perhaps what you're remembering is the little tool you
get from halo menu of any SketchMorph when you select "choose new
graphic"?

\>How can I easily access the central picture/image store (dictionary)?

There is a repository used by morphic for various standard graphics;
it is an IdentityDictionary using symbols for keys. You can add
entries to it, and retrieve entries from it.

To look at this repository interactively, evaluate "ScriptingSystem
inspectFormDictionary" -- available in the "do..." menu.

Look in category "form dictionary" of class StandardScriptingSystem
for the methods you can call to put and get graphics from this
repository programatically.

From anindita at media.mit.edu Sun Apr 14 13:08:43 2002
Date: Fri Apr 18 13:54:05 2003
Subject: [Q] adding new tiles?

I'd like to add a few tiles to the TextMorph viewer and I was wondering
where I can write the code to do this. I've looked through
Morphic-Kernel, Morphic-Basic, Morphic-Text Support and Morphic-Scriptors,
etc. to try to find where tile functions are defined and how tiles are
created, but I've been getting a little bit lost in all of the methods.

I saw some methods under TextMorph's "scripting access" that match the
text-specific viewer tiles. Can I just add a few methods there and have
them automatically tiled and added to textmorph viewers or is there a
more involved multi-layer process?

I also saw that many of the viewer tile scripts are defined in
Morphic-Scripting Player. . . again, is this the place to define new
methods to create new tiles?

From Ted at squeakland.org Sun Apr 14 14:26:40 2002
From: Ted at squeakland.org (Ted Kaehler)
Date: Fri Apr 18 13:54:05 2003
Subject: [Q] adding new tiles?

Anindita,
        See the method TextMorph class>>additionsToViewerCategories.
That is where you need to add a line for each new tile you want.
Make a duplicate of the inner array below, and edit it.

#((basic "The category name in the viewer" (
(slot characters "name on the tile"
   'The characters in my contents'   "balloon help string"
   String   "Type that it returns"
   readWrite "both setting and getting"
   Player "put into viewers on objects of this class"
   getCharacters   "getter selector (your method name goes here)"
   Player   "put into viewers on objects of this class"

```
   setCharacters:     "setter selector  (your method name goes here)")
"another slot" )))
```


From anindita at media.mit.edu Sun Apr 14 18:20:18 2002
Date: Fri Apr 18 13:54:06 2003
Subject: [Q] adding new tiles?

Oh, excellent! Thanks so much!

I was looking in the instance variables and didn't see the method under
class variables.

From csawtell at paradise.net.nz Fri Apr 19 16:07:56 2002
Date: Fri Apr 18 13:54:06 2003
Subject: Squeakland projects not loading

The problem may be that the very latest versions of IE do not support
the Netscape plugin protocols.
What version of Windows and Internet Explorer are you using?

You might have to consider using either Mozilla or Netscape 6.x instead.

Sorry to sound vague but we really need a few more details.

Naala Brewer wrote:

From naala_brewer at hotmail.com Fri Apr 19 08:13:32 2002
From: naala_brewer at hotmail.com (Naala Brewer)
Date: Fri Apr 18 13:54:06 2003
Subject: Squeakland projects not loading
Message-ID: <LAW2-F928dWMJ69ik6k000001c9@hotmail.com>

I am constantly on different computers (different Mac and Window platforms)
and use many different versions of Internet Explorer and Netscape. But this
is the first time in 3 years of using Squeak that this has happened to me on
this particular computer.

I'll just use Netscape when IE is the default browser on any particular
computer and this happens. I'm going to be loading the last 200+ student
projects to the Middle School Squeakland link and I needed to make sure
there wasn't a problem before I did this.

From aahodson at episd.org Fri Apr 19 08:32:32 2002
Date: Fri Apr 18 13:54:06 2003
Subject: Newby need for help

Greetings from El Paso, TX

I am very excited to have come accross this seemingly powerful tool, and
would appreciate ANY help on sites/references/links that would bring me up
to speed on resources (what's out there already) and how-to's (ongoing
projects that I can perhaps get involved with).

I haven't done enough reading on Squeak yet, but sometimes a series of

user-recommended links saves tons of time - yes, I'm a shortcutter (isn't everybody to an extent?)

I am a former HS math teacher and work for the El Paso ISD in the Technology and Information Systems area, where I am a trainer and a special projects manager. I help implement initiatives such as the K12LTSP.org 'Thin Client' project. Squeak looks awesome!

cheers
Alan A Hodson
TIS/EPISD
915-5871172
ahodson@episd.org
-=o=-

From Origbj at aol.com Fri Apr 19 11:44:47 2002
Date: Fri Apr 18 13:54:06 2003
Subject: Newby need for help

Alan:
    I am teacher in Los Angeles Unified and have been working with Alan Kay and Squeak for several years. I use Squeak in my classroom with 4th and 5th graders. If I can help you let me know. Have you downloaded Squeak and are you using it ... It is a great program. My kids love it. I use it to have my kids simulate science concepts and use math concepts to build interesting simulations as well. Look forward to hearing from you.
B.J.Conn

From anindita at media.mit.edu Fri Apr 19 12:35:12 2002
Date: Fri Apr 18 13:54:06 2003
Subject: Newby need for help

Hi Alan,

I think the best way to get started with Squeak is through tutorials and by looking through examples.

The Squeakland site has some tutorials for getting started with etoys and active essays, while squeak.org goes deeper into Smalltalk. I'd recommend starting with some of the etoys and active essay step throughs on squeakland.org, then to switch over to http://www.squeak.org/documentation/index.html to try some Smalltalk. I found John Maloney's tutorials to be especially helpful. The Georgia Tech Squeak Swiki http://minnow.cc.gatech.edu/squeak/ also has a ton of helpful links and tutorials.

Naala Brewer has written a couple of tutorials also, more on etoys, doing things like animations and making Pong, and she has many student projects posted at: http://www.csac.chem.ku.edu/SqueakProjects

Bob's Super Swiki also has a repository of projects:
http://209.143.91.36/super/

Squeak is good in that you can get into it quickly and make things happen, even though there's a lot to explore.

Good luck!

Anindita

On Fri, 19 Apr 2002, Alan Hodson wrote:

> Greetings from El Paso, TX
>
> I am very excited to have come accross this seemingly powerful tool, and
> would appreciate ANY help on sites/references/links that would bring me up
> to speed on resources (what's out there already) and how-to's (ongoing
> projects that I can perhaps get involved with).
>
> I haven't done enough reading on Squeak yet, but sometimes a series of
> user-recommended links saves tons of time - yes, I'm a shortcutter (isn't
> everybody to an extent?)
>
> I am a former HS math teacher and work for the El Paso ISD in the
> Technology and Information Systems area, where I am a trainer and a special
> projects manager. I help implement initiatives such as the K12LTSP.org
> 'Thin Client' project. Squeak looks awesome!
>
> cheers
> Alan A Hodson
> TIS/EPISD
> 915-5871172
> ahodson@episd.org
> -=o=-
>

From: Naala Brewer <naala.brewer@nk-technologies.com>
Subject: Re: Newby need for help
To: squeakland@squeakland.org

--- Anindita <anindita@media.mit.edu> wrote:
>
> Naala Brewer has written a couple of tutorials also,
> more on etoys, doing
> things like animations and making Pong, and she has
> many student projects
> posted at:
> http://www.csac.chem.ku.edu/SqueakProjects

Actually, there is a wide range of tutorials at the
above link, including tutorials on high-level
Mathematics and Physical Science concepts. Also
included are all of the basic mechanics that a newby
would need to get started utilizing the etoy level to
its maximum capacity..

Here is the list (only 4 tutorials are on things like
making animations and pong):

Tutorial Projects
(http://www.csac.chem.ku.edu/SqueakProjects/2)

1.Objects and Handles
This tutorial will show you how to invoke the
different colored handles and how to use them to
manipulate objects in Squeak.

2.Viewers and Squeak Code
This tutorial will show you how to use the different
tiles within the viewer to make automations in Squeak.

3.Recording, Midi's and Instruments
This tutorial will show you how to capture sounds and
make your own midi instrument out of the sound you
captured.

Exploration Projects
(http://www.csac.chem.ku.edu/SqueakProjects/4)

4.Cycloids - see a cycloid in action and how to make
one yourself.

5.Circles (Tangents and Curvature) - see what a
tangent to a curve is and how you can make a dynamic
representation of the tanget to a circle.

6. Dynamic Variations - see dynamic variations in
speed and animation.

7.Gravity - see the force of gravity in action and
test different gravitational forces yourself.

8.Ratios and Angles - see ratios and angles in dynamic
action.

Beginner Projects
(http://www.csac.chem.ku.edu/SqueakProjects/2)

9.Contrast Screen Saver
This tutorial will show you how to create a simple
screen saver in Squeak.

10. 2-Frame Animation
This tutorial will show you how to create a 2-frame
animation in Squeak.

11.Drive A Car
This tutorial will show you how to make your own car
and how to drive it in Squeak.

12.Pong
This tutorial will show you how to make your own pong
game in Squeak.

From anindita at media.mit.edu Fri Apr 19 15:09:05 2002
Date: Fri Apr 18 13:54:06 2003
Subject: FWD: Re: Newby need for help

Oops, sorry-- I didn't look through the entire site! Thanks for pointing
that out.

It's great to look through examples of what has been done in etoys. . . I
actually didn't like it at all the first few times I used it, I thought it

was very limited, but after seeing a few Alan Kay demoes I went back and
discovered that I hadn't really thought about how elements could be
combined. . . it's much more powerful than it first appears.

From G.J.Tielemans at dinkel.utwente.nl Sat Apr 20 12:05:44 2002
From: G.J.Tielemans at dinkel.utwente.nl (G.J.Tielemans@dinkel.utwente.nl)
Date: Fri Apr 18 13:54:06 2003
Subject: Squeakland projects not loading

If yuo go to Squeakland there is a page where you eaxctly can see which
version (and even with which) service package is working or not: It will
become a very smaal Window that works...

From caggiano at crystal-objects.com Sat Apr 20 22:34:38 2002
Date: Fri Apr 18 13:54:06 2003
Subject: A more basic publishing question

Hello again,

How do you prepare a project for uploading? I did a 'save project on
local file' and then copied that file (and the gif) to my isp. when I
opened it I got garbage (basically and ascii representation of the
file). When I look at the .pr file generated it has a strange mix of
what i take to be the binary of the project and HTML. The HTML appears
at the end of the .pe file and has the embed code.

Is this correct? It don't seem quit right to me.

From m.rueger at acm.org Mon Apr 22 01:40:17 2002
Date: Fri Apr 18 13:54:06 2003
Subject: A more basic publishing question

Frank,

> How do you prepare a project for uploading? I did a 'save project on
> local file' and then copied that file (and the gif) to my isp. when I

That's basically how it should work.

> opened it I got garbage (basically and ascii representation of the
> file). When I look at the .pr file generated it has a strange mix of
> what i take to be the binary of the project and HTML. The HTML appears
> at the end of the .pe file and has the embed code.

Make sure the files get uploaded in binary mode, some programs try to be
smart in guessing the transfer mode. If this doesn't help, could you be
so kind to send me the link to that project offline, so I can have a
look at it?

Regards

Michael

From caggiano at crystal-objects.com Sun Apr 21 20:40:39 2002
Date: Fri Apr 18 13:54:06 2003

Subject: More on dowloaded projects (Ballistic)

One more time,

After a good nights sleep and a bit of poking around I found the
'projects' menu and used that to publish my project to
Squeakland-projects. It all seemed to go OK. After it loaded I went to
http://squeakland.org:8080/super/gallery and the project was listed (the
project's name is Ballistic). (I still have questions about the .pr
file format and why if I load it an the gif to my website The project
fails to load).

I clicked on the gif and the project loaded. It all appeared fine until
I tried the 'toss' button. First I get an alert from squeak 'nil not
found in the SoundLibrary'. I click OK and then I get an error box
'MessageNotUnderstood; SetX:'.

The script associated with the 'toss' button was written textually
because of the need to use 'sin' and 'cos' and I couldn't figure out a
way to do that with graphical scripting. The toss button is setting the
x and y of the ball morph. I came up with SetX: as the way to access
ball's x textually by first doing it graphically and then clicking on
the box to show the text for the code. All the other morphs seem to be
OK, the reset button, the sliders and the radio buttons all work as they
should and make the correct sounds.

All this works on my local machine loading locally into my browser (NS
4.7). Any and all comments would be appreciated. Thanks.

From arning at charm.net Sun Apr 21 23:19:16 2002
Date: Fri Apr 18 13:54:06 2003
Subject: More on dowloaded projects (Ballistic)

Frank,

FWIW, I was able to load your Ballistic project in a fairly standard 3.2
image (not in a browser, BTW) and it worked fine. Have you tried this to see
if it might be a problem with the image you are using to load rather than how
it was published? What sort of image have you used to load it that was not
successful?

From caggiano at crystal-objects.com Mon Apr 22 11:04:53 2002
Date: Fri Apr 18 13:54:06 2003
Subject: More on dowloaded projects (Ballistic)

Bob Arning wrote:

>
> FWIW, I was able to load your Ballistic project in a fairly standard 3.2
image (not in a browser, BTW) and it worked fine. Have you tried this to see
if it might be a problem with the image you are using to load rather than how
it was published? What sort of image have you used to load it that was not
successful?
>

This is interesting, thanks for the feedback. Did you load the project
to your local disk and then load it into 3.2 or did you load it into the

image directly from the website?

So does this mean there are things that can be written in the plugin
that can't be run over the web with the plug-in?

Can someone try the project via the browser/plug-in and let me know if
they get the same results I do when running it over the web. Also if
someone could download the project and try running it in the browser but
from the local copy, that would be interesting too.

From caggiano at crystal-objects.com Tue Apr 23 20:35:19 2002
Date: Fri Apr 18 13:54:06 2003
Subject: The plugin and NS 6.2

Hi,

I copied NPsqueak.dll into the plugins directory of NS 6.2.2 and
restarted the browser. The plugin shows up in NS's 'about plugins'. When
I accessed a project for the first time the plugin loaded and I got a
squeak message about initializing squeak security (or something to that
effect) there was a percentage counter that went to 100%. I then got the
'Squeakland.org... project loading' splash screen, NS status says the
document load is done but the project never starts. The splash screen
just sits there.

From anindita at media.mit.edu Tue Apr 23 21:32:53 2002
Date: Fri Apr 18 13:54:06 2003
Subject: missing tiles in Plugin?

Hi,

I was playing with the plugin as a standalone and noticed that a couple of
the standard tiles are missing. I looked through the Morph
additionsToViewerCategories and the matching Player scripts and saw that
everything is defined, listed and called. . . some of them just aren't
showing up in the object viewers. Does anyone know why? So far I've only
noticed missing commands, not slots.

I was looking in particular at the motion category, where moveToward:
followPath and goToRightOf: are all listed and defined, but none appear in
the viewer. I also noticed that wearCostumeOf: is missing from the
miscellaneous category. The only similarity is that all of these are
commands, not slots, and three of these commands pass #player as an
argument. They are the only commands in their categories to do so,
so I think something might be wrong there. I can't figure out what's
wrong with followPath.

From m.rueger at acm.org Wed Apr 24 06:06:23 2002
Date: Fri Apr 18 13:54:06 2003
Subject: The plugin and NS 6.2

Frank,

> Anyone get it to work in NS 6.2.2? Anything else I can try?

The Squeak plugin launches in NS 6.x, but the download mechanism does

not work. So much for vendors confirming to their own standards...

Together with Andreas Raab's efforts of getting Squeak working again in
IE 5.5. and 6 we will hopefully find a workaround for this problem too.

Regards

Michael

From scott at squeakland.org Wed Apr 24 00:10:02 2002
Date: Fri Apr 18 13:54:06 2003
Subject: missing tiles in Plugin?

Anindita,

The distinguishing factor is the "eToyFriendly" preference, which is
true by default in the plug-in image but false by default in the
mainstream 3.2 and 3.3 images.

When this preference is true, a special filter is applied to suppress
certain items from viewers.

The filter is defined in EToyVocabulary.phraseSymbolsToSuppress; its
comment explains how this filter came to be:

phraseSymbolsToSuppress
        "Answer a dictatorially-imposed list of phrase-symbols that
are to be suppressed from viewers when the eToyFriendly preference is
set to true. This list at the moment corresponds to the wishes of
Alan and Kim and the LA teachers using Squeak in school-year 2001-2"

... and in the code of the method you will see the specific items
that are suppressed in eToyFriendly-mode.

For your own purposes, you could modify this method any way you
prefer, thus changing the filtering policy. To have *no* filtering,
either set eToyFriendly to false, or else modify
#phraseSymbolsToSuppress so that it returns an empty collection.

From anindita at media.mit.edu Wed May 15 20:58:21 2002
Date: Fri Apr 18 13:54:09 2003
Subject: [Q] adding tiles to Plugin?

I was just trying to add tiles and categories to the Plugin and the
solution that worked for Squeak 3.x for some reason doesn't seem to be
working. . .

Basically, I tried the original solution-- wrote a method under
Player>>scripts-standard and added an entry into Morph class>>
additionsToViewerCategories, but no new tiles appeared. It was a command,
not a slot tile, so I'm pretty sure I wrote everything in the right
places. Then to debug this (in case my method was buggy), I tried to just
move some tiles around, so something that's normally under miscellaneous
would be under basic-- copied and pasted between
additionsToViewerCategoriesMiscellaneous and Basic, but nothing moved in
the viewer. I think I'm missing a step somewhere. Finally, I tried to

add a new viewer category by writing an additionsToViewerCategoriesX and
adding it into additionsToViewerCategories, but when it appeared, it
wasn't part of the main group of categories. It was separated by a line,
like the text category. And again, none of the new tiles appeared. What
are the other classes I need to modify in order to add tiles and modify
categories in the Plugin?

On Sun, 14 Apr 2002, Ted Kaehler wrote:

> Anindita,
>   See the method TextMorph class>>additionsToViewerCategories.
> That is where you need to add a line for each new tile you want.
> Make a duplicate of the inner array below, and edit it.
>
> #((basic "The category name in the viewer" (
> (slot characters "name on the tile"
>   'The characters in my contents'   "balloon help string"
>   String   "Type that it returns"
>   readWrite "both setting and getting"
>   Player "put into viewers on objects of this class"
>   getCharacters   "getter selector (your method name goes here)"
>   Player   "put into viewers on objects of this class"
>   setCharacters: "setter selector (your method name goes here)")
> "another slot")))
>
> --Ted.

From scott at squeakland.org Thu May 16 01:44:23 2002
Date: Fri Apr 18 13:54:09 2003
Subject: [Q] adding tiles to Plugin?

Hi, Anindita,

The Plug-in image and the mainstream image have deviated considerably
by now so there are a number of things that behave quite differently
between them.

In this case, after taking all the (correct) steps that you describe,
you need to evaluate "Vocabulary initialize", and then things should
straighten out, and you should see your newly-added items in viewers.
In the mainstream image, whenever an #additionsToViewerCategories
method is recompiled that reinitialization is invoked automatically,
but not in the plugin.

Incidentally, all "non-universal" categories occur "below the line"
-- this is not a bug but rather the way it's designed to be. The
items and the order of the universal "above-the-line" category list
are hard-coded; if you want to modify that, edit method
Morph.categoriesForViewer -- insert any new categories that you want
to appear "above-the-line" *before* #miscellaneous in the list
defined there.

From John.Maloney at disney.com Wed May 29 19:36:31 2002
Date: Fri Apr 18 13:54:09 2003
Subject: URGANT: ANT SIMULATION

StarSqueak is built into Squeak images later than about Squeak 3.1. Just use
the "new morph..." menu, select "from alphabetical list" and select
"StarSqueakAntColony".

It will take a few seconds before anything appears while the simulation is
initializing. Then a rectangular morph will appear. Use the red halo handle to
get a menu. In that menu, select "start" to start the simulation. I usually
select
"keep this menu up" because it has several useful commands for running the
simulation.

You many want to use the "make parameter slider" to create a parameter slider
for "ant count". Note that with 50 ants, the ants tend to form trails to one
or two
food sources at a time. With a much larger number, such as 300 ants, their are
enough ants to form stable trails to all four food sources at once.

P.S. The other StarSqueak simulations are also available in the "new morph..."
menu and can be run in the same way.

From Kim.Rose at viewpointsresearch.org Sun Jun 2 17:51:36 2002
From: Kim.Rose at viewpointsresearch.org (Kim Rose)
Date: Fri Apr 18 13:54:11 2003
Subject: Interview with Alan Kay

Greetings Squeaklanders....

I thought you might be interested in reading an online interview
recently conducted with Alan by "The Book and the Computer".

You can find it at:
http://www.honco.net

Hope you enjoy reading it!
cheers,
Kim

From e_pilobello at attbi.com Tue Jun 4 16:42:33 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

I'm writing up a new course description for the Fall term. I need your
opinion on what fills the blank :

"Music is not in the piano" as "(blank) is not in the computer"

Should it be knowledge, learning, wisdom, whatever?

For a course title, I've considered "Pre-Dynabook Lab" or something to
that effect. I could use suggestions on the course title as well.

Cheers,
Edwin Pilobello
Instructor, Saturday Academy
www.saturdayacademy.org

From voiklis at redfigure.org Tue Jun 4 21:24:29 2002
From: voiklis at redfigure.org (John Voiklis)
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

The equivalent, as I see it, would be something like "idea" or "thought;"
it's too bad that the Greek "nous" is not in common usage....Best--J

From xqma at ccs.neu.edu Wed Jun 5 00:53:35 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

In my opinon, music can be played with piano, program can be runned on the
computer. Algorithm is the basics for program but is not in the computer.

From thom at indiana.edu Wed Jun 5 01:06:55 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

I'd go with 'creativity.' Has a more alliterative ring to it.

        Music is no more in the piano than creativity is in the computer.

A while back I asked folks about new media and literacy. My thoughts
started when I started to look at Squeak and started to think of
possibilities. I actually asked a lot more folks than just folks on
Squeak. I did this for about 3 months and got all sorts of responses. Lots
very interesting and much not too interesting at all. Maybe I phrased the
questions wrong, maybe it just wasn't of interest. I still have all sorts
of stuff but I couldn't find the article in the mess until someone in
Singapore suggested I track down a guy named Mihai Nadin who should have
been in Germany but happened to be at Berkeley at the same time I was
headed to the game developer's conference in San Jose. So, I went up and
talked to Mihai after killed a small grove of trees printing his book which
is now out of print but was completely on the money in terms of new media
& literacy: Civilizations of Illiteracies. Mihai has almost 1000 pages
thinking about the importance of illiteracies (emphasis on the 'cies'
part) and the very real problems with literacy as we know it.

A very rough pass at the article which will come out, edited, in Technos
in a few weeks is called 'Ich bin ein Illiterati'

http://www.mime.indiana.edu/mihaiNadin/

From e_pilobello at attbi.com Wed Jun 5 09:39:20 2002
From: e_pilobello at attbi.com (Edwin Pilobello)
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

Creativity, intelligence, nous ... all well thought of and very
meaningful. Thanks.

Creativity does have the alliterative ring. I believe "intelligence" or
"nous" is accurate, but neither sells the idea as well as Alan Kay's
original quote, "Music is not inside the piano." Perhaps in the next

generation, familiarity with the technology and release of the dynabook
will give "intelligence" or "nous" the nod and smile.

Hopefully, this class that I'm creating might contribute towards that
end.

:-) Edwin

From thom at indiana.edu Wed Jun 5 13:35:38 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

The interview does not catch the essence of Mihai Nadin and it is a shame
his book went out of print so quickly. It is deep and thick but amazingly
well written. I found the book on abebooks.com and did eventually buy the
real thing in spite of killing the trees.

When he talk talks about illiteracies he is more talking about multiple
literacies which could not exist with out technology such as squeak,
programming, flutes, games and non-linear editing. Just more ways of
knowing.

From Alan.Kay at squeakland.org Wed Jun 5 12:00:27 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

I'm curious as to your prefered choice. Also you might try to fill in
this blank first:

     "Music is not in the piano" as "(blank) is not in the book"

You could also ask yourself what is (are) the special thing(s) about
humans that the computer might be great at amplifying.

I'm terrible at titles ... but good luck and let me know of your next
set of ideas about this ....

From anindita at media.mit.edu Wed Jun 5 15:19:08 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

There's also the "standardized test way" of approaching an analogy by
rephrasing it:

A piano is an instrument (or tool) with which one makes music.
A computer is an instrument (or tool) with which one makes. . .?

I don't have something easy to fill in the blank since there are so many
things which can fill that blank (music, art, applications), but it's
another way of looking at it. Music isn't in the tool, it's something
that you can express or create with that tool. Is there a word to
summarize everything that can be expressed or created with a computer?

Could one invent a word to encompass all of that?

From Kim.Rose at viewpointsresearch.org Wed Jun 5 12:38:45 2002
From: Kim.Rose at viewpointsresearch.org (Kim Rose)
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

Here's one:

>A piano is an instrument (or tool) with which one makes music.
A computer is an instrument (or tool) with which one makes meaning.

Is this going too far? Now, I don't believe this is *always* the
case, or that meaning can be made by "computer alone"......not
everyone that sits at a piano can make music either....music and
meaning must be contructed via a variety of media, tools, and
experiences. But as the phrase suggests it is the "player" who
creates the music, not the instrument.

I have just had the pleasure of spending one day a week for this past
school year at the Los Angeles Open Charter School where I have
observed children making meaning of "powerful ideas" (ideas like
acceleration and gravity) by using the computer (Squeak) to create
models and projects which then, helped create meaning to the child.

   -- Kim

From Alan.Kay at squeakland.org Wed Jun 5 12:56:03 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

By the way, one of the ways that I characterized the Dynabook years ago, was:

     "An instrument whose music is ideas"

From e_pilobello at attbi.com Wed Jun 5 14:28:02 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

I have a 2-hour, 3-session class called "Getting Ready for Computers".
It's one of the least expensive classes that Saturday Academy offers.
It's also the earliest Visual Basic intro course that a 4th grader can
access. Hardly able to type, these young students delight at their
first "Hello World" or "Smiley on a button" program. This quickly
dispatches the first session, then what?

I've tweaked this class for over three years. I think it's time for a
new approach. As stated, I want to create a class on tech literacy
targetted at the same novice market. This time, I'm going to use
Squeak.

Fee-based VB experiences are limited to class time. To encourage home
study, I've used freeware MSW Logo. It's a tricky switch defended by
"It's free, it's simple, it's for kids, etc." The turtle gives
immediate feedback, the syntax is easy and that's pretty much where it
ends. There are versions of Logo (i.e. Microworlds, Terrapin, Imagine)
that support drag&drop story-boarding and prototyping). Unfortunately,
site licenses do not extend to the homes.

Rik Smoody is going to teach the very first Squeak class offered by
Saturday Academy. He entitled it "Games Programming". It's full and
probably has a waiting list. His target is 6th to 8th grade students.
I want to target the 4th to 6th graders in the Fall. Same inexpensive
format which would probably sell a few of Mark Guzdial's books.

Before I re-invent the wheel, does anyone have a class outline to share?
If not, I figure within a year, I'd will have taught 8 to 10 of these
classes. I'll debrief you folks are I go.

From e_pilobello at attbi.com Wed Jun 5 15:07:23 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

Could we imagine a future where "Computer" responds to our will as in
"Star Trek Enterprise". Hopefully it has the sense to serve "Seattle's
Best" instead of "Starbucks". Notice that they do use dynabooks.

From guzdial at cc.gatech.edu Wed Jun 5 18:09:27 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

I think I'm after something similar, Edwin. Elliot Soloway and I
published an article recently on "Teaching the Nintendo generation to
program" where we argue that we need to get beyond "Hello, World!"
http://coweb.cc.gatech.edu/guzdial/17

Now, I'm trying to build an intro class around these ideas for 300-600
freshmen/term at Georgia Tech. We're planning it now at
http://coweb.cc.gatech.edu/mediaComp-plan We're not currently using
Squeak, but mostly because of time constraints. Down the road, I'd hope
to have a scripting-level interface to Squeak and use that.

Mark

From e_pilobello at attbi.com Wed Jun 5 18:06:58 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

Mark, I have to thank you. You inspired a music based learning
activity that has made several 3rd and 4th graders very pleased with
themselves.

During the school year, I teach "Talented and Gifted" classes in Oregon
Public Schools. One class is called "Logo Programming" wherein I use
Terrapin Logo. Here's a story that started it.

One little boy discovered the PLAY function and decided to program "Ode
to Joy". He found each succeeding note by experimentation. He simply
edited and played the list until each note fit. After about 20 notes,
he jumped and exclaimed, "That's what the letters mean!" The next week,
his mother reported that the piano teacher was blown away by the
progress the little boy made.

From m.rueger at acm.org Wed Jun 5 23:23:56 2002
Date: Fri Apr 18 13:54:11 2003

Subject: Fill in the Blank

Alan Kay wrote:
> I'm curious as to your prefered choice. Also you might try to fill in
> this blank first:
>
>   "Music is not in the piano" as "(blank) is not in the book"
>
> You could also ask yourself what is (are) the special thing(s) about
> humans that the computer might be great at amplifying.

"Music is not in the piano" as "Knowledge is not in the computer"

I just ran accross an article by Phillip Armour in an older CACM
(10/2000). There he argues that software is the fifth medium for storing
knowledge: DNA, brains, hardware, books, software and that software is
the only external knowledge storage that is active.

From kjoye at adobe.com Thu Jun 6 09:03:59 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

At 10:23 PM 6/5/2002, Michael Rueger wrote:
>"Music is not in the piano" as "Knowledge is not in the computer"

Is this to say that poetry is not realized if it is read instead of
heard? Can one only appreciate Shakespeare if his plays
are staged?

The experience is not in the computer, it is in the interchange
between the author of a program and the person executing
it (who can be one and the same).

From anindita at media.mit.edu Thu Jun 6 12:37:07 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

The computer is a tool and a medium like a piano or a pen, for
communication and expression (which is what I believe you are saying, it's
not an end). . . I'm not quite sure how it connects to the previous
statement though. Can you explain it a little more?

I think sometimes one only appreciates Shakespeare when it's staged, or
that serves as an entry into enjoying Shakespeare in different ways.
Again, they're different media. Music can be played on a piano, guitar,
sung. . . each tool or medium highlights different aspects of the same
piece, like reading a poem vs. reciting a poem. Multiple tools, multiple
media, multiple representations, experiences and understandings. And
sometimes a particular tool or medium resonates with an individual more
than another, so some people can connect with watching Shakespeare more
immediately than reading it whereas others prefer the reverse.

From voiklis at redfigure.org Thu Jun 6 13:05:02 2002
From: voiklis at redfigure.org (John Voiklis)
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

While you've probably already settled on a name, here is my last crack at

it:

Music is no more in the piano than abstarction is in the computer.

From e_pilobello at attbi.com Thu Jun 6 11:24:51 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

No John, I thought I would have, but I haven't. We all know it's a
tool, an amplifier, a store of knowledge, a processor. It's just paper
weight without software. Yet this "Man of the Year" seems to escape the
one word that separates it from its creator.

I can still write up a course description and express (in about 2.5
column inches) that the class is an introduction to the dynabook
paradigm. Looks like I'm going to have to give it an inch to frame the
thought.

This sure kept me up last night. No complaints though, it's been a
delightful thought process.

So far the choices are (in alphabetical order) : abstraction,
creativity, intelligence, knowledge, nous.

I've pondered : truth, spirit and combinations of the above.

From: owner-squeakland@squeakland.org
Sent: Thursday, June 06, 2002 9:05 AM
To: squeakland@squeakland.org
Subject: RE: Fill in the Blank

While you've probably already settled on a name, here is my last crack
at
it:

Music is no more in the piano than abstarction is in the computer.

From Madhumathi.Rao at diamondcluster.com Thu Jun 6 14:16:51 2002
From: Madhumathi.Rao at diamondcluster.com (Madhumathi Rao)
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

I think this is another possibility....

"Music is no more in the piano than wisdom is in the computer"

I think qualities like wisdom,logic, intelligence, passion are inherent to
people. The computer enables us to apply these qualities to build
day-to-day solutions.

  "Edwin Pilobello"
 <e_pilobello@attbi.com>

No John, I thought I would have, but I haven't. We all know it's a

tool, an amplifier, a store of knowledge, a processor. It's just paper
weight without software. Yet this "Man of the Year" seems to escape the
one word that separates it from its creator.

I can still write up a course description and express (in about 2.5
column inches) that the class is an introduction to the dynabook
paradigm. Looks like I'm going to have to give it an inch to frame the
thought.

This sure kept me up last night. No complaints though, it's been a
delightful thought process.

So far the choices are (in alphabetical order) : abstraction,
creativity, intelligence, knowledge, nous.

I've pondered : truth, spirit and combinations of the above.

Cheers,
Edwin

Music is no more in the piano than abstarction is in the computer.

From e_pilobello at attbi.com Thu Jun 6 12:56:09 2002
Date: Fri Apr 18 13:54:11 2003
Subject: Fill in the Blank

Very true, Madhu. Although, the cutting-edge of robotics is now
incurring into those human domains. Also, virtual agents employed in
analysing the stock market are capable of "learning" and have rules of
passion.

Hummm, I wonder if computerized trading has learned the Enron factor?

From G.J.Tielemans at dinkel.utwente.nl Thu Jun 6 22:24:01 2002
From: G.J.Tielemans at dinkel.utwente.nl (G.J.Tielemans@dinkel.utwente.nl)
Date: Fri Apr 18 13:54:12 2003
Subject: Fill in the Blank

In 1986 Bob Hart from England told a story:

When he was a child and hardly could read, he read a book of Edith Brighton.

(According teachers was that not literature but all the children liked it..)

Bob told us that he filled with his fantasy the parts of the book he could
not read.

Later when he could read better he read the bokok again... and it was
boring....

(Then he introduced an adventure-builder-game-for children: Thombs of
Arkenstone.)

From e_pilobello at attbi.com Thu Jun 6 13:54:38 2002

Date: Fri Apr 18 13:54:12 2003
Subject: Fill in the Blank

It's been said that the neantherthals perished because they did not have
the creativity of modern man. The apes survived, but have no more than
a two-year old human capacity.

Along these lines, I've been thinking of a statement like "The computer
is not the creator" Then I would add a line of reasoning starting with
the class "intelligence" along with other classes that could
super-class, "wisdom", "free will", etc.

I certainly would not choose to be the ad copy writer for the dynabook.
Although, by then, maybe increased use and familiarity with the computer
would make common sense of "Sentience is not in the computer".

I understand that based on wear patterns on stalactites inside the
painted caverns of France that neolithic man seemed to have played
music. "Music is not in the piano" still rings the call to truth and
reason.

From Kim.Rose at viewpointsresearch.org Thu Jun 6 15:00:13 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Oqo(?)

Here it is...
<http://www.oqo.com/>http://www.oqo.com/

cheers,
Kim

From Kim.Rose at viewpointsresearch.org Fri Jun 7 10:40:19 2002
From: Kim.Rose at viewpointsresearch.org (Kim Rose)
Date: Fri Apr 18 13:54:12 2003
Subject: Children's Software Revue & Squeak

I read a magazine called "Children's Software Revue", edited by
Warren Buckleitner and others. It is published in both a print and
online version: http://www.childrenssoftware.com/

This letter appears in the current issue:

Dear CSR,
My son, who is going into the seventh grade, is interested in
learning how to create game programs. I want to encourage him, but I
don't know where
to start. What programming language is used to create games? Are
there any books at his level on the subject? I was a programmer
before he was born, so I may be able to help him. Then again...
    -- Janine Clark, Heritage Hall School

Here is the reply she received from the editors:

Dear Janine,
The first step is to start with a computer-related product like LEGO
MINDSTORMS, a terrific robot construction and programming kit. It is

a wonderful way to introduce concepts like routines and subroutines,
loops, and so on. It works very well with middle schoolers. Your son
can also benefit from programming with tools like HyperStudio and
Microsoft PowerPoint, which are great for introducing concepts like
hyperlinks, screen transitions, incorporating digital photography,
video and so on. For pure programming, try StageCast 2.0
(www.stagecast.com), a limited but interesting programming experience
designed especially for children. The latest news in this area is
Squeak (described below) which we'll be reviewing soon in CSR.

If your son is serious, start him on "real" programming tools,
including Macromedia Director, Shockwave and Flash. These are
expensive, but powerful. There are dozens of "how to" books that are
fairly easy to understand that you can follow together. These
applications can take your child in a number of different directions.
Your son will soon learn why designing a videogame costs millions of
dollars and takes teams of artists and programmers!

When I first read the letter in the print version of the magazine, I
took the liberty of writing to Warren (whom I met years ago when we
were at Apple). In response to my note, he's sent this:

".... There has been a hole in this category... Stagecast has not
lived up to it's expectations and LOGO... That's another email. So
I'll post your letter/link online immediately if its OK with you...."

and now he's added this to "mailbag section" of their online magazine:

NOTE -- THE FOLLOWING COPY IS FROM THE PUBLISHER: What is Squeak?
Squeak is a new wide spectrum personal computing authoring
environment for many kinds of users: from children around age 6, to
teenagers, to parents and teachers, to media artists, to
expertcomputer scientists.

The authoring is done by direct manipulation and through scripting.
There is one basic scripting language for all users, and three
different authoring
environments: children, omniusers, and experts. Squeak can run with
or without local operating systems, as a plugin or standalone, as a
client or server on more than 20 platforms "bit-identically." It is
small enough to fit on PDAs, and fast enough to do a wide range of
applications. See http://squeak.org for the expert site and
http://www.squeakland.org to see the site for children, parents and
teachers.

http://www.childrenssoftware.com/mbarchive/mailbag

Warren also just invited Alan to do a keynote address for an
international conference they will sponsor next Spring......it is
clear that good tools are lacking to help kids learn and think in
this creative domain -- HyperStudio and PowerPoint (!?) just don't
quite do it -- do they?

   -- Kim

From m.rueger at acm.org Sun Jun 9 11:35:28 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Plugin Question

From johns at cloud80.net   Sun Jun 9 14:43:51 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Fill in the Blank

"The music is not in the piano" works because a piano is a
music-specific device. (It also works because it's obvious to almost
everybody where the music must be if it's not in the piano.) The
blank in the phrase about the computer can't be filled so easily
because it is a nonspecific device, capable of simulating other
devices of many kinds, and additionally capable of new activities
still un- or under-developed.

So no single word will fill the blank in that computer phrase, unless
it is a word of a different order.

        John

From e_pilobello at attbi.com   Sun Jun 9 17:55:03 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Fill in the Blank

The perfect word would make great ad copy, wouldn't it? In the mean
time, I believe we've come up with a great collection for specific
tomes. Surely there are more juxtapositions to explore. For example, a
Public Broadcasting PSA reminded me of "curiosity".

Cheers,
Edwin

From voiklis at redfigure.org   Sun Jun 9 21:44:24 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Fill in the Blank

"Idea" was my original vote. While all the terms offered were abtractions
of one sort or another, the word "idea," like the word music, is an
abstract term that covers all of them.

From e_pilobello at attbi.com   Mon Jun 10 12:18:45 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

I'm exploring.

Based on the Dynabook paradigm, what sort of activities would you
propose for a Computer Summer Camp?

I can imagine several behavior objectives for each activity.
1. The student will be willing to discover what the computer can do.
(amplify, entertain, automate, etc.)
2. The student will seek to master the tool (software and interface :
i.e. robotics)
3. The student will learn to accept and deal with bugs (OS, hardware,
software, programming)
4. The student will use Object Oriented principles.
5. The student will seek for collaboration.

Sounds almost like a life-skills curriculum, doesn't it? Anyway, I'm
certain there are lots of things you see that I don't.

What would you add?

From kenkahn at toontalk.com Mon Jun 10 12:29:48 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Fill in the Blank

I probably shouldn't jump into this discussion but I don't like the
underlying philosophy. A system can have a property like music without any
of its parts having the property. The system consisting of a piano, a
player, and maybe a composer is "where the music is". (And maybe a
listener.) Where is the music in a player piano? Probably in the piano and
the composer. Where is the music in an AI system that composes and generates
music? Probably the best answer is in the computer, the software, and the
programmer.

This reminds of "Searle's Chinese Room" (2730 hits from Google to choose
from) on the question of where is the understanding of Chinese in a
hypothetical AI system implemented with a human as the CPU and a book for
program storage.

From eric at cornwell.net Mon Jun 10 16:14:13 2002
From: eric at cornwell.net (Eric Cornwell)
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

How about...

The students will learn to document their ideas and work.

Could be a creativity drain, but it's a life-skill, and one that I
certainly wish had been drummed into me at an early age.

From e_pilobello at attbi.com Mon Jun 10 23:39:12 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

Of course it's going to be fun! Sometimes it's hard fun.

The hat trick is inspiring them to create a design document. Double the
difficulty level for OOD.

From thom at indiana.edu Tue Jun 11 02:28:34 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

On Mon, 10 Jun 2002, Edwin Pilobello wrote:

> Of course it's going to be fun! Sometimes it's hard fun.
>
> The hat trick is inspiring them to create a design document. Double the
> difficulty level for OOD.

start out with anything by Scott McCloud. Maybe show them 'ghost World' or
'from Hell' and explain storyboards from that perspective. they will get
it immediately and then you explain that the 'comic' also needs notes for
all sorts of sounds and interactivity. If they are real young maybe start

them with 'Miss Spider's Tea Party' which is a great picture book and then
show them the Cd which was created from the Book. there is a great
storyboard/design doc example for Ludtke's Bad At The Midway. Lots of
stuff on Gamasutra.com. Maus, the book, and Maus the Cd is pretty good.
Show the movie Final Fantasy, the book 'The Making of' and then run the
game on a PS2.

I have done this with kids from 10 to 50; age almost doesn't matter. I
have tons of this stuff from my grad students and find that I can take a
grad design doc and show it to kids 15 and up and they get the idea and
will create a document as good as the grad level document.

I get them to run ideas by giving them index cards and limiting them to 50
word ideas with 'no names', very important that no one can be identified
when running ideas. Shuffle the deck, break them up into groups of 4-5 and
tell them you want the 1 good idea in the pack. Some will come back with
1, some with more than 1 and some with none. You do this two days in a row
in the morning and by the 3rd day 2-3 of the kids will be coming in with
bunches of ideas. Figure out if the idea is a story or an interactive.

Make them show at the end of the camp to mom & dad and any one you can
round up.

--Thom

From thom at indiana.edu Tue Jun 11 02:37:33 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

On Mon, 10 Jun 2002, Edwin Pilobello wrote:

> Of course it's going to be fun! Sometimes it's hard fun.
>
> The hat trick is inspiring them to create a design document. Double the
> difficulty level for OOD.

look for this book. It is slightly old and may not be in print but it has
some great design doc examples of multimedia, games and interactive
products

Interactivity in Action edited by Dominic Milano. ISBN0-87930-481-2

also

Storyboarding 101 by Fraioli is also good. Self published by www.mwp.com

--thom

From e_pilobello at attbi.com Tue Jun 11 00:51:58 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

Awesome! I will try these ideas.

QUESTION : How do you get more girls to sign up for a computer
programming class/camp? Saturday Academy has a lot of restricted funds
targetted for 1) getting girls into nursing, 2) getting girls into
science, engineering and math.

They sure would like to use those funds successfully.

From thom at indiana.edu Tue Jun 11 03:02:44 2002
Subject: Summer Camp

I use 'computer games' to attract the guys and 'interactive storytelling'
to attract the girls so my workshosp are called 'Interactive Storytelling
and computer game design.' I never use the word 'programming' media design
also works well and anything with software has to be 'programmed' anyway
so the end result is the same.

i also go out and find the audience I want if possible, visit schools,
show work aimed at attracting a particular group.

From Kim.Rose at viewpointsresearch.org Tue Jun 11 08:11:54 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

Hi -
As far as recruiting more girls, I wouldn't call it
"programming".....I think the word holds certain connotations for
girls which are unattractive.
The other thing to think about is this, perhaps -- are the kids
learning "computer" or are they *using* the computer to learn about a
variety of areas/subjects, or to construct/create ideas, artifacts,
etc.??, i.e., how can we use computers as the means and not the end?
  -- Kim

From naala_brewer at hotmail.com Tue Jun 11 10:45:26 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

Welcome them rather than exclude them for starters. Treat them as equals to
the boys. Women/girls are capable of doing anything the men/boys can do on
the computers and they should be given credit when they do original/good
work. DO NOT PUT THEM INTO THE MOLD THAT SOCIETY THINKS THEY ARE. Not all
girls are nurturers, teachers, and non-technical. I happen to know many
women/girls who are very technically inclined and are much more interested
in analytical thinking rather than verbal. I happen to be one of them.

Finally, if you can, get some women role models to help with the class,
women who are capable and interested in the goals of the class. If the
girls see virtually no women involved, they will probably be more reluctant
to join. This is true in general, not just for your class.

From e_pilobello at attbi.com Tue Jun 11 08:55:03 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

Squeak and interactive story-telling go hand in hand, doesn't it?

I dragged myself, kicking and screaming, into the game development
theme. It's only in the past few months that I've started to develop
pedagogy for the Nintendo Generation.

Currently, we're pushing "Programming" as "The Language of Technology".
That seems to sell real well along with changing class titles. It used
to be "Logo Programming". Its now a series of repeatable classes
anchored by "Code Programming : Game Development". I've also switched
to ELICA (Educational Logo Interface for Creative Arts) which uses
OpenGL to render 3D graphics and has an object oriented design.

In addition, I'm also preparing to co-teaching a Flash 5 course. I'll
teach Actionscript while the other instructor, a professional graphics
artist, teaches the art animation. This is a long way from my teaching
VB, C++ and Java.

Right now, I'm trying to learn Squeak Alice. I want to explore the
creation of a "specially for girls" role playing/simulation game where
each player programs a character in the story. I'm taking my cues from
IBM's Robocode "mostly boys" programming battle tank game.

Does the computer amplify the teacher's ability? Most certainly! Of
course, I've been a programmer for 25 years.

From vmwusa_2000 at yahoo.com Tue Jun 11 12:12:07 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp Questions

Hi, Kim,
Speaking of computers and programming, I don't want to be overly "PC" here,
but I have a wee bit of a problem with your post.

ANY one of ANY gender can perceive "programming" as unattractive.   I've
known boys and girls women and men who've thought of it as unattractive and
other worldly.   And this is especially true if the person with the
responsibility to introduce this subject doesn't interview/survey the
population to find out where these people are at present.

I don't think it would be overly manipulative to ask the beginner student
questions like, "What is the most fun thing you've heard about computers,
done with computers?"; "Do you know how the computer was able to do those
things?"; "Do you know that computers are completely dumb unless a person
tells them EXACTLY what to do?";   "Can you believe that someone just like
YOU had to tell the computer EXACTLY what to do, else it couldn't be
done?";   "What is the best thing you could imagine you would want a computer
to do for YOU?" "Well, would you believe you can tell a computer what to
do?" "Well, you can. Now, telling a computer what to do is called
"programming. Don't be afraid of that word, just thinking of it as telling a
computer what to do."

As for the "either or" condition of "learning computer" or "using computer",
one of my favorite approaches to teaching young people and old is to have
them use the computer to learn something that interests THEM. To me, it
always goes back to asking the person about THEIR interests, interviewing
them. Then, where possible, customizing the instruction to meet their
needs. This makes a hybrid approach, blending the two options you mentioned.

You also might want to check out this link: http://www.nonprofits.org/

From e_pilobello at attbi.com Tue Jun 11 09:07:46 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

Exactly. There's a world of difference between the applications
approach and hard-core programming. Consequently, menus and property
lists will only take you so far. As soon as scripting becomes an issue,
then so does computer science.

From thom at indiana.edu Tue Jun 11 11:09:06 2002
Date: Fri Apr 18 13:54:12 2003
Subject: Summer Camp

> In addition, I'm also preparing to co-teaching a Flash 5 course. I'll
> teach Actionscript while the other instructor, a professional graphics
> artist, teaches the art animation. This is a long way from my teaching
> VB, C++ and Java.

Flash bears a lot of similarities to Logo because of the visuals which
attract a different sort of person in rather than screens of text. Logo
actually wasn't successful until it glommed turtle graphics on top of the
language.

The only way to start with Flash is with animation. Make the ball roll,
the eye close and the flower grow and you will have the folks who were
attracted to Flash in the first place. Actually the programmers get very
antsy with this start because their stuff will 'look' really bad next to
the artist/storyteller/musician. After the ballEyeFlower thing I usually
do a joke because a joke is a small story with sound, actually very
difficult but the kids don't know this and never complain because after
all they are just doing a joke.

I have a very good one called Bacon&Eggs which a non-programming artist
designed who is now really good 3D game designer who has 7 games on the
Cartoon Network. Started as an artist and became a programmer out of a
logical progression of making his art better. Artists never complain when
they can see the reason for learning a tool.

From Kim.Rose at viewpointsresearch.org Tue Jun 11 09:20:06 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp Questions

Hi, Vincent -
I couldn't agree with you more! I only referred to girls in my post,
since it was "girls" that Edwin has inquired about. A "connection"
has to be made between the person and the computer and one that is
relevant to that person, their desires and needs.   We, too, stress
to the children that without people "telling computers what to do"
the machines are merely pieces of hardware, etc.
cheers,
Kim

From e_pilobello at attbi.com Tue Jun 11 09:27:05 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp

We have a program called AWSEM http://www.ogi.edu/satacad/awsem.html.
The impetus to develop more offerings that attract girls into Science,
Engineering and Math comes from AWSEM funding. Inspite of their great

role models, participation has been low. They have asked me to use the
Classes Program to develop "specially for girls" course offerings.

I have three daughters who are all technically inclined. According to
their grandfather, their sterling accomplishments is proof that the IQ
gene skips a generation!

On Behalf Of Naala Brewer
Sent: Tuesday, June 11, 2002 7:45 AM
To: squeakland@squeakland.org
Subject: RE: Summer Camp

Welcome them rather than exclude them for starters. Treat them as
equals to
the boys. Women/girls are capable of doing anything the men/boys can do
on
the computers and they should be given credit when they do original/good

work. DO NOT PUT THEM INTO THE MOLD THAT SOCIETY THINKS THEY ARE. Not
all
girls are nurturers, teachers, and non-technical. I happen to know many

women/girls who are very technically inclined and are much more
interested
in analytical thinking rather than verbal. I happen to be one of them.

Finally, if you can, get some women role models to help with the class,
women who are capable and interested in the goals of the class. If the
girls see virtually no women involved, they will probably be more
reluctant
to join. This is true in general, not just for your class.

From naala_brewer at hotmail.com Tue Jun 11 12:14:06 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp/Storytelling

Hi Edwin,

I understand your position. I have been working with a National Science
Foundation grant for the past 2 years at the University of Kansas which is
geared towards attracting minorities (girls being one of them) into SMET
(Science, Mathematics, Engineering and Technology). And I am a woman who
went to a predominantly male dominated school (Georgia Institute of
Technology) and chose to pursue predominantly male dominated fields -
Mathematics, Physics, and Technology. So I have experience as a girl being
attracted to technical fields and as an adult attracting girls into
technical fields.

As far as attracting girls, I have found that you have to find out what they
are interested in, as Vincent mentioned. You cannot assume they are
interested in one thing or another because this is what statistics have
shown. For example, I find the very limited supply of video games geared
towards girls to be almost insulting; e.g. Barbies running through the
forest trying to catch stars and butterflies.

Storytelling is not something that any of the 9-11th grade girls that I
worked with the past 2 years were interested in. They were more interested

in creating music, color, motion, and definite sequences in the Squeak, swiki, html, or Java programming. The development of whatever they were making was of the same level of difficulty as the boys and the programming skills were exactly the same as the boys. The final aesthetics of the projects seemed to be the only difference - girls seemed to prefer pastels and pretty pictures, whereas the boys preferred cars, cars, cars, and Japanese animation.

Once the girls realized that they could create technical projects with their own personal style and touch, they were flocking to the computer classes as much as the boys.

From kenkahn at toontalk.com Tue Jun 11 11:03:40 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp Questions

Vincent wrote:
>
> As for the "either or" condition of "learning computer" or "using computer",
> one of my favorite approaches to teaching young people and old is to have
> them use the computer to learn something that interests THEM. To me, it
> always goes back to asking the person about THEIR interests, interviewing
> them. Then, where possible, customizing the instruction to meet their
> needs. This makes a hybrid approach, blending the two options you mentioned.
>

The great thing about computer programming is that computers are so versatile they are a good match for so many different interests. The question is how to teach. I used to think the answer was to teach the fundamentals and give a sense of how many different things can be built. But I find that only a few kids do well and most seem lost and confused. So lately I've tried to provide much more focused material and it seems to work much better. But focused material runs counter to the notion of having the kids pursue their own personal interests.

To be concrete, most recently I've helped kids learn how to make interesting variants of the classic Pong game. Fine, but if the kid's interest is in story telling or adventure games then none of the material or planned activities is a fit.

Best,

-ken kahn (www.toontalk.com)

From anindita at media.mit.edu Tue Jun 11 14:10:20 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp/Storytelling

Naala,

I'm doing a workshop right now called Full-Contact Poetry, so it's basically tech and self-expression with lots of Squeak since there's great animation and programming, and I've been seeing very similar things-- boys pulling in lots of cars and anime, girls choosing pastel colors. When girls go for characters, they've been hitting mostly PowerPuff Girls, some Rugrats. And they bring in more real celebrities, Jennifer Lopez and Vin

Diesel being popular ones, whereas the guys have focused on superheroes.

In terms of programming and narrative, I've had a boy get into more of the text and playing with words and sounds whereas a girl got into more intricate programming (if-then statements, etc.). All of the kids are passionnate about music and they like being able to modify things that they bring in (drawing all over imported images, etc.). I think a lot of this reconstructing is very interesting and important to them-- taking something in, changing it, making it their own and making it all act and interact. These are the types of themes that I think are fun to pursue since they seem to be universally interesting and engaging. Some of it leads to storytelling (in a more traditional sense) and others are more like interactive collages or graffiti. It's great to see what new ideas and forms of expression emerge when combining art and tech.

Anindita

From e_pilobello at attbi.com Tue Jun 11 11:58:02 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp/Storytelling

Hence the format of a pre-dynabook lab where everyone comes to amplify their interest. We'll deal with the principles and processes rather than a pre-destined syllabus. What they start and end up with is totally up to them. As long as they understand and work towards the behavioral objectives, then they are meeting the course objectives ... and theirs!

Easier said than done! For one, I find that it takes a considerable amount of time to build trust. Skool and instructionism has been so much a part of their lives that constructivism is suspect. When all they are accustomed to is being graded on right answers, how disturbing is the concept of learning from experimental failures or mistakes? Good thing I don't have to hand out grades with their completion certificates!

From johns at cloud80.net Tue Jun 11 11:59:56 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp Questions

I like this a lot:

"one of my favorite approaches to teaching young people and old is to have them use the computer to learn something that interests THEM. To me, it always goes back to asking the person about THEIR interests, interviewing them. Then, where possible, customizing the instruction to meet their needs."

I have noticed, as I'm sure you have, how often people in the position of teacher devote their energies to whatever interests or animates themselves instead of finding out what animates or inspires their customers, the learners. This is only natural--of course people tend to aim their energy in the direction of their enthusiasms--but I think learning happens much more quickly and easily when the learner has he/r own reasons for learning instead of somebody else's reasons.

As far as I can tell, one of the most difficult tasks for human beings is to imagine that another person's mentality might be

different from one's own. And even those who can imagine this have
trouble remembering. This adds immeasurably to the already difficulty
task of assisting learning.

As a result of these and other complications, it is really hard to
figure out why people don't partake of a given offering. If a
certain group of people is not participating (i.e., girls at computer
camp), consider inviting some members of the target group to help
design something they would want to attend. If you watch and listen
carefully, you will learn lots about what animates that group, and
about what repels them. Of course the members of the group will have
a variety of likes and dislikes--there won't be one right answer--but
themes will begin to emerge.

(As a musician, I have done a couple of projects like this, inviting
non-musicians to design music events for people like themselves. Of
course such events are usually designed by musicians, who can't
remember what it is like to be a non-musician. Non-musicians gave
these events many features that musicians never would have thought to
include. One of many fabulous side-effects was that the target
audience showed up in great numbers.)

        John

From johns at cloud80.net Tue Jun 11 14:18:46 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp Questions

The great, abiding, hard questions are coming up here. Bravo!

>The
>question is how to teach. I used to think the answer was to teach the
>fundamentals and give a sense of how many different things can be built. But
>I find that only a few kids do well and most seem lost and confused. So
>lately I've tried to provide much more focused material and it seems to work
>much better. But focused material runs counter to the notion of having the
>kids pursue their own personal interests.

This is a fundamental problem, maybe a paradox: people don't want to
learn skills if they don't have a purpose for them, but without
skills they may not be able to conceive a purpose. Also, people eager
to work toward their purpose may be impatient with acquiring the
skills needed to get there.

These are more reasons why teaching is an art.

Standard education approach is to teach people things that they might
need later. (I call this "Preventive Learning.") Doreen Nelson has
developed curricula that work the other way around, starting with a
rich, interesting, creative project that has no single right
solution, and in the course of doing the project people learn the
skills and information they need to complete the project. Much art is
required in this kind of teaching. You can imagine how easy it would
be to make a project that was too daunting, not engaging enough, too
boring, too disconnected from real life, etc.

Everybody's different, but I know I learned most of my computer and
programming skills by struggling to make something I wanted to make,
even though I was completely unequipped to make it. Luckily (1)no one
was making me, (2)I had no deadline, (3)I could keep changing both my

skills and my goals as I learned more, (4)I got to define success,
(5)in those days I had lots of free time to throw at the project--it
was my hobby. Lots of learning happened, much of it very
inefficiently, almost all of it great fun.

And I know that other people would have been miserable doing it that way!

        John

P.S. Did you ever notice how often classes are taught by people who
didn't learn that subject in a class?

--

From e_pilobello at attbi.com Tue Jun 11 14:07:59 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Summer Camp Questions

Ken contributed a very nice chapter in "Your Wish Is My Command :
Programming by Example" edited by Henry Liebermann. I'm currently
trying to figure out how to teach his "Toon Talk" to those who cannot
yet keyboard. The book also inspired a CAD/CAM course using MLCAD,
Pov-Ray rendering and Lego Mindstorms which I will offer in the Fall.

From e_pilobello at attbi.com Tue Jun 11 13:35:52 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Referral

Is there anyone working on Squeak and Lego Mindstorms robotics?

Cheers,
:-) Edwin

From naala_brewer at hotmail.com Tue Jun 11 17:15:55 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Referral

One of the NSF fellows in our group has been working with Lego Mindstorms
robotics the past 4-5 months with the goal in mind that we would extend the
squeak project lessons developed over the past 2 years to be applied to the
lego robotics this coming school year.

From leoburd at media.mit.edu Tue Jun 11 18:47:06 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Referral

I'm very interested in the connection between Squeak and the physical world.
I've been playing with Bergel Alexandre's and Ned Konz's implementation of
the RCX interface and it is very cool! Have a look at http://minnow.cc.
gatech.edu/squeak/2412 for the implementation details.

From e_pilobello at attbi.com Tue Jun 11 15:41:08 2002
Date: Fri Apr 18 13:54:13 2003

Subject: Referral

Great! Maybe we can collaborate. I've taught Lego Robotics for the
last three years to grades 3 - 8. I even helped develop a small portion
of Visual NQC. Mostly, I use Robolab 2.5.

From e_pilobello at attbi.com Tue Jun 11 16:16:19 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Referral

Very cool! Looks like I'm going to have to expert myself in Squeak
awefully quick. I'd like to add more classes, methods and instances!

Fortunately, our Lego-Dacta Team Challenge sets only come with serial IR
towers. (We do have 10 Keyspan PDA USB-Serial adapters for use on Macs.)

Unfortunately, we're currently using Lego 2.0 firmware. The
documentation said it works on 1.5 and below.

I wonder how the IDE is implemented?

P.S. - I'm currently playing with Vision and Voice commands using
Robolab 2.5. We're also acquiring sensors (ph, CO, pressure, motion,
etc.) from Vernier, one of our sponsors. I'll be playing with them as
soon as they come. I plan to teach Data Logging and Analysis courses.

From e_pilobello at attbi.com Tue Jun 11 16:58:44 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Pedagogy

I usually spend class time using the following outline :

Based on behavior objectives :

I.   Pre-assessment
II. Learning Activities
        Teacher [a0. Show
                 b0. Discuss
                 c0. Apply]
        Student [a1. Perceive
                 b1. Think
                 c1. Try]
III. Evaluation

A computer can definitely aid in any or all of the above.
Pre-assessment of talents, interests and expertise is a critical part of
a successful class. With this approach, however, one needs to prepare a
variety of or flexible learning activities to fit individual needs.
Evaluation is mostly non-immediate. It takes time for students to DO
something.

I'm fortunate to have no more than 10 kids in each class. Even at that,
when they go nuclear on me, it's very difficult to keep up. Good thing
they like to teach and learn from each other.

From naala_brewer at hotmail.com Tue Jun 11 19:02:12 2002

Date: Fri Apr 18 13:54:13 2003
Subject: Referral

Hi Leo,

We are in the very beginning stages of this project. We had been working
separately up until this summer (the fellow using robotics kits with some
project constructions included in the kits and I working on Squeak/swiki
projects) and plan on transferring some of the Squeak projects into the
robotics via trial and error. So we are newbies in the robotics arena.

But I've never let being a novice in something stop me before. I'll
probably be contacting you and Edwin when we have questions, if that's OK.

From e_pilobello at attbi.com Wed Jun 12 12:33:51 2002
Date: Fri Apr 18 13:54:13 2003
Subject: Which way to the Dynabook?

I've been pondering the history of "air guitar" as mentioned in the
http://www.honco.net/ article "The Dynabook Revisited", which Kim
posted.

We all know that it's not a hardware issue anymore. Sure we need voice
commands, maybe even a Borg-like "read my mind" implant. I believe in a
few years these will be. Already, deaf kids are hearing with implants.
The blind can see with sound or night vision goggles. Wired rats
control cursors. For the impaired, these are certainly great
inventions.

But what about software? It seems much more difficult to get a handle
on how the "intelligence" will evolve. Parents are panicked (this is my
market) that their kids are not adapting as quickly as the technology
affords them.

I believe the perception is flawed. The kids are simply choosing to be
involved in those parts they enjoy: gaming, messaging, and plagarized
reporting. Or are they?

Anyway, I feel bloated and skewed. The effort to write a few lines to
describe a marketable solution, has gotten the best of me. I'm now
trying to deflate an area of concern down to my itty-bitty area of
influence.

From e_pilobello at attbi.com Sat Jun 15 00:54:14 2002
Date: Fri Apr 18 13:54:13 2003
Subject: What Do Women Want (Yet Again)

Found this article by Chris Crawford on what women want in gaming.
Perhaps the arguments apply to recruiting more women into programming.

http://www.erasmatazz.com/library/Game%20Design/WomenWant.html

--Edwin

From voiklis at redfigure.org Sat Jun 15 21:39:25 2002
Date: Fri Apr 18 13:54:13 2003
Subject: wonderland in the plugin

I am trying to use Wonderland in the plugin version of Squeak. I filed out all the Balloon3d stuff from the 3.2 image and filed it back into the plugin image--no problems appeared through that process. But something still seems to be missing; doing "Wonderland new" gives me "Error: key not found." I believe this has something to do with initializing the Wonderland constants, or so I surmised from reading through the debugger stack. That's not much to go on, but does anyone have any ideas so far?

From m.rueger at acm.org Tue Jun 18 20:15:04 2002
Date: Fri Apr 18 13:54:13 2003
Subject: wonderland in the plugin

it probably would be more effective to just take a regular 3.2 image, rename it to SqueakPlugin.image and replace the installed image with this one. Every Squeak image has the ability to function as a plugin image, although a number of settings etc are different.

From voiklis at redfigure.org Wed Jun 19 17:15:24 2002
Date: Fri Apr 18 13:54:13 2003
Subject: wonderland in the plugin

Hi Michael,

That works fine for most projects, but it chokes on the project swiki's SwikiNavigation. Again it may be easier to debug the SwikiNavigation (if I only knew how...I'll try nevertheless). Could I ask what were the very good reasons for removing 3D and text-to-voice classes; I am asking in all earnestness, because knowing will keep me from obsessing about it?

From voiklis at redfigure.org Wed Jun 19 17:28:24 2002
Date: Fri Apr 18 13:54:13 2003
Subject: wonderland in the plugin (fwd)

I tried filing in SwikiNavigation.st and I get me a "MessageNotUnderstood: reset" error. The guilty block of code seems to be:

```
formFromStream: aBinaryStream
        "Answer a ColorForm stored on the given stream.  closes the
stream"
        | reader readerClass form  |

        readerClass _ self withAllSubclasses
                detect: [:subclass | aBinaryStream reset. (subclass new
on: aBinaryStream) understandsImageFormat]
                ifNone: [
                        (aBinaryStream respondsTo: #close) ifTrue: [
aBinaryStream close ].
                        ^self error: 'image format not recognized'].
        reader _ readerClass new on: aBinaryStream reset.
        Cursor read showWhile: [
                form _ reader nextImage.
                reader close].
        ^ form
```

From voiklis at redfigure.org Thu Jun 20 12:48:13 2002
Date: Fri Apr 18 13:54:13 2003

Subject: FW: [pws] SwikiNavigation aand v3.2 gamma

Hello Michael and everyone,

Here is the response from the Je77 at GATech. Does any one know of a "more
compatible way of getting those images in?"

The complete code can be found here:
http://manatee.cc.gatech.edu:8080/plug-in/SwikiNavigation.st.

Thank you for any help you can offer,

John

-----Original Message-----
From: owner-pws@cc.gatech.edu [mailto:owner-pws@cc.gatech.edu]On Behalf
Of Jochen F. Rick
Sent: Wednesday, June 19, 2002 5:04 PM
To: pws@cc.gatech.edu
Subject: Re: [pws] SwikiNavigation aand v3.2 gamma

Strange. It doesn't seem to want to take in the images at the bottom of
the change set. If you can find some more compatible way of getting those
images in, let me know.

As far as docs, imged, and forward are concerned, I'll try to get them
out this week. I've been busy and probably will not be not busy for quite
a while.

Peace and Luck!

Je77

From thom at indiana.edu Wed Jul 3 11:08:06 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Are there any folks on the Squeak list who are either ...

librarians or working with libraries with Squeak in any fashion? Any
libraries have Squeak installed on machines? Usually public libraries are
very reluctant to install anything they can't explain down to cds which
have odd installation requirements. I'm guessing there might be some school
libraries which might have Squeak installed. Any folks with grants using
Squeak for media literacy projects?

This is for an article tentatively called 'The Importance of Illiteracy.'
Magazine is the Library Journal, circ of about 25,000.

From Alan.Kay at squeakland.org Wed Jul 3 09:22:03 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Are there any folks on the Squeak list who are either ...

Thom --

I don't know of any, but it would be a very interesting collection of
venues to investigate.

Currently, we think that most people need a fairly detailed guide
about projects, the system, the significance, etc. There are

interesting real-estate limitations and other distractions from
today's screens that make creating a separate "good old paper" book
about this to be a worthwhile project. We're in the process of doing
this over the summer, and will start sharing drafts of several
documents in a few months. In any case, we will also supply this
material as active essays online.

Given our pretty successful school year just completed, I think the
biggest gap to be closed right now is to give more people more of the
information and context they need to start trying this stuff for
themselves.

P.S. We are also very interested in home-schoolers, who also use
libraries and online a lot ....

From Kim.Rose at viewpointsresearch.org Wed Jul 3 09:29:16 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Are there any folks on the Squeak list who are either ...

Hi, Thom -
I have no direct knowledge of any library or librarian using
Squeak....but I certainly am not aware of all....
cheers,
Kim

From jhouchin at texoma.net Wed Jul 3 12:52:05 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Are there any folks on the Squeak list who are either ...

I am a home-schooling father of 8. I would love to see the home-school
community adopt Squeak and use it to create home-schooling educational
materials. There is little educational software I see that could be done
as well and better in a living interactive system like Squeak.

As I get more up to speed on Squeak and passed a few current projects I
hope to actively promote Squeak to home-schoolers.

My oldest son (13) is currently going thru the Object-land (yellow)
Squeak book. After that I'll send him thru the white book. He is very
interested in Squeak and just enjoys playing around in it.

I have not yet taken him to any of the Squeakland pages or materials.

I have pretty good influence at our smalltown public library. At one
point I did all of the computer tech support, installed software, did
backups, maintained hardware, setup network, etc. We have a new
librarian and I no longer do such, but never-the-less I have their
respect. My employer is also the President of the Library board.

For a smalltown (1700+ pop) library we are doing quite well. About
30,000 volumes and close to a dozen computers, a few of which are solely
for staff. The library also has a t1 line (I think).

Jimmie Houchin

From Alan.Kay at squeakland.org Wed Jul 3 11:23:49 2002

Date: Fri Apr 18 13:54:17 2003
Subject: Are there any folks on the Squeak list who are either ...

Thanks Jimmie --

I think making materials that could be used by home schoolers to
teach math, science, computing, etc., using Squeak is a very good
next step for all. We are trying to create a (much smaller than
Squeak.org) open source list of home-schoolers who would be
interested in helping make and package Squeak materials. Sounds like
you might be the first of this list!

From e_pilobello at attbi.com Wed Jul 3 11:58:33 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Factors

Authoring, in and of itself, seems to be a major factor in accelerating
a child through the various stages of cognition. Certainly, there are
many more things a child can learn while creating an eToy.
Visualization, abstraction, construction, etc. are all present in the
activity. In addition, picking up on the concept of OOP, which seem to
challenge adults, would probably advantage a child's perception of any
subject.

How would you measure this?

From Alan.Kay at squeakland.org Wed Jul 3 12:19:00 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Laptops, Learners and Powerful Ideas Conference

Well, I got started on this path by meeting Seymour in 1968 and many
of my first insights into this area came from Seymour. We've been
colleagues and friends now for more than 30 years.

Cheers,

Alan

From Alan.Kay at squeakland.org Wed Jul 3 12:16:55 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Factors

Edwin --

You might also be interested in the Reggio Emila schools and some of
their books about learning by authoring at a very young age. One has
the title: "The Hundred Languages of Children".

I don't think adults who have never programmed are challenged in the
least by OOP. But the first paradigm that one learns seems to have
quite a lasting effect these days. It was easier in the early sixties
when I learned because there were no orthodox machine or language
architectures, and one had to learn at least 20 or so. This helped
quite a bit when a new idea came along .... By the end of the
sixties, all had changed, and data structures and procedures had
quite taken over.

Cheers,

Alan

--
From DiegoGomezDeck at ConsultAr.com Wed Jul 3 21:39:19 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Factors

Hello,

[snip]
>I don't think adults who have never programmed are challenged in the least
>by OOP.

Of course my experience is *too* far away from the Alan's one, but I can
tell you my experience:

The last year, I was responsible to teach OOP and Smalltalk to two
different groups of persons. One group was composed of Agronomical
professionals with near to zero experience with computer, the other group
was composed of computer near-professionals.

The computer professionals had a *lot* of problems to lean OOP, but the
Agronomical had NOT problem at all.... Most of them are using Squeak as a
tool for research (http://www.agro.uba.ar/smalltalk/)

In in the other side, the teaching was *much* more funny to me teaching to
the agronomical professionals.

>But the first paradigm that one learns seems to have quite a lasting
>effect these days. It was easier in the early sixties when I learned
>because there were no orthodox machine or language architectures, and one
>had to learn at least 20 or so. This helped quite a bit when a new idea
>came along .... By the end of the sixties, all had changed, and data
>structures and procedures had quite taken over.
>
>Cheers,
>
>Alan

From cline at acm.org Wed Jul 3 15:51:20 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Are there any folks on the Squeak list who are either ...

Jimmie Houchin wrote:

> I am a home-schooling father of 8. I would love to see the home-school
> community adopt Squeak and use it to create home-schooling educational
> materials. There is little educational software I see that could be
> done as well and better in a living interactive system like Squeak.
>
> As I get more up to speed on Squeak and passed a few current projects
> I hope to actively promote Squeak to home-schoolers.
>
> My oldest son (13) is currently going thru the Object-land (yellow)
> Squeak book. After that I'll send him thru the white book.

I too am a home-schooling father of 8, though not on a compressed
schedule as you (oldest is 19 this fall). I have not yet done more with
squeak than show the kids the bunny tutorial, but I would also be
interested in getting more involved with home-school materials.

From e_pilobello at attbi.com Wed Jul 3 13:10:05 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Laptops, Learners and Powerful Ideas Conference

An aside : INTEL is watching the Maine project very intently. I
understand they've donated PC laptops to several parochial schools. I
wonder which would survive the durability test, iBook or PC? I wonder
what applications they've got loaded on those computers?

Anyway, I'm looking forward to the publication of the conference
proceedings.

From anindita at media.mit.edu Wed Jul 3 16:20:46 2002
Date: Fri Apr 18 13:54:17 2003
Subject: Laptops, Learners and Powerful Ideas Conference

For any who are in the Boston area, we're hosting "Seymour Day" at the
Media Lab on July 9th (next Tuesday). Information is available
at: http://www.media.mit.edu/events/spotlight-lecture-papert.html

The event is actually called "What on Earth Happened to the Computer
Revolution in Education?: A Conversation with Professor Seymour Papert"
and he'll talk a lot about the Maine laptop project.

From jhouchin at texoma.net Wed Jul 3 15:38:48 2002
Date: Fri Apr 18 13:54:18 2003
Subject: Are there any folks on the Squeak list who are either ...

Hi Alan,

The list you refer to is that a mailing-list or just a list of
interested parties?

Whenever we can put together possibly a mailing list or whenever you are
ready I can squeaze out some time to write a promotional message to some
home-schooling communities. I definitely want to be involved but at
present my Squeak knowledge is weak, I'm working on it. I am definitely
very-Pro Squeak though.

The home-schooling community is excellent about producing educational
materials for its advocates. What is excellent about Squeak for
home-schoolers is that Squeak is an excellent tool for building whatever
materials you want to produce.

If we can get a good group of home-schoolers on board then the community
will most likely be excellent at producing materials and expanding the
scope of Squeak. I know there are probably numerous children (like my
son) who have infinitely more time to spend on such endeavors than
myself. I believe with some guidance they can become a productive member

of the Squeak community.

For home-schoolers the cross-platform nature of Squeak is of tremendous benefit due to the diversity of computers being used. Unlike public schools each family has the autonomy to choose whatever computer they wish. I have 4 Macs and a Linux machine. (No Windows.) :)

I am happy to help any way I can.

Jimmie Houchin

From jhouchin at texoma.net Wed Jul 3 15:53:52 2002
Date: Fri Apr 18 13:54:18 2003
Subject: Are there any folks on the Squeak list who are either ...

Hi Steve,

I am not as compressed as it seems. :)
My oldest two are girls. The oldest is 17.

It is just currently my oldest son who is interested in programming. He thinks it would be cool to program a game in Squeak. :)

He too likes playing with the bunny.

It will be interesting to see what happens.

From e_pilobello at attbi.com Wed Jul 3 14:37:52 2002
Date: Fri Apr 18 13:54:18 2003
Subject: Factors

I am currently teaching a Logo class for high school students. I am also assisting in a Java class (same age group). In two weeks, I'll sit in on Rik Smoody's Squeak class for 10 - 12 year olds.

I'm hoping to get a sense of how each paradigm builds a foundation for learning to program. Of course, there's going to be differences in pedagogy. The Java course is tracking traditional "Hello World". I prefer a "black box" approach. Rik will have his own style as well. In addition, Java is algebraic, Logo is lambda-calculus and Squeak is Squeak (? what's a good word?).

Fortunately, all three instructors are professional programmers. We're (1) not afraid of our own bugs, (2) practiced in real world applications (3) emergent to the needs of the class (4) can teach programming in many languages.

I shudder to think of what it's going to take to move all of this programming pedagogy into the regular classrooms. Unlike the paper and crayons of an art class, the medium of programming is equally unforgiving of experts or beginners.

A bug is a bug!

Cheers,
Edwin

-----Original Message-----
Subject: Re: Factors

Hello,

[snip]
>I don't think adults who have never programmed are challenged in the
>least
>by OOP.

Of course my experience is *too* far away from the Alan's one, but I can

tell you my experience:

The last year, I was responsible to teach OOP and Smalltalk to two
different groups of persons. One group was composed of Agronomical
professionals with near to zero experience with computer, the other
group
was composed of computer near-professionals.

The computer professionals had a *lot* of problems to lean OOP, but the
Agronomical had NOT problem at all.... Most of them are using Squeak as
a
tool for research (http://www.agro.uba.ar/smalltalk/)

In in the other side, the teaching was *much* more funny to me teaching
to
the agronomical professionals.

>But the first paradigm that one learns seems to have quite a lasting
>effect these days. It was easier in the early sixties when I learned
>because there were no orthodox machine or language architectures, and
one
>had to learn at least 20 or so. This helped quite a bit when a new idea

>came along .... By the end of the sixties, all had changed, and data
>structures and procedures had quite taken over.
>
>Cheers,
>
>Alan

Cheers,
Diego Gomez Deck

From voiklis at redfigure.org Thu Jul 4 14:34:19 2002
Date: Fri Apr 18 13:54:18 2003
Subject: Are there any folks on the Squeak list who are either ...

> Jimmie Houchin wrote:
> [snip]
> I am a home-schooling father of 8. I would love to see the home-school
> community adopt Squeak and use it to create home-schooling educational
> materials. There is little educational software I see that could be done
> as well and better in a living interactive system like Squeak.

I agree; that is why my organization, Red Figure Foundation, is making

Squeak the basis of all the work we plan to do with home schoolers and
others looking for alternatives to rote learning for standards testing. Put
simply, Red Figure plans to function something like a digital media
company--publishing books and games, exhibiting visual artwork, producing
plays, and broadcasting audio and video programming, all of which will be
produced by kids through Web-based multimedia authoring tools (i.e. Squeak).
A further twist is that kids will be expected to do more than idly consume
content; they will be encouraged to participate as producers--manipulating,
changing, and republishing content (public teaser projects can be found at
http://workshop.madeleinelengle.org/sandbox; also try
http://www.redfigure.org/ and http://www.madeleinelengle.org/ for more
info). By focusing on media production, we hope to attract both boys and
girls (an issue on this list) to work on something that holds meaning for
them and, in the process, strengthen/develop skills in programming, math,
language, and analytical and abstract thinking--all of which come
inextricably into play when producing a book, a play, a song in Squeak.

It is funny that you should mention libraries at this time: a potential
donor brought up the idea of setting up Workshop kiosks in public libraries
(the idea was to use PlayStation2 with the Linux kit). I would like to
pursue this idea once RF is steadily on its feet; maybe you can try it first
at your library.

You may have noticed my use of the future tense in what I described; my
Board wants to hold off launch until we have Directors & Officers insurance.
Things should be ready to go by September. Until then, I am trying to
collect/create tutorials for how to use Squeak. In the near term, all Red
Figure/L'Engle Workshop projects will be exclusively online; the only way
for them to work is with thorough and accessible documentation. Which brings
me to...

> Alan Kay wrote:
> [snip]
> Currently, we think that most people need a fairly detailed guide
> about projects, the system, the significance, etc. There are
> interesting real-estate limitations and other distractions from
> today's screens that make creating a separate "good old paper" book
> about this to be a worthwhile project. We're in the process of doing
> this over the summer, and will start sharing drafts of several
> documents in a few months. In any case, we will also supply this
> material as active essays online.

I couldn't agree more; so much so that I am willing to volunteer my time to
help author/edit such materials. In fact, I proposed a similar project on
the Squeak-dev mailing list, see:

http://lists.squeakfoundation.org/pipermail/squeak-dev/2002-June/015600.html
http://lists.squeakfoundation.org/pipermail/squeak-dev/2002-June/015606.html
http://lists.squeakfoundation.org/pipermail/squeak-dev/2002-July/015665.html

My proposal differs a bit in that it asks for an embedded help system/user
manual that gives basic information on what each Morph is and does and
directions on how to use it. I became acutely aware of this need for a user
manual when I tried and failed to carry out the directions for how to use a
storyboard morph (see
http://lists.squeakfoundation.org/pipermail/squeak-dev/2002-June/015339.html
).

Your documentation, I gathered from an earlier conversation, is focused more
on teachers/parents/mentors, and aims to help them put Squeak in a learning

context. This work is absolutely essential to the missions of both of our
organizations, as well as the missions of most people on this mailing list.

At the same time, I believe that a user manual is of equal importance and,
in some ways, more fundamental than the documentation you propose. Unless a
help mechanism is embedded in the system, most new users of Squeak (outside
of the classroom) are unlikely to seek out help--whether printed or
online--and unlikely to continue using Squeak. Users, whether adult or
child, classroom- or home-schooled, need help where we are working and as we
are working.

I don't mean to set up a hierarchy of which project is more necessary, nor
do I mean to question your decisions. You have put years of work and thought
into this endeavor; I trust where you are taking us...you haven't
disappointed me yet. I am simply trying to create a groundswell for a
project that I see as essential for attracting and keeping new and current
Squeak users, and, by extension, essential for the survival, spread, and
increasing relevance of Squeak.

As you have read in my postings, I am willing to do the bulk of the work in
editing/creating a user manual, but I feel that the project needs the
blessing or acknowledgement of Squeak Central if it is to be taken seriously
and if it is to be included in the standard and plugin versions of Squeak.
Please consider it.

In the meantime, people can contribute user manual entries here:

http://workshop.madeleinelengle.org/userManual

Username: authors
Password: koyaanisqatsi

> Alan Kay wrote:
> [snip]
> I think making materials that could be used by home schoolers to
> teach math, science, computing, etc., using Squeak is a very good
> next step for all. We are trying to create a (much smaller than
> Squeak.org) open source list of home-schoolers who would be
> interested in helping make and package Squeak materials. Sounds like
> you might be the first of this list!

I am tired of typing; so, I will simply say that I would like to help
(possibly partner with) you on this. Can you give me some details?

Happy Fourth, both to those for whom it is a holiday and those for whom it
is a day,

John

From Kim.Rose at viewpointsresearch.org Mon Jul 8 08:36:40 2002
Date: Fri Apr 18 13:54:18 2003
Subject: Factors

Hi,
I am curious to learn more about "Rik Smoody's Squeak class for 10-12
year olds".   Will Rik be using the "etoy" component of Squeak to
teach this or Morphic? What kinds of projects will the kids be
creating? How many kids will participate?
  -- Kim

--

From e_pilobello at attbi.com Mon Jul 8 21:56:04 2002
Date: Fri Apr 18 13:54:18 2003
Subject: Factors

Rik has 10 kids in his class which started today and goes M-W-F for 6
sessions. I really don't know what he's going to do. I will try to
check out how his clas is going next Monday.

Cheers,
:-) edwin

-----Original Message-----
Subject: RE: Factors

From m.rueger at acm.org Fri Jul 12 00:26:27 2002
Date: Fri Apr 18 13:54:18 2003
Subject: New version

Hi all,

first my apologies for the long delay in getting the new version up and
running. But, it's finally there :-)

What's new:
- new plugin version, now based on the Squeak 3.2 final release and the
newest VMs
- support for Internet Explorer 5.5 and higher
- support for Netscape 6/7 (there might be problems though if you are
behind a proxy or firewall)
- support for Mozilla 1.0 (there might be problems though if you are
behind a proxy or firewall)
- web site should render ok in most browsers. Please let me know if
anything is broken in your browser (most often an offset in the menu
roll-over)

We do not have native Mac OS-X support yet, but it should work fine in
OS 9 classic mode.
The *ix version is not ready yet, but there are links to the current
Squeak versions etc. for brave souls to explore.

You need to download and install the new version, but you don't need to
uninstall older versions. Can't hurt if you do though.

Please let me know if you run into any problems, there are just too many
browser and OS versions out there.

Michael

P.S. Apologies if you receive this message more than once, I bcc
everybody who had sent me a note about problems with the old version.
This is the only time these addresses will be used.

From Kim.Rose at viewpointsresearch.org   Fri Jul 12 08:43:22 2002
Date: Fri Apr 18 13:54:18 2003
Subject: New version

Hi, Michael -

Yay! I know our IE users will be especially delighted.....

In order for people to get this new version they need to do a
complete new download/install via "Click here to Download Squeak" or
the "Get Squeak" menu, right?   This will not work if they just "load
updates" is this correct? I want to make sure to understand
correctly.....

From ahenrick at nd.edu   Fri Jul 12 13:38:21 2002
Date: Fri Apr 18 13:54:18 2003
Subject: New version

> In order for people to get this new version they need to do a
> complete new download/install via "Click here to Download Squeak" or
> the "Get Squeak" menu, right?   This will not work if they just "load
> updates" is this correct?
> thanks and cheers,
> Kim

You are correct. Prior to this I was using the 3.1alpha virtual machine.
In order to get the latest and greatest version, you must
download and install the latest virtual machine (3.2-4 for linux peeps),
and possibly the corresponding image and change files (3.2gamma-4881 for
linux peeps).

SqueakV3.sources has not changed (I checked) so you don't need to download
a new one. After this you can run "code update" from within squeak which
just updates your image file (haven't done this yet).

Linux people can get the latest and greatest from Ian at
http://www-sor.inria.fr/~piumarta/squeak/index.html

You'll need
Squeak-3.2-4.i686-pc-linux-gnu.tar.gz
Squeak-3.2gamma-4881.image.tar.gz
Follow the instructions for each and then
ln -s /usr/local/share/squeak/SqueakV3.sources /usr/local/lib/squeak/.

Now you can go to a new directory and run
inisqueak
and play around with the new version.

For people running the linux os on an i686, there are some slight differences
in the way that the inisqueak command works. For 3.0 and 3.1alpha inisqueak
copies the source, image, and change files from
/usr/local/share/squeak
Apparently 3.2 has done away with this convention and puts the source, image,
and change files in
/usr/local/lib/squeak.

Also, every vm with a different minor number has its own inisqueak command.

Before this release, those commands were stored in
/usr/local/lib/squeak/vm# (where vm# is replace with 3.0, 3.1alpha, ...)
inisqueak for 3.2-4 is now located in
/usr/local/lib/squeak

I personally don't like these changes and *fixed* them by using
some symbolic links. Just preference I guess. I have share directory
and these files are shared so... I also don't like the idea of my
old shared image and change files getting wiped out when I install a new
version so...

And the say linux isn't supported. Has anyone played around with the
plugin yet?

AKH

--

"If we knew what it was we were doing, it would not be called
 research, would it?"
  - Albert Einstein
****

From marcus at ira.uka.de Fri Aug 16 12:38:49 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Link: Education in the Digital Age

Hi!

There are some interesting videos online:

"Education in the Digital Age"
Educators, visionaries, entrepreneurs, and zillionaires talk about digital
technology, the internet, and their potential for educational applications.
http://www.csupomona.edu/~itac/mediavision/streaming/tae/eda_index.html

Alan Kay:
http://www.csupomona.edu/~itac/mediavision/streaming/tae/alan_kay.html

Kim Rose:
http://www.csupomona.edu/~itac/mediavision/streaming/tae/kim_rose.html

    Marcus

From Kim.Rose at viewpointsresearch.org Fri Aug 16 07:46:44 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Link: Education in the Digital Age

Hi, Marcus!
Hope you are doing well (and staying dry over in Germany.)
Thanks for these pointers -- we did this series several years ago; I
had no idea Cal Poly digitized the video and put it online....
(If I can get Windows' Media Player to work on my Mac I'll take a fresh look!)
cheers,
Kim

From dave_master_edu at yahoo.com Fri Aug 16 13:06:42 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Link: Education in the Digital Age

Kim and Marcus,
   Yes, I work with the folks at Cal Poly Pomona. They are actively engaged
in a number of "streaming" and "distance learning" initiatives. They've also
been very helpful with the development of our ACME Virtual Animation Network
the passed two years. We actually host half of our ACME Animation Network transmissions fr
   Also, Kim, I need to update you on the ACME program. We've been piloting
an online version of the program with a sample group of 30 students and
selected animation "pro mentors" from 13 countries. The program implements
the same guiding philosophy as the ACME On-Air program. It differs in some
other ways, most markedly in that it is it is asynchronous and is not
"Hollywood-centric. We are fine-tuning it presently and hope to open it up
globally in the fall.
   I'm sure many of the "Squeakland" folks that are into animation
specifically, will find the site engaging and helpful. We'll let you knoiw
more details when we're ready to open it up. We could let folks on our site
know about your community as well. I think the sites will be very synergistic.
     'Hope all is well...say "hi" to Alan. Dave
 Kim Rose wrote:Hi, Marcus!
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had no idea Cal Poly digitized the video and put it online....
(If I can get Windows' Media Player to work on my Mac I'll take a fresh look!)
cheers,
Kim

From Kim.Rose at viewpointsresearch.org Fri Aug 16 13:53:24 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Link: Education in the Digital Age

Hi, Dave (and all Squeaklanders) -

Great to hear from you! When we did the video project at Cal Poly it
was under the 'influence' and direction of Doreen Nelson and Lev
Gonick. As a matter of fact, there was an article in yesterday's NY
Times about Lev's current work in the area of online learning at Case
Western Reserve University in Cleveland (you can read the article in
the Technology Section of NY Times online if you are interested).

The ACME pilot program sounds great...I wish you the best with it.
(I encourage those of you not familiar with Dave and his work to
learn more!)

Thanks for the update....As Alan subscribes to this list, he'll see
your "hi" directly (he was just in Maine with Seymour Papert and
educators thinking about issues that will arise when every 7th grader
in the state of Maine (17,000) will receive a laptop this Fall!!

best regards,
Kim

From dave_master_edu at yahoo.com Fri Aug 16 15:51:41 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Link: Education in the Digital Age

Kim and all fellow "Squeaklanders",
   The ACME Online site will officially open sometime in October. I'll be
able to give you URL for an informational website to check out in a week or
so, hopefully.
                                                                Onward
and upward, Dave
 Kim Rose wrote:Hi, Dave (and all Squeaklanders) -
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under the 'influence' and direction of Doreen Nelson and Lev Gonick. As a
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globally in the fall.
   I'm sure many of the "Squeakland" folks that are into animation
specifically, will find the site engaging and helpful. We'll let you knoiw
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know about your community as well. I think the sites will be very synergistic.
    'Hope all is well...say "hi" to Alan. Dave
 Kim Rose wrote:
Hi, Marcus!
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Thanks for these pointers -- we did this series several years ago; I
had no idea Cal Poly digitized the video and put it online....
(If I can get Windows' Media Player to work on my Mac I'll take a fresh look!)
cheers,
Kim

From csawtell at paradise.net.nz Wed Aug 21 12:49:28 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Book for gifted 12 year old.

Greetings List,

   I need some guiding about a book title for a very talented girl of

about 12 who is getting into squeak _very_ fast.

Is there anything out there - on paper or otherwise - which is between
the "How to make a halo appear" type of tutorial and the complex
utterances from the real cognoscenti?

From Origbj at aol.com Tue Aug 20 22:53:52 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Book for gifted 12 year old.

There is an online tutorial on the Squeakland website for some of what you
are looking for. Other tutorials are in the making. Give the site a try.

BJ Conn

From Alan.Kay at squeakland.org Wed Aug 21 09:45:12 2002
Date: Fri Apr 18 13:54:21 2003
Subject: Book for gifted 12 year old.

The first question I'd ask is "what is she interested in?". It's
almost always best to come up with projects that have some
interesection with a learner's interests.

From Kim.Rose at viewpointsresearch.org Wed Aug 21 08:05:51 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Hi, Christopher -
Is she using the 'etoy' /programming with tiles interface or other
interface in Squeak?
Kim

From dave_master_edu at yahoo.com Wed Aug 21 13:28:54 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Christopher,
      If you haven't already read it, there is a wonderful book that explores
the point that Alan makes. The book is titled "Talented Teenagers" and was written by Cs
    With regards to the ACME program I've been developing over the last
eight years with folks at WorkforceLA, I've found that our effectiveness in
helping learners develop their abilities increases when we more intentionally
implement the recommendations and suggestions culled from these wonderful books. (I have a
   Also, if you haven't already read it, another "Classic" on this subject is
Alfred North Whitehead's essay "The Aims of Education" where he speaks
eloquently (almost poetically) about what he terms "romance" and its relation
to a learner's growing principled and precise understanding and performance
abilities. His explanation of "the Rhythm of Learning" should be the main
topic of discussion and practice/implementation in every Teacher Prep program
in the country.
  I love following all of the efforts of the folks in the "Squeakland.org" community as yo
    The ACME Online site is based on "personal interest" and is not linear
in nature. But, a "dynamic tension" also exists between the learner's
personal interests/aspirations and social recognition and validation from
"one's tribe" or larger community. Also there is a natural tension between one's personal

Csikszentmihalyi discusses the importance of these factors in the
books I mentioned above books. I term this a "dynamic tension" becuase the
primacy of one element over the other is never the same for all learners as
they move through their explorations. This "Rhythm" is something Whitehead
speaks so eloquently about.
     Chris, if you (or anyone in the Squeakland community) has any other
suggested books or articles on the importance of "personal engagement" in the
learning process (especially with regards to developing principled
understanding, expertise, and social feedback/validation issues)... I'd love
to check them out. Chris, Good luck in your endeavors on behalf of young
people.   Dave

 Alan Kay wrote: The first question I'd ask is "what is she interested in?".
It's
almost always best to come up with projects that have some
interesection with a learner's interests.

From csawtell at paradise.net.nz Thu Aug 22 11:37:43 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Kim Rose wrote:
> Hi, Christopher -
> Is she using the 'etoy' /programming with tiles interface or other
> interface in Squeak?
> Kim

Oh yes, and enjoying it greatly! And since I showed her the button in
the square at the top of the scripting panel, she clicks in there after
almost operation with a tile to see what the computer has put into her
script!

Out of the run-of-the-mill mold, this child is not!

What I'm really looking for is a book / paper / www site which explains
how to use the various browsers, and yet is written in such a way that
it neither assumes that you have already had years of experience with
computers, nor are a rather dim 6 or 7 year old.

I know that such a book is probably not available, because I spent most
of yesterday afternoon on Amazon.com looking for something which might
be appropriate, but was disappointed. It would seem that there might be
niche waiting to be filled.

I did however order a copy of your book for myself, I look forward to
reading it.

From Kim.Rose at viewpointsresearch.org Wed Aug 21 18:25:39 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Hi, again, Chris -

Well, BJ (Conn) may kill me for announcing this, but I believe she
may have already said so...she and I are working hard on such a book!
(Together, with Alan, we've developed and tested over a 2 1/2 year
period with BJ's students, a year's curriclum.) But, the book is not
complete yet. We're hard at work and aiming at having it available

next Spring -- since BJ goes "back to school" in just a couple weeks, our working time will minimize, but we've given ourselves a forcing function/deadline and plan to have the book available by early Spring.

It will be geared toward students ages 10-12 or 13 and their teachers and parents. We will have over a dozen project examples and also show the underlying math and science concepts each amplifies.

We *know* there is a need for such a thing...AND MORE too! We want our book to be the *first* (or one) of many. We hope others using Squeak will be inspired to share their examples, ideas and usage -- that other teachers choosing to integrate Squeak into their curricula will share how they've done so.

Remember HyperCard? People were very puzzled as to what it was and how to use it. It wasn't until teachers and other interested "programmers" created and published examples of content produced in HyperCard that it really 'caught on' and the market grew.

So, please -- an appeal to others of you creating interesting Squeak-based projects - let us know who you are -- we'd be delighted to post your examples on the Squeakland site, or point to your site(s) AND market/disseminate other project books/examples. Our book is going to take a little more time.

Thanks for your purchase of the "Blue" Squeak Book -- I recommend "Back to the Future" for some history, John Maloney's chapter on "Morphic" and John Steinmetz's chapter on Squeak in the classroom.

From sidnie at ix.netcom.com Wed Aug 21 19:08:46 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Hi, Kim.

I thought you might like to check out Maria's site. It's up and almost fully functional. She has a couple of pages to link. It all runs off a data base.

brilliantbooks.net

Sidnie

From Kim.Rose at viewpointsresearch.org Wed Aug 21 19:25:18 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Hi, Sidnie -

Not sure if you realize, but you sent your note to the whole list -- which is great publicity! (Note from Kim: Maria is Sidnie's homeschooled daughter -- I believe she is 12 now. Sidnie is a teacher and is in early stages of foundin/creating a middle school in the LA area.)

The brilliantbooks site looks great -- I gather it's still 'under construction' -- just so you know the "poll" mentioned on the home page doesn't show yet.)

I am sure some teachers in our community would like to share it with
their students -- any objection?

best regards,
Kim

From sidnie at ix.netcom.com Wed Aug 21 20:15:35 2002
From: sidnie at ix.netcom.com (Sidnie Myrick)
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Yes, share it with anyone who likes kids' books and wants kids to submit
reviews.

On Wednesday, August 21, 2002, at 06:25 PM, Kim Rose wrote:

From csawtell at paradise.net.nz Thu Aug 22 18:26:54 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Kim Rose wrote:
> Hi, again, Chris -
>
> Well, BJ (Conn) may kill me for announcing this, but I believe she may
> have already said so...she and I are working hard on such a book!

That's _wonderful_ news.
Please don't shy away from introducing the browsers and keyboard scripting.

> (Together, with Alan, we've developed and tested over a 2 1/2 year
> period with BJ's students, a year's curriclum.) But, the book is not
> complete yet. We're hard at work and aiming at having it available next
> Spring -- since BJ goes "back to school" in just a couple weeks, our
> working time will minimize, but we've given ourselves a forcing
> function/deadline and plan to have the book available by early Spring.

By which I assume you mean March-April? Living in New Zealand as I do,
I'm not very au fait with the North American seasons. Anyway if you
would like another beta-tester for your book, I / we am / are only too
happy to offer our input. It's Linux at home here, OS X on iMac at
school, and Windows in most of the children's homes.

> It will be geared toward students ages 10-12 or 13 and their teachers
> and parents. We will have over a dozen project examples and also show
> the underlying math and science concepts each amplifies.

That is exactly what this country needs so urgently!! Sadly, all the
really good teachers get 'stolen' by the first-world countries.

> We *know* there is a need for such a thing...AND MORE too! We want our
> book to be the *first* (or one) of many. We hope others using Squeak
> will be inspired to share their examples, ideas and usage -- that other
> teachers choosing to integrate Squeak into their curricula will share
> how they've done so.

Here in NZ, which is a country with a very practical orientation, it's

the fact that Squeak is sitting on a very real and intensely accessable
computing environment that caused the interest. Smalltalk is, after all,
a language used in the industry. One of the teachers was watching me
last Tuesday, and was obviously amazed that just a few lines of script
produced a multi-coloured circular object which we could then play with
using the eToy environment.

They are moving the o/s to OS X for next school term. I just hope that
everything continues ok.

> Remember HyperCard?

Heard of it but that's all. I've been into unix stuff for a long time.

> People were very puzzled as to what it was and how
> to use it. It wasn't until teachers and other interested "programmers"
> created and published examples of content produced in HyperCard that it
> really 'caught on' and the market grew.
>
> So, please -- an appeal to others of you creating interesting
> Squeak-based projects - let us know who you are -- we'd be delighted to
> post your examples on the Squeakland site, or point to your site(s) AND
> market/disseminate other project books/examples. Our book is going to
> take a little more time.

There is an implementation of Scrabble at:-

http://webs.sinectis.com.ar/jmvuletich/Scrabble/Scrabble.html

I hope the copyright implications don't preclude it being included in
your book. It would not run using the 3.2 vm "out of the box" for me,
but I did not try very hard to get it to go.

> Thanks for your purchase of the "Blue" Squeak Book -- I recommend "Back
> to the Future" for some history, John Maloney's chapter on "Morphic" and
> John Steinmetz's chapter on Squeak in the classroom.

I've looked briefly at some of the pre-publication .pdf files of the
chapters which are on the net.

> cheers,
> Kim
>

From karl.ramberg at chello.se Thu Aug 22 11:11:18 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

Christopher Sawtell wrote:
>
> Greetings List,
>
>   I need some guiding about a book title for a very talented girl of
> about 12 who is getting into squeak _very_ fast.
>
> Is there anything out there - on paper or otherwise - which is between
> the "How to make a halo appear" type of tutorial and the complex
> utterances from the real cognoscenti?

I made a Space Invader Tutorial for the etoys.
You will learn how to copy an instance, start it running and then check
for
collisions and delete it self. Not very advanced but shows off some of
etoys possibilities.

http://209.143.91.36/super/503

Also check out bobs super swiki (http://209.143.91.36/super/) for some
great and fun projects.

Karl

From Kim.Rose at viewpointsresearch.org Thu Aug 22 12:39:00 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

These are great, Karl -- thank you for sharing!
We are working on a new/"unified" look and "portal" to the
Viewpoints/Squeak and Squeakland websites and as part of that I want
to have a page pointing to projects like yours....so I am starting to
collect them!   Do we have your permission to post these somewhere on
the Squeakland site?
cheers,
Kim

From caggiano at crystal-objects.com Fri Aug 23 10:54:27 2002
Date: Fri Apr 18 13:54:22 2003
Subject: Book for gifted 12 year old.

I have found many of the books written for Logo to be useful with
Squeak. They are a good source of project ideas and teaching strategies.

Four that I have found to be extremely useful are: 'Approaching
Precalculus Mathematics Discretely', 'Exploring Language with Logo',
'Teaching with Logo' and 'Visual Modeling with Logo'.

'Teaching with Log' by Molly and Daniel Watt is a wonderful source of
ideas on how to run a computer class with kids. In fact it's a great
source for teaching ideas in general.

'Visual Modeling with Logo' by James Clayson is a wonderful book on many
levels.
It was written as a text for a course Mr. Clayson was given on visual
thinking. Logo was picked as the language to do the modeling in but
Squeak would work as well.

Unfortunately many of the Logo books are out of print. Any good library
should have some of these and you can sometimes find used copies on the
net. A few were printed by MIT Press and they have a service that allows
you to buy bound photocopied versions of some of these.

From karl.ramberg at chello.se Wed Aug 28 17:37:44 2002
Date: Fri Apr 18 13:54:22 2003
Subject: [ENH]Keyboard contoll of etoy scripts.

Here is a stab at getting keyboard controll over etoy scripts.
This is usefull when you want to steer your car on the road,
fire bullet's at aliens etc. using keyboard instead of mouse.

I would like to hear from someone with greater knowledge of
the morphic environment than I whether this changeset will
introduce some problems as it adds a couple of methods to Morph.

>From preamble:
"Change Set: etoy keystroke
Date: 28 August 2002
Author: Karl Ramberg

Adds ability for any morphs to recive keystrokes and trigger etoy scripts.
To test this:
Add a morph to your project.
Open a viewer on the morph.
Add a new script to it.
Set the trigger to keystroke.
Add a test tile to the script.
Select Basic category in the viewer flap.
Drag and drop a 'morph's keystroke' tile to
the test part of the test tile.
Now set the 'morph's hasKeyboardFocus' to true.
Press a key.
Look in the viewer keystroke tile and
notice that there is a number next to it.
This is the keystrokes ASCII number.
Change the test tile to check for conditions when the the
keystroke is equal to that number.
Then add a tile to the tests 'Yes' condition
something like 'morph forward by 5'
Now when the morph has keyboard focus and you press the key
that equals the number you put in, the morph will move forward by 5.
Enjoy"

From randysiler at mac.com Sun Sep 1 14:35:20 2002
Date: Fri Apr 18 13:54:25 2003
Subject: Helping my nephew with collision detection

Hi All,
        I'm helping my nephew (13) get started writing a game in Squeak
(trying to move him more into the joy of writing games rather than
playing games) and he has made some great strides but has a problem he
can't get through. I'd like to help him but at this point the extent of
my wisdom is pointing him at Squeak. If any of you could give us a hint
about how to proceed we'd both greatly appreciate it.

        Starting from the "make a car" tutorial Byron has now made a tank and
a steering wheel and some balls that he wants to bounce back and forth
between two walls. He's quite excited about the cool games he could
create trying to drive the tank through a field where these bullets are
bouncing back and forth and he has discovered that he needs collision
detection But we haven't been able to implement it yet. Currently he
has his balls (bullets) bouncing backand forth from the top and bottom
of the Squeak world but we can't get them to bounce off the walls he
has made.

        I've told him that I think Squeak has collision detection but it is a
little beyond me to actually show him how. It seems like we want to

write a test where the ball decides if it is touching a wall. We see
"touches" but we can't get it to allow us to say touches the wall.

        If any of you can help us we'd appreciate it. Thanks.

Randy and Byron.

From csawtell at paradise.net.nz Mon Sep 2 12:18:23 2002
Date: Fri Apr 18 13:54:25 2003
Subject: Helping my nephew with collision detection

Remember that:-

Every object has variables which describe its position. You can test
these to change direction of travel.

Objects can tell the colour of the background they are on at the time.

From: "Andreas Raab" <Andreas.Raab@squeakland.org>
Subject: RE: Helping my nephew with collision detection
Date: Mon, 2 Sep 2002 00:05:06 +0200

Karl,

 > I made a Space Invader Tutorial for the etoys.

That reminds me - some time ago I made a similar experiment but with one
difference which avoids having to fall back into Smalltalk programming.
The way I solved the problem of "deleting" a bullet from the screen is
that I had a holder named "ammo" which contained all the bullets.
Therefore you could replace the "bullet delete" line with a line saying
"ammo append bullet" and also limit the number of bullets a player can
fire.

From johns at cloud80.net Sun Sep 1 23:32:17 2002
Date: Fri Apr 18 13:54:25 2003
Subject: Helping my nephew with collision detection

One way is to have the ball look for a color ("color sees" or "color
under"). When the ball sees the color of the wall, it can execute a
command such as changing its heading. (A fun puzzle is to figure out
how to change the heading so that the ball bounces off at a realistic
angle.)

The advanced stages of the "drive a car" project use color sensing to
keep the car on the road automatically.

        John

From karl.ramberg at chello.se Mon Sep 2 17:51:52 2002

Date: Fri Apr 18 13:54:26 2003
Subject: Helping my nephew with collision detection

randysiler@mac.com wrote:
>
> Thanks very much Karl, we're looking at it now.
>
> Byron and Randy
> On Sunday, September 1, 2002, at 02:07 PM, Karl Ramberg wrote:
>

I have also made a enhancement to the etoy system so it can handle
keyboard input. Read the change set preamble for a short 'how to
use it'
You can find it here:
http://swiki.gsug.org:8080/sqfixes/2634.html

Karl

From e.pilobello at attbi.com Wed Sep 4 09:52:54 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Helping my nephew with collision detection

Can an illusion of the same color, visually speaking, but with one less
value on the RGB code, be used to spot the sensitive parts?

Cheers,
Edwin

From Alan.Kay at squeakland.org Wed Sep 4 11:26:02 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Helping my nephew with collision detection

I don't think so, but it is possible to overlay embedded transparent
patches (not really recommended for children's programming).

Cheers,

Alan

At 8:52 AM -0700 9/4/02, Edwin Pilobello wrote:
>Can an illusion of the same color, visually speaking, but with one less
>value on the RGB code, be used to spot the sensitive parts?
>
>Cheers,
>Edwin
>
>-----Original Message-----
>Subject: Re: Helping my nephew with collision detection
>
>
>Also check out "Color sees" in the "tests" category. This expands to
>e.g.
>   car's color <some color in the car you can pick with the
>picker> color <some other color, etc.>

```
>
>This allows you to paint sensitive spots on any player e.g. forward,
>left, and right sensors, using different colors, etc.
>
>Cheers,
>
>Alan
>

--

From John.Maloney at disney.com  Wed Sep  4 12:15:38 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Helping my nephew with collision detection

Edwin,

Yes, as long as the color has a different RGB value, it will be different
as far as "colorSees" is concerned. So you could create sensor dots that
blended with the color around them and were thus unnoticable.


From DHustmyer at aol.com  Wed Sep 25 22:23:12 2002
From: DHustmyer at aol.com (DHustmyer@aol.com)
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

I am new.  I have been poking around in both the full Squeak and the plugin
version.
I am fascinated by whole thing but I am somewhat confused.  I am particularly
interested in creating Active Essays...  Is there any "getting started"
documentation or is experimentation the best way to go...
I hope this post is okay.

Dan

From Kim.Rose at viewpointsresearch.org  Wed Sep 25 19:59:58 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

Hi, Squeakers -

We are alive, just been really busy getting ready for "back to
school", etc. as I am sure all of you have been.   I have been
wanting to write a "Back to School"/Fall message to the group but my
time has been too short.

Alan [Kay] and I are currently in Japan at the invitation of Kyoto
University and others.  You may be interested in learning that the
Kyoto City Schools are starting something they are initially calling
the "Alan Kay Project" next spring and will pilot the use of Squeak
in 6 Kyoto schools; 2 Elementary, 2 Middle Schools and 2 High
schools.  We are here to show some possibilities and discuss the
foundation(s) for this new project.

I hope your Fall is off to a good start.

Please let us know if/how you are using Squeak with kids, other
teachers, etc., etc. We'd love to see examples, hear about
experiences, etc.
```

From Kim.Rose at viewpointsresearch.org Wed Sep 25 20:10:27 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

Hi, Dan -
My best advice to you is to go to the etoys section in "Create" on
the Squeakland site and do the 3 tutorials we have provided
there....that should at least get you comfortable with the basics of
painting and creating new objects, manipulating them with handles and
making etoys....you can also "dissect" the essay we have as an
example to learn more about how it was constructed.
have fun!
Kim

From thom at indiana.edu Wed Sep 25 23:26:26 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Job Announcement for eToy designers. 8-) -Thom

The Department of Telecommunications seeks additional tenure track
faculty. Candidates will hold the M.F.A. or Ph.D. and present a promising
program of creative activity in interactive new media. They also must be
able to teach effectively in the departments Design and Production
undergraduate area and the departments Interactive New Media Design
graduate area of concentration.

The departments overriding objective is to attract the best applicants in
the field. We especially seek individuals, however, with teaching and
creative interests in interactive entertainment design and with
demonstrated competence in non-linear script-writing for interactive
storytelling and game design; interactive sound and music; 3D modeling for
character animation; or networked game programming.

The department offers a B.A. in Telecommunications as well as M.A., M.S.
and Ph.D. degrees. It features a special program on the graduate level in
new media (MIME) and a joint M.S./J.D. degree with the IU School of Law.
It also offers an undergraduate Certificate in New Media and Interactive
Storytelling.

Applicants should submit 1) a cover letter summarizing their
qualifications for the position, 2) a current vita, 3) selected
publications or a portfolio documenting recent creative work, including
recent student work if applicable and 4) evidence of effective teaching.
Three letters of recommendation should be submitted directly by
recommenders.

Direct questions and application materials to Professor Walter Gantz,
Chair, Department of Telecommunications, Radio-TV Center, 1229 East
Seventh Street, Bloomington, Indiana 47405 5501. Professor Gantz can be
reached by phone at (812) 855-1621, fax at (812) 855-7955, or via e mail
at gantz@indiana.edu.

Those interested in the position and invited to learn more about our
faculty and programs by visiting the departments Web site at
http://www.indiana.edu/~telecom/. The departments Web site describing the
MIME program is at http://www.MIME.indiana.edu.

Openings begin August 15, 2003. Review of applications will begin November

11, 2002 and will continue until the positions are filled.

Indiana University is an Equal Opportunity/Affirmative Action Employer. We strongly encourage applications from women and minority candidates as well as from two-career couples.

From toru at nagayama.mine.nu Thu Sep 26 20:01:44 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

From: Kim Rose <Kim.Rose@viewpointsresearch.org>

Hi, Squeakers -

We are alive, just been really busy getting ready for "back to school", etc. as I am sure all of you have been.   I have been wanting to write a "Back to School"/Fall message to the group but my time has been too short.

Alan [Kay] and I are currently in Japan at the invitation of Kyoto University and others. You may be interested in learning that the Kyoto City Schools are starting something they are initially calling the "Alan Kay Project" next spring and will pilot the use of Squeak in 6 Kyoto schools; 2 Elementary, 2 Middle Schools and 2 High schools. We are here to show some possibilities and discuss the foundation(s) for this new project.

I hope your Fall is off to a good start.

Please let us know if/how you are using Squeak with kids, other teachers, etc., etc. We'd love to see examples, hear about experiences, etc.

From Gary_Kidd at am.odedodea.edu Thu Sep 26 08:01:06 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

I work for the US Dept of Defense Domestic Schools, based in Peachtree City, Ga. The list led me to squeakland, and I am fascinated by what I have seen and been able to play with on the website. How can I find out more about how we may be able to infuse squeak into our schools?

From csawtell at paradise.net.nz Fri Sep 27 17:12:48 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

On Thu, 26 Sep 2002 23:01, Kidd, Gary wrote:
> I work for the US Dept of Defense Domestic Schools, based in Peachtree
> City, Ga. The list led me to squeakland, and I am fascinated by what I
> have seen and been able to play with on the website. How can I find out
> more about how we may be able to infuse squeak into our schools?

imho, getting squeak out there needs a few things:

1) A live CD which somebody can just pop into a CD drive on a PC and boot to get Squeak working. It does not matter what the underlying o/s is. A possible

example method is at:- http://www.knoppix.org/ which provides a Live Linux
CD. It would not be too difficult to replace the unneeded window manager and
applications with a Squeak system.

2) Books which are understandable by children of all ages, yet don't talk
down
to them.

3) a Joystick interface. Controlling the e-toy objects is really quite hard
if
you only have a mouse as the interface.

4) Removal of the red cautionary-tale text screen which greets you on
starting
up a 3.2 image. If you tell them it's difficult right at the start, the
masses will take off like scaled cats, never to be seen again. Actually
Smalltalk is difficult only if your mind has been horribly corrupted by many
years of traditional computer programming.

Given time, I could probably:-

Make 1.

Provide input to 2. I'm not sufficiently au fait with the Squeak Smalltalk
language yet to originate this, but have had a fair amount of contact with
children, and could, with the help of various children we know, be an
effective editor.

3 is totally beyond my knowledge.

From benjamin.kunst at web.de Fri Sep 27 11:11:41 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

Is ist alive?
I really hoped so (and can see it now by the many mails wich came nearly in
the fraction of a second after your "is anybody out there"-scream.

I'v downloaded the squeak-'virtual machine' but wasn't able to get the things
run (failure messages, dll or something like that couldn't be found). But
I'm looking forward to the next time slot (being currently very busy) and
hope that I can find some help then.

Squeak!
Benjamin

From marcus at ira.uka.de Fri Sep 27 19:22:25 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

On Fri, Sep 27, 2002 at 10:11:41AM +0200, Benjamin Kunst wrote:
> Is ist alive?
Yes!

Seeing your email you might be interested in what is happening
in Germany:

squeakland-de Mailinglist

There is now a german "squeakland-de" Mailinglist. The idea is
to have a list for all people interested to use Squeak in german-speaking
schools.
The list was set up only some weeks ago, traffic is low and there are
not yet many subscribers (maybe 5 teachers and 4 other squeakers).
But it's a start. To subscribe, visit

        http://lists.squeakfoundation.org/listinfo/squeakland-de

(side-note: This list was set up because we (Markus Gaelli and myself)
 got asked to do a short article about Squeak for a german book about
 "Free Software in Schools". The interesting thing is that this book
 is published by a german federal government agency
 (http://www.bpb.de/die_bpb/PE8IKY,,0,The_Federal_Agency_for_Civic_Education.
html)
 and will be available at allmost no cost (EUR 1.50). The book isn't
 released yet, but it should get released later this year.)

We (some squeakers from germany) have started to set up
a non-profit, member-based local organisation to support
Squeak use and development in germany.

We are not yet officialy registerd, but we hope to have
something going early next year.

More information (in German): http://swiki.squeakfoundation.org/squeak-ev

A short description in english was posted to the squeak-dev list:
http://lists.squeakfoundation.org/pipermail/squeakfoundation/2002-July/000504.
html

From marcus at ira.uka.de Sat Sep 28 00:05:09 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

On Fri, Sep 27, 2002 at 04:12:48PM +1200, Christopher Sawtell wrote:
> 1) A live CD which somebody can just pop into a CD drive on a PC and boot
to
> get Squeak working. It does not matter what the underlying o/s is. A
possible
> example method is at:- http://www.knoppix.org/ which provides a Live Linux
> CD. It would not be too difficult to replace the unneeded window manager
and
> applications with a Squeak system.
>
Yes, it would be simple to build a Squeak-CD on top of Knoppix... but...
it would only boot on a PC. Not on my Mac!

Slightly of-topic: Seeing Knoppix and Squeak mentioned
together, Klaus Knopper did take some photos of our
small Squeak booth at LinuxTag02, have a look at:

 http://media.linuxtag.org/gallery/album02/agm
 http://media.linuxtag.org/gallery/album02/agk
 http://media.linuxtag.org/gallery/album02/agl

Have you seen any issue of Tansel Ersevan's SqueakNews? This is a
(commercial) CD-ROM based Squeak e-zine, done 100% in Squeak.

The first two issues (July/Aug 2001) can be downloaded as CD-images at:
 http://www.squeaknews.com/download/index.html

These CDroms are very nice: They simply work on all important systems (Win,
Mac, Linux). And no setup is required.

I especially like the October 2001 issue "Powerful Ideas for the
Classroom".

> 4) Removal of the red cautionary-tale text screen which greets you on
starting
> up a 3.2 image. If you tell them it's difficult right at the start, the
> masses will take off like scaled cats, never to be seen again. Actually
> Smalltalk is difficult only if your mind has been horribly corrupted by
many
> years of traditional computer programming.
>

Uhh... the Squeak you can download at Squeak.org is for experts only, "the
Hacker release". The UI of that Squeak is not even close to one I would
like to see for a Squeak that "normal" people should use.
Did you know that Dilbert has started to develop with Squeak?
Have a look at
http://www.dilbert.com/comics/dilbert/archive/images/dilbert2812750020923.gif

From Kim.Rose at viewpointsresearch.org Fri Sep 27 16:24:54 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

Hi, Chris -

Well, Marcus beat me to a reply -- thank you, Marcus, (!) but I agree
with some of your points; expecially #2. That is why BJ Conn from
the Open Charter School in LA and I are working on a Squeak 'Project
Book'. Our book will be geared for teacher use to provide examples
of etoys children can create to help amplify math and science. We
hope it can be one of many books as ours will be greared to kids aged
10-13 (ish) and focussed in a particular content area. I think books
written for kids would be fantastic as well.

Marcus pointed out that the squeak.org download is not the one we
intend for kids.   This is better delivered via the Squeakland site.

I believe and hope that as our community grows those of us using
Squeak with kids will share our examples and projects to develop a
meaningful body of projects and shareable knowledge -- Alan likes to
call this "1,000 pieces of content" -- sort of an online encyclopedia
people can access and create and learn from Squeak based examples.
Thanks for your comments and offers to help make this a reality!
cheers,
Kim

From csawtell at paradise.net.nz Sun Sep 29 23:00:32 2002
Date: Fri Apr 18 13:54:26 2003
Subject: Is it alive?

On Sat, 28 Sep 2002 09:05, Marcus Denker wrote:
> On Fri, Sep 27, 2002 at 04:12:48PM +1200, Christopher Sawtell wrote:
> > 1) A live CD which somebody can just pop into a CD drive on a PC and boot
> > to get Squeak working. It does not matter what the underlying o/s is. A
> > possible example method is at:- http://www.knoppix.org/ which provides a
> > Live Linux CD. It would not be too difficult to replace the unneeded
> > window manager and applications with a Squeak system.
>
> Yes, it would be simple to build a Squeak-CD on top of Knoppix... but...
> it would only boot on a PC. Not on my Mac!

In principle anyway, I would think that it would be possible to do a similar
act using the Knoppix code and a Linux distribution intended for the Mac.

> Slightly of-topic: Seeing Knoppix and Squeak mentioned
> together, Klaus Knopper did take some photos of our
> small Squeak booth at LinuxTag02, have a look at:
>
>   http://media.linuxtag.org/gallery/album02/agm
>   http://media.linuxtag.org/gallery/album02/agk
>   http://media.linuxtag.org/gallery/album02/agl

I wonder what the young girl in the blue cap thought of it all.

> Have you seen any issue of Tansel Ersevan's SqueakNews? This is a
> (commercial) CD-ROM based Squeak e-zine, done 100% in Squeak.

Yes it's totally amazing. Tragically the e-zine seems to have died.

> The first two issues (July/Aug 2001) can be downloaded as CD-images at:
>   http://www.squeaknews.com/download/index.html
>
> These CDroms are very nice: They simply work on all important systems (Win,
> Mac, Linux). And no setup is required.
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> I especially like the October 2001 issue "Powerful Ideas for the
> Classroom".
>
> > 4) Removal of the red cautionary-tale text screen which greets you on
> > starting up a 3.2 image. If you tell them it's difficult right at the
> > start, the masses will take off like scaled cats, never to be seen again.
> > Actually Smalltalk is difficult only if your mind has been horribly
> > corrupted by many years of traditional computer programming.
>
> Uhh... the Squeak you can download at Squeak.org is for experts only, "the
> Hacker release". The UI of that Squeak is not even close to one I would
> like to see for a Squeak that "normal" people should use.

Well I tried to use the netscape plugin a while ago and found that projects
created with it were not portable at all between Linux and MacOS so I threw
it away. Also I have a weekly lesson with a young genius and we found that
the Squeakland version seemed to be rather badly emasculated, so I got hold
of the "real thing". I'm glad to say that so far version 3.2 seems to be
fully compatible between machines. I'm not compatible with a Mac though.
Their infuriating habit of hiding every detail they can just makes me so
cross.

> Did you know that Dilbert has started to develop with Squeak?
> Have a look at

> http://www.dilbert.com/comics/dilbert/archive/images/dilbert2812750020923.g
>if
>
> ;-)

I saw that. :-) Indeed!

--
Sincerely etc.,
Christopher Sawtell

From ahenrick at nd.edu Wed Oct 9 16:52:39 2002
Date: Fri Apr 18 13:54:29 2003
Subject: Infinity?

Hello everyone,

I am a new comer to Squeak and I have a few questions. My background in
Smalltalk (and the Squeak version of it) is pathetic so please excuse
my ignorance. Also please let me know if I am posting to the wrong
list. The only real reference I have is "Squeak: A Quick Trip to
ObjectLand." In any case, here they are:

Q1. Is there some way to have the browser colorize and indent on the
fly as I write code? Right now, I just select "colorPrint" and that
formats text that has been accepted by the "system," but is there
anything better?

Q2. I am confused about Exception handling in Squeak. Were can I find
an adaquate description of how it works. For instance what generates
which exceptions?

Q3. How can I detect an underflow/flow in the system. This may seem
like an odd question, but it comes in reference to some code that I
found in "Object-Oriented Implementation of Numerical Methods" by
Besset. He was working in Visual Age, so his exception handling is
different, but the idea is to cause an overflow by repetitive
multipilication:

```
computeLargestNumber
    | one floatingRadix fullMantissaNumber |
    one _ 1 asFloat.
    floatingRadix _ self radix asFloat.
    fullMantissaNumber _ one - (floatingRadix * self
negativeMachinePrecision).
    largestNumber _ fullMantissaNumber.
    [[fullMantissaNumber _ fullMantissaNumber * floatingRadix.
    largestNumber _ fullMantissaNumber.
    true] whileTrue: [ ].
    ] when: ExAll do: [:signal | signal exitWith: nil].
```

I tried using this code and changing the exception handling to an
ifError: message, but that does not work. If i print the largestNumber
to the transcript after each iteration the number eventually becomes
"Infinity", but no exception is thrown. Instead the following seems to
do the trick:

```
computeLargestNumber
    | one floatingRadix fullMantissaNumber |
```

```
    one _ 1 asFloat.
    floatingRadix _ self radix asFloat.
    fullMantissaNumber _ one - (floatingRadix * self
negativeMachinePrecision).
    [largestNumber _ fullMantissaNumber.
    fullMantissaNumber _ fullMantissaNumber * floatingRadix.
    fullMantissaNumber isInfinite] whileFalse
```

Also, I was wondering what the heck Infinity is. If one does a 'Float
inspect' and looks at the 'classPool', they will see that Infinity is a
class variable of Float, but that its value is Infinity?

Thanks,
AKH

From Andreas.Raab at squeakland.org Thu Oct 10 00:51:34 2002
From: Andreas.Raab at squeakland.org (Andreas Raab)
Date: Fri Apr 18 13:54:30 2003
Subject: Infinity?

Hi Andrew,

I think your questions are better asked at the Squeak developers mailing
list - there are plenty of people who will be able to discuss these
issues over there. Please check out
http://lists.squeakfoundation.org/listinfo/squeak-dev for the archives
and more information.

From voiklis at redfigure.org Mon Nov 11 21:22:25 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Hello All,

Please help. Most every project I (or people in my org) try to use that was
written in a previous iteration of Squeak is causing problems with the 3.2
plugin. Does anyone know anything about the conversion files mentioned in
the error message one gets about incompatible classes? A simple, even if
somewhat redundant and inefficient (possibly adding back versions of older
classes), method to use old projects would greatly enhance the usability and
practicality of squeak for my users and programmers. I would even welcome
some tedious, hand coded method for backward comptability.

From m.rueger at acm.org Mon Nov 11 18:51:48 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

John,

would you be willing to send me one or more examples? Or point me to a
location to download from?

Did you try to load the projects with the squeak.org Squeak or the
Squeakland one?

Michael

From voiklis at redfigure.org Tue Nov 12 18:29:55 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Hello Michael,

> would you be willing to send me one or more examples? Or
> point me to a location to download from?

The easiest to find examples are those on Bob's Super Swiki (though most of
those were probably written in the Squeak.org version). I havn't really had
problems with Squeakland projects.

> Did you try to load the projects with the squeak.org
> Squeak or the Squeakland one?

I use both, but I am more concerned with backward compatability in the
Squeakland version (that version is the one I use for professional
purposes). I understand the size-reducing, built-in limitations in the
Squeakland version, but, with a bit of debugging, I find that my problems
have been more due to obsolete or updated classes rather than missing
classes.

I see this as my shortcoming as a useer/programmer rather than a shortcoming
in Squeak; nonetheless, I would love some general pointers on how to update
projects or build backward compatabilty into the image...even if it leads to
some bloating.

Thanks,
John

From voiklis at redfigure.org Thu Nov 14 18:20:15 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Hello Michael,

I don't know if this question requires more time to answer or if you guys
are just busy or if the message was lost in the shuffle; while any and all
reasons are excusable, I am resending this message in the hope that it lands
nearer the top of the pile.

Hello Michael,

> would you be willing to send me one or more examples? Or
> point me to a location to download from?

The easiest to find examples are those on Bob's Super Swiki (though most of
those were probably written in the Squeak.org version). I havn't really had
problems with Squeakland projects.

> Did you try to load the projects with the squeak.org
> Squeak or the Squeakland one?

I use both, but I am more concerned with backward compatability in the
Squeakland version (that version is the one I use for professional
purposes). I understand the size-reducing, built-in limitations in the

Squeakland version, but, with a bit of debugging, I find that my problems have been more due to obsolete or updated classes rather than missing classes.

I see this as my shortcoming as a useer/programmer rather than a shortcoming in Squeak; nonetheless, I would love some general pointers on how to update projects or build backward compatabilty into the image...even if it leads to some bloating.

From m.rueger at acm.org Thu Nov 14 16:00:49 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

John Voiklis wrote:
> Hello Michael,
>
> I don't know if this question requires more time to answer or if you guys
> are just busy or if the message was lost in the shuffle; while any and all
> reasons are excusable, I am resending this message in the hope that it lands
> nearer the top of the pile.

Thank you for your patience and apologies for not coming back to you.
Could you point a few projects on Bob's SuperSwiki that do not work
specifically? There are tons of projects up there and I would like to
concentrate on the "interesting" ones.

Michael

From voiklis at redfigure.org Fri Nov 15 12:03:29 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Hello Michael,

By asking for a specific example, I guess you mean to say that there is no
generic fix or generic process to fix this problem....Oh well. In any case,
here's an example of a project that I couldn't load (in either branch of the
latest Squeak): http://209.143.91.36/super/594. Given that I am in the
process of writing tutorials for my users, I have been scavenging for
examples and projects that I might reuse.

Best,

John

From arning at charm.net Fri Nov 15 12:22:52 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

On Fri, 15 Nov 2002 12:03:29 -0500 "John Voiklis" <voiklis@redfigure.org>
wrote:
>By asking for a specific example, I guess you mean to say that there is no
>generic fix or generic process to fix this problem....Oh well. In any case,

>here's an example of a project that I couldn't load (in either branch of the
>latest Squeak): http://209.143.91.36/super/594. Given that I am in the
>process of writing tutorials for my users, I have been scavenging for
>examples and projects that I might reuse.

John,

I took a stock 3.2 (4956) image and loaded the above project (Tutoriel) from
the navigator bar with no problem. Perhaps you could give a bit more detail
about
- the image you are using
- the steps you took
- the error you saw.

Cheers,
Bob

From voiklis at redfigure.org Fri Nov 15 12:47:44 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

I am using the exact same image (still in stock state)....oh wait, I think
we're talking about two different projects; the French Tutoriel that you
mentioned does work but the English-appearing Tutorial Workbook does not.

--J

From arning at charm.net Fri Nov 15 12:58:24 2002
From: arning at charm.net (Bob Arning)
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

John,

Sorry, my mistake in mixing up the Engligh and French. The error you see in
loading the Tutorial Workbook is that there are instances of XMLNode in the
project and no such class exists in 3.2. I believe that was added in 3.3 (the
project _was_ published from 3.3), so that's the problem. We seem to be in a
bit of a version upheaval at the moment, but I suspect 3.4 will be the
logical place to try to load this once (it settles down, perhaps).

Cheers,
Bob

From m.rueger at acm.org Fri Nov 15 10:09:24 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Bob Arning wrote:
 > John,
 >
 > Sorry, my mistake in mixing up the Engligh and French. The error you
 > see in loading the Tutorial Workbook is that there are instances of
 > XMLNode in the project and no such class exists in 3.2. I believe
 > that was added in 3.3 (the project _was_ published from 3.3), so
 > that's the problem. We seem to be in a bit of a version upheaval at
 > the moment, but I suspect 3.4 will be the logical place to try to
 > load this once (it settles down, perhaps).

This is a problem that comes up every now and then. If you want to be
sure people can load projects using the squeakland plugin you need to
author the projects using it.
There is no generic way to read projects authored in other image
versions, especially if they contain applications like the XMLParser
that are not even part of the mainstream image at that point.

There is still the possibility of older projects being incompatible with
the current plugin version. That is something we can fix (by posting
updates for the plugin image) given that we can debug the incompatible
project.

Michael

From scott at squeakland.org Fri Nov 15 10:38:10 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Hi, Bob,

Apropos of this, I've noticed a few times recently that sometimes a
very *small* project -- at least one created in 3.3a -- can result in
an unexpectedly *huge* .pr file.

When this happens, a look inside the .pr file reveals that it lists
the names and shapes of *all the classes in the creating system* in
its class-list, rather than just classes we would expect to be
represented in the .pr file. (This could happen I suppose if somehow
the list of objects being stored included the system dictionary (i.e.
Smalltalk).

Such saved projects are barred from being loaded successfully into
any other system that lacks even a single class known to the
exporting system. Thus, for example, there is no hope of reloading
any such project into any pre- *or* post-3.3a system. In the example
in question (if it is like others I've seen) it won't help just to
load it into a system that has XMLNode available -- there will always
be *another* class that the importing system lacks. Class "Module",
for one.

From voiklis at redfigure.org Fri Nov 15 14:43:30 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

Thanks all for your input; I'm glad my stupid question and ill-chosen
example project revealed so much about version compatability.

> There is still the possibility of older projects being incompatible with
> the current plugin version. That is something we can fix (by posting
> updates for the plugin image) given that we can debug the incompatible
> project.

This is a process that I would really like to learn more about; unless
others are also interested, maybe we can/should talk more about it off-list.

Best,

John

From voiklis at redfigure.org Fri Nov 15 14:52:48 2002
Date: Fri Apr 18 13:54:32 2003
Subject: One more thing

One more thing, this whole issue about compatability started, as I said
before, because I was scavenging for tutorials; given that, I should
probably cross-post the attached request.

Thanks,

John

From: John Voiklis [mailto:voiklis@redfigure.org]
Sent: Friday, November 15, 2002 12:15 PM
Subject: Squeak Tutorials

Please help. My org (http://www.madeleinelengle.org) is in the process of
creating and collecting Squeak tutorials. If you have anything we can reuse,
we need tutorials covering anything and everything, basic to advanced. If
you need more to go on, the mission of this org is to become a non-profit
media company for kids (kid producers for kid consumers...who, in turn, will
become producers); send or point us to anything you think may be useful
(contact voiklis@redfigure.org and/or vanjulio@cc.gatech.edu).

From m.rueger at acm.org Fri Nov 15 11:59:36 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

John Voiklis wrote:

>>There is still the possibility of older projects being incompatible with
>>the current plugin version. That is something we can fix (by posting
>>updates for the plugin image) given that we can debug the incompatible
>>project.
>
> This is a process that I would really like to learn more about; unless
> others are also interested, maybe we can/should talk more about it off-list.

It's very simple:
if you encounter a problem with a project let us know and include a way
for us to access that particular project (e.g. a link, avoid emailing
it). Provide as much information as possible, which image you are using,
platform, which image version the project was authored with, etc.

We can then take a look and see if we can either fix the project or
update the plugin image so it can read this and similar projects in the
future.

Michael

From m.rueger at acm.org Fri Nov 15 13:00:01 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

John Voiklis wrote:

> You're right, this sounds simple enough. The only thing I still need to

> know is how to check in what image version a project was authored.

There is (at least no easy) way to tell from the project. You just have
to know it (e.g. in case you authored the project yourself). If you
don't know it then we have to try to figure it out.

Michael

From arning at charm.net Fri Nov 15 16:11:51 2002
Date: Fri Apr 18 13:54:32 2003
Subject: conversion files and older projects

On Fri, 15 Nov 2002 15:52:23 -0500 (EST) John Voiklis <voiklis@redfigure.org>
wrote:
>You're right, this sounds simple enough. The only thing I still need to
>know is how to check in what image version a project was authored.

John,

One way is, if you have tried to load it and have gotten a walkback during
the loading process, then select one of the lines in the top of the debugger
like this one:

[] in RWBinaryOrTextStream(PositionableStream)>>fileInAnnouncing:

then, in the lower left pane, select 'collection' and the next pane to the
right should have something like:

'''From Squeak3.3alpha of 11 January 2002 [latest update: #4989] on 4
November 2002 at 3:58:21 am''!

!ObjectScanner new initialize!.......

The first line tells you where this was published from. This is from the one
we know has a problem.

Cheers,
Bob

From voiklis at redfigure.org Fri Nov 15 17:30:06 2002
Date: Fri Apr 18 13:54:32 2003
Subject: Squeak Tutorials: one more thing

One more thing...if people have any projects that they think will be helpful
and/or illustrative (and that they are willing to share) to novice and
intermediate Squeakers working in the Madeleine L'Engle Workshop, please
upload them to the swiki I just created for that purpose at:
http://workshop.madeleinelengle.org/sampleProjects/.

From Alan.Kay at squeakland.org Sat Nov 16 10:18:35 2002
Date: Fri Apr 18 13:54:33 2003
Subject: Squeek for O SX?

Joel --

Squeak creates its own world and does not use any of the host
interfaces (this is one of the reasons it runs bit-identically on

more than 25 platforms).

From lucianoramalho at mac.com   Sat Nov 16 16:29:44 2002
Date: Fri Apr 18 13:54:33 2003
Subject: Squeek for O SX?

As a MacOS X 10.2 user, I've been very happy using the port described
as "MacOS 7.5 through 9.2 Classic, and MacOS X (Carbon and Cocoa)"
which can be found at http://www.squeak.org/download/index.html . The
file I've downloaded can be found at:

ftp://st.cs.uiuc.edu/pub/Smalltalk/Squeak/3.2/mac/Squeak3.2-4956-MacOS-
Full.sit

As for Aqua support, I'm no guru, but my understanding is that we will
never see it in Squeak, for the same reason we don't have native UI
widgets in any of the supported platforms. A key idea of Squeak is to
have it's entire environment written in Squeak itself, in order to
allow anyone to study and modify anything in the system. Native widgets
are, by definition, not implemented in Squeak...

When I learned Java in 1996 I remember my frustration for being unable
to subclass a listbox, for instance, to create my own special listbox.
That was because in the AWT (the bad old Java GUI toolkit), all widgets
were borrowed from the underlying OS, which made their implementation
totally opaque, and subclassing impossible. To implement a new kind of
listbox, I had to start with little more than a bare frame, and
reimplement everything else. (The new Java UI toolkit, Swing,
implements all widgets in Java itself. Swing has skins that imitate the
GUI style of the most important OS's, but even then the widgets are not
the real thing, and end users can usually tell the difference)

So although sometimes I wish Squeak could make it easier for us to
create more standard UIs, I think the price for that is too high.
Squeak is fun because it is completely malleable!

The commercial Smalltalks all use native widgets, but I don't know if
any of them supports Aqua yet.

From Alan.Kay at squeakland.org   Sun Nov 17 13:50:54 2002
Date: Fri Apr 18 13:54:33 2003
Subject: Squeek for O SX?

However, you can use one of the UI skin packages to do a complete
imitation of Aqua or Luna, etc. Jim Benson's Zurgle is excellent.

From Origbj at aol.com   Mon Nov 25 18:43:58 2002
From: Origbj at aol.com (Origbj@aol.com)
Date: Fri Apr 18 13:54:33 2003
Subject: Mac OS X, *nix and browser detection updated
Message-ID: <39.30b15d26.2b140fbe@aol.com>

Hi Mike:

How are things going? Some of my kids are having that black problem when
bringing in their projects. I thought that this was fixed. Or....Maybe I
didn't update since it was fixed. When was the update that fixed this
problem (if fixed) made available?

From Adrian.Boxall at tel.tdsb.on.ca Thu Dec 12 10:54:21 2002
Date: Fri Apr 18 13:54:35 2003
Subject: My Problem

Dear Anybody
I made a paint object on squeak then i saved it . When i returned to my
project it was surrounded by a black border and had kinda blurry colours.

Today I finally went back to try to salvage my squeak project. I erased the
border on one of the people and the world . I got everything back to normal
than started working, I made more people i titled them, I made motion scripts
for easch person and
titled them. This entire process took me a good 2 hours i continuosly saved
through the process and was doin fine. When i was almost finished I saved,
then had it turned off, when I returned it had screwed up worse than before
the world was incredibly
fuzzy and two characters were covered in black(not just a border they were
replaced by a black square). My project is ruined and I have little to no
hope of salvaging it but I still would seriously like an explanation to this
problem.

From m.rueger at acm.org Thu Dec 12 17:12:19 2002
From: m.rueger at acm.org (Michael Rueger)
Date: Fri Apr 18 13:54:35 2003
Subject: My Problem

Adrian,

please make sure you have all the updates loaded. We posted a number of
updates recently that hopefully will prevent these kind of problems.
You can load updates by running Squeak in a browser and load any of the
projects on squeakland. By doing this Squeak will check for updates and
notify ou if there are any.

If you can send me your projects directly (to m.rueger@acm.org) I will
see if there is a way to fix them.

Michael

From Origbj at aol.com Thu Dec 12 21:05:58 2002
Date: Fri Apr 18 13:54:35 2003
Subject: My Problem

Mike:
     I have downloaded all of the updates and my kids are still having the
same problem as Adrian. I don't think that the problem is fixed yet. Can
you look into this?/

 Hope all is well with you. Hope to see you soon

BJ

From Kim.Rose at viewpointsresearch.org Fri Dec 13 08:19:46 2002
Date: Fri Apr 18 13:54:35 2003
Subject: My Problem

Hi, BJ and others who might be encountering previously saved projects
that "reload" with a "black box" or color changes:

Unforntunately, projects saved *before* loading the "fix"/update will
not be repaired.   I suspect, BJ, that a child loaded an older
project into Squeak, but perhaps, not. It would be important to
check the date on the project that exhbits the problem. If it is
something that was created/saved and reloaded in just the past week,
then if you would email us one of these projects that exhibits this
problem, we can examine it closely to determine what is happening.
thanks!
Kim

From johns at cloud80.net Thu Dec 12 20:33:03 2002
Date: Fri Apr 18 13:54:36 2003
Subject: My Problem

Dear BJ,

How are you? How are your kids doing? I expect your house is
transformed once again. I just bought a few storage boxes today, but
I know I must be a lightweight in terms of number of storage boxes
accumulated.

I have been working hard (for me, anyway) on a new composition, a
concerto for bassoon and orchestra, that will premiere in May here in
L.A., with a friend playing the solo bassoon and another friend
conducting the Los Angeles Chamber Orchestra. A week later Eric
Stumacher will premiere it in Keene, New Hampshire! It's the biggest
project I have attempted so far.

Meanwhile, Eva is applying for high schools--she wants to go to a
girls' school, a good idea, I think. Leo is in 1st grade. Both are
doing music. Eva played volleyball and now basketball. Kazi's garden
and orchard are growing up nicely. Life is good, if complicated.

From Kim.Rose at viewpointsresearch.org Fri Jan 3 11:22:11 2003
Date: Fri Apr 18 13:54:41 2003
Subject: sharing projects, pictures & progress

Greetings and Happy New Year to Squeakland!

I am putting together a presentation or series of presentations
(Squeak-based of course) primarily for other educators and media
researchers to continue to share how and where teachers, parents and
kids are using Squeak to amplify their learning.   Requests for talks
and sharing are coming more frequently from near and far!

My goal is to create a series of Squeak projects highlighting a
variety of schools and other learning enviornments worldwide
currently exploring how Squeak can be used in a variety of learning
contexts.

I would *love* to receive the following from those of you willing:
- your permission to include your school/use/application of Squeak
- a photo (jpeg or bmp) or two of your learning environment with you/children
- a couple of example projects
- any notes/comments about your use of Squeak

It is also my desire that, this year, Viewpoints Research will

receive the necessary support so that we can add more content -- i.e,
the kinds of projects I am seeking here -- directly on the Squeakland
website so that you, and newcomers, can get an idea of the range of
Squeak's use both throughout the world and in a variety of content
areas for learners of various ages. I would like to see the website
become a clearinghouse for interesting projects and curricular ideas,
etc, as well as a starting point for sharing.

Our community is growing rapidly and we are starting to see some
marvelous examples and applications of how Squeak/etoys might be used
to promote a deeper learning of powerful ideas.

Thanks to all of you in advance for any content/experiences you are
willing to share/provide to us.

cheers and happy Squeaking!
Kim

From tacmanphil at mac.com Wed Jan 8 07:38:47 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Etoy issues

I'm really interested in getting into the etoy environment so that I
can determine whether it's something I would introduce into the school
I'm currently working with. I want to know how much can be done without
doing much if any scripting.
I've looked at the squeakland etoy tutorial, however, it leaves much
uncovered. Any suggestions as to where else to look for documentation
or would it be more profitable to post questions as they arise?
Thanks,
Phil

From andreas.raab at squeakland.org Wed Jan 8 15:27:27 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Etoy issues

Hi Phil,

It might be useful if you could say a word about what you mean by "can
be done without doing much if any scripting". After all, Squeak is all
about "making things happen" and not so much just about "making things"
per se and while you can do the latter I would claim that it may be a
somewhat poor replacement for (say) Word or a dedicated painting
program.

From johns at cloud80.net Wed Jan 8 10:51:04 2003
From: johns at cloud80.net (John Steinmetz)
Date: Fri Apr 18 13:54:41 2003
Subject: Etoy issues

In order to get an etoy to do something, you have to put a script
together. You do this by assembling script components (the tiles),
not by writing text. One of the central ideas is to make it very easy
to create etoys, but another central idea is to encourage thought and
learning--etoy builders have to consider how to make the etoy do what
they want it to do, and adjust the instructions until they work.

Some very simple etoys don't require creating a script at all. You can, for instance, create an object by drawing, and then affect its behavior and appearance by modifying the values in its viewer. For instance, you can change its color or change its size, or start it rotating and change the speed of rotation. All this can be done without creating a script. In effect, the viewer is an automatically-created script that shows the default state of the object. One way to start new users s to create simple etoys for them to play with by modifying values in the viewer. (You can even drag some of the numbers out onto the screen so users can change numbers and see what happens without even opening a viewer.)

I hope that helps a bit!

        John Steinmetz

From m.rueger at acm.org Fri Jan 10 09:45:39 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Publishing projects

Marco,

you need to be subscribed in order to post to the mailing list.
I've copied this mail to the list as it may be of interest to others too,

> Hi all,
> I am using the plugin for Windows.

> Without any further configuration you can publish projects to your local
> hard disk. The easiest way is to just use the "My Squeak" folder. The
> location of this folder depends on wether you are on a Mac or a Windows
> machine

> I would like to publish and look the projects to:
>
> a) a folder other than "My Squeak", for example to a mapped drive (Y:
> \\myserver\mydir)

There is a trick (or you may call it a feature) for both the publish and
the find button: when you hold the mouse down over it for a little while
a menu with more options pops up giving you more place to go to.

> b) a Comanche Swiki Server (I downloaded it from
> http://minnow.cc.gatech.edu/swiki) running on a server in a school intranet.

You need a modified version of the swiki server in order to do this. I
have one already prepared, but I need to write up some installation
instructions. I will announce it on the list when it is available (soon
hopefully).

From Origbj at aol.com Fri Jan 10 17:58:28 2003
From: Origbj at aol.com (Origbj@aol.com)
Date: Fri Apr 18 13:54:41 2003

Subject: Etoy issues

Phil:

I am BJ Conn a teacher at the Open Charter School. I have been using Squeak
with my kids for a couple of years. What exactly are you looking to do? I
am currently wrting a guide for using Squeak to enhance math and science
skills and am nearly finished but it is not ready yet. can I help you with
any ideas? What grade level (age group) are you working with. I work with
9,10, and 11 year olds.

BJ

From Brucestro at aol.com Fri Jan 10 18:48:40 2003
From: Brucestro at aol.com (Brucestro@aol.com)
Date: Fri Apr 18 13:54:41 2003
Subject: Etoy issues
Message-ID: <cb.2dec1cb9.2b50b5d8@aol.com>

Yee-hah! A squeak guide? Be sure to share, BJ! I'm very interested in any
documentation that builds curricula around Squeak!!! Please let us know when
it's done and where we can take a look at it!!!

Bruce Strothenke
Teachers College Columbia University

From jahanzeb at lums.edu.pk Sat Jan 11 07:20:35 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hello all,

I'm a research associate at LUMS University, Pakistan, and am working on a
research project here where we're trying to use low threshold/high ceiling
software environments to enable schoolkids to create and learn, and have
fun while doing so. I'm interested in giving the fifteen kids (aged 7 thru
14) the flexibility to create whatever it is they want to create: graphics,
music, games, stories, building their houses or other aspects of reality --
such that their learning is made personally meaningful (along the lines of
Papert's Constructionism) in ways that are rarely found in education in the
Third World. However, we'd also like to give them challenges that will
bring out the most learning (such as learning about feedback through the
cars, as shown in the elementary school gallery by BJ). Our main reason for
choosing to do such a project is to enable the kids to think outside the
hold of a curriculum that holds little to no relevance to their daily lives
or the world around them, and to help them do stuff that's educational,
fun, and personally relevant.

I was initially using Alice2 as the major environment to work in, although
I'm running into quite a few problems (namely, it's not running on the
school's PCs for some reason!) so I've been looking at other options, and
discovered Squeak (which many at the MIT Media Lab recommended when I
visited a month ago), and I believe it perfectly fits the bill.

I managed to go over parts of the mailing list archives before asking these
questions, so I hope you'll forgive me if they were already addressed
before. My questions are:

1) How does one act as a facilitator in such an open setting with Squeak,
so as to allow diverse views of what each wants to do, but still make sure
that there is some learning (and not just air guitaring) going on? There is
so much you can do with Squeak (no ceiling), but how does one try to nudge
it along lines that will lead to good learning -- or is that a
contradiction in terms?

2) How does one introduce the medium as something that is infinitelly
malleable, and that it is ok to add/change something if you don't like it?
For instance, the lack of a 'move sideways' tile (like the 'forward by')
tile means that kids will have to start off controlling their
game-characters with a move forward/backward, turn left/right instruction
set, and so can't start off by making a Pac-Man type game (which needs to
move left/right, and not turn). Should I create a 'move sideways' tile
beforehand, or try to help them make it themselves as they require it?

3) The main reason I pushed to have classes of diverse ages was that the
young ones will be able to learn from what the elder kids are doing, and
will also get a sense of self-respect by working on the same environment as
elder kids. Should we be giving different problems to the younger ones to
solve, or not? Could anyone on the mailing list (who has experience with
such age ranges in such classes) tell me about their own experiences, if
possible?

4) The social relevance of education is something that is touched upon most
by Paulo Freire, who said that imported curricula aren't adequate because
they lack relevance to the sociocultural environment, particularly in
developing countries. Does anyone have any experience in addressing these
concerns best through the use of environments such as Squeak?

Our twice-weekly sessions with the kids in their school labs begin this
Tuesday, so whatever you could tell me before then would be extremely helpful.

Jahanzeb Sherwani

ps I agree that Open Croquet looks quite amazing (although quite slow on my
P3 which was to be expected)! Are there any mailing lists for it yet?

From Gary_Kidd at am.odedodea.edu Sat Jan 11 10:22:41 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Etoy issues

BJ, I am the Dept of Defense Domestic Schools person you spoke with a couple
of months ago. I am still very interested in Squeak, and I am very
interested in seeing the guide you mentioned. Because of the holidays and
my travel schedule, I haven't been able to meet with Dr Guzdial at Georgia
Tech, but we have exchanged emails, hopefully we can get together sometime
in early February when I get to spend some quality time here.

Thanks again for your efforts.

From Alan.Kay at squeakland.org Mon Jan 13 07:07:38 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hi Jahanzeb --

I'm going to write two replies to your very nice and interesting
letter. This is the first, and I'll try to follow up with a more
thoughtful one in a few days.

At 7:20 AM -0800 1/11/03, Jahanzeb Sherwani wrote:
>Hello all,
>

>I'm a research associate at LUMS University, Pakistan, and am working on a
>research project here where we're trying to use low threshold/high ceiling
>software environments to enable schoolkids to create and learn, and have
>fun while doing so. I'm interested in giving the fifteen kids (aged 7 thru
>14) the flexibility to create whatever it is they want to create: graphics,
>music, games, stories, building their houses or other aspects of reality --
>such that their learning is made personally meaningful (along the lines of
>Papert's Constructionism) in ways that are rarely found in education in the
>Third World. However, we'd also like to give them challenges that will
>bring out the most learning (such as learning about feedback through the
>cars, as shown in the elementary school gallery by BJ). Our main reason for
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>hold of a curriculum that holds little to no relevance to their daily lives
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>I was initially using Alice2 as the major environment to work in, although
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>school's PCs for some reason!) so I've been looking at other options, and
>discovered Squeak (which many at the MIT Media Lab recommended when I
>visited a month ago), and I believe it perfectly fits the bill.
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>questions, so I hope you'll forgive me if they were already addressed
>before. My questions are:
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>1) How does one act as a facilitator in such an open setting with Squeak,
>so as to allow diverse views of what each wants to do, but still make sure
>that there is some learning (and not just air guitaring) going on? There is
>so much you can do with Squeak (no ceiling), but how does one try to nudge
>it along lines that will lead to good learning -- or is that a
>contradiction in terms?

What we try to do is inspired by Montessori: to come up with projects
that the kids absolutely treat as toys and play, that also have (we
think) beneficial cognitive side effects. So all the stuff about
cars and driving, the car races, etc., teach about vectors, velocity,
accelleration, the idea of "random", the idea of feedback (to make a
robot car that can stay on the road), etc. Our experience over the
last 3 years has been that virtually every child in a classroom gets
really interested in this stuff for their own reasons. Recent
experiences in Japan indicate that these projects and the process are
pretty independent of simple cultural distinctions.

Another area that children love is nature, especially regarding
animals. And it is a source of delight to them to find out that they
can make a new costume for their car and turn it into a fish or
horse, etc.

Last year we tried a more ambitious project in science. This involved
having the children (10 years old) first learn about velocity and
accelleration using their cars. This is a very nice project all by
itself. Then we had them do some measuring (for example, a bike tire
circumference) using different tools. This helped them understand
that measuring is likely to not produce the exact same numbers, but
is likely to produce numbers similar in magnitude.

Then we showed them various objects (two shotputs of different
weights, a croquet ball, a foam ball, some apples, etc.) and got them
to speculate as to which would fall faster or slower. Then we took

them outside and dropped the objects from the roof of the school. We
took videos of these drops. The videos were imported into Squeak and
the kids could look at every 5th frame and measure what a dropped
object was doing. They could see that the pattern was the same one
they had seen when they were doing accelleration with their cars.
This led them to write similar scripts to accellerate a painted
object to match the movie. (We have a nice video clip of this
process.)

Thus they were able to experience a phenomenon of the real world,
measure it, put a model to it, and make a mathematical simulation of
it. (Most American college students are not at all successful at
learning this using standard methods.)

Once they had a script that would move objects as gravity moves them,
they had a new tool and toy to make gravity games, etc.

>
>2) How does one introduce the medium as something that is infinitelly
>malleable, and that it is ok to add/change something if you don't like it?

Most children have a big revelation about this in their first few
hours of doing stuff. We've noticed it happening many times when they
put a new costume to their car object and realize that they can make
anything and make it do anything.

>For instance, the lack of a 'move sideways' tile (like the 'forward by')
>tile means that kids will have to start off controlling their
>game-characters with a move forward/backward, turn left/right instruction
>set, and so can't start off by making a Pac-Man type game (which needs to
>move left/right, and not turn). Should I create a 'move sideways' tile
>beforehand

I would suggest not.

>, or try to help them make it themselves as they require it?

There are two approaches here and both are worthwhile in the end. The
first is that using "object forward by" and "object turn by 90" will
do what you want. The second is that there are x and y location
properties in the viewer of all objects. It is very worthwhile for
the children to see that:
        object's x increase by 10
will move the object 10 pixels to the right, and that this is exactly
equivalent to
        object forward by 10
if the object is pointed to the right.

Similarly,
      object turn 5
is exactly equivalent to
    object's heading increase by 5

>
>3) The main reason I pushed to have classes of diverse ages was that the
>young ones will be able to learn from what the elder kids are doing, and
>will also get a sense of self-respect by working on the same environment as
>elder kids. Should we be giving different problems to the younger ones to
>solve, or not? Could anyone on the mailing list (who has experience with
>such age ranges in such classes) tell me about their own experiences, if

>possible?

Teach the older ones a few days before the younger ones. You can
start with the same set of projects, but the older children can go
quite a bit further and faster. So it's a good idea to have more
project ideas for them.

>
>4) The social relevance of education is something that is touched upon most
>by Paulo Freire, who said that imported curricula aren't adequate because
>they lack relevance to the sociocultural environment, particularly in
>developing countries.

This is an interesting claim. I think it is true at one level, but it
rapidly misses the point once education starts to happen (and this is
the great difference between "education" and "training"). Perhaps a
milder view is that in any kind of user interface experience, the
designer has to start in the world that the endusers live in.
        However, the learning of powerful ideas is not just a new tool
that one wears on one's belt, but an actual change in how the world
(especially of ideas) is perceived. It's a change of perspective as
well as one of knowledge. A child who learns science starts to become
part of a different cultural environment, and this is why scientists
quite resemble each other and can easily communicate with each other
all over the world regardless of their initial background.
        This isn't the same thing as impressing "Western Civ" on other
cultures -- it's partly an accident that science was invented in
Northern Europe (it could just have easily have happened one or two
thousand years earlier in the Mediterranean or in China or Japan).

The simple bottom line here is that young children especially are
interested in things they can *do*. So you will have no problems.
Freire was talking much more about trying to educate adults who had
grown up in traditional cultures (and here, I think, he was most
right).

> Does anyone have any experience in addressing these
>concerns best through the use of environments such as Squeak?

I think Mitchel Resnick of the Media Lab has had more experience than
we have, with his various LOGO in schools projects in Latin America,
and his more recent computer clubhouses around the world.

>
>Our twice-weekly sessions with the kids in their school labs begin this
>Tuesday, so whatever you could tell me before then would be extremely
helpful.

I hope this helps. Also Kim Rose has had the many experiences
teaching Squeak etoys to children and teachers around the world. She
can provide quite a bit of guidance as well.

Best wishes,

Alan

From Kim.Rose at viewpointsresearch.org Mon Jan 13 21:05:43 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hello, Jahanzeb and welcome to Squeakland!

Alan mentioned me at the conclusion of his recent email - I have
been working beside BJ Conn (and other teachers) in an effort to
create Squeak-based projects children can create to help them deepen
their understanding of "powerful ideas".
You have asked some great questions in your email.   I will try to
offer some advice drawing upon our experience over the last couple of
years working with students ages 8-12.

>
>>
>>1) How does one act as a facilitator in such an open setting with Squeak,
>>so as to allow diverse views of what each wants to do, but still make sure
>>that there is some learning (and not just air guitaring) going on? There is
>>so much you can do with Squeak (no ceiling), but how does one try to nudge
>>it along lines that will lead to good learning -- or is that a
>>contradiction in terms?

Your group of 15 kids sounds ideal! A "small group", of various
ages, meeting twice a week sounds like a wonderful way to explore and
get started.
How to act as facilitator? I would suggest this: Give the kids some
content area/general direction to follow. While Squeak is open
ended, with no ceiling, our experience shows it is important to
"ground" the kids in a certain content area or "challenge" if you
will. (To leave something totally open ended often leads the learner
lost and confused..."where do I start?" "What should I do?") I
believe any computer project needs to be rooted in something
meaninful to the creator.   What we've done is come up with a series
of basic "challenges" for the children. For instance, how might one
create a "robotic car" (using feeback) but then leave room so the
chidren might create the car within a maze, along a track, using
headlights as sensors, wheels as sensors, etc. What is fun is that
the childrens' artwork will vary as will their scripts, and
their"solutions" to the problem/challenge. When the children share
their projects with each other (and this is an important aspect) they
will see there is no "single answer" and that their projects will
reflect their individuality. When coming up with your "challenges"
think of further challenges you might give to a child or group that
comes up with a solution quickly. This way children will not get
bored and can carry on at different paces. This also helps keep older
children interested as the younger ones might take a bit longer to
work things out.

Another thing I would suggest is to also give the children plenty
exploration time. A teacher in New York asks his students to share
at the beginning of each session -- i.e., he asks each student to
come and share "one cool thing they've discovered in Squeak". They
are asked to show the other students where they found their "cool
discovery", and demonstrate how it works. (One student might find
and share the sound recorder, another might demonstrate the
maginfying glass.) (All objects can be found within categories in
the "Object Catalog" found in the Supplies bin.) (I trust you are
using the Squeak PlugIn" as found on the Squeakland.org website....)
This give and take and sharing takes the responsibility off the

facilitator and empowers the students as teachers for one another.

(This also helps the facilitator learn about the myriad objects in
Squeak(!).) The students take pride in sharing their discoveries of
the various objects within Squeak. It is also great to ask them to
provide an example of how the object they've discovered might be used
as part of an "etoy" or simulation.

Your question:
2) How does one introduce the medium as something that is infinitely
malleable, and that it is ok to add/change something if you don't like it?
For instance, the lack of a 'move sideways' tile (like the 'forward by')
tile means that kids will have to start off controlling their
game-characters with a move forward/backward, turn left/right instruction
set, and so can't start off by making a Pac-Man type game (which needs to
move left/right, and not turn). Should I create a 'move sideways' tile
beforehand, or try to help them make it themselves as they require it?

I think children should be shown some examples of how Squeak can be
"tailored" for invidual use and encouraged to save their own versions
if your infrastructure allows. For instance, if you find you have
created a small object like a car, and want to use that car in many
projects, you can choose to add it to your "supplies bin" so that you
can take an instance (copy) of that car out and use it over and over.
Children can see how they might add their own unique items to their
Supplies bin and also create their own. Perhaps you like your
"world" to be light blue, instead of the "white/gray" default -- you
can change it.   I think showing the children examples and modeling
for them will help them see just how malleable Squeak is. After all,
Squeak *is* a design tool.

One thing we've learned is that Squeak helps children think more
generally and broadly which is a good thing. Once they see that a
"rectangle" can be stretched to turn into a field to contain text, or
used as a building block to build a bridge, or be used to measure
the distance between two objects, they begin to understand the power
of objects and how "everything is made out of something". The kids
we've worked with tend to "reify" objects and once something is a
"car" it is difficult for them to see it as or change it to something
else. Squeak can show that "car" is merely an object with a costume
and it might as easily be "fish" or "bird".

I think you'll find that the children will love to share their
discoveries and help/teach one another. If you all enter this as
learners I think you will have a good experience.

I, too, will offer more later, but wanted to send some ideas now.
We are here to help, as we can.   Please share more questions and
your experience.   We wish you the best in your sessions!

   -- Kim

PS - You inquired about OpenCroquet -- at this time there is not an
active mailing list; there will likely be one in the next few months.

--

From johns at cloud80.net Mon Jan 13 21:12:05 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

>1) How does one act as a facilitator in such an open setting with Squeak,
>so as to allow diverse views of what each wants to do, but still make sure
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>so much you can do with Squeak (no ceiling), but how does one try to nudge
>it along lines that will lead to good learning -- or is that a
contradiction in terms?

Think of a good question or a good project, preferably one with
multiple good solutions. In the early stages this might be fairly
tightly constrained ("Draw a car and steering wheel, and use the
wheel to drive the car.") Later projects, when users have more
experience and know the tools available, can be more open-ended.

To make sure learning happens, the project contains a challenge: some
particular thing must be accomplished. It must be easy for students
to know if they have met the challenge ("My car isn't obeying my
steering wheel!"), even though they may take different paths to the
solution. They don't have to invent the means to meet the challenge;
they can help each other and learn from each other.

Another way to check on the learning is to give a followup project,
to see if students are able to use what they supposedly learned in
the first project.

Facilitation mostly consists of asking questions (What causes that
turning? What would make it turn more slowly? what's another way to
do the same thing?) Sometimes, of course, one needs to demonstrate
how the user interface works or how a particular tile works. It's
best when the coach doesn't provide answers, but helps students solve
problems for themselves.
--

From anindita at media.mit.edu Tue Jan 14 10:30:32 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hi Jahanzeb,

Great questions! These come up in every new environment and I think you're
on exactly the right track for trying to create a stimulating learning
environment.

I'm a Media Labber, Future of Learning Group with David Cavallo, although
I don't think I met you when you visited. I did my Master's thesis work
with Squeak, but my work was more around expression, working with children
to make interactive poetry and narratives in a Squeak environment. I'd
just like to add on to some of the responses that were already posted.

> 1) How does one act as a facilitator in such an open setting with Squeak,
> so as to allow diverse views of what each wants to do, but still make sure
> that there is some learning (and not just air guitaring) going on? There is
> so much you can do with Squeak (no ceiling), but how does one try to nudge
> it along lines that will lead to good learning -- or is that a
> contradiction in terms?

Have a lot of examples ready (whether of your creation or from the

SuperSwiki). Show kids examples to inspire them, show them what's posible in the environment and dive into some Squeak basics for how to draw, create objects, script objects, etc. One of the good things about Squeak is that you can make something happen very quickly. Show a lot of different types of examples. Some kids might be interested in steering a car while others might find a frame by frame animation of a bouncing ball more compelling. I think the key here is to give them some concrete examples of what's possible and work with them from there, and the examples should include things from code snippets to genre (games, narrative, etc.) Usually the projects that people of all ages pick are complex and then your part is to help them through it. As a facilitator, you can also ask why and how-- why does this work? how did you do it? is there some other way you could have done this?

> 2) How does one introduce the medium as something that is infinitelly
> malleable, and that it is ok to add/change something if you don't like it?
> For instance, the lack of a 'move sideways' tile (like the 'forward by')
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> game-characters with a move forward/backward, turn left/right instruction
> set, and so can't start off by making a Pac-Man type game (which needs to
> move left/right, and not turn). Should I create a 'move sideways' tile
> beforehand, or try to help them make it themselves as they require it?

I like what John Maeda says about artists's tools-- that artists should create their own tools, otherwise they will be limited by what the designer of the tool had in mind.

You will not be able to provide tools for every action that any child wants to perform. The basic principle behind creating constructionist tools is to provide children with tools with which they can create and express. They can determine both what they would like to express and how they will do it. Of course this doesn't mean you have to be totally hands-off and the children must invent everything by themselves, but this is where you as a facilitator can see first if the child needs or wants help and then determine what would be the most constructive way to work on the script-- maybe act it out to understand the logic? maybe draw it? maybe look at a related piece of code to understand how it works and then write new code?

> 3) The main reason I pushed to have classes of diverse ages was that the
> young ones will be able to learn from what the elder kids are doing, and
> will also get a sense of self-respect by working on the same environment as
> elder kids. Should we be giving different problems to the younger ones to
> solve, or not? Could anyone on the mailing list (who has experience with
> such age ranges in such classes) tell me about their own experiences, if
> possible?

My experience was actually that the younger kids picked up the Squeak basics faster than the older kids and were more willing to experiment, although the older kids ended up going further once they got into it.

> 4) The social relevance of education is something that is touched upon most
> by Paulo Freire, who said that imported curricula aren't adequate because
> they lack relevance to the sociocultural environment, particularly in
> developing countries. Does anyone have any experience in addressing these
> concerns best through the use of environments such as Squeak?

I think the point here is that you aren't importing a curriculum, even some sort of Squeak curriculum. You're trying to create an open space in which the children can take ownership of their learning. It isn't Freire's

"banking" model of learning in which children are stuffed with facts and
every so often they're extracted. The only real problem I can see here is
with language. Do the children speak English or is there a version of
Squeak in a local language and script?

> Our twice-weekly sessions with the kids in their school labs begin this
> Tuesday, so whatever you could tell me before then would be extremely
helpful.

Sorry I'm a little late with this, but hope this helps!

From jahanzeb at lums.edu.pk Tue Jan 14 13:00:30 2003
From: jahanzeb at lums.edu.pk (Jahanzeb Sherwani)
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hello everyone,

Thanks to everyone who replied... it's been excellent advice, and I will
write back in great detail to each of your mails individually. Right now,
I'm in between the two weekly sessions (Tue & Thu) and have a truckload of
things to take care of before then, most importantly planning the next
session and going over what happened in our first one with my research
supervisor. I can probably write a rather good "How NOT to conduct your
first squeak session with children" paper right now! :) Having been through
one session, and reading your mails again, I realize the importance of a
variety of pertinent points that each of you have put across.

For instance, I assumed that the tutorials would be a great place to start,
so I cobbled together an offline version of the tutorial page on
squeakland.org and we got the kids to start off with the Paint tutorial.
However, without having a *need* to learn, and a context to learn within,
it seemed to everyone that we were introducing nothing more than a
glorified paint program, until the very end when we were able to get them
to put in some basic functionality. That was just one of the mistakes we
made in our research design.

One suggestion that I have, though, is that in the Paint tutorial where it
says to drag a paint icon into the working area, MOST kids dragged it out
onto the world, not just the work area, and so weren't able to access the
nextpage prevpage yellow buttons. In fact, I even made this mistake myself
at home, but I figured that others would not be silly enough to do it too!
If there's any workaround for that problem, it might help for subsequent
users of the tutorial. Just a suggestion!

I can describe the various problems (mostly due to my mistakes in setting
up the structure session) in great detail if anyone is interested.
Actually, my research supervisor (who co-conducted the session with me)
suggested we should actually write another paper on what we were thinking,
and how things actually happened, so that others who embark on similar
projects don't get into them again.

Anyway, I'll get to these concerns on the weekend most probably. Right now
I have a few pressing technical concerns that I need to fix before our next
session:

1) The school's PCs are networked, but offline. On installing the squeak
plugin, and running it, it asks for updating itself but cannot. Would
copying over the SqueakPlugin.image file from an updated version fix this?
I'm now assuming it will, but I didn't get a chance to try this because the

error came too late in the game for me to try new things at the time.

2) To demonstrate the simplest of scripts, by creating a sketch, and then
dragging the "Sketch Forward by 5" tile to the workspace, 50% of the time
the tile transforms into a new script, and the other 50% it just sits there
as a tile (and not a script). Only after dragging an "empty script" tile,
and then putting the "forward by 5" tile onto it, does it achieve the
desired effect. Is there something that I'm doing differently in these 2
scenarios, or is it something else?

3) Whats the easiest way of creating a central place where they can put
their projects up in separate spaces, yet shareable and viewable by all? I
have a swiki running on one of the PCs, and they are all on a LAN.

4) To save a project, does the Publish button save it both locally and on a
server? Also, what's the easiest way for them to browse the projects that
they have saved, without getting into the hassle of dragging-and-dropping
from Windows explorer into the Squeak window?

Again, I'm deeply grateful for the thoughtful responses that I've received
from all of you who wrote back to my initial mail. Thank you all very much,
and I'll get back to in a few days.

Jahanzeb Sherwani

From anindita at media.mit.edu   Tue Jan 14 18:50:32 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

> supervisor. I can probably write a rather good "How NOT to conduct your
> first squeak session with children" paper right now! :) Having been through

laugh I felt the same way after my first day! Don't worry, you'll learn
from these experiences, adjust the next time, find a whole new set things
to worry about, etc. until you find your rhythm.

> However, without having a *need* to learn, and a context to learn within,
> it seemed to everyone that we were introducing nothing more than a
> glorified paint program, until the very end when we were able to get them
> to put in some basic functionality. That was just one of the mistakes we
> made in our research design.

This is a very true and very important point. Kim Rose talked about
challenges, and this is a great place to use them. I use warm-up exercises
(like in an art or writing class). What worked for me was to show some
examples or introduce a new technique, do a warm-up exercise, then let the
children do their thing. The exercises included things like have the kids
import a midi of a song that they like, modify the song until they're
happy with their version by changing instrumentation, tracks, etc. and
then make an animation to the song or some part of it. Or I asked the kids
to free write for a few minutes, pick a sentence that sounded interesting
and then to animate the sound of the sentence, not the meaning, using only
sound and image.

The exercises were optional. If a child was working on a project and
didn't want to participate, that was fine. They were a very different set
of starters than challenges, although both methods work and can get kids
engaged in their own projects quickly. Since our group was working around
expression, the exercises provided both constraint, a starting point and a

new frame for what and how things can be expressed.

> suggested we should actually write another paper on what we were thinking,
> and how things actually happened, so that others who embark on similar
> projects don't get into them again.

Definitely do this, at least for yourselves. I kept a journal during my
workshop experience and wrote up a lot of what I expected and what
happened as my thesis. Writing about it helped me work out a lot of
ideas about constructionism and creating a successful learning
environment, especially in an "art and tech" environment for children.

From Kim.Rose at viewpointsresearch.org Tue Jan 14 16:15:21 2003
Date: Fri Apr 18 13:54:41 2003

Hello,

With the permission of Sebastian Hergott from Don Mills Middle School
in Ontario, Canada, I share with you an email I received from him
today which I found exciting and inspiring. I believe it may help in
the initial explorations of others using Squeak with their students,
and children. I think the idea of having the students create their
own projects with accompanying tutorials for new learners is
wonderful! I hope we can create a clearinghouse for such materials
to share around the world.

We look forward to continued reports and sharing from Sebastian,
Maria, (a parent volunteer who has been instrumental in the project
thus far) and the students at Don Mills!

    Kim

>
>
>Here is a summary of how I've integrated Squeak into my core
>classroom (Eng, Geo, Math, Art, ICT) over 10 -12 weeks. I believe
>it's important not to teach "hammer", (or computers, or Squeak), but
>to teach goal setting, questionning, problem solving, reflection,
>revision, communication and collaboration.
>
>My students have been working with Squeak since about mid October.
>Each had individual goals - highly idealistic to begin with - and
>set forth with small steps to achieve/solve/explore/build/create
>them. A parent volunteer in our class, Maria Cvetkovic, was
>instrumental in presenting Squeak concepts via BJ Conn's Tutorials
>to a small group of my students, who quickly became the class
>experts that shared presentations with others. For a couple weeks
>they explored and "presented" weekly discoveries. My passion was to
>see them explore, learn, share and build confidence. My role as
>teacher was always to observe and ask "How can this be open ended,
>creative, constructivist and yet be assessed according to Ministry
>strands?" Eventually, I came up with the
>summative task of each student writing their own Tutorial for the
>project they created. BJ Conn's Tutorials were great models for us.
>Each would have screen shots, numbered steps, a summary and a
>reflection. Students would learn not only how to use Squeak, but
>also how to communicate their learning in a more transferable medium
>through procedural writing and basic desktop publishing. It seemed

>to make sense to me that since we were part of a community that was
>developing ideas/uses/dreams for Squeak, that what we did with it be
>shared in an appropriate way.
>
>My students are currently "beta testing" each other's tutorials and
>will upload .pdf versions when revised and finished. We will also
>teach Squeak to a grade 7 class with these tutorials. Though it has
>taken time, they have learned/developed many other skills in
>addition to problem solving and Squeak scripting: file sharing,
>screen captures, image editing, text wrap, windows to mac to windows
>conversions, e-mail, attachments and file transfers, file formats,
>file management, footers/headers, among others. As well, they have
>all built relationships and confidence; designed a world and
>controlled aspects of it and discovered a community of users/fans
>for their projects. They have learned and developed goal setting;
>problem solving, critiqueing,
>reflecting, revising, communicating and collaborating with peer and
>adult experts. I think some even understand the concepts of "open
>source", "random" and "netiquette".
>
>Pretty impressive for grade 8. I'm very proud of them.
>
>As for the implementation of Squeak throughout the board... not
>everyone needs a hammer, but for those that do, I'd like to know
>that it is available and supported for all.
>
>Sebastian Hergott
>Teacher/Intermediate Program Coordinator - CyberARTS
>Arts and Information Technology Convener
>ASA (Academic Services Associate)
>Don Mills Middle School, tel. 395-2320
>17 The Donway East, Don Mills, Ontario, M3C 1X6, Canada
>sebastian.hergott@tel.tdsb.on.ca

From andreas.raab at squeakland.org Wed Jan 15 02:39:58 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hi Jahanzeb,

A few quick answers to your questions:

> 1) The school's PCs are networked, but offline. On installing
> the squeak plugin, and running it, it asks for updating itself
> but cannot. Would copying over the SqueakPlugin.image file from
> an updated version fix this?

Yes, it would. Though I'm wondering - did you mirror the Squeakland
stuff for offline use?! The plugin should only ask for updates when you
run it in the browser ... and then we generally assume that you are
online ;-)

> 2) To demonstrate the simplest of scripts, by creating a
> sketch, and then dragging the "Sketch Forward by 5" tile
> to the workspace, 50% of the time the tile transforms into
> a new script, and the other 50% it just sits there
> as a tile (and not a script).

The rule is: If you drag a tile out of the viewer, it *will* create a

new script. If you drag it out of an existing script it will *not*
create a new script. I know this is slightly inconsistent but it seemed
to be the best solution considering all the other tradeoffs.

> 3) Whats the easiest way of creating a central place where
> they can put their projects up in separate spaces, yet shareable
> and viewable by all? I have a swiki running on one of the PCs, and
> they are all on a LAN.

If you want each of the kids to have their own folder, you need some
sort of shared network drive they have access to. In order to identify
"their" folder they will have to log on though (so Squeak can see who
they are). There are some settings that one can use to make this
accessible (Mike might be able to help you with this).

> 4) To save a project, does the Publish button save it both
> locally and on a server?

Yes.

> Also, what's the easiest way for them to browse the
> projects that they have saved, without getting into
> the hassle of dragging-and-dropping
> from Windows explorer into the Squeak window?

Use the "FIND" button, Luke! In the nav bar where the publish button is.

From jahanzeb at lums.edu.pk Wed Jan 15 07:58:22 2003
From: jahanzeb at lums.edu.pk (Jahanzeb Sherwani)
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

>The rule is: If you drag a tile out of the viewer, it *will* create a
>new script. If you drag it out of an existing script it will *not*
>create a new script. I know this is slightly inconsistent but it seemed
>to be the best solution considering all the other tradeoffs.

Yes, this makes sense... but the problem I was having was that dragging a
tile out of the viewer was creating a script half the time, and not
creating a script the other half. We (sheepishly) were running the plugin
in a browser, and thus had not updated it -- could this have caused the
problem?

From andreas.raab at squeakland.org Wed Jan 15 17:23:26 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hi Jahanzeb,

> Yes, this makes sense... but the problem I was having was
> that dragging a tile out of the viewer was creating a script
> half the time, and not creating a script the other half.

Really... this is strange. I just filled my screen up with tiles and it
always created the script for me. Has anyone else maybe seen that problem?

But try to update one machine and see if that fixes it. If not, let us know.

> We (sheepishly) were running the plugin
> in a browser, and thus had not updated it --
> could this have caused the problem?

Not having updated it certainly wouldn't *cause* the problem, but updating
may fix it ;-) BTW, other than the update notification there really is not
much difference between running in a browser vs. running Squeak as an "app".
The main differences are:
* The browser is stealing both memory and computing cycles so we generally
prefer to run Squeak as an "app" unless you are browsing the web.
* The browser steals valuable screen space (navbar etc). This you can "get
back" by using the "escape browser" button (right next to "find" and
"publish")

From Alan.Kay at squeakland.org Wed Jan 15 08:41:13 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Hi Jahanzeb --

At 7:58 AM -0800 1/15/03, Jahanzeb Sherwani wrote:
> >The rule is: If you drag a tile out of the viewer, it *will* create a
>>new script. If you drag it out of an existing script it will *not*
>>create a new script. I know this is slightly inconsistent but it seemed
>>to be the best solution considering all the other tradeoffs.
>
>Yes, this makes sense... but the problem I was having was that dragging a
>tile out of the viewer was creating a script half the time, and not
>creating a script the other half. We (sheepishly) were running the plugin
>in a browser, and thus had not updated it -- could this have caused the
>problem?

I don't think so. I think all this is the result of a few decisions
we made several years ago that made some sense at the time, but
perhaps don't at all now. For example, when I first demoed etoys to
Disney in '97 or so, I wanted it to look like magic, and having the
tiles turn into a script when tossed on the desktop did just that.
But this created a huge violation of good UI design because it
produced a conflict that should never be there: at odds with how to
show the scripts made by the kids. We just decided to have them open
up on the desktop rather than create a new script for the tiles to go
into. Thus the conflict with making a new script.

The other problem that needs to be solved and fixed is when to do
something when tiles are dropped. I think what is happening to you is
that you might be dropping tiles somewhere other than the desktop
and the system is not reacting to this. At an earlier point in etoys
all drops did the same thing and this was changed (I can't remember
just why). Another example is that playfields are now made sticky and
can't be picked up directly with the mouse because children would
often miss when trying to touch something in the playfield and would
pick it up instead. However, this means that playfields can only be
moved with the black and brown handles, and this is yet another rule
to be learned (amongst too many rules already).

I think the right thing to do with regard to the tile drag and drop
cases is to have a better way to create a fresh script and then make
all tiles open up when tossed on the desktop. For example, we could
have a new handle in the halo make a script. This doesn't seem like a

good idea because there are too many handles in the halo already. A
better idea might be to put a new script button at the top of a
player's viewer so that it is really easy to make one whenever the
viewer is open. There is one of these inside the top of the viewer
menu, but this seems too hidden to me. What do all think about this?

Also, I think while we're at it, we should also expose the "make a
new variable" button that is also hidden in the top of the viewer
menu. ??

Fortunately, our experience over the last few years has been that the
children very quickly learn what to do in the UI, even with
inconsistencies in the UI (I think they all have built-in talents for
this since the real world of human cultures also has quite a few
inconsistencies(!)). However, my belief is that the only difficulties
that should be in a child's learning environment are ones that all of
us have put there to help the child -- there shouldn't be any
gratuitous difficulties from bad design ....

Cheers,

Alan

From m.rueger at acm.org Wed Jan 15 08:47:10 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Jahanzeb Sherwani wrote:

> Yes, this makes sense... but the problem I was having was that dragging a
> tile out of the viewer was creating a script half the time, and not
> creating a script the other half. We (sheepishly) were running the plugin
> in a browser, and thus had not updated it -- could this have caused the
> problem?

There are different forms of tiles, which makes it even a little more
confusing.
All the tiles that describe actions, e.g., turn by, forward, create a
script when dropped. Others, which only make sense in a certain context
in a script do not.
Examples for these are tests ("color sees", isUnderMouse) which need a
test tile to be dropped into and instance variables like "Sketch's x",
which belong into a value field (as in an assigment or other expression)
inside a script.

Michael

From m.rueger at acm.org Wed Jan 15 08:47:45 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

Jahanzeb Sherwani wrote:

> Yes, this makes sense... but the problem I was having was that dragging a
> tile out of the viewer was creating a script half the time, and not
> creating a script the other half. We (sheepishly) were running the plugin
> in a browser, and thus had not updated it -- could this have caused the

> problem?

There are different forms of tiles, which makes it even a little more
confusing.
All the tiles that describe actions, e.g., turn by, forward, create a
script when dropped. Others, which only make sense in a certain context
in a script do not.
Examples for these are tests ("color sees", isUnderMouse) which need a
test tile to be dropped into and instance variables like "Sketch's x",
which belong into a value field (as in an assigment or other expression)
inside a script.

Michael

From jahanzeb at lums.edu.pk Wed Jan 15 11:16:41 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Squeak ideas for a classroom/clubhouse

>Michael said:
>There are different forms of tiles, which makes it even a little more
>confusing.
>All the tiles that describe actions, e.g., turn by, forward, create a
>script when dropped. Others, which only make sense in a certain context
>*in* a script do not.
>Examples for these are tests ("color sees", isUnderMouse) which need a
>test tile to be dropped into and instance variables like "Sketch's x",
>which belong into a value field (as in an assigment or other expression)
>inside a script.

I forgot to mention, I was demonstrating the "forward by" and "turn by"
tiles only, and these same tiles on some PCs were making scripts, and on
others were not. Just an idea though, would it make it easier for kids if
the different types of tiles were color coded? Things like "sketch's x"
which can be used either as variables or as test conditions could then be
coded differently as well.

>Alan said:
>The other problem that needs to be solved and fixed is when to do
>something when tiles are dropped. I think what is happening to you is
>that you might be dropping tiles somewhere other than the desktop
>and the system is not reacting to this. At an earlier point in etoys
>all drops did the same thing and this was changed (I can't remember
>just why). Another example is that playfields are now made sticky and
>can't be picked up directly with the mouse because children would
>often miss when trying to touch something in the playfield and would
>pick it up instead. However, this means that playfields can only be
>moved with the black and brown handles, and this is yet another rule
>to be learned (amongst too many rules already).

Yes, this sounds like it might be what was happening -- unless it's not
detecting the drops within the desktop either. This brings me to another
difficulty I was having. There are some rare occasions when it doesn't
detect the mouse hovering a valid tile over a part in a script. For
instance, I had three test tiles, each with a 'color sees' test condition,
which would make the car turn or go forward. When I moved the third color
sees out of the script and tried to put it back, it wouldn't give me a
green hovering signal when I'd put the mouse above it. What ended up

working was moving the other two test blocks out of the script, putting the 'color sees' tile in the test condition for the remaining test block, and dragging the other two test blocks in. I tried this again and the error isn't happening. I'll try to note down the exact conditions under which these things happen the next time they do in case it helps. The next time I'm in the school (tomorrow) I'll try to replicate what we were doing the last time this happened.

We're trying to create a pool of examples that the kids can browse through themselves to see different things happening (animation, control, feedback) etc. and I was wondering what the easiest way is to understand how different morphs work. For instance, I saw a B3D sphere which was texture-mapped with an earth image and was rotating, which looked quite cool, but couldn't figure out how to get into the workings of what was going on. Could you tell me how the kids (or I) can reverse engineer a project to see how, say, one makes ?

Jahanzeb

From darius at inglang.com Wed Jan 15 12:01:17 2003
Date: Fri Apr 18 13:54:41 2003
Subject: UI rules for the Mind and not for an Object Class ;)

Hello everyone,

> yet another rule to be learned (amongst too many rules already)

> children very quickly learn what to do in the UI, even with inconsistencies in the UI

Is there, can there be, should there be a place to collect together these rules
or inconsistency between rules for us adults to learn?

In a wiki web page or a text morph in the Squeak/eToy distribution images perhaps?

> However, my belief is that the only difficulties
> that should be in a child's learning environment are ones that all of
> us have put there to help the child -- there shouldn't be any
> gratuitous difficulties from bad design

Here, here. As in "The Humane Interface" by Jef Raskin
Summary here: http://wiki.osafoundation.org/bin/view/Main/HumaneUserInterface

Cheers,
Darius

From Kim.Rose at viewpointsresearch.org Wed Jan 15 09:33:55 2003
Date: Fri Apr 18 13:54:41 2003
Subject: Fwd: Re: sharing projects, pictures & progress

Hi, folks -

I think you'll be interested in seeing the Squeak projects available now on this website: connect.larc.nasa.gov. Click on Dan's Domain at the bottom, click on MEASUREMENT, RATIOS, AND GRAPHICS: Who Added the "Micro" to Gravity? and then click on Squeak.

These projects are the fruits of the good work of Randall Caton,
currently on leave from Christopher Newport University and doing
research at NASA Langley Research Center. Randy can be reached at
rcaton@cnu.edu should you have question or suggestions.

Enjoy!
Kim

From Kim.Rose at viewpointsresearch.org Wed Jan 15 12:11:18 2003
From: Kim.Rose at viewpointsresearch.org (Kim Rose)
Date: Fri Apr 18 13:54:42 2003
Subject: Fwd: Re: Squeak ideas for a classroom/clubhouse

>Date: Wed, 15 Jan 2003 10:03:48 -0800
>To: jahanzeb@lums.edu.pk
>From: Kim Rose <Kim.Rose@viewpointsresearch.org>
>Subject: Re: Squeak ideas for a classroom/clubhouse
>
>Hi, Jahanzeb -
>
>Thanks for sharing your initial experiences and suggestions.
>
>Your suggestions on the Paint tutorial are well taken; we will
>revisit that and make some changes based on your experience and
>suggestions. Thanks.
>
>I am suprised to hear this:
>>2) To demonstrate the simplest of scripts, by creating a sketch, and then
>>dragging the "Sketch Forward by 5" tile to the workspace, 50% of the time
>>the tile transforms into a new script, and the other 50% it just sits there
>>as a tile (and not a script). Only after dragging an "empty script" tile,
>>and then putting the "forward by 5" tile onto it, does it achieve the
>>desired effect. Is there something that I'm doing differently in these 2
>scenarios, or is it something else?
>
>I cannot drag the "sketch forward by 5" tiles to the workspace
>*without* it creating a script to contain those tiles....hmmm?? Can
>anyone else offer an insight? (Scott, perhaps???) The "empty"
>script is available an an alternative way to start..
>
>I see that Andreas Raab addressed your other questions.
>We wish you continued good luck with your sessions! Your input
>provides us with great feedback so that we can continue to improve
>Squeak and help others as they begin to use it too.
>
> -- Kim
>
>
>
>At 1:00 PM -0800 1/14/03, Jahanzeb Sherwani wrote:
>>Hello everyone,
>>
>>Thanks to everyone who replied... it's been excellent advice, and I will
>>write back in great detail to each of your mails individually. Right now,
>>I'm in between the two weekly sessions (Tue & Thu) and have a truckload of
>>things to take care of before then, most importantly planning the next
>>session and going over what happened in our first one with my research
>>supervisor. I can probably write a rather good "How NOT to conduct your
>>first squeak session with children" paper right now! :) Having been through

>>one session, and reading your mails again, I realize the importance of a
>>variety of pertinent points that each of you have put across.
>>
>>For instance, I assumed that the tutorials would be a great place to start,
>>so I cobbled together an offline version of the tutorial page on
>>squeakland.org and we got the kids to start off with the Paint tutorial.
>>However, without having a *need* to learn, and a context to learn within,
>>it seemed to everyone that we were introducing nothing more than a
>>glorified paint program, until the very end when we were able to get them
>>to put in some basic functionality. That was just one of the mistakes we
>>made in our research design.
>>
>>One suggestion that I have, though, is that in the Paint tutorial where it
>>says to drag a paint icon into the working area, MOST kids dragged it out
>>onto the world, not just the work area, and so weren't able to access the
>>nextpage prevpage yellow buttons. In fact, I even made this mistake myself
>>at home, but I figured that others would not be silly enough to do it too!
>>If there's any workaround for that problem, it might help for subsequent
>>users of the tutorial. Just a suggestion!
>>
>>I can describe the various problems (mostly due to my mistakes in setting
>>up the structure session) in great detail if anyone is interested.
>>Actually, my research supervisor (who co-conducted the session with me)
>>suggested we should actually write another paper on what we were thinking,
>>and how things actually happened, so that others who embark on similar
>>projects don't get into them again.
>>
>>Anyway, I'll get to these concerns on the weekend most probably. Right now
>>I have a few pressing technical concerns that I need to fix before our next
>>session:
>>
>>1) The school's PCs are networked, but offline. On installing the squeak
>>plugin, and running it, it asks for updating itself but cannot. Would
>>copying over the SqueakPlugin.image file from an updated version fix this?
>>I'm now assuming it will, but I didn't get a chance to try this because the
>>error came too late in the game for me to try new things at the time.
>>
>>2) To demonstrate the simplest of scripts, by creating a sketch, and then
>>dragging the "Sketch Forward by 5" tile to the workspace, 50% of the time
>>the tile transforms into a new script, and the other 50% it just sits there
>>as a tile (and not a script). Only after dragging an "empty script" tile,
>>and then putting the "forward by 5" tile onto it, does it achieve the
>>desired effect. Is there something that I'm doing differently in these 2
>>scenarios, or is it something else?
>>
>>3) Whats the easiest way of creating a central place where they can put
>>their projects up in separate spaces, yet shareable and viewable by all? I
>>have a swiki running on one of the PCs, and they are all on a LAN.
>>
>>4) To save a project, does the Publish button save it both locally and on a
>>server? Also, what's the easiest way for them to browse the projects that
>>they have saved, without getting into the hassle of dragging-and-dropping
>>from Windows explorer into the Squeak window?
>>
>>Again, I'm deeply grateful for the thoughtful responses that I've received
>>from all of you who wrote back to my initial mail. Thank you all very much,
>>and I'll get back to in a few days.
>>
>>Jahanzeb Sherwani
>

>

Using Squeak in Instruction and Learning
General Orientation required for attendees of both sessions -
April 10 (5:00pm - 9:00pm)
Two workshops available (choose one):
MSTU5510 (section number and CRN TBA) April 11
MSTU5510 (section number and CRN TBA) April 12
9:00am - 6:00pm
Available for 1 credit @ $780 or 1.5 CEU's @ $225
Instructors: Dr. Danielle Kaplan, Kim Rose, BJ Conn, & Alan Kay

These workshops provide an introduction to Squeak, a software
program that provides opportunities for instructors to construct
learning materials. Influenced by the theories of Dewey and
Montessori, Squeak is a technology medium designed for creating
projects and representing ideas with programmable objects, which can
be shared over the Internet. Of use to teachers, learning
specialists, and educational technology developers, these workshops
will explore using Squeak in instruction and learning. Elementary,
middle and high school teachers interested in integrating technology
into curricula are especially encouraged to attend. During the
course, participants will be introduced to Squeak's capabilities,
with activities that will include hands-on practice. In addition,
participants will design instructional and research activities under
the guidance of the group. Readings will be provided prior to the
workshop via the web. Visit www.squeakland.org for more information
on the program.

Dr. Alan Kay will present the lecture on April 10th for the General
Orientation. Workshops on April 11 and 12 will be led by Danielle
Kaplan, Kim Rose (Viewpoints Research Institute, and Hewlett Packard)
and BJ Conn, 4th and 5th grade teacher at the Los Angeles Open
Charter School.
Dr. Danielle Kaplan is Assistant Professor of Technology and
Education at Teachers College.

If you wish to enroll, please contact:
Squeak Workshop- MSTU5510
The Center for Educational Outreach and Innovation
Teachers College, Columbia University
Phone: (212) 678-3987
Fax: (212) 678-8417
Email: CEOI_mail@exchange.tc .columbia.edu

From Just4Fun000 at msn.com Thu Jan 16 10:19:59 2003
From: Just4Fun000 at msn.com (Just4Fun)
Date: Fri Apr 18 13:54:42 2003
Subject: Squeak Newbie-Morphic/Squeak Questions-TIA

Hello and TIA for any help that you might decide to offer a newbie to
Squeak!

I've been around computers and programming for some while, but I just
stumbled on to Squeak! I've searched for documentation and looked at
some of the tutorials. I've also purchased a book that really doesn't
seem to apply(too old). I've also searched this forum, but not really
finding what I am after so I wonder if you could help clarify some
questions that I have?

1. Squeak! looks more like an authoring system (aka-Multimedia Fusion, Click & Create, MediaForge etc). Yet it seems much more portable than most of them and it also seems to compile to C! Is Squeak! a language that works like an authoring system?

2. I've looked at the tutorials that are included with Squeak!, but I can't tell how (or where) the actual script is happening. I'd like, for example to figure out how to place a button on the world and have it respond to a user's button click. When I look at the Morphic script area in the tutorials, I don't see that there is anything happening. Where do I look to see examples of how something is happening in Squeak?

3. AFAIK, the documentation for Morphic and Squeak is terrible. Is there any documentation that actually tells what all of Morphic menus do and how to use them? This seems like a feature that would be helpful in the development system, but maybe I'm missing something.

Squeak! seems like a fantastic language. I'm not mathematical and I've tried many languages. I like authoring programs, but they aren't portable to various platforms and their runtimes are huge. I would like to develop for my Jornada 720 WindowsCe machine, my palm machine, etc.Is there some documentation related to pda development someplace. I've only found a couple of sites and they don't deal with much basic stuff.

   Thanks again for any help that you might like to offer.

From darius at inglang.com Fri Jan 17 11:29:48 2003
Date: Fri Apr 18 13:54:42 2003
Subject: News from the International Game Developers Association - A Game that teaches Teachers

SimTeacher: Teachers Get to Make Virtual Decisions
[Jan 05 - Industry News]

The BBC has a story on a teacher/school simulation currently in development. This game will be used to train teachers and help them see the impact of their
decisions on students and colleagues.
http://news.bbc.co.uk/2/hi/uk_news/education/2453907.stm

A recent editorial at Game Research talks of other potentials of games and learning.
http://www.game-research.com/art_game_on_conference.asp

[This sounds a bit like SimuLearn - http://www.SimuLearn.net
- Darius]
_____

Medical Potential of Online Games
[Jan 01 - Industry News]

A Games Research column describes the healing potential of online games in a hospital setting, pointing mainly towards such games' social and community oriented strengths.
http://www.game-research.com/art_other_worlds.asp

On the games as "bad drugs" side, Jive Magazine has a thoughtful article on
online games addictive nature.
http://jivemagazine.com/content_articles.php?ID=104
_____

Sociology of Racing Games
[Dec 31 - Industry News]

AVault has a very interesting look at the social/cultural impact of racing
games over the years. The article covers the male focus of the racing genre
and
its implications on supporting negative gender stereotypes. The piece also
suggest that seemingly "socially acceptable" games like Gran Turismo have
likely more to do with incidents of road rage than GTA3 might...
http://www.avault.com/articles/getarticle.asp?name=pistonenvy&page=1
_____

I would like to invite discussion on these articles if you are interested.

Cheers,
Darius

From jahanzeb at lums.edu.pk Sat Jan 18 11:28:06 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Creating a project with links to other projects locally

Hi,

This is a technical question. I made a project by dragging many other
projects into it, to make a sort of 'portal', and saved it on my local
folder only. On reopening this project, it says it can't find the projects
I had linked through the drag-and-drop operation. For example, I create a
project "toplevel" into which I drag projects "a" "b" and "c". I save, quit
squeak, start squeak, and reopen "toplevel". It then tells me that it can't
find either of the three project files. This was done using the Squeak
plugin image.

Any ideas?

One thing I tried to do was to change the path to the project ("file://blah
blah") so that it was just a filename, but couldn't figure out how to edit
the fields. How does one do that?

Jahanzeb

From jahanzeb at lums.edu.pk Sat Jan 18 11:28:06 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Squeak ideas for a classroom/clubhouse

At 07:07 AM 1/13/2003 -0800, Alan Kay wrote:
>What we try to do is inspired by Montessori: to come up with projects
>that the kids absolutely treat as toys and play, that also have (we
>...

I think this is a really powerful idea, one that we haven't managed to
truly tap into in our first week because of the structure we chose for the
sessions. In fact, I think it might even be worthwhile for us to look into
what Montessori said, or how it's practiced today, because I think what
we're donig is (unintentionally) much closer to the traditional School

methods of teaching (instructionist) rather than a constructi(on/v)ist way of letting them do whatever it is they want to do.

I've put up a long ramble about my experiences in the first two sessions up at http://203.128.1.227/research (it's a swiki! :), and it's pretty long and non-concise because my advisor wanted to have a log so that when he continues the project after I'm gone with other researchers, the learning curve is reduced to some extent.

To sum it up, we started off with the tutorials in the first session, and then went on to show them some basic scripts and give them (in retrospect, perhaps too complicated) a challenge involving x, y, and heading values of an object. Although a lot of kids went through with this, the main question I kept asking myself was: if I was one of these kids, I wouldn't be as interested in jumping through the hoops that these 'teachers' are giving me; I'd want to make something that I want to make, and have these guys help me along the way.

Thus, I'm still talking about Papert's Constructionism -- learning by making -- because I really believe that that's the best way to learn, when you involve yourself in a meaningful project, *especially* when learning a programming environment/language. Anindita's point about having plenty of examples ready is really pertinent. Having concise examples of how to use different aspects of the (programming) environment is essential in learning its building blocks, but to have complex examples of how these building blocks can be put together to create something larger is also important in inspiring larger designs. Of course, I have no idea what the broader educational community thinks of the above assertions I've just made, and if any of you could recommend some texts or websites which address these pedagogical issues, I'd love to read them.

But what keeps getting to me is the fact that I'd planned to let the kids be free to make whatever they wanted to make -- computer games, stories, anything -- but what has ended up happening is that we're guiding the whole class through almost like a lecture! I guess this is the critical difference between a 'facilitator' and a 'teacher'. You want to let the Montessori-esque 'playfield' be open to self-directed learning, but then you also want to teach them certain things that you feel are important. After having gone through this experience, rereading your mails makes much more sense.

Kim, your suggestions to give a 'content area', as well as to use challenges, are great. I think that by making them focus on a specific area (or even with a challenge), you really enable them to get immersed into a specific field, to really get to understand the basics of what's going on -- something that "do what you want to, kids" doesn't realistically allow. Also, by guiding the direction but not forcing the choice of project, there's a lot of flexibility for the kids doing what they want to do. Further, as John pointed out, asking questions and making criteria for success is good as it lets the kids do what they want to do, but answer the things that you think they should learn or at least think about, so both aims are met. Also, it helps us in gathering quantitative data!

>This led them to write similar scripts to accellerate a painted
>object to match the movie. (We have a nice video clip of this
>process.)

This is extremely interesting. It reminds me of a paper I read by Gary Stager, where he talks about students who were given the task of making a LEGO Mindstorms car that could climb as steep an incline as possible. One

of the students found the best match of wheel-material/ramp-material pairs
that led to the hardest angle and then examined printouts of microscope
magnifications of both materials -- she found out that the wheels had
microscopic 'spikes' which fit into almost perfectly matching microscopic
'grooves' in the ramp. Technology really does enable students to observe
natural phenomena more closely.

How was your velocity/acceleration/gravity/movie-clip session structured? I
think this is a crucial aspect in replicating such findings. If possible,
I'll try to work on a similar project if my advisor agrees. However, I'd
like to know how these concepts were introduced to them, when and how the
idea of videotaping an actual falling object was given to them (or whether
they thought of it themselves), and how they reacted to it. Please let me
know if there's any written material on this at all.

>Once they had a script that would move objects as gravity moves them,
>they had a new tool and toy to make gravity games, etc.

Maybe this is a good tool to get kids to learn: ask them to make whatever
they want to make; if a few want to learn how to (suppose) simulate gravity
for a game, teach them the fundamentals of gravity through methods like
you've mentioned above... this would 'arm' them with the tools they need to
adequately address the gravity issue they faced earlier, and gives them a
context and desire to learn about the principle of gravity in the first
place, to a greater extent than perhaps their natural curiosity would.

>>2) How does one introduce the medium as something that is infinitely
>>malleable, and that it is ok to add/change something if you don't like it?
>
>Most children have a big revelation about this in their first few
>hours of doing stuff. We've noticed it happening many times when they
>put a new costume to their car object and realize that they can make
>anything and make it do anything.

Ours haven't yet, and I think it's mostly due to the fact that we haven't
been doing a good job of enabling them to see Squeak as a platform to 'make
anything and make it do anything'. We need to be more facilitator-like and
less teacher-like. Any advice would also be appreciated! I think we need to
really apply most of the ideas many of you gave in your responses to my
initial question.

>Teach the older ones a few days before the younger ones. You can
>start with the same set of projects, but the older children can go
>quite a bit further and faster. So it's a good idea to have more
>project ideas for them.

Actually this is interesting too.. we started off with a wide range of
ages, and didn't want to make the younger ones think it was too hard, and
thus we painstakingly made the first session as easy as possible.
Unfortunately, this had the opposite effect on the eldest student, who left
because he felt it was too easy, and child's play for him. After the
session I spent some time going over the more advanced features of what he
could do with Squeak, and that did pique his interest, and although he said
he would continue attending, he didn't show up for the next class.

More project ideas for them is a great idea and we've now realized that we
need to keep diversity in the projects and in their difficulty levels, to
allow different kids to find their 'niche' and also to give us some good
quantifiable data regarding who chose what project and why.

>The simple bottom line here is that young children especially are
>interested in things they can *do*. So you will have no problems.
>Freire was talking much more about trying to educate adults who had
>grown up in traditional cultures (and here, I think, he was most
>right).

I agree with you completely, and I apologize for misrepresenting Freire
(Anindita also mentioned something along these lines). However, what I
meant was that most kids in schools in Pakistan (even those that are
following British curricula of the O'Levels and A'Level exams) don't get
exposed to true Science ever in school. You're taken through the motions,
and you cover the facts/formulae/etc to get good grades, but you never feel
a sense of connection to what you do. A hands-on project -- like the one
you mentioned about videotaping gravity in action, and then simulating it
yourself -- is exactly the kind that I think would spur interest and
enthusiasm, and bring about learning both the concept of gravity, and
perhaps more importantly, the Scientific method of how one arrives at such
ideas.

>> Does anyone have any experience in addressing these
>>concerns best through the use of environments such as Squeak?
>
>I think Mitchel Resnick of the Media Lab has had more experience than
>we have, with his various LOGO in schools projects in Latin America,
>and his more recent computer clubhouses around the world.

Yes, I've applied for grad studies at the Media Lab (the three Epistemology
& Learning groups) and spoke to Mitchel Resnick. They've done some great
work in this department, and I really hope to continue my research and
study there (if I get accepted!). Anindita, I believe the Future Of
Learning group has done most of the
LOGO-in-constructionist-environments-across-the-world type stuff, am I
right? Would you know the best place for me to get descriptions of actual
experiences over there, if there are any? I've read Arnan Sipitakiat's
thesis as well as David Cavallo's, and they did mention many interesting
points.

--

It's gotten to be quite a long reponse... just one last point. One thing
that I got from watching the kids, and going over much of the literature on
such environments is that kids are natural computer users in a sense --
maybe its to do with their 'language instinct'. What would happen if you
had a bunch of kids with Squeak (or any other such no floor/ceiling
environment) and you let them create, collaborate, learn, in whatever way
they wanted, and encouraged them to teach each other as much along the way
-- all with minimal outside interaction with elders or teachers. If
self-directed, self-sustaining, effective learning is possible in such a
paradigm, it might mean a lot for places where skilled teachers are scarce,
but computers and logistics are not. This is something I'm interested in
pursuing further during the current project in a limited sort of way; has
anyone heard of work done in a similar vein?

Sorry for the long mail... I'll try to keep subsequent ones shorter!

Jahanzeb

From benay at dara-abrams.com Sat Jan 18 16:07:59 2003
Date: Fri Apr 18 13:54:42 2003

Subject: Squeak Course - Teachers College/Columbia University

Kim -

I am very interested in attending the short course. However, I was wondering
if you would be offering such a course anywhere in California in the near
future. I have downloaded Squeak and have been looking at how to use it to
implement the multi-intelligent online learning modules that I developed for
E-Commerce and Internet Computing Master's level courses.

Would you let me know if you'll be offering the same course on the west coast
sometime soon? If not, I'll go ahead and register for the course at Teachers
College on Tuesday morning since I would really like to move forward in using
Squeak to support multi-intelligent online learning technology courses in
higher ed.

Thanks very much, and I look forward to learning how to use Squeak in
instruction and learning!

Benay

Subject: Using the arrow keys in Squeak E-toys
Date: Mon, 20 Jan 2003 14:02:09 -0500
From: "Deutsch, Eric Thomas" <DeutschET@Wofford.Edu>

To Whom It May Concern:

A few of my fellow students and I have been trying to figure out how to
use the arrow directional keys to control objects in Squeak(using
E-toys). So far, none of us have been able to figure it out, or to find
another program from which to use as an example. We would greatly
appreciate any help.

Thank you,

Eric Deutsch

From jahanzeb at lums.edu.pk Mon Jan 20 12:46:05 2003
Date: Fri Apr 18 13:54:42 2003
Subject: [Fwd: Using the arrow keys in Squeak E-toys]

Using the Object Catalog/browser in the supplies bin, you can access the
'games' folder which has tetris, which does use keyboard inputs. This
brings me again to my previous question, how does one make things such as
tetris transparent, so that kids (or even adults!) can see how it was made
to do what it does.

No response from the Squeak team for some time... I think they're quite
busy right now!

Jahanzeb

From m.rueger at acm.org Mon Jan 20 14:47:54 2003
Date: Fri Apr 18 13:54:42 2003

Subject: Creating a project with links to other projects locally

Hi,

it sounds like you are running into the "sandbox trap"...

For security purposes Squeak enables a so called sandbox as soon as you
load a project. The reason for this security measure is the fact that
projects contain scripts and we don't restrict what these scripts may do
(like accessing files etc). In order to prevent damage (even unintended)
  we restrict access to the My Squeak folder upon activating the sandbox.

Try copying all your projects to the user folder within My Squeak.

The best solution for this (and publishing in general) is setting up
your own SuperSwiki (swiki + project publishing).

I will send another message announcing the availability of a first
version of a ready to use installer shortly.

Michael

Jahanzeb Sherwani wrote:
> Hi,
>
> This is a technical question. I made a project by dragging many other
> projects into it, to make a sort of 'portal', and saved it on my local
> folder only. On reopening this project, it says it can't find the projects
> I had linked through the drag-and-drop operation. For example, I create a
> project "toplevel" into which I drag projects "a" "b" and "c". I save, quit
> squeak, start squeak, and reopen "toplevel". It then tells me that it can't
> find either of the three project files. This was done using the Squeak
> plugin image.
>
> Any ideas?
>
> One thing I tried to do was to change the path to the project ("file://blah
> blah") so that it was just a filename, but couldn't figure out how to edit
> the fields. How does one do that?
>
> Jahanzeb
>
>

From m.rueger at acm.org Mon Jan 20 14:57:17 2003
Date: Fri Apr 18 13:54:42 2003
Subject: SuperSwiki Installer

Hi all,

I just uploaded a first version of an installer and some docs for
setting up your own SuperSwiki (swiki + project publishing (tanks to Bob
Arning for the project publishing code)):

http://www.squeakland.org:8080/super/312

You can run this SuperSwiki on any machine on your local network or on a

public server. Using a SuperSwiki avoids a lot of problems usually
encountered when using local file system or file servers.

Please let me know if it works for you and feel free to contact me or
the list with any questions regarding the SuperSwiki.

The installer a first stab at a ready to use SuperSwiki so there will
most likely be some problems and gotchas.

Michael

From Kim.Rose at viewpointsresearch.org Mon Jan 20 16:40:34 2003
Date: Fri Apr 18 13:54:42 2003
Subject: [Fwd: Using the arrow keys in Squeak E-toys]
Hi -

This may be relevant to Eric Deutsch's query:

Karl Ramberg sent this a while ago -- it may be help you with what
you are trying to do with your students
http://www.squeakland.org/listarchive/squeakland/msg00357.html

    -- Kim

PS -- We *are* very busy -- heading back to Japan later this week!
But we're *reading*!!

From m.rueger at acm.org Tue Jan 21 21:17:49 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Creating a project with links to other projects locally

Forwarded mail by Ted Kaehler:

Jahanzeb,

        The code that writes projects out does not write out
s ub-projects. Here is how you can get your portal project to work.
        Go into each of the sub-projects and write them out (using
the Save button on the Nav bar). Then go to your portal project and
write it out to the same directory.
        Later when you have loaded the portal project, clicking on
the small picture of another project should load it automatically.

--Ted.

  >>This is a technical question. I made a project by dragging many other
  >>projects into it, to make a sort of 'portal', and saved it on my local
  >>folder only. On reopening this project, it says it can't find the
projects
  >>I had linked through the drag-and-drop operation. For example, I
create a
  >>project "toplevel" into which I drag projects "a" "b" and "c". I
save, quit
  >>squeak, start squeak, and reopen "toplevel". It then tells me that it
can't
  >>find either of the three project files. This was done using the Squeak

>>plugin image.

From tacmanphil at mac.com Wed Jan 22 07:43:13 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Thanks for the offer, BJ.
I'm currently working with an elementary school,so I'm sure the
students I have contact with are similar in age to your students. Right
now I'm teaching a MicroWorlds class in which students are creating
their own games (mazes and the like) So, I tried making a maze in
Squeak. One problem I've encountered involves getting an object (my
car) to stay within a confined area...I want it to bounce off the wall
of the rectangle I drew, the way it bounces off the perimeter of the
screen. With the lack of documentation, I'm at a loss.

Phil

From jahanzeb at lums.edu.pk Wed Jan 22 04:56:19 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Hi Phil,

I had the SAME experience today. I was interested in making a maze-like
game, and was stuck at how to make it bounce of a wall. There are a couple
of ideas that came to mind:

- if it touches the wall (overlap, touchesA, color sees), make the car move
back.

The problem here is if you had turned around, and gone backwards to crash
into the wall, you would continue to go into the wall -- not what we want!

- if touch, make car go in the opposite direction to the joystick.

Again this isn't satisfactory at all.

- if touch, make car stop.

This means the car will be stuck indefinitely.

Also, the lack of left/right movement tiles make the movement very
un-PacMan like which is unintuitive. If one uses the language construct:

car's x <- car's x + 1

.. it's too intimidating for schoolkids who've had no programming
experience to understand.

If anyone has any better ideas on how to make a maze, I'd also really like
to know. Further, any word on how to use the keyboard to do anything? Also,
if the kids want to see how the tetris game was made, for instance, what's
the best way they would do this?

With the Squeak team busy, I guess we'll have to wait for some time for a

response. Is there anyone on the squeak team who's not going to Japan? :)

Jahanzeb

From jahanzeb at lums.edu.pk Wed Jan 22 04:56:30 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Hi Phil,

I had the SAME experience today. I was interested in making a maze-like
game, and was stuck at how to make it bounce of a wall. There are a couple
of ideas that came to mind:

- if it touches the wall (overlap, touchesA, color sees), make the car move
back.

The problem here is if you had turned around, and gone backwards to crash
into the wall, you would continue to go into the wall -- not what we want!

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to know. Further, any word on how to use the keyboard to do anything? Also,
if the kids want to see how the tetris game was made, for instance, what's
the best way they would do this?

With the Squeak team busy, I guess we'll have to wait for some time for a
response. Is there anyone on the squeak team who's not going to Japan? :)

Jahanzeb

From Kim.Rose at viewpointsresearch.org Wed Jan 22 10:23:51 2003
From: Kim.Rose at viewpointsresearch.org (Kim Rose)
Date: Fri Apr 18 13:54:42 2003
Subject: etoy issues/making games and mazes

Hi,

In repsonse to recent email queries about making mazes/and creating
scripts with feedback, I direct you to the "project swiki" that is

part of the Squeakland site:

http://www.squeakland.org:8080/super/gallery

If you specifically check out the "Robot car in Maze" and "Sensor Car" projects you can see by using a conditional/test tile and the "color sees" tiles you can make a simple feedback script by just using "forward by" and "turn by" tiles.

What's great in this kind of project is the kids need to think about the direction of their object's heading and if the object needs to turn left or right to keep on the course and therefore they need to think about using positive or negative numbers. This is very simple and does not even require thinking about x or y coordinates. (We introduce that later.) The kids LOVE making all kinds of variations of mazes and games.

By the way, *any* of you can and are welcome to publish/post your examples to this Project Gallery/Swiki.   To do this, hold down the "Publish" button on the gold navigator bar and select, "Publish to another server". After you have named the project you wish to share, you'll get a directory in a blue window. Selecting "Squeakland BSS" will publish your project to this page on the Squeakland site.   We'd love to see more examples here!

I hope these examples help!
have fun,
Kim

From Alan.Kay at squeakland.org Wed Jan 22 17:44:47 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

How old are these children? 10 year olds on up have no trouble with "x" and "y" (and that is a good convention for them to learn in math).

Pull out the

        car's x <- 5

tiles. Click on the caret in the "<-" to turn it to "increase by" so you get:

        car's x increase by 5

This is the same as
          car's heading <- 90
          car forward by 5

"Increase by" is a very powerful idea in mathematics and this is an excellent way for 10 year olds and up to start to learn it.

Don't give up on the running the maze problem. Do a few simpler things first. Get the kids to try to go around the inside of the room with a blindfold on by feel. You can usually help them discover that a good way to do this is (in English) something like:

        student move around room   ticking

          Forward by a little
          Test wall touch

Yes turn a little away from wall
                 No turn a little towards the wall

This is a nice feedback program. Draw a road (say <brown>)with the
paint system. Draw a dot of some color (say <blue>) on the front of
the car. Try:

           car followroad

           forward by 5
           Test car's color <blue> sees <brown>   You can pick
these colors from your paintings
                Yes car turn -5
                 No car turn 5

This will make the car move about the outside of the road. I think
there are some examples of projects kids did branching out with this
idea on the squeakland.org site.

A good next project is to figure out ways to make a car go down the
middle of a road. Children have come up with many solutions to this
that include different colored stripes, more than one sensor
(sometimes they use the two headlights, etc.)

Once this is done, then one only has to realize that a maze is a kind
of road ...

Then there are some very nice ways of thinking about how to get out
of an arbitrary maze. A good start to this is first just make a
script (or two) that will move the car through a maze and around
corners. Then think about trying to explore the maze with the car.

Here's another way to think about "bounce". Ask yourself about what
is the change of angle that happens when your player senses an
obstacle. Do it for horizontal and vertical lines first....

From jahanzeb at lums.edu.pk Wed Jan 22 22:31:40 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

At 05:44 PM 1/22/2003 -0800, Alan Kay wrote:
>Once this is done, then one only has to realize that a maze is a kind
>of road ...

I've uploaded a project to the BSS super swiki called '4-sensor maze'. It's
not working as well as it should, so if anyone can improve upon it, please
do so and upload it back. My constraints were that it should be simple
enough to make it easy to explain and understand, but powerful enough to
work properly. I don't think this solution meets either of these
constraints, but it would be great if someone else can improve upon it.

Jahanzeb

From amela at advanced.org Thu Jan 23 16:53:47 2003
Date: Fri Apr 18 13:54:42 2003
Subject: A couple of questions around Squeak

Hi everyone,

I am new in the group and I may be asking something that you already discussed in this forum. I apologize if I will be repeating it.

1.   Did any of you study (even on a small sample) the difference between the projects that had the following emphasis: "creating to learn myself" versus "creating to teach someone else". If you did what was your experience? Did you use Squeak or some other tool? If you used Squeak for this purpose what was the quality of the material/project produced and how was it accepted by the "users" of such Squeak lessons?

2. Was the production value of Squeak projects something that your students commented and if they did what were their comments? Was it ever relevant for the learning goals that you have set? (here I have in mind comparison between the production value of best web sites and 3D games, and Squeak projects)

3. Did you have a chance to follow up on your students who used Squeak in your classes - do they continue using it in other classes? At home? After they leave your classes and move to the higher grades?

4. Have you noticed any difference between the ways Squeak is used by girls and by boys (themes selected, scripting styles, level of details...)?

5. What is the latest set of file formats that are supported (i.e. could be imported) in Squeak project? Does it support all file formats as an average web browser?

Many thanks for your comments in advance!

best,
Amela

From andreas.raab at squeakland.org Thu Jan 23 23:54:38 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Hi Jahanzeb,

This problem can be very cleanly solved by separating out the individual cases and write a script for each single one. Here is an example:

batman collideTop <ticking>
Test   batman's top color sees maze's color
  Yes batman's y decrease by batman's y speed

The above handles the case of colliding with the "top edge of batman" in which case it takes the current y speed and applies it inversely to keep batman within the maze (otherwise you would be able to go through the walls). You can write similar scripts for bottom, left, and right.

The above still isn't perfect because you will find that batman is going to "vibrate" when he hits a wall. We should reset the speed when we bump into a wall so that batman isn't going to repeatedly try to run into the wall, e.g.,

```
batman collideTop <ticking>
Test     batman's top color sees maze's color
   Yes batman's y decrease by batman's y speed
        batman's yspeed <- 0.
```

The nice thing about writing individual ticking scripts is that it is easy
to test them individually and see if they are working correctly. And once
you got one of them going all the others follow naturally. Also note that at
this point your control script is really only concerned with the joystick
control which makes it a lot simpler to read and understand.

Hope this helps,
  - Andreas

From Origbj at aol.com Thu Jan 23 20:24:47 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Phil:

As it sounds like you just made another painting, they do not see each other
unless given some rule so that they do. But, if you want something to stay
within a confined space, pull out a playfield from your supplies bin and
place the painting in it. It will act just like the world and bounce off the
wall of the playfield.

Bestm
BJ

From jahanzeb at lums.edu.pk Fri Jan 24 01:19:04 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Hi Andreas,

I see what you mean about clean scripts. I tried it:

http://www.squeakland.org/project.jsp?http://ravi.lums.edu.pk/sherwani/4-Sen
sor Maze.002.pr

but it still doesn't work.

Some more technical questions that I hope you can answer:

1) Kids want to use the keyboard to control their creations. What do I tell
them?

2) How does one use the max function? suppose I want to set xspeed <- max
of xspeed,-xspeed) ... how do I do this?

3) When publishing a project (why not save/load instead of publish/find?),
due to the lossy compresion on the graphics, the color values I've put into
the 'color sees' option don't work out, especially since i've resized the
image. Whats the easiest way for a child to not encounter this problem?

4) A kid wants to know how to make chess, I want to know how to make

tetris. Is there any way we can see and understand the way these objects were created for Squeak so that we can make them ourselves too?

5) Is there any way to edit a script in text mode and then see the changes come up in tile mode, or is it that once you've left tile mode and made a change, there's no going back?

6) One kid wanted to make pinball, and initially set it up so that a ball goes up in a playfield, hits an object, and bounces off it. How do you make objects bounce off other objects the way they bounce off playfield borders? He made it turn 180 but that only works if you make it hit the object head on. I couldn't figure out any easy way of making this happen.

Any suggestions would be greatly appreciated!

Jahanzeb

From arning at charm.net Fri Jan 24 08:01:08 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

On Fri, 24 Jan 2003 01:19:04 -0800 Jahanzeb Sherwani <jahanzeb@lums.edu.pk> wrote:
>4) A kid wants to know how to make chess, I want to know how to make
>tetris. Is there any way we can see and understand the way these objects
>were created for Squeak so that we can make them ourselves too?

Jahanzeb,

There certainly is, but it's something rather different from the tile-based programming you have been discussing in your emails.

- open a browser (world menu/open/browser)
- in the top-left pane select Morphic-Games
- in the next pane to the right, there are three classes: Tetris, TetrisBlock and TetrisBoard. Select one of these
- in the top-right pane are the methods in that class. Select one and the code for that method will appear in the bottom pane.

This will let you see how Tetris was created. Learning how to make one yourself is the subject of a somewhat longer discussion. ;-)

Cheers,
Bob

From anindita at media.mit.edu Fri Jan 24 13:38:31 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Squeak ideas for a classroom/clubhouse

Quick response:

> To sum it up, we started off with the tutorials in the first session, and
> then went on to show them some basic scripts and give them (in retrospect,
> perhaps too complicated) a challenge involving x, y, and heading values of
> an object. Although a lot of kids went through with this, the main question
> I kept asking myself was: if I was one of these kids, I wouldn't be as
> interested in jumping through the hoops that these 'teachers' are giving

> me; I'd want to make something that I want to make, and have these guys
> help me along the way.

I think the big thing here is what makes a good challenge? It's a tough
question. Seymour just wrote a paper in which he talks about
"project-based mathematics." A lot of school math now claims to be
project-based. You learn a concept, then apply it in a project. The
inverse of that, however, is how math was developed. People made things,
built things, then formalized those experiences into the elegant
mathematics that we see today.

A challenge like the one Gary and others use often is ramp climbing with
Lego robots. Make a car to climb the steepest ramp possible. It's a
straightforward challenge, but to solve it, a lot of physical issues come
up, like friction, center of gravity, torque, etc. The kids talk about how
a car is top-heavy and falls over and the facilitators introduce formal
language to describe and dissect the problem, like "center of gravity" for
"top-heavy." I think a project about "x, y and heading" falls under the
first category of taking a concept and applying it, whereas "program a car
that finds its way through a maze" may use similar concepts, but is
something the children can easily see as something they can personalize
and do their own way. The "x, y, heading" challenge is also abstract. Kids
spend a lot of time trying to guess what the teacher wants. In a more
specific challenge, like make a car to climb a ramp or make a maze game,
there's less expectation for coming up with the right idea. The goal is
specific, the means is completely personal.

> study there (if I get accepted!). Anindita, I believe the Future Of
> Learning group has done most of the
> LOGO-in-constructionist-environments-across-the-world type stuff, am I
> right? Would you know the best place for me to get descriptions of actual
> experiences over there, if there are any? I've read Arnan Sipitakiat's
> thesis as well as David Cavallo's, and they did mention many interesting
> points.

Look at the publications online:

http://learning.media.mit.edu/publications.html
http://www.papert.org/works.html

There are a couple of theses on there which have the most in-depth
information of projects, like the projects in Thailand (David Cavallo and
Roger Sipitakiat). Paulo Bliksteins wrote about work in Brazil. I wrote
about a project in Boston. We as a group are in the process of writing up
and putting together information about all of the projects (documentation
is our big theme right now). We have days of video to log and edit and
thousands of photographs to sort and explain. A long, but constructive
process. It's kind of like trying to document Squeak *grin* An
ever-evolving process. Oh, but I highly recommend Edith Ackermann's essay
on Piaget's Constructivism vs. Papert's Constructionism. She worked with
both Piaget and Seymour and gives highly nuanced descriptions of their
theories and how they are different.

> maybe its to do with their 'language instinct'. What would happen if you
> had a bunch of kids with Squeak (or any other such no floor/ceiling
> environment) and you let them create, collaborate, learn, in whatever way
> they wanted, and encouraged them to teach each other as much along the way
> -- all with minimal outside interaction with elders or teachers. If
> self-directed, self-sustaining, effective learning is possible in such a
> paradigm, it might mean a lot for places where skilled teachers are scarce,

> but computers and logistics are not. This is something I'm interested in
> pursuing further during the current project in a limited sort of way; has
> anyone heard of work done in a similar vein?

Seymour's fond of saying that school is the only place where people are
segregated by age. If you kept 6 month olds with only other 6 month olds,
no one would ever learn to walk or talk. It's important to have people of
different experience levels and types to share those experiences. Kids
might be able to work in an environment like that, but they need access to
experts. I'm sure kids who work with Alan Kay and Kim Rose and other
members of the Squeak team make huge leaps because they have facilitators
to encourage them but also to push them deeper and introduce them to all
sorts of possibilities. While many of the teachers may not have
programming expertise, they do have other experiences and knowledge that
can be used. Also, in every country where we've worked, people have always
said "Our teachers aren't skilled enough, our teachers can't do that." But
when given the chance to learn in a constructive manner, teachers who had
never touched a computer before made huge leaps and created compelling
projects (that wowed the same people who said "our teachers can't") on
their own.

Not such a quick response as I'd expected. Getting off the soap box
now. . .

:)

Anindita

From jahanzeb at lums.edu.pk Fri Jan 24 13:48:26 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Bob,

Thanks a lot... this is what I was looking for. Is there more info about
this on the www.squeak.org site?

Is there any way to create a middle ground between the squeakland tiles and
the world-browser-code type thing? I remember reading about the three
levels of Squeak, targetted to elementary school-kids, a middle audience,
and then expert users... did anything become of the middle one?

Also, is there any way to make the tiles' code transparent? For instance,
if I want to see how a the 'bounce' tile makes the object bounce and apply
the same algorithm to a 'color sees' test block's 'yes' section, is there
any way to copy paste code or something of the sort between these two parts?

>Jahanzeb,
>
>There certainly is, but it's something rather different from the
tile-based programming you have been discussing in your emails.
>
>- open a browser (world menu/open/browser)
>- in the top-left pane select Morphic-Games
>- in the next pane to the right, there are three classes: Tetris,
TetrisBlock and TetrisBoard. Select one of these
>- in the top-right pane are the methods in that class. Select one and the
code for that method will appear in the bottom pane.
>

>This will let you see how Tetris was created. Learning how to make one
yourself is the subject of a somewhat longer discussion. ;-)
>
>Cheers,
>Bob
>
>

From arning at charm.net Fri Jan 24 17:51:34 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Jahanzeb

On Fri, 24 Jan 2003 13:48:26 -0800 Jahanzeb Sherwani <jahanzeb@lums.edu.pk>
wrote:
>Thanks a lot... this is what I was looking for. Is there more info about
>this on the www.squeak.org site?

Yes, check the Documentation page. There are tutorials, books, this mailing
list and swikis (particularly http://minnow.cc.gatech.edu/squeak/1)
referenced there. All of these can help.

>Is there any way to create a middle ground between the squeakland tiles and
>the world-browser-code type thing? I remember reading about the three
>levels of Squeak, targetted to elementary school-kids, a middle audience,
>and then expert users... did anything become of the middle one?

Well, you can try turning on the preference 'universalTiles' which make tile
programming look a bit more like programming and a little less like tiles.
This may be hard to back out of, so don't do it if you need to get back to
where you started without quitting and restarting Squeak.

>Also, is there any way to make the tiles' code transparent? For instance,
>if I want to see how a the 'bounce' tile makes the object bounce and apply
>the same algorithm to a 'color sees' test block's 'yes' section, is there
>any way to copy paste code or something of the sort between these two parts?

While still in "classic" mode (i.e. before enablilng universalTiles) in each
tile script there is a menu item to 'show code textually'. This will let you
see a bit more under the hood. What you will see, however, are generally
simple messages sent to self, in the case of bounce, something like:

        self bounce: 'croak'

You can find the implementation of #bounce: by highlighting the word
including the colon and pressing cmd-m (or alt-m).

As to going back and forth, that's a bit trickier. Tiles only show a subset
of normal Squeak/Smalltalk and thus may fail if you make changes textually
that are outside this subset. Once you start changing a script (method in
normal Squeak parlance) textually, it's best to stay in text mode for that
script.

Cheers,
Bob

From jahanzeb at lums.edu.pk Sun Jan 26 04:38:51 2003

Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues -- Keyboard Control of etoys

Hi,

This does definitely work and it's better than no keyboard control.
However, it would be really great if you could have keyboard control
working regardless of the keyboard's repeat/delay rates, instead focussing
on detecting the keydown and keyup events (if that's possible). This way,
you could have two keys pressed and they would both register... ie, you can
press left and forward, and the car should turn left and move forward
simultaneously.

This might not seem like a big deal, and maybe it isn't, but I remember
when I was young and trying to program on my own, this was one of the main
things I used to want to get my program to do. I even managed to get it
finally, and was really proud of that, but it would be great to have the
functionality in squeak to be able to do this without much of a hassle.

Let me know your thoughts on this,

Jahanzeb

At 12:32 AM 1/26/2003 -0800, you wrote:
>Hi, Jahanzeb,
>
>>1) Kids want to use the keyboard to control their creations. What do I tell
>>them?
>
>There is currently no direct support for keyboard control of etoys,
>but it would not be hard to add.
>
>Try loading the attached project to see one possible approach. If
>people like this, we could consider adding something like it to the
>etoy system. Comments please!
>
>Cheers,
>
>   -- Scott
>
>Attachment Converted: "c:\j\eudora\attach\Keyboard_Navigation_Demo.006.pr"
>

From jahanzeb at lums.edu.pk Sun Jan 26 04:57:20 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Bob,

>Well, you can try turning on the preference 'universalTiles' which make tile
>programming look a bit more like programming and a little less like tiles.
>This may be hard to back out of, so don't do it if you need to get back to
>where you started without quitting and restarting Squeak.

Could you tell me where I can find these preferences? I looked and looked
but have no idea where they could be.

Also, when in 'show code textually' mode, how do I save what I've written?
I tried doing alt-s which asked me for my initials, and then it seemed to

work. However, on reverting to tile mode, it said it would lose the changes
it made. I assume this means that there is no way of getting back to tile
mode with the changes updated (even though the change might have been
simply changing a value from say 5 to 10). You'd said "Once you start
changing a script (method in normal Squeak parlance) textually, it's best
to stay in text mode for that script" but from what I can see, you don't
really have a choice, you HAVE to stay in text mode. Am I correct?

Jahanzeb

From arning at charm.net Sun Jan 26 09:04:48 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues

Jahanzeb

On Sun, 26 Jan 2003 04:57:20 -0800 Jahanzeb Sherwani <jahanzeb@lums.edu.pk>
wrote:
>>Well, you can try turning on the preference 'universalTiles' which make
tile
>>programming look a bit more like programming and a little less like tiles.
>>This may be hard to back out of, so don't do it if you need to get back to
>>where you started without quitting and restarting Squeak.
>
>Could you tell me where I can find these preferences? I looked and looked
>but have no idea where they could be.

world menu/help/preferences, then go to the scripting section.

>Also, when in 'show code textually' mode, how do I save what I've written?
>I tried doing alt-s which asked me for my initials, and then it seemed to
>work. However, on reverting to tile mode, it said it would lose the changes
>it made. I assume this means that there is no way of getting back to tile
>mode with the changes updated (even though the change might have been
>simply changing a value from say 5 to 10). You'd said "Once you start
>changing a script (method in normal Squeak parlance) textually, it's best
>to stay in text mode for that script" but from what I can see, you don't
>really have a choice, you HAVE to stay in text mode. Am I correct?

Looks that way. I thought I remembered otherwise, but since converting the
text to tiles might not be possible, the only reliable option is to go to the
last tile version when you want to see tiles again.

Cheers,
Bob

From Alan.Kay at squeakland.org Sun Jan 26 11:03:49 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues -- Keyboard Control of etoys

You could also try a joystick player. Look in the supplies bin to see
what they do.

Cheers,

Alan

>
>At 12:32 AM 1/26/2003 -0800, you wrote:
>>Hi, Jahanzeb,
>>
>>>1) Kids want to use the keyboard to control their creations. What do I tell
>>>them?
>>
>>There is currently no direct support for keyboard control of etoys,
>>but it would not be hard to add.
>>
>>Try loading the attached project to see one possible approach. If
>>people like this, we could consider adding something like it to the
>>etoy system. Comments please!
>>
>>Cheers,
>>
>>   -- Scott
>>
>>Attachment Converted: "c:\j\eudora\attach\Keyboard_Navigation_Demo.006.pr"
>>

--

From jahanzeb at lums.edu.pk Sun Jan 26 13:29:32 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues -- Keyboard Control of etoys / Alice

>You could also try a joystick player. Look in the supplies bin to see
>what they do.

Yes they tried that... but such a control mechanism isn't what kids are
used to. In traditional games, it's either a point-and-click interface, or
the mouse controls your first-person perspective completely, or you use the
keyboard. Even though the kids are using these joystick objects, the
consistency with which the question 'can I use the keyboard?' comes up
makes me believe that they would really prefer that.

Alice '99 is implemented in Squeak, but its greatest strength -- the
drag-and-drop interface -- is missing. I was glad to see a Teddy-like 3D
object creator in OpenCroquet though. Any plans to implement Alice's
easy-to-use interface in Squeak?

Have you guys checked out Alice2 (www.alice.org)? It's extremely slow and
made in java, but the interface is really slick in the sense that it
follows the same tile mechanism for programming, and also has a couple of
other neat features (arrow keys/mouse controls for objects such as '*mouse*
controls *car*', for/while loops, do-together/do-in-order options for
multiple actions).

One thing I particularly liked about Alice's interface was what the team
themselves summed up in http://www.alice.org/stage3/lessons.html where they
talk about controlled exposure to power:

==
We can use function overloading and optional keyword parameters in a
programming language to mask API complexity until the user is motivated to
learn it. Users start by learning the simple versions of commands, and as
they themselves become more sophisticated they learn the more complex

variations of commands.

```
Ex.    bunny.move(forward)
        bunny.move(forward, distance=2)
        bunny.move(forward, distance=2, duration=4)
        bunny.move(forward, distance=2, duration=4, asSeenBy=helicopter)
        bunny.move(forward, distance=2, duration=4, asSeenBy=helicopter,
        style=abruptly)
==
```

This in my opinion is good because it allows the user/child to progress
from a simple idea to harder ones gradually, as required. Even though
Squeak has no ceiling, the jump from novice to anything higher is
humongous. One step has you dealing with a limited number of tiles that can
do a limited number of things, and the next step requires you to get into
technical code to do anything more complex like using a keyboard or
creating an error-free pac-man type game. Ideally, this should be a
gradient/continuum of increasing complexity.

In Squeak, I believe the different levels of power are 1) etoy classic, 2)
etoy 'universal-tiles', and 3) text-based programming. However, I couldn't
really figure out whether there were any real differences in *power*
between the first two levels other than different names for the same tiles.
If this is true, then there are really two levels, etoys and superusers...
which means that the 'no floor / no ceiling' concept is there, yet the link
between these two paradigms is so immense that its almost like two entirely
different environments that have no obvious link, at least for the users of
the simpler environment. Any comments?

Jahanzeb

From jahanzeb at lums.edu.pk Sun Jan 26 13:29:32 2003
Date: Fri Apr 18 13:54:42 2003
Subject: Etoy issues - universal tiles

>world menu/help/preferences, then go to the scripting section.

Thanks a lot!

>Well, you can try turning on the preference 'universalTiles' which make tile
>programming look a bit more like programming and a little less like tiles.
This
>may be hard to back out of, so don't do it if you need to get back to
where you
>started without quitting and restarting Squeak.

It certainly makes it look more like programming, but the functionality is
exactly the same from what it looks like. Is this true?

Also I searched for tutorials on the wiki but it was quite confusing,
especially since the tutorials page is empty. Is there any recommended way
to get fluent with the non-etoy squeak? Ah I just remembered
http://www.squeak.org/documentation/index.html has many tutorials that I
should look at.

Jahanzeb

From scott.wallace at squeakland.org Mon Jan 27 19:34:12 2003

From: scott.wallace at squeakland.org (Scott Wallace)
Date: Fri Apr 18 13:54:43 2003
Subject: Reacting to Keystrokes in Etoys

Several people have mentioned recently that they would like to be
able react to keystrokes in etoy scripts.

Attached is a simple project that illustrates one straightforward way
that this could be done. Please have a look -- examine the
"navigate" scripts of the two objects -- and see what you think.

If there is interest, we could add this to the etoy system. Comments please!

From: csawtell at paradise.net.nz (Christopher Sawtell)
Date: Fri Apr 18 13:54:43 2003
Subject: Reacting to Keystrokes in Etoys

On Tue, 28 Jan 2003 16:34, Scott Wallace wrote:
> Several people have mentioned recently that they would like to be
> able react to keystrokes in etoy scripts.
>
> Attached is a simple project that illustrates one straightforward way
> that this could be done. Please have a look -- examine the
> "navigate" scripts of the two objects -- and see what you think.
>
> If there is interest, we could add this to the etoy system. Comments
> please!

My 13 y.o. son says "Yes please!".

I say that the other desired enhancement would be to have a square root
function added to the math operators in the tiles.

Yes I know that one can do a Newtonian iteration, but that's too time
consuming for children during a school lesson.

From DeBuskJT at wofford.edu Tue Jan 28 07:10:54 2003
Date: Fri Apr 18 13:54:43 2003
Subject: Basic Collision Detection

I've been working for the past few weeks on a very basic billiards game
that requires collision detection. While I can "bounce" off the sides of
the table just fine, I'm having real trouble getting two balls to "see"
one another and collide. I can't quite grasp how it should be done w/o
some sort of brute force method where each ball checks to see if it
currently colliding with every other ball.

This way seems inefficient and requires a lot of work... plus I can
never seem to figure out WHERE I should actually be detecting the
collision (should the game sort of work this out, or should balls be
responsible for their own collision detection?).

At this stage, I don't need it to be very realistic, I just want it to
work. Has anyone worked out a similar problem before (or seen code that
does something similar in Smalltalk/Squeak)? Is there any advice anyone
can give me?

From ajbn at cin.ufpe.br Tue Jan 28 10:40:39 2003
Date: Fri Apr 18 13:54:43 2003
Subject: Reacting to Keystrokes in Etoys

Using Karl Ramberg's CS (as mentioned by Kim
<http://www.squeakland.org/listarchive/squeakland/msg00467.html>), I have
created a simple project too. You can control the "Star" using the arrows
key in your keyboard :)I have attached both the project file and the change
set file (sorry for
that, but I am not allowed to upload to
<http://www.squeakland.org:8080/super>. How can I get permission to do
this?).First, file in Karl Ramberg's change set (you can get a File List to do
that in the Tool category of the Object Catalog in the Supplies flap) and
then load my project. Press the go button and have fun with the arrows key
;)I have uploaded the project to Squealand-BSS too; the name is "Keyboard
Demo (Brazil)".Scott, what do think?
Cheers,

Antonio Barros
Graduate Student (and Squeak lover ;))
Brazil

> Several people have mentioned recently that they would like to be able
> react to keystrokes in etoy scripts.
>
> Attached is a simple project that illustrates one straightforward way
> that this could be done. Please have a look -- examine the
> "navigate" scripts of the two objects -- and see what you think.
>
> If there is interest, we could add this to the etoy system. Comments
> please!
>
> Cheers,
>
>   -- Scott

Name: Keyboard Demo (Brazil).001.pr
Type: application/x-zip-compressed
Size: 60009 bytes
Desc: not available
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030128/
c1daf57a/KeyboardDemoBrazil.001.bin
-------------- next part --------------
'From Squeak3.2 of 11 July 2002 [latest update: #4956] on 28 August 2002 at 4:
34:45 pm'!
"Change Set: etoy keystroke
Date: 28 August 2002
Author: Karl Ramberg

Adds ability for any morphs to recive keystrokes and trigger etoy scripts.
To test this:
Add a morph to your project.
Open a viewer on the morph.
Add a new script to it.
Set the trigger to keystroke.
Add a test tile to the script.
Select Basic category in the viewer flap.
Drag and drop a 'morph's keystroke' tile to the test part of the test tile.
Now set the 'morph's hasKeyboardFocus' to true.

Press a key.
Look in the viewer keystroke tile and notice that there is a number next to
it. This is the keystrokes ASCII number.
Change the test tile to check for conditions when the the keystroke is equal
to that number.
Then add a tile to the tests 'Yes' condition
something like 'morph forward by 5'
Now when the morph has keyboard focus and you press the key that equals the
number you put in, the morph will move forward by 5.
Enjoy"!

```
BorderedMorph subclass: #PasteUpMorph
        instanceVariableNames: 'presenter model cursor padding
backgroundMorph turtleTrailsForm turtlePen lastTurtlePositions isPartsBin
autoLineLayout indicateCursor resizeToFit wantsMouseOverHalos worldState
griddingOn '
        classVariableNames: 'DisableDeferredUpdates MinCycleLapse StillAlive '
        poolDictionaries: ''
        category: 'Morphic-Worlds'!


!Morph methodsFor: 'event handling' stamp: 'kfr 8/25/2002 09:42'!
getKeyStroke
 ^ self valueOfProperty: #userKey! !

!Morph methodsFor: 'event handling' stamp: 'ar 10/28/2000 22:18'!
handlesKeyboard: evt
        "Return true if the receiver wishes to handle the given keyboard
event"
        self eventHandler ifNotNil: [^ self eventHandler handlesKeyboard: evt]
.
        ^ false
! !

!Morph methodsFor: 'event handling' stamp: 'kfr 8/25/2002 09:43'!
keyDown: event
        self setProperty: #userKey toValue: event keyValue! !


!Morph class methodsFor: 'scripting' stamp: 'kfr 8/26/2002 11:01'!
additionsToViewerCategoryBasic
        "Answer viewer additions for the 'basic' category"

        ^#(
                basic
                (
                        (slot x 'The x coordinate' Number readWrite Player
getX Player setX:)
                        (slot y         'The y coordinate' Number readWrite
Player     getY Player setY:)
                        (slot heading  'Which direction the object is facing.
0 is straight up' Number readWrite Player getHeading Player setHeading:)
                        (command forward: 'Moves the object forward in the
direction it is heading' Number)
                        (command turn: 'Change the heading of the object by
the specified amount' Number)
                        (command beep: 'Make the specified sound' Sound)
                        (slot keyStroke 'the key currently pressed' number
readWrite player getKeyStroke  unused unused)
                        (slot hasKeyboardFocus 'whether the object recieve
keyboard events' Boolean readWrite Player getKeyboardFocus unused
```

```
setKeyboardFocus:)
                )
        )
! !



!PasteUpMorph methodsFor: 'event handling' stamp: 'kfr 8/25/2002 09:46'!
handlesKeyboard: evt
        ^(self isWorldMorph or:[evt keyCharacter == Character tab and:[self
hasProperty: #tabAmongFields]]) ! !



!PasteUpMorph class methodsFor: 'scripting' stamp: 'kfr 8/25/2002 09:44'!
additionsToViewerCategories
        "Answer a list of (<categoryName> <list of category specs>) pairs
that characterize the phrases this kind of morph wishes to add to various
Viewer categories."

        ^ # (

(playfield (
(command initiatePainting 'Initiate painting of a new object in the standard
playfield.')
(slot mouseX 'The x coordinate of the mouse pointer' Number readWrite Player
getMouseX  unused unused)
(slot mouseY 'The y coordinate of the mouse pointer' Number readWrite Player
getMouseY  unused unused)
(command roundUpStrays 'Bring all out-of-container subparts back into view.')
(slot numberAtCursor 'the Number at the cursor' Number readWrite Player
getNumberAtCursor Player setNumberAtCursor: )
(slot playerAtCursor 'the object currently at the cursor' Player readWrite
Player getValueAtCursor  unused unused)
(slot graphicAtCursor 'the graphic worn by the object at the cursor' Graphic
readOnly Player getGraphicAtCursor  unused unused)
(command unhideHiddenObjects 'Unhide all hidden objects.')))

(collections (
(slot cursor 'The index of the chosen element' Number readWrite Player
getCursor Player setCursorWrapped:)
(slot playerAtCursor 'the object currently at the cursor' Player readWrite
Player getValueAtCursor  unused unused)
(slot firstElement  'The first object in my contents' Player  readWrite
Player getFirstElement  Player  setFirstElement:)
(slot NumberAtCursor 'the number at the cursor' Number readWrite Player
getNumberAtCursor Player setNumberAtCursor: )
(slot graphicAtCursor 'the graphic worn by the object at the cursor' Graphic
readOnly Player getGraphicAtCursor  unused unused)
(command removeAll 'Remove all elements from the playfield')
(command shuffleContents 'Shuffle the contents of the playfield')
(command append: 'Add the object to my content' Player)
(command prepend: 'Add the object to my content' Player)
))

(#'stack navigation' (
(command goToNextCardInStack 'Go to the next card')
(command goToPreviousCardInStack  'Go to the previous card')
(command goToFirstCardInBackground 'Go to the first card of the current
background')
(command goToFirstCardOfStack 'Go to the first card of the entire stack')
(command goToLastCardInBackground 'Go to the last card of the current
```

```
background')
(command goToLastCardOfStack 'Go to the last card of the entire stack')
(command deleteCard 'Delete the current card')
(command insertCard 'Create a new card')))

(viewing (
(slot viewingNormally 'whether contents are viewed normally' Boolean
readWrite Player getViewingByIcon Player setViewingByIcon: )))


(#'pen trails' (
(command liftAllPens 'Lift the pens on all the objects in my interior.')
(command lowerAllPens  'Lower the pens on all the objects in my interior.')
(command arrowheadsOnAllPens  'Put arrowheads on the ends of strokes of pens
on all objects.')
(command noArrowheadsOnAllPens  'Stop putting arrowheads on the ends of
strokes of pens on all objects.')
(command clearTurtleTrails 'Clear all the pen trails in the interior.'))))
! !


!Player methodsFor: 'slot getters/setters' stamp: 'kfr 1/21/2001 19:34'!
getKeyStroke
 ^self  costume getKeyStroke! !

!Player methodsFor: 'slot getters/setters' stamp: 'kfr 8/28/2002 16:30'!
getKeyStrokeAndFireScript
     self getKeyStroke.
        self fireOnce! !

!Player methodsFor: 'slot getters/setters' stamp: 'kfr 8/26/2002 10:58'!
getKeyboardFocus
        ^ costume = ActiveHand keyboardFocus! !

!Player methodsFor: 'slot getters/setters' stamp: 'kfr 8/28/2002 16:29'!
setKeyboardFocus: aBoolean
        aBoolean
        ifTrue: [costume on: #keyStroke send: #getKeyStrokeAndFireScript to:
self.
ActiveHand newKeyboardFocus: costume]
        ifFalse:[ActiveHand releaseKeyboardFocus]! !

!Player methodsFor: 'scripts-execution' stamp: 'kfr 8/27/2002 23:49'!
fireOnce
        "If the receiver has any script armed to be triggered on mouse down
and/or mouse-up, run those scripts now -- first the mouseDown ones, then the
mouseUp ones."

        self instantiatedUserScriptsDo:
                [:aScriptInst |
                        aScriptInst status == #mouseDown ifTrue: [aScriptInst
fireOnce]].
        self instantiatedUserScriptsDo:
                [:aScriptInst |
                        aScriptInst status == #mouseUp ifTrue: [aScriptInst
fireOnce]].
        self instantiatedUserScriptsDo:
                [:aScriptInst |
                        aScriptInst status == #keyStroke ifTrue: [aScriptInst
fireOnce]].
```

```
! !


!ScriptInstantiation methodsFor: 'status control' stamp: 'kfr 8/25/2002 00:
10'!
presentScriptStatusPopUp
        "Put up a menu of status alternatives and carry out the request"

        | aMenu reply standardStati  m |
        "NB; the keyStroke branch commented out temporarily until keystrokes
can actually be passed along to the user's scripting code"

        standardStati _ #(normal paused ticking mouseDown mouseStillDown
mouseUp mouseEnter mouseLeave mouseEnterDragging mouseLeaveDragging opening
closing keyStroke).
        aMenu _ SelectionMenu labelList:  #(
                'normal'                    " -- run when called"
                'paused'                    "ready to run all the time"
                'ticking'                   "run all the time"
                'mouseDown'       "run when mouse goes down on me"
                'mouseStillDown'          "while mouse still down"
                'mouseUp'                   "when mouse comes back up"
                'mouseEnter'      "when mouse enters my bounds, button up"
                'mouseLeave'      "when mouse exits my bounds, button up"
                'mouseEnterDragging'     "when mouse enters my bounds, button
down"
                'mouseLeaveDragging'     "when mouse exits my bounds, button
down"
                'opening'         "when I am being opened"
                'closing'         "when I am being closed"
                'keyStroke'       "run when user hits a key"
                'what do these mean?'
                'apply my status to all siblings'
                )
                lines: #(1 3 6 10 12 13)
                selections: (standardStati, #(explainStatusAlternatives
assignStatusToAllSiblings)).

        reply _ aMenu startUpWithCaption: 'When should this script run?'.
        "(reply == #keyStroke) ifTrue: [^ self inform: 'user-scripted fielding
of keystrokes is not
yet available.']."

        reply == #explainStatusAlternatives ifTrue: [^ self
explainStatusAlternatives].
        reply == #assignStatusToAllSiblings ifTrue: [^ self
assignStatusToAllSiblings].
        reply ifNotNil:
                [self status: reply.  "Gets event handlers fixed up"
                reply == #paused ifTrue:
                        [m _ player costume.
                        (m isKindOf: SpeakerMorph) ifTrue: [m stopSound]].
                self updateAllStatusMorphs]! !

PasteUpMorph removeSelector: #getKeyStroke!
PasteUpMorph removeSelector: #keyDown:!


From m.rueger at acm.org  Tue Jan 28 06:32:55 2003
From: m.rueger at acm.org (Michael Rueger)
```

Date: Fri Apr 18 13:54:43 2003
Subject: SuperSwiki Installer

Jahanzeb Sherwani wrote:
>>Hi all,
>>
>>I just uploaded a first version of an installer and some docs for
>>setting up your own SuperSwiki (swiki + project publishing (tanks to Bob
>>Arning for the project publishing code)):
>>
>>http://www.squeakland.org:8080/super/312
>
>
> What's the admin username/password by default?

swiki, passwd squeak.

you can find the settings in the file security.xml for each of the swikis.

From voiklis at redfigure.org   Tue Jan 28 15:01:24 2003
Date: Fri Apr 18 13:54:43 2003
Subject: Etoy issues

> Looks that way. I thought I remembered otherwise, but since converting
> the text to tiles might not be possible, the only reliable option is
> to go to the last tile version when you want to see tiles again.

Is there a quick and easy way to create new/custom tiles and, thus, avoid
chaging to text mode?

From voiklis at redfigure.org   Tue Jan 28 15:15:21 2003
Date: Fri Apr 18 13:54:43 2003
Subject: Etoy issues - universal tiles

> It certainly makes it look more like programming, but the
> functionality is exactly the same from what it looks like.
> Is this true?

I too would like to know the difference between the two tile types: is the
functionality the same and, if so, what are the benefits of using one over
the other?

From anindita at media.mit.edu   Tue Jan 28 15:33:22 2003
Date: Fri Apr 18 13:54:43 2003
Subject: [Q] adding new tiles? (fwd)

This was in response to a question about adding tiles for TextMorphs, but you
can generalize from this example.

---------- Forwarded message ----------
Date: Sun, 14 Apr 2002 13:26:40 -0700
From: Ted Kaehler <Ted@squeakland.org>
Subject: Re: [Q] adding new tiles?

Anindita,
        See the method TextMorph class>>additionsToViewerCategories.
That is where you need to add a line for each new tile you want.

Make a duplicate of the inner array below, and edit it.

```
#((basic "The category name in the viewer" (
(slot  characters "name on the tile"
    'The characters in my contents'    "balloon help string"
    String      "Type that it returns"
    readWrite   "both setting and getting"
    Player   "put into viewers on objects of this class"
    getCharacters    "getter selector  (your method name goes here)"
    Player    "put into viewers on objects of this class"
    setCharacters:     "setter selector  (your method name goes here)")
"another slot" )))
```

--Ted.

At 12:08 PM -0400 4/14/02, Anindita wrote:
>Hi,
>
>I'd like to add a few tiles to the TextMorph viewer and I was wondering
>where I can write the code to do this. I've looked through
>Morphic-Kernel, Morphic-Basic, Morphic-Text Support and Morphic-Scriptors,
>etc. to try to find where tile functions are defined and how tiles are
>created, but I've been getting a little bit lost in all of the methods.
>
>I saw some methods under TextMorph's "scripting access" that match the
>text-specific viewer tiles. Can I just add a few methods there and have
>them automatically tiled and added to textmorph viewers or is there a
>more involved multi-layer process?
>
>I also saw that many of the viewer tile scripts are defined in
>Morphic-Scripting Player. . . again, is this the place to define new
>methods to create new tiles?

From anindita at media.mit.edu Tue Jan 28 15:39:55 2003
Date: Fri Apr 18 13:54:43 2003
Subject: universal tiles info (fwd)

More forwarded information, this time from Scott Wallace regarding
universal tiles. This response might be a bit dated because it was sent
last year, but hopefully it'll be shed some light on the question of
universal tiles :)

---------- Forwarded message ----------
Date: Mon, 15 Apr 2002 13:45:11 -0700
From: Scott Wallace <scott.wallace@squeakland.org>
Subject: Re: Fwd: RE: squeak question

Anindita, Leo, and all,

Sorry for the delay in replying...

(1) In Squeak 3.2 and beyond, the choice of whether "universal tiles"
are in effect or not is governed by a Preference called
"universalTiles." Each project can have its own private value for
the Preference, so you can have some projects that feature universal
tiles and otheres that feature "classic tiles."

(2) When you request a switch from "classic" tiles to "universal"
tiles in a project, all tile scripts and all tile viewers in the
project are converted over to the "universal" regime. But the
converse is not true -- there is no mechanism for converting
"universal" scripts and viewers over to "classic" ones. If you set
the universalTiles preference back to false, you're given a warning
about this.

(3) You can toggle back and forth between universal-tile scripting
and textual scripting in a Scriptor using the same checkbox control
that you use to toggle between tiles and text in "classic" tiles.
The UI for this has vastly improved since 3.0, so this is another
reason why everyone interested in doing tile scripting of either
flavor should be working in 3.2 gamma or later.

(4) Ted Kaehler has been the essential force behind "Universal
tiles," which were originated by Bob Arning and also worked on by Dan
Ingalls over recent years.

    -- Scott

PS: In earlier Squeaks, I recall that when you chose "use universal
new tiles" from any menu in a project, the project flipped over
immediately and irreversibly to using universal tiles, and I think
there was some difficulty involving the interplay between "textual
scripting" and universal tiles at that time. I think that that is
what stung Anindita. Best to get a fresh start in 3.2gamma.

At 7:03 AM -0700 4/12/02, Kim Rose wrote:
>Scott,
>Wasn't the sitch Anindita describes something that was an
>bug/problem and got fixed? In any case, would you repsond to him?
>thanks!
>Kim
>
>>Date: Thu, 11 Apr 2002 23:17:50 -0400 (EDT)
>>cc: ml-squeakers@media.mit.edu
>>Subject: RE: squeak question
>>
>>It's 3.0
>>
>>I downloaded the 3.2 gamma a few hours ago and noticed that the menu item
>>isn't there, although the code updates list changes in the universal tile
>>system. I'll keep looking and post on squeak-dev-- see if anyone can
>>help.
>>
>>On Thu, 11 Apr 2002, Leo Burd wrote:
>>
>>> - Anidita,
>>>
>>> Apparently, I don't have the menu item you're referring to. Which
>>> version of Squeak are you using?
>>>
>>> Leo
>>>

```
>>>
>>>  > -----Original Message-----
>>>  > From: Anindita [mailto:anindita@media.mit.edu]
>>>  > Sent: Wednesday, April 10, 2002 5:15 PM
>>>  > To: ml-squeakers@media.mit.edu
>>>  > Subject: squeak question
>>>  >
>>>  > Hi guys,
>>>  >
>>>  > I've been playing with scripts and tiling and discovered that
>>>  > if you open up a script editor on any morphic object, you can
>>>  > click on the tile that says [Object script1] and a menu pops
>>>  > up with various options, like toggling between text and tile
>>>  > versions of the script.  No surprises there, but there's a
>>>  > menu item that says "use universal new tiles" that I hadn't
>>>  > noticed before, so I tried it out.  It does this cool thing
>>>  > where all of the text is converted into a different kind of
>>>  > tile, the whole look and feel of the etoys system changes
>>>  > also.  The problem is, I can't undo it and go back to the
>>>  > regular text implementation of scripting, so I can't
>>>  > textually edit scripts in this world anymore.  It's not a
>>>  > crisis since I can just export all of this stuff into a new
>>>  > world without universal tiling, but it's quite annoying.  Any
>>>  > ideas on how to undo this and go back to normal text/tile scripting?
>>>  >
```

From benjamin.kunst at web.de   Wed Jan 29 11:37:11 2003
Date: Fri Apr 18 13:54:43 2003
Subject: <no subject>

I fear, I need some very basic explanation.
I've played with my local installation (painting, trying the samples..) but I
didn't find out how implement scripts for objects.
I've also tried to find that out with the tutorials, but trying to start the
car tutorial (where scripts are introduced, I suppose) a message reads:
"Reading an instance of ScrollController.
Which modern class should it translate to?
Let me type the name now
Let me think about it
Let me find a conversion file on the disk"
The only option, coming into question, no 3 leads to an error.

Can anybody help me (is there something like a manual)?

From Kim.Rose at viewpointsresearch.org   Wed Jan 29 12:56:20 2003
Date: Fri Apr 18 13:54:43 2003
Subject: <no subject>

Hi, Benjamin -

What version of Squeak are you using? Did you download from the
Squeakland.org website? It sounds to me you may have an older and
not fully updated version. I have copied Mike Rueger here that may
also be able to help.

We are busy working on more extensive documentation of Squeak. We
hope to have a project book geared to 4th - 6th teachers available
this spring.   In the meantime, I hope you can learn from reviewing

the other projects posted on the Squeakland site and looking at their
scripts, etc. Scripts are created by combining tiles which are found
in an object's "viewer". To open the viewer and reveal the tiles,
select the turquoise "handle" of the object.
I know the Drive a car tutorial will help once we solve your error
message problem.

Thanks for your interest...tell us more about you and how you'd like
to use Squeak...
   -- Kim

From voiklis at redfigure.org Wed Jan 29 20:02:09 2003
Date: Fri Apr 18 13:54:43 2003
Subject: [Q] adding new tiles? (fwd)

Correct me if I am wrong: I assume Ted's directions mean that one can only
create new tiles on a class-wide basis as opposed to creating
instance-specific new/custom tiles.

From voiklis at redfigure.org Thu Jan 30 16:20:25 2003
Date: Fri Apr 18 13:54:43 2003
Subject: MIDI playback in plugin

It could be I have corrupted my image, but it seems that I can no longer use
the internal synth to play MIDI files (and the OS specific synths do not
offer the flexibility I need). Am I simply imagining that this capability
used to exist? Audio, and especially MIDI, is important to the work I do
with kids; please help.

If this capability has fallen victim to the space-saving chopping block,
along with the other multimedia capabilities, can you share information on
how to make plugin installers using the full version of Squeak.

From JohnMaloney at earthlink.net Thu Jan 30 18:52:25 2003
Date: Fri Apr 18 13:54:43 2003
Subject: MIDI playback in plugin

The internal synth hasn't been removed. It could be a problem with the
configuration of sound on computer--perhaps the volume is turnd down
or the sound is muted. A quick test is to use the "make sound" tile in the
EToy object viewer. Clicking on the yellow exclaimation point should make
sound (unless the current sound selection is silence, of course).

If that fails to make a sound, check your sound settings or perhaps try
another application that makes sound. You might try re-booting in case
the sound driver has somehow gotten stuck.

If "make sound" works then playing MIDI through the internal synth
should also work. Be sure to try it with a known good MIDI file.

        -- John

From sebastian.hergott at tel.tdsb.on.ca Thu Jan 30 23:32:55 2003
Date: Fri Apr 18 13:54:43 2003
Subject: Colour palette project challenge

The challenge is to create a project which
- has a colour palette
- has a pen object which draws automatically or by some form of "fuel"
- when the cursor is over a colour the corresponding pen object draws that
colour
- the speed of the pen is determined by increasing or decreasing the cursor
speed (or by another "fuel")
- the cursor could be an object
- the heading (turn) of the pen is determined by a random number
- the pen thickness is determined by a random number

Here is the file we started in class

This project can be worked on by any number of collaborators.
Beauty in scripting and beauty in design count.

Post your results and any other questions this raises
here by Monday, Feb. 3.

Possible extensions: cloning, cellular behaviour models, modelling of cancer
and other disease, life simulations

NB: Afew of my grade 8 students solved all but one criteria and posted the
results to our internal conference over their lunch hour.
We'll post this, and other evolutionary iterations on Monday.

Sebastian Hergott
Teacher/Intermediate Program Coordinator - CyberARTS
Arts and Information Technology Convener
ASA (Academic Services Associate)
Don Mills Middle School, tel. 395-2320
17 The Donway East, Don Mills, Ontario, M3C 1X6, Canada
sebastian.hergott@tel.tdsb.on.ca

From tacmanphil at mac.com Mon Feb 3 20:37:39 2003
Date: Fri Apr 18 13:54:47 2003
Subject: etoy issues/making games and mazes

The 2 projects mentioned below were helpful for me to look at in my
maze pursuit. I'm actually getting there, albeit slowly.
I appreciated seeing the simpler "Sensor Car" project because it
actually works! On the other hand the more intricate, and presumably
powerful, Robot Car in Maze" project doesn't work; that is, I can't
figure out how to get the object to move through the maze. I'm
intrigued by the level of complexity that can be achieved in an etoy
environment. I just wish I felt more comfortable in controlling objects.

On Wednesday, January 22, 2003, at 01:23 PM, Kim Rose wrote:

> In repsonse to recent email queries about making mazes/and creating
> scripts with feedback, I direct you to the "project swiki" that is
> part of the Squeakland site:
>
> http://www.squeakland.org:8080/super/gallery
>
> If you specifically check out the "Robot car in Maze" and "Sensor Car"
> projects you can see by using a conditional/test tile and the "color
> sees" tiles you can make a simple feedback script by just using
> "forward by" and "turn by" tiles.

From benjamin.kunst at web.de   Tue Feb 4 12:13:54 2003
Date: Fri Apr 18 13:54:47 2003
Subject: etoy issues/making games and mazes

I've downloaded the expamples below too.
But I'm not able to learn scripting from the samples in reasonable time.
I mean, I can imagine that
(self
      color (...)
      sees (...)
)
~~ false
ifTrue [doAnything]
ifFalse[doAnything else]
has something to do with the observed car's behaviour, but from that lines of
code I even can't find out the scripting language basics (except the use of
paranthesis and self, which is rather intuitive).

 I painfully missing a reference, a manual or a tutorial about the basic
steps. I think that all the painting stuff is rather intuitive, but scripting
can't be intuitive, I mean at least you have to know the key words.

When I first found squeakland, I had the idea, that this could be very useful
in two ways:
- Intuitive creating projects focused on interactive learning, from first
writing to speech support of handicapped pupils (my wife teaches in such a
school)
- Guided introduction in programming environments for children

Does anybody share my problems?
And much more important, has anybody an idea how get further?

Benjamin

From csawtell at paradise.net.nz   Thu Feb 6 12:46:42 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Tutorials.

On Wed, 05 Feb 2003 00:13, Benjamin Kunst wrote:

> When I first found squeakland, I had the idea, that this could be very
> useful in two ways: - Intuitive creating projects focused on interactive
> learning, from first writing to speech support of handicapped pupils (my
> wife teaches in such a school) - Guided introduction in programming
> environments for children
>
> Does anybody share my problems?
> And much more important, has anybody an idea how get further?

Yes, I share your problems. As I see it, Smalltalk was conceived and written
by a real genius thinking completely out of the square. (That's a
compliment!) This makes is very hard for mere mortals who are used to the
more usual methods of program preparation to get the hang of it. The other
trouble is that so far all the books I have seen have been written by and for
the real cognoscenti, all of whom have had 20 or more years to learn the
unwritten lore. Catching up on those 20 years learning literally thousands of
APIs is real hard.

What to do:-

As well as the Squeak swiki there are other implementations of Smalltalk
which
have good tutorials built in to them. Claus Gittenger's Smalltalk/X has a
particularly good one, but do remember that the reason for Smalltalk/X's
existence is completely different form Squeak's. So the functions offered are
very different, but the fundamental language structure is exactly the same.

http://www.exept.de/index.html

Go there, select your language of choice, and the "links" link near the
bottom
of the lh frame will take you on to all (afaik) the major Smalltalk
implementations.

There is also pretty good Smalltalk tutorial originally available from IBM:-

http://www.cs.ucf.edu/courses/cop4331/hughes/Summer1998/Tutorials/Smalltalk/

HTH

From Kim.Rose at viewpointsresearch.org Thu Feb 6 08:05:42 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Open Charter School Institute

I believe I informed you all of a 2 day annual "Institute" held by
the Open Charter School in Los Angeles. The original dates for this
year's event was March 7/8. However, due to administrative
circumstances the school has had to change the date -- the
"Constructivism in Action" Institute will now be held April 3 and 4th
at the school. As part of this Institute BJ Conn will conduct a
hands on Squeak workshop - geared for 4-6th grade.

For more information contact: Robert Burk (rburk1@lausd.k12.ca.us)
the school's principal.

http://www.ues.gseis.ucla.edu/curriculum/Room1and2/index.html
http://www.ues.gseis.ucla.edu/curriculum/Room1and2/Teachers/Galas/galas.html

--

From Alan.Kay at squeakland.org Thu Feb 6 15:54:33 2003
Date: Fri Apr 18 13:54:47 2003
Subject: A Question about Croquet's Philosophy on Multi-user 3D
 Environments...

Hi Darius --

This email list is for parents, teachers and children who are
concerned with the "etoys" part of Squeak. Croquet stuff can and
should be discussed both on its own list and on the squeak.org list.

To answer your question: remember what has happened to the
"Victoria's Secret" website on the occasion of special promotions
they've done, especially connected with TV. At some point capacity
gets exceeded. So there is nothing new here. The first practical

limit in Croquet is in the number of polygons that can be displayed
by one's own 3D accellerator. This limits both the scene complexity
and the number of people who can be in view. This is why Everquest,
even with its farms of servers, trys to spread visitors out over the
world so there are never more than a few in view at any given time.

At 1:28 PM -0800 2/6/03, Darius Clarke wrote:
>Hello Everyone,
>
>Just curious...
>Have Croquet developers and Croquet users considered what effect
>"flash crowds"
>might have in Croquet in terms of avatar space and multiple users
>simultaniously moving the same 3D object?
>
>Definition of "flash crowd":
>
>"Larry Niven's 1973 SF short story "Flash Crowd" predicted that one
>consequence
>of cheap teleportation would be huge crowds materializing almost instantly at
>the sites of interesting news stories. Twenty years later the term passed
into
>common use on the Internet to describe exponential spikes in website or
server
>usage when one passes a certain threshold of popular interest (this
>may also be
>called slashdot effect). "
>
>http://info.astrian.net/jargon/terms/f/flash_crowd.html
>

From sheine.mankovsky2 at tdsb.on.ca Sun Feb 9 23:05:28 2003
From: sheine.mankovsky2 at tdsb.on.ca (Mankovsky, Sheine)
Date: Fri Apr 18 13:54:47 2003
Subject: No subject

I'm very pleased to let you all know that we will be welcoming Alan Kay and
Seymour Papert to Toronto at the end of the month. They will be giving the
keynote lectures to the Mathematics Education Forum Online Meeting
sponsoured by the Fields Institute for Research in Mathematical Sciences,
University of Toronto on Thursday, February 27, 2003 beginning at 7:00 p.m.
The organizers have made arrangements for a simultaneous webcast and viewers
will also have an opportunity to e-mail questions to the speakers from about
9:00 p.m. to 9:30 p.m. You can access the webcast at
http://real.oise.utoronto.ca/ or through the Fields Institute website at
http://www.fields.utoronto.ca/programs/.   Hope you can attend:)

Sheine Mankovsky
Trustee, Toronto District School Board
Ward 5, York Centre

From english7 at mindspring.com Mon Feb 10 14:34:51 2003
Date: Fri Apr 18 13:54:47 2003
Subject: A Question about Croquet's Philosophy on Multi-user 3D Environments..
.

Being an avid (far too avid) Everquest player, I can attest to the fact that
EQ has problems when too many people are in view (or even in the same zone)

at once. The Bazaar, a zone for buying and selling where the player can leave his avatar unattended in merchant mode, generally has between 300 and 500 people in it at any given moment and the video lag is so bad that most of us set our video settings to the lowest useable parameters before entering the zone. If we forget, it can sometimes take literally 5 minutes to turn in a circle and leave the zone.

There are lots of interesting issues to be had with a massively multi-player game like EQ. The players are constantly coming up with activities the designers never envisionsed. For instance, it is possible to find scripting programs online to allow one to automatically hawk your wares in the bazaar. This is incredibly annoying as the same message scrolls past your screen over and over again.

Someone discovered that if you cast the levitation spell on the offending merchant and then bump into them over and over again, you can actually maneuver them down the aisle of vendors into the "arena" where player vs player dueling rules apply, and then kill them.

From tacmanphil at mac.com Mon Feb 10 18:08:29 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Basic Collision Detection

I too am trying to learn my way around Squeak, especially the etoy environment. I found a terrific section in Mark Guzdial's Squeak book about creating an ellipse that simulates gravity as it falls. I added a variation by having my ellipse bounce off of an object when it lands on it. My ellipse is yellow and the object that it strikes is light blue. What you see below is the script that checks to see when the 2 colors meet. When that happens (and only then) is another script (kick) activated.

http://squeakland.org/mailman/private/squeakland/attachments/20030210/
a5cebf35/CompoundTile.gif

I hope this makes some sense to you and is helpful.
Phil

From Alan.Kay at squeakland.org Tue Feb 11 11:50:29 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Partial List of Etoy Projects

The list below is not meant to tantalize unfairly (because we haven't yet put out hints and project books for most of them). The reason I put out the list here is to encourage people who have gotten interested in etoys to look further before trying to find out what Squeak can do outside of etoys. (But for those who do want to find out and are well versed in computing, please visit http://www.squeak.org).

Our impression is that most folks who have started in etoys have tended to stay with projects that are like the examples given on the website and have not gone much beyond those examples. This is just to point out that there are lots of really interesting mathematical, scientific and theatrical projects for which etoys are a pretty neat authoring environment.

Partial List of 2D Etoy Projects for grade 5-8

Many Illusions for various ages
Drive a Car
Collaborative Car Races
Sensing the Road
Robot Car
Robot Car Races
Change of Position = Speed
Random and its uses
Change of Speed = Accelleration
Simple Animations & Movies
Hairdos and Faces
Bouncing
Mazes
Sound Synthesis
MPEG, MP3, MIDI, etc.
A Dixieland Band
Gravity and Objects
Off a Cliff
Water Balloon Cannon
Lunar Lander
Roller Coasters
Vectors
POVs
Spaceships
Spacewar
Orbits
Springs
Weighing
Gradient following - Salmon and Clownfish
Tree Growing
Epidemics
Multiple Mentalities
Grey Walter Conditioned Response Learning
Circuit Models
DTP
Books
Presentations
Collaborations

--

From tacmanphil at mac.com Wed Feb 12 07:48:09 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Reacting to Keystrokes in Etoys

Interesting timing. I'm currently working with a group of 5th graders.
They're creating game projects using MicroWorlds and some were just
asking about doing exactly what your demo project does. PLEASE...add
this feature to etoy system!

On Monday, January 27, 2003, at 10:34 PM, Scott Wallace wrote:

> <Keyboard Demo.007.pr>

From vellinga at nwciowa.edu Wed Feb 12 11:44:00 2003
Date: Fri Apr 18 13:54:47 2003

Subject: problem from a beginner

I am trying to learn about squeak and writing a method to compute
factorial using a loop. Here's my code

```
===========
fact
"an alternative to factorial method"

| answer end |

answer := 1.
end := self.

1 to: end do:
   [:index | answer := answer * index.

Transcript show: (answer printString), '  ', (index printString); cr. ]
============
```

The output looks fine, but when I call this method all that gets
returned is the original value sent. Please help me clear this hurdle.

mv

From Kim.Rose at viewpointsresearch.org Wed Feb 12 10:26:47 2003
Date: Fri Apr 18 13:54:47 2003
Subject: problem from a beginner

Hi Mark,
You might want to send your query to the "Squeak.org" mailing list
which is "populated" /read by more programmers /"cs types" than
teachers, parents and kids....the Squeakland list is comprised mostly
of people using the "etoy"/tile interface of Squeak than with this
kind of code.
cheers and good luck!
Kim

From arning at charm.net Wed Feb 12 13:26:09 2003
Date: Fri Apr 18 13:54:47 2003
Subject: problem from a beginner

Mark,

The one thing you are missing is to explicitly return the answer at the end
of the method. Put

        ^answer

as the last line in the method.

Cheers,
Bob

From Alan.Kay at squeakland.org Wed Feb 12 10:49:34 2003
Date: Fri Apr 18 13:54:47 2003
Subject: problem from a beginner

Hi Mark --

You need to return the value of answer.

You can do this by adding

        ^ answer.

at the end of the method.

(Don't forget to put a period between the "]" and before this line.)

Having said this, let me refer you to http://www.squeak.org. This
site is for people who program in Squeak proper.

This http://squeakland.org site is for teachers, parents, and others
who are working with the etoys part of Squeak for children.

From karl.ramberg at chello.se Fri Feb 14 13:50:22 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Partial List of Etoy Projects

Alan Kay wrote:

> Our impression is that most folks who have started in etoys have tended
> to stay with projects that are like the examples given on the website
> and have not gone much beyond those examples. This is just to point out
> that there are lots of really interesting mathematical, scientific and
> theatrical projects for which etoys are a pretty neat authoring environment.
>
Have anybody done a TicTacToe or FourInARow type of game in etoys?
I have been poundering with the idea a while and have not yet found
good way to make this kind of algorithms in etoys.

Karl

From Alan.Kay at squeakland.org Fri Feb 14 20:56:38 2003
Date: Fri Apr 18 13:54:47 2003
Subject: Partial List of Etoy Projects

Do you have a good algorithm or strategy for TicTacToe? Let me know
and I'll see what I can do. There are some very interesting
distributed system approaches that might be good here -- somewhat
similar to the biological tree growing schemes in etoys that don't
require recursion, but are "recursive" none the less.

From pierre-andre.dreyfuss at edu.ge.ch Mon Feb 17 21:28:51 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Partial List of Etoy Projects

Hi, I'm new with E-Toys but working from some times with kids 12 - 15 years
old.

I made tic tac toe with differents laguages, logo , toontalk and the last one
was Delphi and I'll just start doing it with E-Toys.

First step is to build the interface.
Use a text to show who's turn to play. Name this text 'turn'
This text will show x then o then x ...
So write the script 'next' which is changing x into O or O into x.
This is done with a test tile.
Something like

test turn's character = 'x'
  yes : turn's character <- 'o'
  no : turn's character <- 'x'

Take another text and name it 'cell'
Build just a cell (you'll copy this cell when it is working to get the 9
cells.)

You can define a script which should be fired with mouseup.
If you try to mouseup on the text you'll just open the text for editing,
since the mouse is already used for that.
But the script will work if it receives a mouseup message from the tile
fire.
The solution is to cover the text with a transparent playfield embeded in the
text.
Make a little square with a playfield, using the color halo button set
translucent to 0. The square is transparent put it on the text and use the
menu embeded to embeded it in the cell.
Now write a script in the cell

cell's character <-- turn's character.
turn's next

set normal to mouseup for this script.

write a script into the playfield with

cell's fire in it.

Set normal to mouseup for this script

now copy this object using the green halo button to make the 9 cells.

We need to make a button to clear the cells.

Use a press me button and the green point in the bottom of its halo.
Turn the script to tile (click the black square on the right of the round
collaspse button.

Then for each cell get the tile character <-- and put a space as value.

cell's character <- ' '
cell1's character <- ' '

...

and so on.

Now two humans can play tic tac toe.
Up this point I did it with squeak while writing this script and it is

working.

Now I just describe what should be done .

Step 2 We want to change in upper case a whole line of X or O.

To do this we have to make 8 scripts one for each line
and probably 8 for the three X and eight for the three O.

We have to avoid playing in a cell containing something different of a
space.

step 3
If you succeed watching lines of three x or three o,

then it will be not too difficult to search lines with two x and a space
or lines with two o and a space.

Now the algorithm for the computer.

First search if the computer has a line with two marks and a space.
if yes just play at the place of this space and computer win.

If not search a line with two marks to avoid loosing.

If not try to play at center

if not try a corner
if not try the middle of rows.

If the computer starts you'll get null.
If you starts you have a chance to win.

You can improve this searching other specials lines.
But remember if the computer is playing the best way , there is no more
play, (see the movie War game).
 There is no Winner, only null play.

PS I'll post next week the addfrench method I have wrote to translate
the scripts into french.

From tacmanphil at mac.com Mon Feb 17 20:46:17 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

I'm working on a little project (i'll use it with younger students if I
get it to work). It involves getting an object move a certain number of
"steps" (each being a forward 30) in order to go from one point to
another. It's actually a simulation of work being done with Roamer
floor robots.
Anyhow I want the students to be able to figure out how many "steps"
the object needs to take...I thought if I could script a repeat tile I
could accomplish this part of the project pretty nicely. I haven't seen
anything about repeats, though, in the etoy environment. Does it exist?
If not, any thoughts anyone?

From Kim.Rose at viewpointsresearch.org   Wed Feb 19 08:27:19 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

If I understand you correctly, you say you'd like to show the
slider's value without the viewer. It sounds like you'd like to make
use of a "watcher". If you go to the tiny menu to the left of
"slider's numeric value" in the viewer you'll see some options. One
is "detailed watcher". Select that and drag it out.   We have the
kids we work with use watchers frequently. They can help in a variety
of ways. You can leave the watcher on the "world" and then close up
the viewer. Each time the student activates the script and the object
moves the watcher will reflect the current value.

The other thing I might suggest, especially since you are working
with younger children, is to do some measuring activities off the
computer in conjunction with this computer based project. Measuring
in pixels is still an abstraction.....espcially for the younger kids.
Hope this helps!
cheers,
Kim

>Thanks much for the help with repeating a script...I think I've got
>the idea now. Any script can be repeated by using a conditional
>(test) statement (if that's the right nomenclature).
>So, here's my project thus far. Activating the first script moves
>the object (Roam1) based on the value of the slider (light blue
>rectangle). Now, I'd like to be able to show that value without
>using the object's Viewer. My initial goal with this project (in
>addition to learning how to create it for myself) is to have 1st and
>2nd graders work with estimating distance and number values...they
>will set the value of the slider as they attempt to get the object
>to land in the box at the top of the track.
>I've also been trying to slow down the movement of the object so
>that kids can see more clearly what is happening. Haven't figured
>that one out yet either.
>
>
>
>Content-Disposition: inline;
>   filename=roam-sim.jpeg
>Content-Type: image/jpeg;
>   x-mac-creator=522A6368;
>   x-unix-mode=0644;
>   x-mac-type=54455854;
>   name="roam-sim.jpeg"
>
>Attachment converted: 24601:roam-sim.jpeg (JPEG/ogle) (000B745E)
>
>On Monday, February 17, 2003, at 10:38 PM, Alan Kay wrote:
>
>>Well, each script can repeat over and over -- so this is quite
>>doable. However, there is not a case tile (like Test) for
>>parameterized Repeats (though we could certainly make one).
>>However, I think that part of the wide spread success of the
>>current system is how few features it has -- it relies mostly on
>>having a good object system plus a few programming features.
>>
>>Here's how to do it. Suppose you know how many steps of 30 that

>>need to be traversed and you have that number in a variable called
>>"steps"....
>>
>>Then you just have to build the three cases of the loop -- startup,
>>looping, and ending.
>>
>>
><image.tiff>
>>This can be done in one script, but it is clearer and cleaner to
>>use two scripts.
>>
>>There are many ways to write these scripts. This one makes it quite
>>clear how many iterations have been done.
>>
>>Now, having shown how to do this, it is rarely the case that a
>>student will need to write a script like this, especially for
>>robots. You are much better off having them write a script that
>>finds the destination rather than measures it. This is simpler,
>>clearer, and more general. You can see some of these ideas in the
>>feedback projects on squeakland.org (particularly those that get
>>cars to follow roads). Here is a simple example of what I mean:
><image.tiff>
>>
>>This script will work regardless of the distance between the two blobs.

From Alan.Kay at squeakland.org Wed Feb 19 08:48:12 2003
From: Alan.Kay at squeakland.org (Alan Kay)
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

Hi Phil --

At 11:00 AM -0500 2/19/03, Phil Firsenbaum wrote:
>Thanks much for the help with repeating a script...I think I've got
>the idea now. Any script can be repeated by using a conditional
>(test) statement (if that's the right nomenclature).

Not exactly. Any script can be repeated (period). You can get it to
repeat by clicking on the clock (on the script, in the viewer, or on
the go, step, stop button found in "Widgets"), or by holding down
where it says "normal" and choosing "ticking", or by sending it a
message - to start up script "car foo":
                  car start script foo
These tiles are found under the category "scripting".

Looking at your picture, I see that the scripts "startRepeat" and
"setup1" are both paused, which means they must once have been
ticking. But neither of these scripts should be looped. They are both
designed to be run once, they should be set to "normal".

>So, here's my project thus far. Activating the first script moves
>the object (Roam1) based on the value of the slider (light blue
>rectangle). Now, I'd like to be able to show that value without
>using the object's Viewer.

Go into the viewer and look at the menu associated with the slider's
"numericValue" property. The menu includes choices for a "simple
watcher" and a "fancy watcher". The first just gives you a number
that will reflect the the value of the property, the second will give
you a UI for this value that includes a label and the ability to set

the value from the UI (this is the option that is usually most useful
for children).

> My initial goal with this project (in addition to learning how to
>create it for myself) is to have 1st and 2nd graders work with
>estimating distance and number values...they will set the value of
>the slider as they attempt to get the object to land in the box at
>the top of the track.

forward 30 is too long a distance -- it will be about 1/3" on some screens.

>I've also been trying to slow down the movement of the object so
>that kids can see more clearly what is happening. Haven't figured
>that one out yet either.

Press down on the clock in a script and hold it until a menu appears.
This will allow you to set how many ticks per second the script will
execute. (This can also be programmed by hand using a variable to
hold a delay count.)

Another way to slow it down and get some precision would be to just
do "Roam1 forward 1".

I think there might be a somewhat richer approach to this project,
that allows the children to do some scripting rather than just use
what the teacher has provided. Let me know if you are interested in
exploring this.

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>>
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```
>>
>>This script will work regardless of the distance between the two blobs.
>>


--
From tacmanphil at mac.com  Thu Feb 20 09:01:57 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

In fact, we're doing just that using Roamers (big floor robots) from
Valiant. My Squeak project is a simulation of the work kids are doing
on the floor with Their Roamers. I'm actually doing the project in
MicroWorlds as well since I have much more proficiency in that
environment.
It'll be interesting to see the kids reactions to the different
environmnets.

On Wednesday, February 19, 2003, at 11:27 AM, Kim Rose wrote:


> The other thing I might suggest, especially since you are working with
> younger children, is to do some measuring activities off the computer
> in conjunction with this computer based project.? Measuring in pixels
> is still an abstraction.....espcially for the younger kids.



From tacmanphil at mac.com  Thu Feb 20 11:59:53 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

OK, now that I've gotten control of the speed my object moves and I can
see (using a watcher) the value of the slider which determines the
number of "steps" my object moves,  I'm ready to move on to the next
stage of this project. I need another "page" or "screen." What are my
options here? I found the Book element in the Supplies bin. I haven't
done it yet, but I'm assuming I can drag all of the objects I've
created thus far on to a page in the book and then create new pages.
I'm having difficulty resizing the page, though. The standard resizing
tool isn't working...I've looked through the Book menus but haven't
found an option that allows me to resize.

On Wednesday, February 19, 2003, at 11:48 AM, Alan Kay wrote:

> Hi Phil --
>
>
>
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> the idea now. Any script can be repeated by using a conditional (test)
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> repeat by clicking on the clock (on the script, in the viewer, or on
> the go, step, stop button found in "Widgets"), or by holding down
> where it says "normal" and choosing "ticking", or by sending it a
> message - to start up script "car foo":
> ???????????????? car start script foo
> These tiles are found under the category "scripting".
```

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> Looking at your picture, I see that the scripts "startRepeat" and
> "setup1" are both paused, which means they must once have been
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> designed to be run once, they should be set to "normal".
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> the object's Viewer.
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> Go into the viewer and look at the menu associated with the slider's
> "numericValue" property. The menu includes choices for a "simple
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> exist? If not, any thoughts anyone?
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From Kim.Rose at viewpointsresearch.org Thu Feb 20 11:17:12 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

Hi, Phil -
Yes..a "book" would work for want you want. When resizing be sure
you have selected the handles for the "page" -- that is the part of
the book which can be resized (as opposed to the "book"). Clicking
once (and holding alt or Command) will reveal the handles for the
"book". Clicking a second time will show the handles for the "page"
-- this is what you will/can resize. (Clicking on the top will reveal
handles for the "page controls".)
   -- Kim

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>>
>> My initial goal with this project (in addition to learning how to
>>create it for myself) is to have 1st and 2nd graders work with
>>estimating distance and number values...they will set the value of
>>the slider as they attempt to get the object to land in the box at
>>the top of the track.
>>
>>
>>forward 30 is too long a distance -- it will be about 1/3" on some screens.
>>
>>I've also been trying to slow down the movement of the object so
>>that kids can see more clearly what is happening. Haven't figured
>>that one out yet either.
>>
>>
>>Press down on the clock in a script and hold it until a menu

>>appears. This will allow you to set how many ticks per second the
>>script will execute. (This can also be programmed by hand using a
>>variable to hold a delay count.)
>>
>>Another way to slow it down and get some precision would be to just
>>do "Roam1 forward 1".
>>
>>I think there might be a somewhat richer approach to this project,
>>that allows the children to do some scripting rather than just use
>>what the teacher has provided. Let me know if you are interested in
>>exploring this.
>>
>>Cheers,
>>
>>Alan
>>
>>
>>
>>
>>
>>On Monday, February 17, 2003, at 10:38 PM, Alan Kay wrote:
>>
>>
>>Well, each script can repeat over and over -- so this is quite
>>doable. However, there is not a case tile (like Test) for
>>parameterized Repeats (though we could certainly make one).
>>However, I think that part of the wide spread success of the
>>current system is how few features it has -- it relies mostly on
>>having a good object system plus a few programming features.
>>
>>
>>
>>Here's how to do it. Suppose you know how many steps of 30 that
>>need to be traversed and you have that number in a variable called
>>"steps"....
>>
>>
>>
>>Then you just have to build the three cases of the loop -- startup,
>>looping, and ending.
>>
>>
>><image.tiff>
>>
>>This can be done in one script, but it is clearer and cleaner to
>>use two scripts.
>>
>>There are many ways to write these scripts. This one makes it quite
>>clear how many iterations have been done.
>>
>>Now, having shown how to do this, it is rarely the case that a
>>student will need to write a script like this, especially for
>>robots. You are much better off having them write a script that
>>finds the destination rather than measures it. This is simpler,
>>clearer, and more general. You can see some of these ideas in the
>>feedback projects on squeakland.org (particularly those that get
>>cars to follow roads). Here is a simple example of what I mean:
>><image.tiff>
>>This script will work regardless of the distance between the two blobs.
>>

From Alan.Kay at squeakland.org   Thu Feb 20 14:32:39 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

This allows the pages in a book to be of a difference size. However,
there is also a menu command on the book to make all the pages in the
book the size of the page that is currently showing. I would advise
looking at the balloon help in the book UI (at the top), to click on
the "more options" button (diamond shaped to the right) and to look
at the main menu (the big dot in the center).

If you want to have separate environments for etoys on each page,
these can be obtained from the "widgets" flap and have the label
"scripting".

From tacmanphil at mac.com   Fri Feb 21 09:22:06 2003
Date: Fri Apr 18 13:54:48 2003
Subject: Repeat?

Kim,
Once again your advice is invaluable, however, I also see that I could
be using Stack/cards instead of Book/pages. What's the difference?
I'm inclined to use the Stack since I used to work in and teach
HyperCard.

Alan has referred to the "widgets" flap several times. Is that
synonymous with the Supplies flap that I see?

Phil

From Kim.Rose at viewpointsresearch.org Fri Feb 21 08:18:14 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Repeat?

Hi, Phil -

In an earlier (and other) version(s) of Squeak we had two flaps
located at bottom -- Widgets and Supplies. In our work with teachers
and kids we found it was difficult for users to remember what type of
tool/goodie was located in which flap. So, in the public
"Squeakland" download, we chose to consolidate and place all tools in
a single "Supplies" flap and elminated the "Widgets" flap.   Many
supplies are readily visible singularly in the Supplies flap, but
many, many others can be found in the "Object Catalog" which can be
found left-most in Supplies. If you haven't explored, I suggest you
drag one of these out and check out the various categories to find
even more tools and goodies.

As far as use of Stacks and Cards -- I don't feel that I am the best
to comment here -- I haven't used them all that much, and I believe
part of this part of the etoy system is still "under development".
However, I have copied Scott Wallace on this mail. Scott developed
much of the etoy system and may be able to offer some good advice.
Alan may comment as well.

From Alan.Kay at squeakland.org Fri Feb 21 08:37:13 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Repeat?

At 9:22 AM -0500 2/21/03, Phil Firsenbaum wrote:
>Kim,
>Once again your advice is invaluable, however, I also see that I
>could be using Stack/cards instead of Book/pages. What's the
>difference?

The Stack stuff is quite experimental, you are better off with Books.

>I'm inclined to use the Stack since I used to work in and teach HyperCard.

Except, that the Stacks here are not enough like Hypercard to help you.

>
>Alan has referred to the "widgets" flap several times. Is that
>synonymous with the Supplies flap that I see?

It's another flap that is hidden in the children's version that you
are using. However, try typing a cmd-o (alt-o on a PC). This should
make a "useful-object" palette visible. Click on "scripting" and you
will see the object in question (called "scripting") on the right
side of the second row. Drag it out to get one.

From tacmanphil at mac.com Mon Feb 24 08:17:25 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Roamer sim progress

So, I'm making progress. I've gotten my Roam1 object to behave very
much the way I wanted. When I activate the moveMe script the object
moves forward the number of steps set in the slider (whose value is
visible in both watchers!), while the reset script/button brings the
object back to the starting position and heading.
I've duplicated these scripts for the second object (Roam2), however,
when I run the moveMe2 script I get an error (MessageNotUnderstood:
getNumericValue). The moveMe script also has a getNumericValue call,
but it works. Any idea about what's going on?

I still want/need to have multiple screens in this project, so I'm
working with a stack (even though i should probably change to a Book).
How would I duplicate some or all of the objects I see on one card onto
another card (page)? I found the copy to paste buffer item but I don't
see how to paste ("standard" Cmd-v doesn't work). I was able to
duplicate a number of objects but I don't want them on the same screen.
Should I embed the objects into the background...but I don't want them
on all backgrounds. Probably just on one or two other cards...

Well, anyway, here's what the project looks like thus far.
Phil

From sebastian.hergott at tel.tdsb.on.ca Tue Feb 25 00:37:45 2003
From: sebastian.hergott at tel.tdsb.on.ca (Sebastian Hergott)
Date: Fri Apr 18 13:54:49 2003
Subject: Flatlanders and The Planiverse

In terms of eToys in SqueakLAND, has anyone read this book? thoughts?

The Planiverse. Computer Contact with a Two-Dimensional World
Author(s):   A. K. Dewdney
Publisher: Springer

ISBN: 0387989161
Format: softback
        245pp
Price: ?15.00, $22.00
Review Date: March 23, 2001
Review: This book, first published 16 years ago, follows in the genre of
Edward Abbot's nineteenth century classic Flatland. The story is written in
the style of an academic - in the computer lab of a large university a group
of students and their
professor are working on mainframe, modelling an imaginary two-dimensional
world. Suddenly one student notices that the world that they are building
with their graphics program is inhabited! They are soon entranced by a
universe in which astonishing tiny
creatures, 2-D Ardeans, exist solely on an x-y plane. This mental puzzle
invites the reader to imagine how a two-dimensional world might work.. An
appendix includes readers' contributions made to Scientific American ,
following an article about the 2-D
universe, from the viewpoints of physics, chemistry, planetary science,
biology, astronomy and technology.

Source: http://www.booknews.co.uk/Books/1806.htm

The more I discuss Squeak with folks, the richer I become. Thanks to C.
Matthews for this.

From darius at inglang.com Tue Feb 25 09:58:20 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Flatlanders and The Planiverse

Sebastian,

I read "The Planiverse" when I attended university (UC Irvine)? had found it
in
our university library.

"The Planiverse" is well written and thought provoking. It?s a morality play
as
well as a treatise about how physics, biology, & society could work when one
of
our most common assumptions (a third dimension) is removed. His premises and
explanations are smoothly woven into the narrative. The narrative maintains a
good dose of humor.

The book?s best use is to teach how one can extrapolate many interrelated
implications from an unfamiliar set of rules in a closed system. I?d say that
the target age group for such reasoning would not be any younger than 14
years old.

Some major points in the book:

    Just as miracles in our world could be explained by a multi-dimensional
intelligence manipulating multi-dimensional objects through a three-
dimensional
world; so to, three-dimensional people like us, if we could interact with a
two-dimensional world, could appear to perform miracles in that world.

  The seeming omnipotent power of such control could lead to moral dilemmas.

  The time needed for a physical change (chemical, perception, information)
is a function of surface area, which is *drastically* reduced in a two

dimensional world. Consequently a 2D object requires a vastly larger size to increase its surface area to the point where meaningful interactions can take place.

   Even with the increased size, the number of parallel events that can occur in 2D is restricted. Most interactions must be performed in a linear time sequence.

"In terms of eToys in Squeakland":

   eToys & Morphs are layered 2D objects which imply: 1) a (very limited) third-dimension, and 2) The 2D objects are observed by someone positioned orthogonal to the 2D objects so that their inside contents can be perceived (like papers on a desktop, surprise, surprise). [I?m still looking for a tool that fulfills the paperweight metaphor for my desktop metaphor. ;-)]

   One could simulate the "Planiverse" in eToys but most of the functionality of the Morphs would not help. A new set of rules and a new set of 2D "physics" would need to be created by hand. This would need to include the dynamic distortion of a 2D object?s shape per the influences on it. Many changes in shape are required to replace what equates to the change of position in a 3D world.

   "Planiverse" requires gravity while Abbot's "Flatland" resembles a world seen in a microscope slide. "Flatland" might be easier to simulate in eToys. In "Planiverse" gravity must replace structure for holding most 2D objects together.

From Origbj at aol.com Wed Feb 26 10:50:46 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Flatlanders and The Planiverse

Darius:

Actually several years ago, I personally contacted A.K.Dewdney and asked him if he would be interested in working with my 4th and 5th graders, who were trying to solve some of the problems posed in Planiverse. We were working collaboratively with a 4th & 5th grade class in San Jose. He was delighted and flew down

BJ Conn

From sebastian.hergott at tel.tdsb.on.ca Wed Feb 26 23:38:23 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Flatlanders and The Planiverse

It sounds like a wonderful experience, especially with A. K. Dewdney himself. Similar in a way to meeting Alan Kay where Squeak is concerned. Your students are very fortunate.

I guess it is not a coincidence that this book is part of the culture that informs Squeak learning.
I'd be interested in a similar collaborative project between our classes perhaps next school year. Perhaps we could involve other schools as well. I ordered the book, the annotated version and Flatlanders as well a couple nights ago. Good March break
reading I hope.
Thanks for sharing.

Question:
We were diskussing on squeak-dev that it might be nice to have a talk of
Alan (or a Squeak Demo) available on CD for offline viewing. Shipping
some x-hundret MB around or being connected to the net for 3 hous is not
an option for many people even today. e.g. I only have a fast connection
at the university, but watching video for some hours sitting at the desk
ist not that fun.

For the squeak.org CD we found a company that allows custom CD production
and delivery worldwide for around $10 per CD, with no set-up fees.

From sheine.mankovsky2 at tdsb.on.ca Thu Feb 27 08:04:16 2003
Date: Fri Apr 18 13:54:49 2003
Subject: Oops re the reminder for the Kay/Papert talks....

I have a few Squeak demo CD's that I would be pleased to send to people, if I
can. However I need to have an idea of how many requests I would be
obligating myself to.   If you are interested, write with your mailing
address.

What does MB mean, please? I'm not familiar with your lexicon entirely. I
don't quite understand the point you are raising. If the talk is archived on
the web, it is available at one's leisure-pleasure, so to speak.

From Alan.Kay at squeakland.org Sat Mar 1 05:06:57 2003
Date: Fri Apr 18 13:54:53 2003
Subject: Oops re the reminder for the Kay/Papert talks....

BTW, Sheine deserves *great applause* for being such a positive force
for advancing Squeak for children, and especially for doing an
enormous amount of work to set up our talks and bring Seymour and me
to Toronto. I was especially impressed with the atmosphere, children
and teachers I met at the Don Mills School, especially Sebastian and
Donna. This was great fun!

From karl.ramberg at chello.se Sat Mar 1 23:10:17 2003
Date: Fri Apr 18 13:54:53 2003
Subject: turtle trails

When a turtle walks over a turtle/pen trail there is no way
for it to see it. The 'color sees' tile does not work
with pen trails nor do the observation tile 'color under'.

From Alan.Kay at squeakland.org Sat Mar 1 14:36:36 2003
Date: Fri Apr 18 13:54:53 2003
Subject: turtle trails

This used to work. And still should be working .... Scott? Mike?

From andreas.raab at squeakland.org Sun Mar 2 00:11:00 2003
Date: Fri Apr 18 13:54:53 2003
Subject: turtle trails

Hi Karl,

There seem to be two independent problems here. One is that apparently pen
trails in the world are ignored completely (if you're interested check out
PasteUpMorph>>patchAt:without:andNothingAbove: which fills the area with the
world's color only so that anything but a plain color will be ignored ... ho
hum). That means only pen trails in any "inner" playfields can actually work.

The second problem seems to be related to color depth - even within some
playfield I couldn't get this to work for any display depth > 8. Most likely
there's some odd problem with mapping the colors to indexes correctly. So the
only workaround I can recommend is to use some playfield _and_ set the
display depth to 8bpp.

From sheine.mankovsky2 at tdsb.on.ca Tue Mar 4 07:47:31 2003
Date: Fri Apr 18 13:54:53 2003
Subject: Dixie Bears

The file should be available some time this week at
http://real.oise.utoronto.ca/feb27.html.   Have a great day!
Sheine

From karl.ramberg at chello.se Sun Mar 9 07:22:55 2003
Date: Fri Apr 18 13:54:53 2003
Subject: Dixie Bears

Darius Clarke wrote:
> Is the "Dixie Bears.004.pr" project that we saw last Thursday available for
> download?
>
> Cheers,
> Darius
>
Point your web browser to
http://209.143.91.36/super/146

There are three versions there

From scott.wallace at squeakland.org Sat Mar 8 23:20:42 2003
Date: Fri Apr 18 13:54:53 2003
Subject: comments in scripts

Hi, Karl,

No, not that I know of. But note that you can provide your own
balloon help for any script, which can contain any commentary you
wish. A menu command allowing you to do this is available both in
Viewers and Scriptors.

Cheers,

   -- Scott

At 7:25 AM +0100 3/9/03, Karl Ramberg wrote:
>Have anybody made a tile for writing comments to a script ?
>

```
>
>Karl


From gjbalzano at ucsd.edu  Mon Mar 10 18:44:19 2003
Date: Fri Apr 18 13:54:53 2003
Subject: I want to document but I need to learn first!

(Preamble/Epigraphs)

>... I've been using Squeak since 2.7 and I have never come across any
>programming language or system that can humiliate me quite as thoroughly
>as Squeak does.
>
>... It is PAINFUL to feel stupid and dumb and helpless when you are used
>to feeling clever and competent, especially when the language itself
>is so simple.
>                    R. O'Keefe, 2/13/03
>
>Hello Rachel
>
>Nine days ago you wrote the interesting mail below
>to the Squeaklist.
>
>May I ask you what are your expections for the documentation
>team to come up with?
>
>...
>
>There are various things which are beeing worked on now.
>But we need "customers" like you. What are your interests in
>doing with Squeak?
>
>                    H. Hirzel, 2/19/03


I am hoping this message will not make a persona non grata on the Squeakdev
list, or make me go squeaking back to my little lurker hole in the wall ...
but as a competent programmer in many languages (and around Squeak since
*before* 2.7), I nonetheless feel the way R. O'Keefe does, *in spades*.
And as for Rachel, cited in H. Hirzel's epigraph/email, she, like so many
newbies to the squeaklist, appears to be long gone.  I did begin, awhile
ago, doing a kind of ethnography-of-disappearing-squeak-newbies, tracing
their initial enthusiastic postings, the helpful replies (always, always
including Ned Konz, bless you sir), the dreadfully high percentage of cases
in which this initial enthusiasm would fade away ... but it was too
depressing, and to what end?

I am not here to trash Squeak -- far from it!  I have been around so long, on
and off, because I truly do believe, on the one hand, that herein lies a
potentially *great* environment for newbies to programming.  As a teacher of
teachers and an advocate of programming, this gets me very excited, as you
can imagine.  (And the record 2005 posts to squeak-dev in Feb 2003 was due in
no small part to a sudden upsurge in the pedaogical consciousness of the list.
..also exciting...less so recently...)  But I think that if the
Squeak insiders really believe that "kids in fifth grade are able to master
etoys" (A. Raab, 2/10/03) without one or more Squeak insiders hovering close
by, they are sadly mistaken!  (This is similar to a problem a fellow named
Papert had vis a vis the "learnability" of Logo in the late 70's - early 80's.
...)
```

"So why should we even listen to this guy?" ("Maybe he really can't even program his way out of a paper bag...") Well, maybe some of you have stopped already. I've made many false starts in Squeak, and the responsiveness of Ned Konz, Karl Ramberg, and Stephane Ducasse (to name a few) to my previous postings is part of what keeps me around ... now I'm responding, instead of Rachel, to Hannes Hirzel's request.

>But we need "customers" like you. What are your interests in
>doing with Squeak?

I want to see -- and show others -- a viable learning path through etoys to Morphic-Squeak proper.

I have some "field notes" from an attempt I made to show etoys to teachers-to-be in UCSD's Teacher Education Program that I would love to share with people on this list. Some of the contents border on painful, but if I could only answer all *their* questions (and remember, if I am twice-, these teachers are three-times-removed from Squeak-insiderness), I would be able to document some of the projects on Alan's "Partial list of Etoy Projects" -- posted to Squeakland 2/11/03 (but not SqueakDev!). Get a load of these (the total "partial" list was almost 40 lines long):

Orbits
Springs
Weighing
Gradient following - Salmon and Clownfish
Tree Growing
Epidemics
Multiple Mentalities
Grey Walter Conditioned Response Learning
Circuit Models

Anyone who could create projects like these in any programmable medium, I'd say, would have a serious leg up on "real" programming by anyone's hard-nosed definition of that elusive (and ever-changing) concept. My students (same ones as above) wrote programs in NetLogo, Microworlds (a descendant of Logo), and Stagecast Creator, including a "Turtle Epidemic" model in NetLogo for which I wrote the tutorial (see http://ccl.northwestern.edu/netlogo/resources.shtml) and a "Food Fight" game in Stagecast Creator, for which I'd love to be able to write the "etoys tutorial", if I could only see how to do several simple things in Etoys, for example
   * have an agent (smiley) create another agent (burger) in the space next to him
   * have an agent (smiley) send a message to a counter agent (count down) each time he "uses up" a burger, and another message to a counter-scorer agent (count up) each time one of his burgers hits his opponent
...just to name two.

So, speaking of "viable learning paths", does anyone have a suggestion for one for *me*? Who wants to respond to all the questions my teacher-students raised in my field notes? Who wants to help me complete all the projects on Alan's list?

If *I* can't figure out how to do this stuff on my own, there's no way any of the teachers I teach -- even after they've been thoroughly Balzano-indoctrinated to the virtues of programming and completed my more-rigorous-than-99%-of-other-teacher-ed-computer-courses course -- will be able to figure it out either.

From johns at cloud80.net Mon Mar 10 20:45:35 2003
Date: Fri Apr 18 13:54:53 2003
Subject: I want to document but I need to learn first!

Thank you for these comments, Jerry. I think you're bringing up
important points.

I think it needs to be emphasized over and over again that Squeak is
a research system. It is not a completed product, but a work in
progress, and that causes ome of the frustrations teachers and other
novices experience. Perhaps more could be done on the Squeakland site
to make this clear.

Any programming environment provides challenges to non-expert users,
and expert help is often needed. In my opinion many who promote
computers as tools for learning say too little about the amount of
support teachers and students need in order to get good results.

I'm sure most people on this list are excited about the promise of
Squeak--many kinds of promises, really. It's astounding that Squeak
has come so far, and that has a lot to do with people helping one
another. Clearly, to get to the next stage, with ordinary users and
ordinary teachers being able to use Squeak, much more needs to
happen. The book by BJ Conn and Kim Rose is one step in that
direction. But you are right to remind us not to confuse
possibilities and promises with what is really doable now. While
working to make some of these possibilites real, the Squeak community
needs to try to stay clear about what's not real yet.

One other thought: Squeak is interesting not just because it makes
certain things easy, but also because it is rich and complex. Rich,
complex things (music, sports, math, art, etc.) are often difficult,
often need very good helpers to be present, and sometimes need a huge
amount of infrastructure. For instance, I am a musician today only
because my school had a very good music teacher and a pile of
instruments made by expert craftspeople and music manufactured by
expert composers and publishers--and my parents got me lessons with
still another expert, and I was able to play in youth orchestras with
more expertise at hand. Even with all this help and encouragement,
and even in such a supportive context, it took many years for me to
get any good at all. Most of the helpers were able to provide very
satisfying projects at every stage--even students who did not become
professional musicians were able to have a good time participating.

Probably very few schools can offer the kind of infrastructure for
computer learning that my school music program offered. Yet I think
computers need the same kind of multilayered help and expertise, and
a supportive context of enthusiasm and encouragement for the activity.

Maybe we need to lose the idea that doing interesting and valuable
things on the computer can happen in isolation. One of the
constantly-reinforced fantasies about computers is that they will
make good things happen all on their own. It's an attractive notion,
but it's a fantasy. If good things are to happen, people will be
required.

From gjbalzano at ucsd.edu Mon Mar 10 21:23:09 2003
Date: Fri Apr 18 13:54:53 2003

Subject: I want to document but I need to learn first!

>Thank you for these comments, Jerry. I think you're bringing up important >
points. I think it needs to be emphasized over and over again that Squeak >
is a research system. It is not a completed product, but a work in >progress,
and that causes ome of the frustrations teachers and other >novices
experience.

But John, I really don't consider myself a "novice" in the sense that I
think you mean. NetLogo (the Illinois version of StarLogo) is a research
system too, but I have learned to program in it pretty well, and to teach
others to program in it pretty effectively themselves, **even though it is
much "harder" than Squeak**.

And NetLogo/StarLogo is a moving target too, but *nothing* (maybe in the
whole Universe) moves as fast as Squeak. 2005 posts to SqueakDev in the
month of February alone! The plea from me is to slow the train down enough
to let some of us who are in the education business do what we do best to
show what you do best to the best possible advantage. As it is, we both lose.
Is that too harsh? I don't know; but it seems to me even the people
developing Squeak, some of whom may care not at all about education, are
moving so fast in potentially different directions that it is very difficult
to coordinate their (your) efforts. That can't be optimal for their (your?)
goals either, can it?

>Any programming environment provides challenges to non-expert users, and >
expert help is often needed. In my opinion many who promote computers as >
tools for learning say too little about the amount of support teachers and >
students need in order to get good results.

Amen to your second sentence; I am not quite "in the trenches" but I am
closer than most, and believe me, I know this. As to your first sentence,
this is part of my point, and it requires a willing suspension of disbelief
on your part: Why can I not provide something even close to "expert help" on
Squeak, when given comparable amounts of time on half a dozen other languages/
environments I have been more than equal to the task? And if it's true for
me, how many other potential educational "middlemen" are you losing? Do you
care?

From Alan.Kay at squeakland.org Tue Mar 11 05:19:40 2003
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document but I need to learn first!

Jerry --

I think you should first separate out the Squeak system -- an
experimental version of Smalltalk that is quite beyond the scope of
this list, which is for parents and teachers -- from the Squeak
"Etoys" which is aimed at children and *is* discussed on this list.
So complaining about 2000 posts to SqueakDev on this list is just
confusing for most of the folks here -- it's like complaining that
LISP is big and comprehensive -- it's not an enduser system, etc.

I will confine myself to the tradeoffs with the Squeak etoys. First,
we really do need better documentation, even for a system that is
still being tested by us. We have found that it takes about 3 years
in a classroom to get a good set of tests and we are just now in that
3rd year. The results of these 3 years have been written up by
teacher BJ Allen-Conn and Kim Rose in a "book of 10 projects" -- they

have done a great job! -- and drafts of this book will be available online not too far in the future. Another terrific contribution is from Sebastian Hergott's 8th grade class in Toronto. They did lots of projects and he got them to write them up as documented examples. These two books together supply lots of examples and should help to bridge some of the gaps in documentation.

However, I should say a little about the history of etoys. They were originally not aimed at classrooms but as 10-20 minute projects supplied on the web for parents and their children to do together. I stripped out as many features as I could and tried to come up with a system that could do "100 examples" pretty straightforwardly. The documentation that was intended here was to have been to teach parents how to do the examples so they and their kids could have a good experience. For several reasons, this plan did not work out at Disney. But BJ saw it and wanted to try etoys in her 5th grade classroom. I was initially against the idea because I thought that etoys were not complete enough for that venue. But she and Kim Rose decided to do it anyway. Six weeks later they started to show me some really good results, and I realized that it would be worth doing a 3 year experiment to see how well the etoys -- even with some of their lacks -- would work out with 10 and 11 year olds.

The results have been excellent -- in the proper environment most children have no trouble getting joyously creative and fluent -- and hence the forthcoming book by BJ and Kim to help other teachers and parents achieve the same results.

Our previous plans to make a kind of "superhypercard" and then get version 2 of etoys from that much more comprehensive design did not work out at Disney, and it wasn't until recently that we've been able to get that plan going again. I think this is more like the system you want, and you'll have a chance to try it out this summer.

To zero in on a real critique of today's etoys, it is helpful to confine discussion to 10 year olds and up, since essentially all the experience that we and others have had are in this age range. The etoys have changed very little in several years, in part because of the testing that is going on, so comments such as "too fast moving" really have to do with the larger Squeak community over at www.squeak.org. Here I think the problems are not so much lack of documentation as lack of particular kinds of documentation, such as detailed tutorials and project workbooks. The user-tested books mentioned above should help this.

Let me turn to another area, and tell a story that I witnessed recently. I was visiting a classroom with a really terrific teacher, who was truly ecstatic when his children could figure out something before him (we need more of these kinds of teachers!). But he brought up a problem that he couldn't see how to do. He wanted to general random colors, and had seen that the red, green and blue blends are given in the color picker. In etoys colors are not manifested as three numbers (we possibly should, but don't) though they are in the larger Squeak system (and in many other ways). So he didn't see how to make up colors, especially random ones. My thought was to put a bunch of objects (such as ellipses) into a holder, give them different colors and then do random picking by moving the cursor

                    holder's cursor <- random
to get an object whose color can be gotten at.
        We did that and he was happy. But then we saw a child who came

up with a much better way to do this. He just put splotches of paint on the desktop and ran a Squeak player (like a car) over the splotches in a random "drunkard's walk" and used "color under" to pick up the color as a value.

My thought on seeing that was that it was the child who found the "etoys way" of solving this problem, and that the general solution in this fashion would involve using the color rainbow of a color picker to supply a wide range of colors for the car to wander about on.

My second thought was that both the teacher and I were somewhat trapped in our pasts. The teacher had done something with color numbers in the past and wanted to do it again. I went to a table lookup solution that I had done many times in the past for other kinds of problems, and this worked. The child went at the heart of the matter with a completely simple and concrete approach that was quite brilliant and original.

One of the reasons I'm telling this story is that today's etoys -- that lack a wide and comprehensive range of features that "they should have" -- are best approached through the kinds of projects that *can* be done really nicely using the features that are there. There are more than enough such projects to occupy a full year (really more like 3 years) of work and play by children. As for the larger scope that is eventually needed, I'm hoping we can accomplish this by the time today's projects are used up.

Now to another one of your comments in yesterday's email. You wrote:
At 6:44 PM -0800 3/10/03, Jerry Balzano wrote:
>Get a load of these (the total "partial" list was almost 40 lines long):
>
>Orbits
>Springs
>Weighing
>Gradient following - Salmon and Clownfish
>Tree Growing
>Epidemics
>Multiple Mentalities
>Grey Walter Conditioned Response Learning
>Circuit Models
>Anyone who could create projects like these in any programmable
>medium, I'd say, would have a serious leg up on "real" programming
>by anyone's hard-nosed definition of that elusive (and
>ever-changing) concept.

I think I agree here. I've done each of these strictly in etoys to see what the process is like and to understand how one would explain the process to both teachers and children. Most of these projects are aimed at older children (such as Sebastian's 8th graders and older), and I think are quite doable, but they haven't been tested yet with adults and children of a good age and mindset. Just to provide a few more comments on some of these:

Orbits is easily done in etoys if you understand Newton's inverse square law, vectors (and that each etoy player -- like a logo turtle -- is a vector and can do vector arithmetic). The script that does the work is about 4 lines of tiles long and is a pretty direct translation of the inverse square law using "increase by" of vectors. It's a very clean script.

Here quite a bit has to be worked up to for most teachers and other adults. There are hurdles of mathematics, science, and learning

more about how to use etoys. The scaffolding would require many
projects to be done earlier, including the accelleration and gravity
projects that were easily done by BJ's 5th graders. I think a good
next one is to do a spaceship floating in space without a gravity
field to get a sense of how velocity is often (usually) in a
different direction than the ship is pointing.

Springs are fun to do, and easy to script in etoys if you go
through the exercise of deciding that the force on a spring is
proportional to the displacement and in the opposite direction. I
think there is quite a bit of scaffolding needed to do the science
part.

Weighing is part of doing a real roller coaster in etoys. An
insight is required here. Most people get stumped about needing sine
and cosine, etc., to find the forces on an inclined plane. But in
fact, you can "weigh" them using a postal scale on an inclined scale.
You can make up a simple table -- using a holder -- of the forces
every few degrees and this is quite good enough to make a real roller
coaster in etoys.

Gradient following If you make a gradient using the graphic
properties sheet you can do tests on it using "Brightness under".
This allows a simple feedback program to be written (very much like
the follow the road ones) that will cause a simulated object to
follow and find the darker or lighter regions of the gradient.
(Gradient following is a feature in starLogo, but I think people
should learn about it by actually scripting it.)

Tree Growing Most people have cognitive difficulties with
recursion, but one nice way to look at trees is recursively. This is
a conflict. Because etoys can make new objects via copies (see below)
it is possible to bypass recursion altogether in favor of a branching
activation. This turned out to be a very clear script and a good
model for other kinds of "recursion changed to branching activation"
problems.

Epidemics have a wide range. The easiest ones are just having
infected objects bump into noninfected ones and transmit the
infection. This is just a few lines of script to do.

Multiple mentalities comes from the Vivarium work we did 15 years
ago. Here we have separate scripts or even objects that represent
parallel and mostly independent drives of the simulated animal. The
main thinking that is needed is to figure out which of the drives
should be allowed to control the animal. This is easy for two (a
simple comparison) and needs something like a sort for more (it is
actually just looking for the one with the largest "urgency", so it's
a matter of using the "max" operator to perculate the largest urgency
one in a holder.

Grey Walter conditioned reflex learning model. Here it is hard to
guess about the appropriate age for this wonderful etoy. My guess is
high school since Grey Walter's model is nicely subtle. (He did this
with a single vacuum tube in 1949, so parsimony was the order of the
day. He got all of his power from very careful reasoning and clear
thinking about a simple model to do this.) Once you understand how he
did it (I made a diagram to show the 7 steps you have to go through)
it was quite easy to do in etoys and generated a nice set of dynamic
graphs for the animal's "state of mind".

Circuit Models I've not quite figured out an appropriate approach here. One way is to use the connectors stuff of Ned Konz and propagate signals though his objects. Several folks have done this, most notably a high school student who is working with us -- he went to the heart of the matter and decided not to do batteries and bulbs per se but to see about simulating logic.

>   My students (same ones as above) wrote programs in NetLogo,
>Microworlds (a descendant of Logo),

This is a product

>and Stagecast Creator

so is this. Etoys is an experimental system that is still quite a ways from being a finished packaged product.

>, including a "Turtle Epidemic" model in NetLogo for which I wrote
>the tutorial (see
>http://ccl.northwestern.edu/netlogo/resources.shtml) and a "Food
>Fight" game in Stagecast Creator, for which I'd love to be able to
>write the "etoys tutorial", if I could only see how to do several
>simple things in Etoys, for example
>   * have an agent (smiley) create another agent (burger) in the
>space next to him

Let's suppose that smiley is in a playfield called "fastfood".

smiley create
     smiley's temp <- burger copy
     fastfood include smiley's temp
     smiley's temp's x <- smiley's x + 25
     smiley's temp's y <- smiley's y

I found "copy" and "include" just by going through the views of the two objects and seeing what the balloon help told me. This is the documentation that is there, but most people don't use it. I found that I could make a player valued variable by looking at the menu item "change data type", etc.

>   * have an agent (smiley) send a message to a counter agent (count
>down) each time he "uses up" a burger, and another message to a
>counter-scorer agent (count up) each time one of his burgers hits
>his opponent

burger scoring
   Test burger's color sees <color of boundary>
      Yes smiley's score decrease by 1
   Test burger's color sees <color of opponent>
       Yes smiley's score increase by 1

>...just to name two.
>
>So, speaking of "viable learning paths", does anyone have a
>suggestion for one for *me*? Who wants to respond to all the
>questions my teacher-students raised in my field notes?

I do.

> Who wants to help me complete all the projects on Alan's list?

I have done these projects. I need help in explaining them in a way
useful to parents and teachers.

>
>If *I* can't figure out how to do this stuff on my own, there's no
>way any of the teachers I teach -- even after they've been
>thoroughly Balzano-indoctrinated to the virtues of programming and
>completed my
>more-rigorous-than-99%-of-other-teacher-ed-computer-courses course
>-- will be able to figure it out either.

I don't necessarily agree here, but your point is well taken. I think
that quite a bit of success for different kinds of people is the
match up between types of thinking, types of motivation, and the
kinds of materials and scaffolding available. Some teachers have been
amazingly successful with our inadequate documentation and others
have been less successful that one would expect, given the amount of
documentaiton that is there. Many children who like to explore and
don't want to read documentation have done even better. Some children
are quite stumped without explicit help (but that's what teachers are
supposed to be for.)

But the clear lesson is that we need to provide enough coverage for a
wide range of styles of learning. Please continue to be interested
and to help.

From Alan.Kay at squeakland.org Tue Mar 11 10:14:43 2003
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document but I need to learn first!

Thanks Brent --

At 9:44 AM -0500 3/11/03, Brent Vukmer wrote:
>Jerry --
>
>Could you post your field notes from your eToys demo? Also it would
>be great to see what the teachers' questions were.
>
>You may have already found this on the Web, but Alan Kay did a
>fairly detailed tutorial/exploration of eToys-and-Squeak for Tamika
>Knox's class problem. See http://www.squeakland.org:8080/super/200 .

I hate to say this but I pretty much forgot what I did here -- even
that I did it -- and certainly did forget this link (life has been
complicated the last 2 years ...). This is actually a pretty good
start at some of the things that Jerry wants and needs. I think the
reason that I didn't link this up is that I didn't get done with the
general stuff and didn't hand it off to anyone else .. then it got
forgotten. But, it's on a swiki so it is open to be added to and
changed for the better ... Maybe we should link this into the
squeakland.org site even in its unfinished state and hope someone
(perhaps with the energy of Sebastian's students) will add to it.

>I found that link via Google. I suspected that it was on the
>Squeakland Swiki, but I couldn't find the link when I navigated
>around the Squeakland website -- neither
>http://squeakland.org/author/swikis.html nor

>http://squeakland.org/author/swikiserver.html points to the Swiki
>homepage URL (http://squeakland.org:8080/super).

From doreennelson at earthlink.net Tue Mar 11 12:30:06 2003
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document but I need to learn first!

Dear John,
Are you working or just doing this stuff???

Hugs from a little voice that knows,
X
Doreen

From: John Steinmetz <johns@cloud80.net>
Date: Mon, 10 Mar 2003 20:45:35 -0800
To: squeakland@squeakland.org
Subject: Re: I want to document but I need to learn first!

Thank you for these comments, Jerry. I think you're bringing up important
points.

I think it needs to be emphasized over and over again that Squeak is a
research system. It is not a completed product, but a work in progress, and
that causes ome of the frustrations teachers and other novices experience.
Perhaps more could be done on the Squeakland site to make this clear.

Any programming environment provides challenges to non-expert users, and
expert help is often needed. In my opinion many who promote computers as
tools for learning say too little about the amount of support teachers and
students need in order to get good results.

I'm sure most people on this list are excited about the promise of
Squeak--many kinds of promises, really. It's astounding that Squeak has come
so far, and that has a lot to do with people helping one another. Clearly, to
get to the next stage, with ordinary users and ordinary teachers being able
to use Squeak, much more needs to happen. The book by BJ Conn and Kim Rose is
one step in that direction. But you are right to remind us not to confuse
possibilities and promises with what is really doable now. While working to
make some of these possibilites real, the Squeak community needs to try to
stay clear about what's not real yet.

One other thought: Squeak is interesting not just because it makes certain
things easy, but also because it is rich and complex. Rich, complex things
(music, sports, math, art, etc.) are often difficult, often need very good
helpers to be present, and sometimes need a huge amount of infrastructure.
For instance, I am a musician today only because my school had a very good
music teacher and a pile of instruments made by expert craftspeople and music
manufactured by expert composers and publishers--and my parents got me
lessons with still another expert, and I was able to play in youth orchestras
with more expertise at hand. Even with all this help and encouragement, and
even in such a supportive context, it took many years for me to get any good
at all. Most of the helpers were able to provide very satisfying projects at
every stage--even students who did not become professional musicians were
able to have a good time participating.

Probably very few schools can offer the kind of infrastructure for computer
learning that my school music program offered. Yet I think computers need the

same kind of multilayered help and expertise, and a supportive context of enthusiasm and encouragement for the activity.

Maybe we need to lose the idea that doing interesting and valuable things on the computer can happen in isolation. One of the constantly-reinforced fantasies about computers is that they will make good things happen all on their own. It's an attractive notion, but it's a fantasy. If good things are to happen, people will be required.

I am hoping this message will not make a persona non grata on the Squeakdev list, or make me go squeaking back to my little lurker hole in the wall ... but as a competent programmer in many languages (and around Squeak since *before* 2.7), I nonetheless feel the way R. O'Keefe does, *in spades*. And as for Rachel, cited in H. Hirzel's epigraph/email, she, like so many newbies to the squeaklist, appears to be long gone. I did begin, awhile ago, doing a kind of ethnography-of-disappearing-squeak-newbies, tracing their initial enthusiastic postings, the helpful replies (always, always including Ned Konz, bless you sir), the dreadfully high percentage of cases in which this initial enthusiasm would fade away ... but it was too depressing, and to what end?

I am not here to trash Squeak -- far from it! I have been around so long, on and off, because I truly do believe, on the one hand, that herein lies a potentially *great* environment for newbies to programming. As a teacher of teachers and an advocate of programming, this gets me very excited, as you can imagine. (And the record 2005 posts to squeak-dev in Feb 2003 was due in no small part to a sudden upsurge in the pedaogical consciousness of the list. ..also exciting...less so recently...) But I think that if the Squeak insiders really believe that "kids in fifth grade are able to master etoys" (A. Raab, 2/10/03) without one or more Squeak insiders hovering close by, they are sadly mistaken! (This is similar to a problem a fellow named Papert had vis a vis the "learnability" of Logo in the late 70's - early 80's....)

"So why should we even listen to this guy?" ("Maybe he really can't even program his way out of a paper bag...") Well, maybe some of you have stopped already. I've made many false starts in Squeak, and the responsiveness of Ned Konz, Karl Ramberg, and Stephane Ducasse (to name a few) to my previous postings is part of what keeps me around ... now I'm responding, instead of Rachel, to Hannes Hirzel's request.

>But we need "customers" like you. What are your interests in
>doing with Squeak?

I want to see -- and show others -- a viable learning path through etoys to Morphic-Squeak proper.

I have some "field notes" from an attempt I made to show etoys to teachers-to-be in UCSD's Teacher Education Program that I would love to share with people on this list. Some of the contents border on painful, but if I could only answer all *their* questions (and remember, if I am twice-, these teachers are three-times-removed from Squeak-insiderness), I would be able to document some of the projects on Alan's "Partial list of Etoy Projects" -- posted to Squeakland 2/11/03 (but not SqueakDev!). Get a load of these (the total "partial" list was almost 40 lines long):

Orbits
Springs
Weighing
Gradient following - Salmon and Clownfish

Tree Growing
Epidemics
Multiple Mentalities
Grey Walter Conditioned Response Learning
Circuit Models

Anyone who could create projects like these in any programmable medium, I'd
say, would have a serious leg up on "real" programming by anyone's
hard-nosed definition of that elusive (and ever-changing) concept. My
students (same ones as above) wrote programs in NetLogo, Microworlds (a
descendant of Logo), and Stagecast Creator, including a "Turtle Epidemic"
model in NetLogo for which I wrote the tutorial (see
http://ccl.northwestern.edu/netlogo/resources.shtml) and a "Food Fight" game
in Stagecast Creator, for which I'd love to be able to write the "etoys
tutorial", if I could only see how to do several simple things in Etoys, for
example
* have an agent (smiley) create another agent (burger) in the space next to
him
* have an agent (smiley) send a message to a counter agent (count down) each
time he "uses up" a burger, and another message to a counter-scorer agent
(count up) each time one of his burgers hits his opponent
...just to name two.

So, speaking of "viable learning paths", does anyone have a suggestion for
one for *me*? Who wants to respond to all the questions my teacher-students
raised in my field notes? Who wants to help me complete all the projects on
Alan's list?

If *I* can't figure out how to do this stuff on my own, there's no way any
of the teachers I teach -- even after they've been thoroughly
Balzano-indoctrinated to the virtues of programming and completed my
more-rigorous-than-99%-of-other-teacher-ed-computer-courses course -- will be
able to figure it out either.

From gjbalzano at ucsd.edu Tue Mar 11 12:52:38 2003
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document but I need to learn first!

Squeakers,

Since I am teaching today, I haven't had time to digest the overwhelming
number of responses to my postings, but I am *greatly* encouraged by them.
Before I run off to class I do particularly want to thank you Alan for your
long reply...and even if some of what I said was a bit annoying, I have to
say it was probably worth it to get you to expand on some of those projects
("Orbits", "Springs", "Weighing", etc.) for both the Squeakland and the
SqueakDev groups.

As far as separating the groups ... I thought at least some of what I had
to say was of interest to both groups and thought it was probably easier
for readers to skim parts they found uninteresting than it was for me to
evaluate each paragraph for suitability in each group. And I wasn't so
much "complaining" about 2000+ February postings to SqueakDev as, on the
one hand, marveling at the amount of energy and expertise in the Squeak
community, and on the other hand, feeling somewhat despondent that there
was apparently not enough of it to motivate a serious and sustained effort to
develop a stable version suitable for novice programmers. Call that
"complaining" if you must, but it's not the kind of "complaining" you suggest.

Will my reference to 2000+ postings confuse the Squeaklanders? Well, I
am trying to stir the pot a little, but I really don't think it will
confuse these smart and resourceful folks. I think Squeaklanders are
hungry for more postings (I know I am, as a member of both lists); there
were 58 February 2003 posts to Squeakland, and 9 of those were from Alan
Kay, 8 from Kim Rose, and 12 about the Kay/Papert talks in Toronto. So if
I'm a Squeaklander I should at least feel good that there's lots of
activity going on "behind the scenes", as it were. With all this
Balkanization of knowledge going on (Papert 1980), and given how easy it is
to delete an unwanted message, I don't want to be contributing to it by
placing my contributions in this or that segment or the Balkans.

You're right that it's Squeak proper that is "too fast moving" and not
etoys; but more than once I have found changes in Squeak proper causing
either inexplicable behavior in etoys or just making things break. (We try
to make things fully separate but we can never really achieve it.)

Let me focus on one more thing in your gold-mine of a response, your "Food
Fight" hints:

>
>> * have an agent (smiley) create another agent (burger) in the space
>>next to him
>
>
>Let's suppose that smiley is in a playfield called "fastfood".
>
>smiley create
>   smiley's temp <- burger copy
>   fastfood include smiley's temp
>   smiley's temp's x <- smiley's x + 25
>   smiley's temp's y <- smiley's y
>
>I found "copy" and "include" just by going through the views of the two
>objects and seeing what the balloon help told me. This is the
>documentation that is there, but most people don't use it. I found that I
>could make a player valued variable by looking at the menu item "change
>data type", etc.

OK Alan, I get the subtle dig (maybe not so subtle). In fact, I not only
know all the balloons in etoys by heart, I have even prepared a three-page
handout called "Etoy Viewer Commands" (incl balloon helps -- not including
"do menu item") that I will be posting to the Squeakland list (immediately
after this). There is no "include" there that I can see! And so you
shouldn't be surprised that I therefore don't fully understand your
"pseudocode". For the record, it seems to me (and it seemed to my
Stagecast Creator - literate teachers) that having a character create
another character should be more straightforward than this in any case. Do
you not agree?

Best,
Jerry

From gjbalzano at ucsd.edu Tue Mar 11 13:00:17 2003
Date: Fri Apr 18 13:54:54 2003
Subject: Etoy Viewer Commands Handout

Hi,

The attached three-page handout shows all the etoy viewer commands "at a

glance" and has proven to be a great help to etoy novices who are trying to
get an overview of what's possible and what's where, and even for more
experienced etoy users who want to save a little screen space or time
clicking around to the different panes. Also included are screen-captures
of the "balloon help" messages for each command (strictly speaking they are
not all commands of course), saving additional mouse-over time for the user
who wants a more verbose reminder of what each thing does. Enjoy!

        - Jerry Balzano
-------------- next part --------------
A non-text attachment was scrubbed...
Name: etoy_viewer_commands.pdf
http://squeakland.org/mailman/private/squeakland/attachments/20030311/
cd8fb9c1/etoy_viewer_commands.pdf

Dr. Gerald J. Balzano
Teacher Education Program
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Laboratory for Comparative Human Cognition
Cognitive Science Program
UC San Diego
La Jolla, CA 92093
(619) 822-0092
gjbalzano@ucsd.edu

From voiklis at redfigure.org Tue Mar 11 17:13:14 2003
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document...slightly off topic

This series of questions, and especially the reference to the
as yet unrealized intermediate visual programming/scripting environment,
reminds me of a question that went unanswered a few weeks ago.

What are the universal tiles? Do they have anything to do with the
intermediate interface that was mentioned? I have played ever so
slightly with universal tiles; they remind me a bit of the tile scriptor
that I discovered accidentally when working in the system browser, but
otherwise I have not seen any substantive difference between regular and
universal tiles. I am very likely missing something.

Who uses universal tiles and why; or, to put a different spin on it, who
should use universal tiles and for what purposes? Finally, since I
mentioned it, what is the tile scriptor...could I do full-fledged
Squeak/Smalltalk programming using a tile interface...how (this last
extended question may be more appropriate to another list)?

I know that to ask these questions means, to a certain extent, that
universal tiles are not for me. Then again, I had similar questions about
Squeak itself three years ago.

From Alan.Kay at squeakland.org Tue Mar 11 14:26:39 2003
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document...slightly off topic

Again, this is really a squeak.org question, since squeakland.org is
only about the etoys part of squeak. The short answer is the

universal tiles were one of several experiments we did to investigate
making an enduser scripting system of much wider scope than etoys.
Some of it worked very well, but we judged the gestalt to be below
threshold.

Name: copy_example.jpg
Type: image/jpeg
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030311/
e724803b/copy_example.jpg

From csawtell at paradise.net.nz Wed Mar 12 23:32:22 2003
From: csawtell at paradise.net.nz (Christopher Sawtell)
Date: Fri Apr 18 13:54:54 2003
Subject: I want to document but I need to learn first!

I've been reading the thread since the first post by Jerry Balzano, and would
like to make a few comments.

On Tue, 11 Mar 2003 17:45, John Steinmetz wrote:
> Thank you for these comments, Jerry. I think you're bringing up
> important points.
>
> I think it needs to be emphasized over and over again that Squeak is
> a research system. It is not a completed product, but a work in
> progress, and that causes ome of the frustrations teachers and other
> novices experience. Perhaps more could be done on the Squeakland site
> to make this clear.
Yes indeed. That site is very professionally put together and does have a
dot.com address. In spite of the "Under construction but ready for playing".
Without explicitly saying so, you give the very distinct impression that
Squeak is now ready to be used in the school and home by "mere mortals".
Although I have been around computers for something like thirty years now, I
have found learning Smalltalk to be one of the most difficult intellectual
exercises I have ever attempted. There is so much of it to learn and the
approach to the system is simply out of this world when compared to the
normal edit a file, compile it, and crash it cycle.

Perhaps you might like to consider making the forward from the .com address
not quite so transparent, and reinforce the experimental nature of Squeak
right there on the home page.

> Any programming environment provides challenges to non-expert users,
> and expert help is often needed. In my opinion many who promote
> computers as tools for learning say too little about the amount of
> support teachers and students need in order to get good results.
I'd go so far as to say that in a normal
> I'm sure most people on this list are excited about the promise of
> Squeak--many kinds of promises, really. It's astounding that Squeak
> has come so far, and that has a lot to do with people helping one
> another. Clearly, to get to the next stage, with ordinary users and
> ordinary teachers being able to use Squeak, much more needs to
> happen.
Yes, that's true, but please don't dumb it down totally by removing the
lovely
advanced features like the development environment etc. Just hide them. _The_
feature with which I have had by far the most success in a school setting is
the Alice system, I had a very intelligent ten year old girl typing commands
in like as if there was no tomorrow, and we ended up with Alice waving her
arms about and Rabbit playing the drum silently. After that she asked "Can we

program this like I can do Basic on my computer at home". Fortunately I had installed the full kit and merely hidden the tabs, so we were able to open a workspace and do a little bit of Smalltalk scripting to print out the multiplication tables.

> The book by BJ Conn and Kim Rose is one step in that
> direction. But you are right to remind us not to confuse
> possibilities and promises with what is really doable now. While
> working to make some of these possibilites real, the Squeak community
> needs to try to stay clear about what's not real yet.

I seem to remember that a few years ago there was a "Stable Squeak" project.
It seems to have disappeared. Anybody know what happened to it?
Anyway what about having a double release scheme a bit like the Linux kernel?
UserSqueak - Stable, and DevelopmentSqueak - Unstable.
Possibly with mail-lists to go with them. I found the squeak-dev list had far
too much traffic for the time I have available, to say nothing of the fact
that many of the threads were intellectually beyond me, yet, in contrast, up
until now this list has appeared to be virtually moribund. Is there a
SqueakUser list?

> One other thought: Squeak is interesting not just because it makes
> certain things easy, but also because it is rich and complex. Rich,
> complex things (music, sports, math, art, etc.) are often difficult,
> often need very good helpers to be present, and sometimes need a huge
> amount of infrastructure.

The other thing that everybody is under so much pressure in the school
setting. What's really needed is time. There's never enough of it.

> For instance, I am a musician today only
> because my school had a very good music teacher and a pile of
> instruments made by expert craftspeople and music manufactured by
> expert composers and publishers--and my parents got me lessons with
> still another expert, and I was able to play in youth orchestras with
> more expertise at hand. Even with all this help and encouragement,
> and even in such a supportive context, it took many years for me to
> get any good at all. Most of the helpers were able to provide very
> satisfying projects at every stage--even students who did not become
> professional musicians were able to have a good time participating.
>
> Probably very few schools can offer the kind of infrastructure for
> computer learning that my school music program offered. Yet I think
> computers need the same kind of multilayered help and expertise, and
> a supportive context of enthusiasm and encouragement for the activity.

Without doubt that's the case. I don't know about the situation is other
countries but here in litle NZ the use of computers in school is very patchy.
The government is spending a small fortune on providing the hardware,
operating systems and 'office' oriented software, but there is not only a
distinct fear of the huge abyss of the unknown, but sadly more often than
just occasionally a misplaced sense of pride in ignorance. This means that
the vast majority of computers are badly underutilised and often end up just
being web-surfing sets, glorified paint-brushes or typewriters.

> Maybe we need to lose the idea that doing interesting and valuable
> things on the computer can happen in isolation. One of the

> constantly-reinforced fantasies about computers is that they will
> make good things happen all on their own. It's an attractive notion,
> but it's a fantasy. If good things are to happen, people will be
> required.

Oh so very true, but not just people, but skilled and knowledgeble people.
How
many of them are going to both want to and be allowed into school classrooms?

> >I am hoping this message will not make a persona non grata on the
> >Squeakdev list, or make me go squeaking back to my little lurker
> >hole in the wall ... but as a competent programmer in many languages
> >(and around Squeak since *before* 2.7), I nonetheless feel the way
> >R. O'Keefe does, *in spades*. And as for Rachel, cited in H.
> >Hirzel's epigraph/email, she, like so many newbies to the
> >squeaklist, appears to be long gone. I did begin, awhile ago, doing
> >a kind of ethnography-of-disappearing-squeak-newbies, tracing their
> >initial enthusiastic postings, the helpful replies (always, always
> >including Ned Konz, bless you sir), the dreadfully high percentage
> >of cases in which this initial enthusiasm would fade away ... but it
> >was too depressing, and to what end?

One point to remember here is that it is extremely difficult for an expert in
any subject to create really good documentation far a lay person about that
subject. The expert assumes an unreasonable amount of background knowledge -
the unwritten lore which has become so ingrained that it is second nature. He
produces a book with lots of what I call 'transparent lines', the simple
facts just get forgotton. Alternatively he falls into the trap of assuming
that his reader is a totally witless fool with the intellect of a dumb five
or six year old. Exaggeration hovering, I know, but there is a lot of truth
there too.

> >I am not here to trash Squeak -- far from it! I have been around so
> >long, on and off, because I truly do believe, on the one hand, that
> >herein lies a potentially *great* environment for newbies to
> >programming. As a teacher of teachers and an advocate of
> >programming, this gets me very excited, as you can imagine. (And
> >the record 2005 posts to squeak-dev in Feb 2003 was due in no small
> >part to a sudden upsurge in the pedaogical consciousness of the
> >list...also exciting...less so recently...) But I think that if the
> >Squeak insiders really believe that "kids in fifth grade are able to
> >master etoys" (A. Raab, 2/10/03) without one or more Squeak insiders
> >hovering close by, they are sadly mistaken!
I beg to differ here, I have personally seen a ten year old, and two or three
12 year olds use the e-toys most effectively. The ten year old is an
exceptional student, but the others appeared to be pretty normal children who
made car races and cannons firing in a morning. ok. Squeak e-toys is not for
the witless child, but any child old enough to have language skills and of
normal intelligence can learn to think like a computer scientist using Squeak
and the e-toys. It's just that not everybody wants to learn to think like a
computer scientist, so they don't.

> >(This is similar to a
> >problem a fellow named Papert had vis a vis the "learnability" of
> >Logo in the late 70's - early 80's....)

That's all for the moment. imho what's really needed is a glossary or
dictionary to the natural language you gurus have developed over the last
twenty years while Smalltalk has been developing.

Please keep up the good work.

From Alan.Kay at squeakland.org Wed Mar 12 05:19:00 2003
Date: Fri Apr 18 13:54:54 2003
Subject: Volunteering for the documentation team

You just did, and you're "hired".

Let's chat more off this list.

At 4:18 PM -0500 3/11/03, Juntunen, William wrote:
>   [Juntunen, William] I'm trained as a teacher of English with about
>nine years of experience in Michigan. I'm also employed as a programmer with
>about six years of experience. How does one apply to work on the
>documentation team for eToys?

--

From Alan.Kay at squeakland.org Wed Mar 12 06:45:22 2003
Date: Fri Apr 18 13:54:55 2003
Subject: I want to document but I need to learn first!
Name: NormalParams.jpg
http://squeakland.org/mailman/private/squeakland/attachments/20030312/
b9b4fed1/NormalParams.jpg
-------------- next part --------------
A non-text attachment was scrubbed...
Name: CallCaseTiles.jpg
Type: image/jpeg
Size: 11309 bytes
Desc: not available
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030312/
b9b4fed1/CallCaseTiles.jpg

From Kim.Rose at viewpointsresearch.org Wed Mar 12 08:50:58 2003
Date: Fri Apr 18 13:54:55 2003
Subject: I want to document but I need to learn first!

Hi, Christopher -

Thanks for your comments -- It's a small comment in a way, but, I
should point out that both the Squeak and Squeakland websites are
".orgs" not ".coms". This was done for explicit reasons and *should*
inform visitors that we are not a commerical site or product driven.

Your suggestion to emphasize the experimental nature/work in progress
is a good one...we felt we had made that point, but perhaps not. We
are beginning to work on a site redesign and will take this into
consideration.

I think you've hit on one of the most difficult parts of this work.
It has been for me, certainly. We are attempting several things
with the development of Squeak and we are doing them simultaneously
-- the way we look at it is that we are developing, living and
working in a "Living Lab".   The bottom line of our work is
research. We are attempting to develop new media and tools to
provide a means of deeper learning for children and adults. However,

this work cannot happen in isolation, so as we develop iterations,
tools, etc., we must share and get users and their feedback. We must
grow our community. We must USE the developments in "real world"
environments AS we continue to refine, change, develop and improve
them. This is what we are attempting to do here. It is our hope that
others, who might be more "product/commerically inclined" would take
our research and perhaps develop "product" on top of it. This would
include documentation, curriclum, a support structure, etc., etc.
Believe me, if anyone realizes how difficult it can be to live in a
"Living Lab" world, it is me. I am constantly pulled between
"research" and "product" -- since many of our users/testers are
approaching Squeak/Etoys as "product", but in fact, it is not.

I also think what we're all having difficulty with here is that our
community is a mix of different types of people, which is wonderful,
but something else we need to better understand. Many of you have
programming/computer science backgrounds; others have no programming
experience but would like to think about how they might use computers
to help understand complex ideas. These different 'types' will look
at "the Squeak elephant" in different ways -- so, conversations about
learning "Smalltalk", for example, are completely irrelevant to most
elementary school teachers.

Anyways..I just thought I would take a minute to re-emphasize the
"Living Lab" nature of what we are trying to do here....We should
make this more clear on the Squeakland site and we thank you for your
continued input and interest.
cheers,
Kim

From gjbalzano at ucsd.edu Wed Mar 12 11:39:42 2003
Date: Fri Apr 18 13:54:55 2003
Subject: I want to document but I need to learn first!

>> > But I think that if the
>> >Squeak insiders really believe that "kids in fifth grade are able to
>> >master etoys" (A. Raab, 2/10/03) without one or more Squeak insiders
>> >hovering close by, they are sadly mistaken!
>
>I beg to differ here, I have personally seen a ten year old, and two or three
>12 year olds use the e-toys most effectively. The ten year old is an
>exceptional student, but the others appeared to be pretty normal children who
>made car races and cannons firing in a morning. ok. Squeak e-toys is not for
>the witless child, but any child old enough to have language skills and of
>normal intelligence can learn to think like a computer scientist using Squeak
>and the e-toys. It's just that not everybody wants to learn to think like a
>computer scientist, so they don't.

Well, Christopher, I certainly accept your report as the "data" it is, and
I'm certainly impressed by it. The cannons firing, in particular, seem
pretty far removed from anything I've seen in "tutorials" (demonstrating
"far transfer" as they say), and I wonder if you'd be willing to share them
with me or with other interested parties. There are always exceptions to
any (over)generalization of the sort I made, although I'm not quite ready
to back completely off it. One question I have is, what is the 12 year old
doing with etoys now? (Actually I have other questions but first I wanted

to see if you were interested in having a discussion about this at all.)

                    - Jerry

From csawtell at paradise.net.nz   Thu Mar 13 14:14:03 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Fwd: Re: I want to document but I need to learn first!

I suspect that the reason the .com address is working is because the browsers
are all programmed to convert a single word into a fully qualified name in
the .com domain. Thus putting "Squeakland" in the location window of a
browser will work. It's nice but gives users the completely wrong impression
unless the forwarding to the .org page is done non-transparently.

> Your suggestion to emphasize the experimental nature/work in progress
> is a good one...we felt we had made that point, but perhaps not. We
> are beginning to work on a site redesign and will take this into
> consideration.

The site is so well put together that one gets the distinct impression that
Squeak is a "going concern". It's a case of "actions speak louder than
words".

> I think you've hit on one of the most difficult parts of this work.
> It has been for me, certainly.   We are attempting several things
> with the development of Squeak and we are doing them simultaneously
> -- the way we look at it is that we are developing, living and
> working in a "Living Lab".   The bottom line of our work is
> *research*. We are attempting to develop new media and tools to
> provide a means of deeper learning for children and adults. However,
> this work cannot happen in isolation, so as we develop iterations,
> tools, etc., we must share and get users and their feedback. We must
> grow our community. We must USE the developments in "real world"
> environments AS we continue to refine, change, develop and improve
> them.   This is what we are attempting to do here. It is our hope that
> others, who might be more "product/commerically inclined" would take
> our research and perhaps develop "product" on top of it. This would
> include documentation, curriclum, a support structure, etc., etc.
> Believe me, if anyone realizes how difficult it can be to live in a
> "Living Lab" world, it is me. I am constantly pulled between
> "research" and "product" -- since many of our users/testers are
> approaching Squeak/Etoys as "product", but in fact, it is not.

Yes, I understand that. It must be difficult for you. I would just like to
give this little bit of practical feedback. If, a small word, but one with
much more meaning than its two letters imply, you want to get feedback from
people involved with both Squeak and the real world two things are really
important: That things work consistently. i.e. backwards compatibility is
really important: Error recovery is vital. My experience is that programs
break, because of incompatible upgrades to the interpreter, inappropriate
input or some other inexsplicable thing, and one is dumped into the pink
window of the Squeak Smalltalk debugger. imho that's a real no-no.

> I also think what we're all having difficulty with here is that our
> community is a mix of different types of people, which is wonderful,
> but something else we need to better understand. Many of you have
> programming/computer science backgrounds;

That is my situation. I am essentially self taught, and know the methodolgy

of programming and wanted to share my skill-set with my son. He, by the way,
spent some time hovering around the subject, then dived in one day and
produced a car track complete with a lake in the middle. The cars suddenly
went slower and produced splashing noises when in the water. Having
completed that he had the satisfaction of a completed project, and is now at
a bit of a loss wondering what to do next, so life has moved on to other
things for him. The wonderful thing Squeak did for him was that for the
first time in his life he saw the point of using the written word to
communicate instructions. We set up a book object to hold the user manual
for the car game. As the parent of a child who was having great difficulty
with written literacy it was joyous in the extreme to see this happening.
Thank you.

> others have no programming
> experience but would like to think about how they might use computers
> to help understand complex ideas. These different 'types' will look
> at "the Squeak elephant" in different ways -- so, conversations about
> learning "Smalltalk", for example, are completely irrelevant to most
> elementary school teachers.

That may well be the case for you, living as you do in the strongest economy
in the world, but for those of us who live in situations where school is seen
very much as a vocational preparation for life, Squeak has the very real
advantage over other educational software in that it is written using an open
programming language which can be seen at the click of the mouse. Yvonne, the
talented ten year old, was continually clicking of the little square on the
tiles because she wanted to see what the computer had written for her.

For the parents and teachers I have spoken to, the fact that Smalltalk is a
real industrial strength computer language of great power and productivity
justified the precious time spent "playing at car races" on the computer. You
see, Squeak can be a very real first stepping stone on the way to the
industrial giants namely VisualWorks, SmalltalkX, GemStone, etc., etc.
Mastering these systems gives people the skill-set to become very viable
economic entities in a world dominated by those horrors called VB and Java.

> Anyways..I just thought I would take a minute to re-emphasize the
> "Living Lab" nature of what we are trying to do here....We should
> make this more clear on the Squeakland site and we thank you for your
> continued input and interest.

Getting the balance between the experimental and producing something that can
be used in the real world is far from easy. I know that, and admire you folks
for having achieved it.

From csawtell at paradise.net.nz Thu Mar 13 14:39:10 2003
Date: Fri Apr 18 13:54:55 2003
Subject: I want to document but I need to learn first!

On Thu, 13 Mar 2003 08:39, Jerry Balzano wrote:
> >> > But I think that if the
> >> >Squeak insiders really believe that "kids in fifth grade are able to
> >> >master etoys" (A. Raab, 2/10/03) without one or more Squeak insiders
> >> >hovering close by, they are sadly mistaken!
> >
> > >I beg to differ here, I have personally seen a ten year old, and two or
> > > three 12 year olds use the e-toys most effectively. The ten year old is
> > > an exceptional student, but the others appeared to be pretty normal

> > children who made car races and cannons firing in a morning. ok. Squeak
> > e-toys is not for the witless child, but any child old enough to have
> > language skills and of normal intelligence can learn to think like a
> > computer scientist using Squeak and the e-toys. It's just that not
> > everybody wants to learn to think like a computer scientist, so they
> > don't.
>
> Well, Christopher, I certainly accept your report as the "data" it is, and
> I'm certainly impressed by it. The cannons firing, in particular, seem
> pretty far removed from anything I've seen in "tutorials" (demonstrating
> "far transfer" as they say), and I wonder if you'd be willing to share them
> with me or with other interested parties.
No, I'm sorry I can't share the cannon firing range exercise because it was
done last year, and has long since tootled off to the bit-bucket in the sky.
Anyway you would have probably been offended by it as it poked serious fun at
the whole American ethos. That's why I didn't post it off to one of the
Squeakland ftp archives at the time.

> There are always exceptions to
> any (over)generalization of the sort I made, although I'm not quite ready
> to back completely off it.
I dont think you should feel that you have to back off your opinions, they
are
yours and you have every right to express them. Besides they do have that
certain ring of truth about them you know.

> One question I have is, what is the 12 year old
> doing with etoys now?
Not much, he's gone on to make animations and movies using more sophisticated
tools. Seriously, this young fellow is going to be a big part of, if not a
leader in, the Tinsel-Town industry. Peter Jackson you have competition.

> (Actually I have other questions but first I wanted
> to see if you were interested in having a discussion about this at all.)

Chat away, but please note that I'm by no means an expert in all this
squeaking stuff. I too have found the learning curve a cliff-face, but I'm
quite certain that the view from the top is wonderous, so will plug away at
it.

From G.J.Tielemans at dinkel.utwente.nl Thu Mar 13 11:37:04 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Volunteering for the documentation team

More and More communities of practice use a wiki-site for collaborative
documentation of their product: With Swiki we have the nicest Wiki on earth
(OK Tiki becomes also nice)

I know that Swiki was always meant to be THE tool for this, but it misses
cohesie:
Could the people with the overview create a new Swiki with a simple
book-metaphor:
- a clear TOC, maybe even a clever index-system, but at least someting you
can recognize as a book: a simple example of this is myscrapbook form the php-
family of a more complex ome like Drupal...
- and all the others could go to the pages they feel most comfortable in to
fill?

From gjbalzano at ucsd.edu Thu Mar 13 09:56:18 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Limited palettes (was RE: I want to document but I need to learn
 first!)

[Alan Kay, 3/11]
>> So the people who have been very successful at etoys are those that
>> are comfortable with any limited palette they are given. This has to
>> be widened before we can declare etoys to be a real release.
>
[Dean Swan, 3/11 (later)
>>You know, this could also be interpreted as a feature rather than a
>>limitation. It's been my experience that constrained resource
>>environments encourage "better" design.

Dean -

I guess I have to weigh in on the side of those who would want a wider
palette of resources. Interestingly, the smaller number of primitive
commands in BASIC vs LOGO back in the 70's was used as an argument for
BASIC (e.g. "BASIC is easier because there are fewer commands to learn");
in fact, your comment reminded me of a rebuttal of this argument provided
in "Mindstorms" which I quote here:

>An example of BASIC ideology is the argument that BASIC is easy to learn
>because it has a very small vocabulary. The surface validity of the
>argument is immediately called into question if we apply it to the context
>of how children learn natural languages. Imagine a suggestion that we
>invent a special language to help children learn to speak. This language
>would have a small vocabulary of just fifty words, but fifty words so well
>chosen that all ideas could be expressed using them. Would this language
>be easier to learn? Perhaps the vocabulary might be easy to learn, but
>the use of the vocabulary to express what one wanted to say would be so
>contorted that only the most motivated and brilliant children would learn
>to say more than "hi". This is close to the situation with BASIC. Its
>small vocabulary can be learned quickly enough. But using it is a
>different matter. Programs in BASIC acquire so labyrinthine a structure
>that in fact only the most motivated and brilliant ("mathematical")
>children do learn to use it for more than trivial ends. (Mindstorms, p. 35)

Let me, however, add the following provisos:
(a) The "minimalist" exercise of "making do" with an artificially reduced
set of resources to accomplish particular (selected) tasks can be quite
valuable and satisfying, even if it is not something you would wish (esp on
novices!) as a constant state of affairs.

(b) Access to the relatively large set of resources should be controlled or
at least managed so as not to overwhelm novices, and there are a number of
ways to go about this. HyperCard's five "user levels" constituted an
interesting attempt at this "shielding" of beginners from unwanted
resources, although I'm still not sure what I think of how well it worked.
And etoys does have its language resources organized into panes, but here
too I keep thinking a better way is on the tip of our collective tongues.

                        - Jerry

P.S. I know I am invoking Papert a lot in my postings, but I am trying both
to celebrate his insights and take proper warning from (what I believe to
have been) his mistakes. Not to confuse necessary and sufficient
conditions, I am nonetheless hoping that we Squeakers, by being more aware

of history (of both events and ideas), won't be doomed to repeat it.

From Alan.Kay at squeakland.org Fri Mar 14 08:19:04 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Limited palettes (was RE: I want to document but I need to
 learn first!)

None of the limitations in etoys have *any* effect at all on really
high quality projects by 10 and 11 year olds. That's who we wanted to
test with over 3 years and (a) really good results happened, and (b)
only about a third of the stuff we came up with easily covered a
whole school year -- so there is plenty more that can be done.

I think one problem here is that you, like many adults, really want
the next version of Hypercard with lots of features and wide range.
This is good. That's what we want to do also, and we have been
working on this for a few years. But this is not what etoys are
about, as I've said many times over on this list. Etoys are an
experimental authoring environment for kids around the age of 5th
grade, done solely to allow us to test a bunch of ideas that seemed
fruitful and needed testing. We made the work open source to attract
potential colleagues, not to be a vendor (Squeak and etoys are not
products, we are a nonprofit public benefit corporation operating on
a shoestring for the public good, etc.)

Forgive me for saying this, but there's a certain amount of special
pleading and rhetoric in your recent remarks. At one point you're
using LOGO as "something that can't easily be learned", at another
point you're invoking Seymour against BASIC. Neither of these have
much to do with etoys -- in part because neither has a powerful
dynamic object system with automatic graphical update. They simply
aren't comparable and shouldn't be compared. The real heart of the
matter is that children with pretty minimal help can do a wide range
of projects that are engaging and empowering to them and that we
think are intellectually interesting in the context of "real
education".

The one place I agree with you is that "a new thing like Hypercard"
(with even wider scope and higher ceilings) is what is eventually
needed. But until that comes, a fabulous range of ideas can be pretty
easily explored with children using etoys. (I.e. you shouldn't wait
for the "76 Trombones" before you start a music program in a school.
The children can sing and make instruments and a musical adult can
bring them to very above threshold musical experiences with just
that.)

Cheers,

Alan

From ajbn at cin.ufpe.br Sun Mar 16 20:08:26 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Dixie Bears

Folks,

The Dixie Bears project can also be seen in Dan Ingalls' (archived) talk

at Stanford in 2001 (as part of the Computer Systems Lab Colloquium).
For those who are interested, point your web browser to
<http://www.stanford.edu/class/ee380/ay0102.html>
and click on the camera icon on the third row.

In the first hour of the presentation, Dan talks about Smalltalk history
and features. After that, he talks about Squeak and shows some cool stuff
(including Dixie Bears).
I am looking forward to seeing Kay/Papert archived webcast.

Best,

Antonio Barros

From michael at squeakland.org Mon Mar 17 11:36:43 2003
From: michael at squeakland.org (Michael Rueger)
Date: Fri Apr 18 13:54:55 2003
Subject: I want to document but I need to learn first! (nbodley@theworld.com)

To: squeakland@squeakland.org
Date: Sun, 16 Mar 2003 10:22:56 -0500
Subject: Re: I want to document but I need to learn first!

   {Re-sent; unfortunately, confusion caused by a lifetime
   forwarding e-ddress made the first post bounce. My apologies!}

   2003-03-12 11:50:58, Kim Rose <Kim.Rose@viewpointsresearch.org>
   wrote a most-decent, thoughtful and helpful explanation of where
   Squeak is today.

   I'm a lurker, but Squeak has so much promise that I continue to
   stay subscribed.

   I'm a retired electronic tech, was a midnight hacker in 1960, but
   had a hiatus from computers from 1962 to 1981. Since then, I've
   been involved to a modest degree (very simple Z80 device-driver
   programming, and a semi-technical user/repair/setup person).

   Although this thought doesn't help much, I found that it does
   help, in the Squeak[land] environment, to abandon (to the extent
   possible) habits of thinking that usually are beneficial, and to
   try to have the outlook of a child.

   I don't mean that disparagingly; I mean to have the open-
   mindedness (and curiosity), as well as innocence, and beneficial
   ignorance of how things are done by adults. There are many ways
   to do a given task, and one should expect Squeak[land]to be a
   different land!

   Not sure these thoughts make sense, and considering the messages
   about how hard it can be to do certain (seemingly) simple things,
   this surely is not the whole answer.

   HTH, and blessings to all.

     Nicholas Bodley |@| Waltham, Mass.
        Sent by Opera 6.05 e-mail
      via TheWorld, using Speakeasy DSL
          nbodley@theworld.com

From pierre-andre.dreyfuss at edu.ge.ch Thu Mar 20 13:34:05 2003
Date: Fri Apr 18 13:54:55 2003
Subject: EToy French Translation

Hello, I just comming late with my french translation
that I promised you a few weeh ago.
You can download it as a change set or ready to use as a plugin image.

The plug in image has more stuff translated (some menus and the name of the
objects in the tabs.)

The adress is
http://squeakfr.swiki.net/2

Yes it's a SWIKI I have created using swiki.net so join it and share your
Ideas and work on the pages The swiki is open , you just need to subscribe
to swiki.net to be able to write on the pages.
Best regards
P-A Dreyfuss
Since this is primarely intended to person speaking french I go on with
french.

Bonjour les francophones, j'ai fait depuis quelque temps une traduction
francaise qui est disponible a l'adresse :

http://squeakfr.swiki.net/2

Je l'avais promise, il y a deja quelques semaines.

Utilisez ce swiki pour echanger des informations sur les E-toy et leurs
applications pedagogiques.

IL est ouvert a tous, mais pour pouvoir editer les pages, il faut etre
inscrit a swiki.net.Aidez-moi a documenter squeak et les E-Toy.

Aucune inscription n'est necessaire pour consulter les pages.

Amities
P-A Dreyfuss

-----Message d'origine-----
De: Scott Wallace
A: philippe@capcod.com
Cc: squeakland@squeakland.org; Michael Rueger
Date: 14.03.03 19:26
Objet: Re: EToy French Translation

Hello, Philippe,

What's missing is only that you need to evaluate the following
expression:

Vocabulary setTranslationInitializer: #addFrenchVocabulary
forLanguageSymbol: #Francais.

... and once you've done that, you will then find that Francais is
available as one of the language choices in the "set language" menu
(fourth item in the "help" menu.) And once you choose Francais as a

project's language, your French translations will appear on all etoy
tiles in the project.

To prepare your translation as a SqueakMap package that people can
load in to their images, put your #addFrenchVocabulary method into a
change-set, and give that change-set a postscript that evaluates that
#setTranslationInitializer: expression, and everything ought to work.

Hope this helps,

   -- Scott

PS: Sorry for the long delay in responding. Your email had bounced
from the Squeakland list and we only became aware of it last week.
Then it turns out that the reply I sent ten days ago never made it to
the Squeakland list. So here's trying again.

From pierre-andre.dreyfuss at edu.ge.ch Thu Mar 20 14:12:21 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Logic circuits simulation

Hi,

I have put on squeakland-bss a project for building logic circuits ,
It was just to see if I could post a project , since from school it is not
possible,(we have fireWalls). From home it worked well and the project is
there. I hope it will be usefull for others.
What are the rules for posting something there ???

!!! HELP about PROXIES !!!!

I need help to use squeak with proxies. I saw in the small talk code that
there is something about proxies in it.
I probably just need to put a file with the name of the proxy and the chanel
on it. But where to put that file and what should be on it ???

Best regards.
P-A Dreyfuss

From Yoshiki.Ohshima at acm.org Thu Mar 20 22:30:39 2003
Date: Fri Apr 18 13:54:55 2003
Subject: EToy French Translation

  Hello,

  Nice try!

  We (mainly a guy called Kazuhiro Abe and a little change from me)
happened to have tried the similar thing for Japanese language. Our
goal was to eliminate *all* English words and sentenses that kids will
see in the kids' environment. And we think we managed to achieve this
goal. The subtle ones, such as balloon helps for the buttons in a
viewer and flaps, the extended menu items that show up when you hold
the mouse button on the buttons in the navigator bar, the buttons in
the paint tool, the messagess shown when you are going to publish a
project, and etc. are all translated.

  The version is available from:

http://squeak.hoops.ne.jp/squeak/SqueakNihongo4.zip

   You should be able to run this on your computer, means no extra
software to handle Japanese language. (If you want to enter Japanese
text, you will need something, though.) To make a French version from
this, all you have to do, basically, is to make a French counterpart
of #addJapaneseVocabulary, and check all senders of
#asTranslatedWording method in this Nihongo4 image and migrate them to
the original version of Squeak, along with #asTranslatedWording method
itself and some other methods which unfortunately I can't point out
right away. You will also need to photoshop the bitmap for the paint
box tool buttons.

   Note that the Nihongo4 version uses ISO-8859-1 encoding for the file
out format. This means that if you add a French version to the
Nihongo image, file it out and then import it to the original Squeak,
the accented characters get garbled. I'd recommend that you make
changes to the original version of Squeak.

   Hope this helps,

-- Yoshiki

From karl.ramberg at chello.se Thu Mar 20 20:16:44 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Logic circuits simulation

Dreyfuss Pierre-Andr? (EDU) wrote:

> !!! HELP about PROXIES !!!!
>
> I need help to use squeak with proxies. I saw in the small talk code that
> there is something about proxies in it.
> I probably just need to put a file with the name of the proxy and the chanel
> on it. But where to put that file and what should be on it ???
>
There is some stuff on the Squeak Swiki
http://minnow.cc.gatech.edu/squeak/23

Date: Thu, 20 Mar 2003 16:47:09 -0800
From: Darius <squeakuser@inglang.com>
To: squeakland@squeakland.org
Subject: NPR: Tavis Smiley talks to Salome Thomas-El about uses the game
of chess to motivate his students

Here is some insight from an experienced teacher in the inner city.

"Chess for Kids"

Tavis Smiley talks to Salome Thomas-El about why he gave up a television
career
to teach kids in the inner-city Philadelphia neighborhood where he grew
up, and
how he uses the game of chess to motivate his students.

Feb. 25, 2003

http://discover.npr.org/features/feature.jhtml?wfId=1175171

From Kim.Rose at viewpointsresearch.org Fri Mar 21 14:39:02 2003
Date: Fri Apr 18 13:54:55 2003
Subject: A good book on Squeak?

Hi, Jim -

Now, *there's* a question!   Depends on where you are "coming from".
I'll point you to what I know is "out there" and then let you be the
judge of whether any are "good books on Squeak".

If you have a background in computer science or engineering, etc. and
want a kind of "text book" -- based on an earlier version of Squeak
which would be downloaded from "squeak.org" you might try Mark
Guzdial's book on Squeak published by Prentice Hall in 2000.

Squeak: Object Oriented Design with Multimedia Applications
see this amazon url:
http://www.amazon.com/exec/obidos/ASIN/0130280283/qid=1048285977/sr=2-2/ref=
sr_2_2/103-7626248-0503005
Mark used this book at a text and intro to Squeak for his
first/second year C.S. students at Georgia Tech.

Mark and I coedited:
Squeak Open Personal computing and MutiMedia, also published by
Prentice Hall (and referenced on that same amazon.com page0
This book is more a "history" of how Squeak came to pass with
contributions from several of the open source contributors. There
are chapters on porting Squeak, sound and music in Squeak, etc., etc.

There are other books listed on the amazon page as well.

If you are looking for a book which is based in the "etoy" component
of Squeak and geared toward a younger /less technical user group and
discusses the use of Squeak in a learning enviornment, then, I regret
to say, "not yet".   There are a few groups/people working on such
books, but none (as far as I know) have been published yet...If all
goes well, there will be one such "project book for
teachers/curriculum guide" available late spring or early summer,
authored by 4th/5th grade teacher BJ Conn, and myself.

I hope this helps...
Tell us more about your interest and how you'd like to use (or are
using) Squeak.

http://squeakland.org/mailman/private/squeakland/attachments/20030321/
34cb2689/attachment.htm

From rsussan at noos.fr Sat Mar 22 01:15:14 2003
Date: Fri Apr 18 13:54:55 2003
Subject: A good book on Squeak?

Hi,

I discovered a few days ago, in a parisian bookshop, a book I never heard
about before:
"Squeak: a quick trip to object land".(Addisson Wesley)
It's a good book if (like me), you came to squeak without knowing anything
about smalltalk or object oriented programming. It is more a book about

Smalltalk using Squeak than about Squeak itself, but it is a good thing for
absolute beginners like me imho. Apparently, Etoys are not mentioned; there
is a chapter at the end of the book about morphic, but I didn't read it
yet...

I also use Mark Guzdial's book a lot, but I would love to see an even *more*
multimedia book about Squeak, with more etoys, wonderland (3D), music and
animation. Squeak seems to me to be like an open source Director (Etoys
replacing the Macromedia interactive interface), and I would love to see a
book dealing mainly with entertainment, games, cultural or artistic
applications...

From jaford at watford53.freeserve.co.uk Sat Mar 22 12:52:29 2003
Date: Fri Apr 18 13:54:55 2003
Subject: A good book on Squeak?

I've a mechanical engineering background, currently working as a Science
Technician in a secondary school. As an amateur, I've dabbled with many
computer languages, including a brush with Smalltalk some years ago using
the Atari implementation of Gnu Smalltalk, which I learned enough of to be
impressed.
I like the graphical interface with Smalltalk that Squeak provides and
believe that Squeak could be an ideal introduction to programing for young
people - better even than Logo (which I've also tried). Once I feel I'm
sufficiently up to speed with Squeak to demonstrate it, I'll try to gain
some interest in the school where I work. (I don't hold out much hope
though, as the "What could _you_ - a mere technician - say to _me_ - a
Teacher, that could possibly be of interest?" syndrome is rife in the
trade!)

For my own interest, I'd like to try it for modelling secondary school
science experiments.

> If you are looking for a book which is based in the "etoy" component
> of Squeak and geared toward a younger /less technical user group and
> discusses the use of Squeak in a learning enviornment, then, I regret
> to say, "not yet".   There are a few groups/people working on such
> books, but none (as far as I know) have been published yet...If all
> goes well, there will be one such "project book for
> teachers/curriculum guide" available late spring or early summer,
> authored by 4th/5th grade teacher BJ Conn, and myself.

This looks ideal for the introduction to my School I'm considering. I look
forward to it being published - perhaps you could let me know when it is.

Thanks for the helpful reply

Regards: Jim Ford

From christel.smith at plrd.ab.ca Sat Mar 22 09:20:25 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Could Elementary students use this?

squeakland@squeakland.org writes:
>Squeak could be an ideal introduction to programing for young
>people - better even than Logo (which I've also tried). Once I feel I'm
>sufficiently up to speed with Squeak to demonstrate it, I'll try to gain
>some interest in the school where I work. (I don't hold out much hope

>though, as the "What could _you_ - a mere technician - say to _me_ - a
>Teacher, that could possibly be of interest?" syndrome is rife in the
>trade!)

Hi Gentleman,
      I am a teacher trying to get other teachers to use technology so that
students think. Beyond the PowerPoint mentality... While I was looking
through a weblog (which I think is interesting), I found your site.
Before I run around extolling the virtues of this I will have to do
another great learning curve and try and figure out how to do it so that I
can make it accessible for teachers who generally don't have time to play
with technology. Any suggestions? Would the books recommended be good
for someone without any programming concepts?
      Our techs are very busy people who keep our entire system running.
Sometimes our clashes happen because they want things logical, and easy
for them to maintain. Classrooms are complex places and what seems
expedient to a person not dealing with kids makes things tough for
teachers. I am interested in what you are doing Jim, but I would like to
try it at a lower level as well. Let me know what you are up to. Maybe I
can connect you up to an interested high school person here.

Christel Smith

When one teaches, two learn.
Robert Half

From jaford at watford53.freeserve.co.uk Sat Mar 22 17:49:08 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Could Elementary students use this?

On Sat, Mar 22, 2003 at 09:20:25AM -0700, Christel Smith wrote:

> Hi Gentleman,
>   I am a teacher trying to get other teachers to use technology so that
> students think. Beyond the PowerPoint mentality... While I was looking
> through a weblog (which I think is interesting), I found your site.
> Before I run around extolling the virtues of this I will have to do
> another great learning curve and try and figure out how to do it so that I
> can make it accessible for teachers who generally don't have time to play
> with technology. Any suggestions? Would the books recommended be good
> for someone without any programming concepts?

My experience in the U.K is that Teachers are not very receptive to new
ideas/technology - they're too busy 'Delivering The Curriculum'. I can't say
I blame them when it comes to computer technology - most of them have
experienced the sinking feeling when confronted by the 'Windows Blue Screen
Of Death' halfway through some important work. I also allways tell the pupils
when it
comes to datalogging, that if they trudge up Mount Everest to make some
observations, it's no good getting up on the Summit and finding the
batteries of your datalogger have gone flat and you've dropped the spares 5000
feet below. Their best bet in a one-off chance situation is still a pencil
and paper!

When it comes to Smalltalk-80, which Squeak is based on, prior programming
experience may not be particularly helpful. The Class/Object paradigm is
unlike most other languages and can be offputting to those used to more
mainstream languages. I find it very elegant!

>From what I've seen on Squeak related sites, and the projects supplied with
the installation, there is very little - if anything - between the
heavyweight projects like chess, tetris and scamper and the trivial projects
just showing a page of graphics. We really could do with a suite of _graded_
tutorials.

When (if!) I get up to speed with Squeak perhaps I'll try a predator/prey
simulation - I think it would suite the language/program development
environment.

Regards: Jim Ford

From Origbj at aol.com Sat Mar 22 17:59:32 2003
Date: Fri Apr 18 13:54:55 2003
Subject: Could Elementary students use this?

Jim:

I am a 4th and 5th grade teacher in Los Angeles. I have been using Squeak in
my classroom to enhance math and science for the last 3 years. I would be
happy to share some of my lessons with you.

BJ Conn

From sheine.mankovsky2 at tdsb.on.ca Sun Mar 23 00:08:08 2003
Date: Fri Apr 18 13:54:55 2003
Subject: My contribution to recent comments/questions, etc.

I'd like to add a few comments with respect to the contributions folks have
made in the last little while. First, on the matter of a book (text) to
"help" teachers use Squeak in the classroom, I would suggest that it's not
useful to go that route. The computer is the book.

What is a book? According to Neil Postman in Amusing ourselves to Death,
"books...are an excellent container for the accumulation, quiet scrutiny and
organized analysis of information and ideas. He goes on to say that "it
takes time to write a book, and to read one; time to discuss its contents
and to make judgments about thier merit, including the form of their
presentation. A book is an attempt to make thought permanent and to
contribute to the great conversation conducted by the authors of the past".

Postman doesn't say anything about books containing knowledge. So, if the
book is a container, it seems to me that without abandoning the book, we can
switch to another one, just as we did to the book.

In conventional classrooms in our public education systems books are used as
though they do contain knowledge. And, we use curricula to further define,
read limit, the knowledge that we make available to students.   It is not a
natural process. My concern is that in all of this we shortchange our kids,
as we (adults) were shortchanged.   You can have a look at what I wrote at
on this at
http://journals.cms.math.ca/cgi-bin/vault/public/view/Notesv34n8/body/HTML/1
5?template=Notes.

After I came back from L.A. last January, I decided that it was important
for me to use Squeak to be able to really talk about its potential for our
kids in the Toronto District School Board.   Seeing the kids use Squeak had
made a powerful impression on me. They were having a great time "making"
their learning. I also had a great time sitting beside one of B.J.'s

students and asking questions about what he was doing, why, etc.

As I see now, the experience also left me very angry about some of my own experiences as a student--starting in kindergarten. And it didn't get all that much better when I started playing around with Squeak. Fact is, I just plain couldn't do it.

But I believe therefore it is all the more important for me to contribute to changing the learning environments we create for our kids. I think John Steinmetz talked about the need to create a supportive infrastructure. Discussion on change isn't moving very quickly, nor is action. None of us is surprised by that. The discourse continues to focus on education (schooling) rather than learning, and on operational/structural issues. It should focus on creating a new vision for learning in the digital, global age, and on the means that we need to create for supporting the vision.   I am finding it a lonely, frustrating, generally emotionally painful road. Not fun. So, if anyone feels a need to vent, curse, etc., I've got lots of time for you. Drop me a line anytime.

A few days ago there was some discussion in a Toronto daily about kids' math deficiencies, and, of course, who was to blame.   The article by Margaret Wente in the Globe and Mail discussed poor math skills http://www.theglobeandmail.com/servlet/ArticleNews/TPStory/LAC/20030318/COWE NT18/TPColumnists/?query=margaret+wente. Several letters ensued. http://globeandmail.com/servlet/Page/document/hubsv3/tgamHub?hub=Search&quer y=meinig&go.x=13&go.y=11 and http://globeandmail.com/servlet/ArticleNews/TPStory/LAC/20030319/WEDLETS-12/ /?query=mendelsohn.

I believe that adult products of the "schooling" approach to learning will have great difficulty moving comfortably and productively into environments like Squeak.   And if adult folk are going to rely on a book, ie text, for support, I would speculate that the chances are even slimmer. That's my story and I'm sticking to it.

Sebastian, please correct me if I'm wrong, but I believe that you and your kids have worked only on-line.   And they aren't fussing too much about whether Squeak is a research environment or a productivity tool. That's adult prattle. They're just doing it, and enjoying their discoveries as they make them.

Finally, l agree that we very much need to permit ourselves to carry our childhood with us throughout our lives. Sometimes we should even flaunt our childhood shamelessly. I do from time to time, and love doing it:)

Take care, eh!

Sheine

From jaford at watford53.freeserve.co.uk Sun Mar 23 00:51:32 2003
Date: Fri Apr 18 13:54:55 2003
Subject: My contribution to recent comments/questions, etc.

On Sun, Mar 23, 2003 at 12:08:08AM -0500, Mankovsky, Sheine wrote:
> I'd like to add a few comments with respect to the contributions folks have
> made in the last little while. First, on the matter of a book (text) to
> "help" teachers use Squeak in the classroom, I would suggest that it's not
> useful to go that route. The computer is the book.

Yes - but you can miss an awfull lot of nuggets of meat, tucked away in

corners you never new existed. There's nothing quite like playing with a
system (computer software/video recorder/car) until you think you know all
about it, then sitting down with the manual (away from the computer) only
to rush back 5 mins later saying 'Wow, I didn't know you could do that!'

As I've stated elsewhere, I'm not a teacher but a secondary school Science
Technician (and have also been a Primary School Governor). From my
observations in the U.K., schools are ridgidly constrained by 'The
Curriculum', which is targetted towards pupils passing their G.C.S.Es. and
'A' Level examinations. Most teachers are so focussed towards this that
they have no time for anything that is not in The Curriculum. Furthermore,
the timetable is totally geared towards 'Delivering The Curriculum', such that
there is no room for any flexibility or introduction of new ideas. With
regard to computer related technology, most teachers horizons stretch no
further that M.S. Word - with the more adventurous ones using Excel (and
calling it a database). The pupils spend most of their time in I.T. cutting
and pasting the same piece of text from Encarta or downloading the same
clipart, for their projects. Creativity - sorry it's no longer in 'The
Curriculum'!

I've managed to interest one of out Network Technicians in Squeak and am
encouraging him to install it on the School Network. If this happens, I'll
try to start a lunchtime 'club' to introduce pupils to Squeak. I'll get no
encouragment from the teachers - after all as I've said before - what could I
possibly know about anything, I'm only a technician!

Regards: Jim Ford

From sheine.mankovsky2 at tdsb.on.ca Sun Mar 23 09:53:10 2003
Date: Fri Apr 18 13:54:56 2003
Subject: My contribution to recent comments/questions, etc.

Congratulations, Jim on your fabulous progress.   And you're just a techie:)

It took me about five years to get our local public school board to:
--find out how and find the person who woul create a link to Squeakland from
our website, www.tdsb.on.ca and get it done (I have a webpage, nothing
fancy, but it's there)
--find out how to start anything re the use of Squeak in an education
bureaucracy, very big one at a time when the organization is in turmoil and
resources are being ripped out of it by the provincial government
--get senior staff to give their nod and two staff--a vice-principal and a
superintendent, in my Ward--who saw Squeak for what it is, and were
interested, had the authority to make decisions, and authority to allocate
resources
--get their stellar assistance/over committed time to organize said
workshops for about 60 staff
--rope in a personal friend who was on the verge of retiring to help with
the workshops voluntarily who personally recruited Sebastian Hergott (can't
say enough good things about Sebastian Hergott) and created a Squeak forum
for kids/others to "play" in, totally voluntarily to this day (that would be
Jane Matthews)
--get senior staff in my Ward to encourage staff to download Squeak and use
it, or at least give kids the opportunity to. (recently I heard that a
third teacher is using Squeak and has joined our forum)
--support Seymour Papert and Alan Kay's talks in Toronto sponsored by the
Fields Institute on Research in Mathematical Sciences. They paid, I
promoted the event across the country, through e-mail mainly.
--support a live webcast of the event, including e-mailed questions, the
archive of which we all eagerly await

--the webcast made it possible to invite the world. Folks who attended got
a Squeak CD, courtesy of our technical department
--host Alan and Seymour to work with kids using Squeak at Don Mills Middle
School. All were energized beyond belief. I enjoyed the events as vacation
public library board and the Ontario Science Centre to begin to interest
them in using Squeak in their programming for kids, and
--get the support of another trustee to whom I will be forever indebted who
will happily support my motion to the Board to adopt a formal commitment to
continuing the Squeak trial. Incidentally, our board has been taken over by
the Province of Ontario and so this motion, if passed, will be "advice" to
the provinicially appointed Supervisor

I did all of this as a volunteer because I believe in what Alan, Kim, et al
are doing to make this a more beautiful, better and peaceful world for our
children.

You're doing great in an environment that is as unfriendly to learning as
ours, despite the good intentions and commitment of a lot of people. Mega
congratulations again. Congratulations to your colleague for assisting you.
Drop me a line at sheine.mankovsky@tdsb.on.ca if you think I can be of any
help.

Sheine

P. S. Re the print manual, still a no. Tutorials on-line and people to
collaborate/consult with on a forum such as this one are still my choice.
Still a "manual", just a lot richer. And we'd never have had the
opportunity for this connection had you been limited to the black on the
page!

From Kim.Rose at viewpointsresearch.org Mon Mar 24 09:03:00 2003
Date: Fri Apr 18 13:54:56 2003
Subject: Archived version of Papert/Kay talks
Hi, folks -

I know many of you hope to view the "Papert/Kay talks" delivered by
Seymour and Alan at OISE in Toronto on February 27th from an archived
file on the Web.

We've just checked status on the availability and here is the info I received:

The technical aspects are being completed now and it should be up before
the end of the week. It will be posted to the Fields website at
http://www.fields.utoronto.ca/programs/mathed/

So, if you are interested, I suggest you check this url the first
part of next week.

From: "Gary Fisher" <gafisher@sprynet.com>
To: <squeakland@squeakland.org>
Subject: Re: My contribution to recent comments/questions, etc.
Date: Sun, 23 Mar 2003 08:07:07 -0500

Dear Sheine;

Books cannot contain knowledge; at best, they may contain information, but in isolation even that is usually not reliably transmitted by a book. The dialog of Socrates and Phaedrus is relevant here -- how much better to learn, to acquire knowledge, from someone who, like Socrates himself, could present not just information but understanding. And yet, most of us would have no knowledge of that dialog had the information not been recorded in a book.

The learning of music follows a similar course. I could read a thousand scores, but without a living, knowledgeable (and patient) teacher the best I could learn might be to mechanically and imperfectly reproduce the patterns of sounds others have made, and that only on the most constraining of instruments. Written materials might impart sufficient information to play a scale on a piano, for instance, but it is hard to imagine doing the same on a violin without a violinist as a guide. (To refer to the likely result as a raucous Squeak might put me in danger of overextending my analogy.

Dialog with a fifth grader who understands (contains real knowledge of) Squeak would be infinitely preferable to trying to apprehend that knowledge with book in one hand and mouse in the other, but the world's supply of such fifth graders, or of any knowledgeable teacher, with the time and patience to sit at one's side and impart that knowledge is at this point still rather limited. Yet to simply fire up Squeak and dive in, while perhaps sufficient for the highly motivated child, is just not productive for those of us whose creative learning abilities have already been damaged.

Books such as those already mentioned are helpful in organizing the information needed to develop a knowledge and understanding of Squeak; while no substitute for practice and at best an imperfect adjunct to "live" instruction, such books can at least help us over the real and imagined hurdles until we know which questions to ask. I very much look forward to the upcoming books mentioned by Kim, especially with the knowledge the authors will in all likelihood be available on one or more of the Squeak lists to help turn some of that information into understanding.

Gary

From m.rueger at acm.org Fri Mar 28 16:40:13 2003
Date: Fri Apr 18 13:54:56 2003
Subject: New updates available on Squeakland

Hi all,

there are new updates available on Squeakland.

To load updates, just load any of the projects on the squeakland.org.
The smallest possible one is
http://squeakland.org/project.jsp?/projects/EToy-Template.001.pr

You will then be prompted to update.

The installers have not been updated yet, so you need to update your plugin after the installation.

After your system has loaded these new updates, you'll find:

1) "Strings" (or phrases) of tiles can be grabbed by *either* the first or second tile in the string. Prior to this update, if you wanted to add "sketch's x" or "sketche's heading" to a script, you would have had

to select those tiles by the "x" tile, or the "heading" tile. Now, you
can select the tiles by the "sketch" tile, or if you have named your
object, the name of that object, to add to your script.

2) We've created a new "v" button and added it to the top an object's
viewer. Clicking this button will allow you to create a variable. This
option was previously found in the tiny menu beside the object's name in
the viewer. Also note, we have changed the vocabulary from "add a new
instance variable" to "name for new variable". Once the variable has
been created the it will appear in a "variables category" in the
object's viewer.

3) We've chosen to have a single option for obtaining the paint tools.
To obtain paint tools, click the paintbrush button on the gold Navigator
bar. We have removed the paint palette icon previously found in the
Supplies flap.

4) We've added a "trail style" option to the "pen use" category in an
object's viewer. Trail styles include lines, arrowheads, and lines and
arrowheads.   Setting an object's penDown to "true" and selecting a
"trail style" allows for the pen to be a simple line, arrowheads, or
lines with arrowheads.

5) Misc fixes:
- When the user renames a script, script-firing buttons will now
automatically be relabeled, unless they have already manually been
edited, and will be fixed up so that they properly fire the renamed script.
- When the user asks to remove an instance variable, a check is now made
to see if any scripts belonging to the object currently use that
variable -- if so, permission to remove the variable is denied. If not,
a further check is made to see if there are any extant scripts in
other objects that may reference that instance variable, and if any
are found, a warning is put up.

Michael

From scott.wallace at squeakland.org Fri Mar 28 23:29:30 2003
Date: Fri Apr 18 13:54:56 2003
Subject: New updates available on Squeakland

Hi, Antonio

The contents of the Supplies flap get set up afresh each time you
start up Squeak.

So if you start up Squeak and then load the recent updates, you'll
continue to see the old Supplies flap for the duration of that
session. But you'll find that the paint palette is gone from the
Supplies flap the *next* time you start up ;-)

Thank you for checking all these changes out so thoroughly!

Cheers,

   -- Scott

From jaford at watford53.freeserve.co.uk Fri Mar 28 21:38:39 2003
Date: Fri Apr 18 13:54:56 2003

Subject: Squeak books in the U.K.

Hi,

If there are any U.K. 'Squeakers' looking for Squeak books, particularly
Mark Guzdial's 'Squeak: Object Orientated Design with Multimedia
Applications' - don't bother with the U.K.. I did a search and the cheapest
second hand in the U.K. was 28 pounds (plus postage - 34 new). In the U.S. I
found one for 17 dollars + 9 postage - about 17 pounds total at
bookemporium.com in Bloomington (they had several copies). I ordered one from
them and was prepared to wait a few weeks. It came in three days (beat that
Parcel Force)! The book was like new and the CD unopened.

Regards: Jim Ford

From sheine.mankovsky2 at tdsb.on.ca Sat Mar 29 18:49:23 2003
Date: Fri Apr 18 13:54:56 2003
Subject: Just a few more comments....

Thanks very much to Gary Fisher for taking the time to reply to my comments
to the "to book or not to book" conversation. Both the Maine laptop
initiative and the Book and the Computer online journal have received some
"ink" here. I'm sending the URL's by way of reminder.   I threw in another
article that I recently came across.

http://www.honco.net/

http://www.mainelearns.org/

http://www.medialifemagazine.com/news2003/mar03/mar24/4_thurs/news1thursday.
html

I now have a video and a CD of the Paper/Kay talks in Toronto on February
27-03.   I had a request for a video from someone on this list, but I
"misplaced" his note. Please send me another note, and I will get a copy to
you.

http://www.eschoolnews.org/news/showStory.cfm?ArticleID=4310

Have a great weekend!

Sheine

From ajbn at cin.ufpe.br Mon Mar 31 12:57:13 2003
Date: Fri Apr 18 13:54:56 2003
Subject: Archived version of Papert/Kay talks

Hi folks,

Good news, the archived file is already there at
<http://www.fields.utoronto.ca/audio/02-03/online/papert-kay/>.
Enjoy...

Antonio Barros

From scott.wallace at squeakland.org Wed Apr 2 03:19:07 2003
From: scott.wallace at squeakland.org (Scott Wallace)
Date: Fri Apr 18 13:55:00 2003
Subject: EToy French Translation

Messieurs,

This would be a hard change to make in the etoy system for languages
where the word order of the possessive is opposite to English,
because the order of the tiles themselves would have to be different
for it to read correctly, which would require significant structural
changes rather than simple wording substitutions.

We could handle localizing the possessive wording on the tiles
without much difficulty in languages where the pattern:

    <object-name> <possessive-token> <property-name>

is used for possessives, thus:

English: John's x
German: Johns x
Japanese: John-no x

but we would need reversed tile order for:

French: (l') x de John
Kiswahili: x ya John

So there would unfortunately seem to be no easy solution for these -- sorry!

But perhaps at least *removing* the "'s" suffixes for possessive
tiles in languages other than English would improve matters slightly,
e.g. "John x" rather than "John's x".

... not really French, but at least not English, and at least
somewhat language-neutral??   ;-)

From sheine.mankovsky2 at tdsb.on.ca Sat Apr 5 09:19:51 2003
Date: Fri Apr 18 13:55:00 2003
Subject: Remembering Philip Kniat

Sebastian Hergott at Don Mills Middle School recently made this sad
announcement to the members of our Toronto District School Board Squeak
forum:

...to those who do not already know, one of our classmates, our expert
Squeaker, Philip Kniat, passed away March 28, 2003. Philip was hit by a car
in front of our school three days earlier.

Philip was smart, insightful, really understood Squeak and worked well with
others to explore it's uses. He was a member of the Pioneer group that first
explored Squeak. He took leadership in presenting it to our class.

Philip was also the key force in the Colour Communication project that used
"random" and "colour sees" concepts to create Squeak art. The file is

attached.

Squeakland and the world at large have lost a great thinker, a great person
and a great friend.
Rest in peace Philip.

Philip wasn't with us physically for very long. Each person who embarks on
the Squeak adventure is changing the world, defining the future. In the
short time that he was with us, Philip managed to change the world. His
memory will continue to inspire all of us. Please bring Philip into your
thoughts for just a moment.

Sheine Mankovsky

From vinton.g.cerf at wcom.com Sat Apr 5 10:58:28 2003
Date: Fri Apr 18 13:55:00 2003
Subject: Remembering Philip Kniat

Sheine, thank you for letting us know about this sad news. Philip was only 13
-

vint

from the news report:

Crash takes life of Don Mills student

ANDREW PALAMARCHUK <javascript:document.authorform.submit()>More from this
author
Apr. 2, 2003

A trauma team consisting of psychologists and social workers has been
deployed to Don Mills Middle School to help children cope with the death of a
fellow student.

Philip Kniat, 13, died in hospital after he was struck by a car in front of
the school last week.

Police said the boy was hit by a northbound 1991 Honda Civic while crossing
The Donway East around 12:35 p.m. March 25.

Kniat was rushed to Sunnybrook and Women's College Health Sciences Centre
where he underwent emergency surgery. The boy succumbed to his injuries at
about noon on Friday. A funeral will be held this Friday.

"It's a very painful tragedy," said trustee Shelley Carroll (Don Valley East).

"My heart absolutely goes out to the family of this boy," she said. "I know
they would want us to do whatever we can so such an accident never happens
again. We will proceed along those lines."

Police still want to speak to witnesses to the crash.

Anyone with information is asked to call Traffic Services at 416-808-1900.

From rcaton at cnu.edu Fri Apr 11 17:22:30 2003
From: rcaton at cnu.edu (Randall Caton)
Date: Fri Apr 18 13:55:00 2003

Subject: projects for middle school

Squeak Projects for Middle School Students

We at the NASA Langley Research Center and Christopher Newport
University have developed two projects using Squeak for middle school
students as part of our NASA CONNECT program . NASA CONNECT has three
components: a video broadcast, an educator lesson guide with classroom
activity, and an interactive web activity. Squeak is ideal for the
interactive web activity. Our use of Squeak may be different from what
you have done in that it is more guided.

1. We developed a Squeak projects called Freefall to help students
understand why astronauts float in space. NASA has used the terms
zero-gravity and microgravity to describe the situation, but those terms
are misleading and we avoid them in the activity. The project can also
be used to review motion (position, velocity, and acceleration). Kids
can start by playing with the elevator or read an active book to get
them started. There are suggestions for explorations and challenges in
the book. You can access it at our NASA CONNECT web site
(connect.larc.nasa.gov). Click on Dan's Domain/ Past Web Activities and
then click on MEASUREMENT, RATIOS, AND GRAPHING: Who Added the "Micro"
to Gravity? In addition to Freefall, there is also a technology
challenge project called Elevator and two short tools called Plotting
and Playing.

2. We developed a Squeak Project for our program on Northern Lights:
DATA ANALYSIS AND MEASUREMENT: Dancing in the Night Sky. Besides being
beautiful to look at, there is plenty of good science in Northern
Lights. After summarizing the conditions for Northern Lights on Earth
from our video broadcast, we the ask the students to explore other
planets with our Squeak project called Northern Lights Challenge and
predict which other planets might have Northern Lights. The Squeak book
contains information on the science related to the planetary properties,
math problem challenges, and the technology/science connection in
measuring planetary properties. You can access it at our NASA CONNECT
web site (connect.larc.nasa.gov). Click on Dan's Domain / Past Web
Activities and then click on DATA ANALYSIS AND MEASUREMENT: Dancing in
the Night Sky.

Finally, I realize the value of play and have developed a series of
Squeak projects on my web page where kids can have fun playing. They are
projects that kids should be able to rebuild to create their own
project. You can access these at www.pcs.cnu.edu/~rcaton/ and click on
Fun Squeak Projects.

Randy Caton

--
I am on leave from Christopher Newport
University from Fall 2002 to Fall 2004.
I will be at NASA Langley Research Center.
However, I will still use rcaton@cnu.edu
as my email.

Randall Caton
NASA Langley Research Center
Hampton, VA 23681-2199
voice: 757-864-5032

FAX: 864-8835
email: rcaton@cnu.edu
web: www.pcs.cnu.edu/~rcaton

From tacmanphil at mac.com Tue Apr 15 15:59:17 2003
From: tacmanphil at mac.com (Phil Firsenbaum)
Date: Fri Apr 18 13:55:00 2003
Subject: Pendulum

One of my colleagues is doing a pendulum study in her 5th grade
classroom. I thought it would be interesting to do a Squeak project
about pendulums.
This is as far as I've gotten...I'm not sure how to make the pendulum
swing while it's fixed point stays attached to the blue block.
Any suggestions?
Phil

From Brucestro at aol.com Tue Apr 15 16:23:53 2003
Date: Fri Apr 18 13:55:00 2003
Subject: Pendulum

Andreas/Phil,

Wouldn't another possilble approach be to create a series of pictures showing
all the possible positions of the pendulum and then control it as one would
control a cartoon/movie? (Phil - There are examples of this technique at
squeakland.org under the eToys link.) Another option that comes to mind is
to stack each of these pictures on top of each other and move them front to
back as required. Andreas, I'm new to Squeak -- would these ideas work, or
am I on the wrong track?

Thanks,
Bruce Strothenke
Teachers College Columbia University

From Alan.Kay at squeakland.org Tue Apr 15 16:02:05 2003
From: Alan.Kay at squeakland.org (Alan Kay)
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030415/
cd22f613/PendulumTaTum.001.bin

From Brucestro at aol.com Tue Apr 15 22:40:29 2003
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum

In a message dated 4/15/03 6:07:07 PM Eastern Daylight Time,
Alan.Kay@squeakland.org writes:

>
> What's the model behind the "movin' pictures"?
>
>
> The simple frame by frame animation has a very weak and almost nonexistent
> model.
>

The "simple frame by frame animation" is the idea I had in mind. And
although I haven't tried "stacking" a number of pictures on top of each
other, I did notice in our recent workshop that "send to back (or front)" is

an included feature. Couldn't that be scripted to show motion?

Bruce

From Alan.Kay at squeakland.org Wed Apr 16 03:35:04 2003
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum

There are many ways of doing frame by frame, but why not do it the
way the children learn how to animate? Check out the project "Sam's
Face Ball" on the Squeakland website. I think there is also a
tutorial about how to animate.

But, again, I ask, why not do this with a real model instead of "just a
story"?

Cheers,

Alan

From tacmanphil at mac.com Wed Apr 16 10:04:38 2003
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum

I agree. I'm not interested in a frame by frame animation, because it
wouldn't simulate the reality of a pendulum. I do want to avoid the
trig but I'm not sure I see how I'd "weigh" the forces of gravity at
different angles...hope I can figure it out.
Phil

On Tuesday, April 15, 2003, at 07:02 PM, Alan Kay wrote:

> What's the model behind the "movin' pictures"?
>
> The simple frame by frame animation has a very weak and almost
> nonexistent model.
>
> But, as you've seen from our demos and the DVD documentary, even 5th
> graders can figure out the two line script that represents an
> excellent 2nd order differential equation of the (almost) constant
> accelleration of gravity near the surface of the earth. This is what
> drives a real pendulum.
>
> Now you just have to "see" how the downwards and sideways forces
> change with the position of the pendulum and you can easily make a
> real model of it.
>
> Enclosed is a project that has noticed that the rotational force is
> proportional to the sine of the angle of the pendulum. But, there is a
> nice way to bypass trig completely by directly "weighing" the forces
> exerted by gravity at different angles ... heh heh ...
>
> Cheers,
>
> Alan
>
> --
>

> At 3:23 PM -0400 4/15/03, Brucestro@aol.com wrote:
>
> Andreas/Phil,
>
> Wouldn't another possilble approach be to create a series of pictures
> showing all the possible positions of the pendulum and then control it
> as one would control a cartoon/movie?? (Phil - There are examples of
> this technique at squeakland.org under the eToys link.)? Another
> option that comes to mind is to stack each of these pictures on top of
> each other and move them front to back as required.? Andreas, I'm new
> to Squeak -- would these ideas work, or am I on the wrong track?
>
> Thanks,
> Bruce Strothenke
> Teachers College Columbia University
>
>
http://squeakland.org/mailman/private/squeakland/attachments/20030416/
679e8e0f/attachment.bin

From tacmanphil at mac.com Wed Apr 16 10:42:19 2003
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum

Wonderful, I've got the thing swinging from a fixed point, but it's not
a pendulum yet...it keeps swinging at the same rate and returns to the
same position.
Anyone want to venture a hint as to how to slow it down relative to the
length of its "string?"
Phil

On Tuesday, April 15, 2003, at 03:10 PM, Andreas Raab wrote:

> Hi Phil,
>
> The easiest way of doing this is to draw a sketch for the pendulum and
> then set both the "center of rotation" and its "heading arrow"
> accordingly:
>
<image.tiff>
>
> ?Once you did this you can change the heading so that it swings:
>
<image.tiff>
>
> Cheers,
>
> ? - Andreas
>
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030416/
c5cca57b/attachment.bin

From voiklis at redfigure.org Wed Apr 16 12:04:22 2003
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum

What might be useful to all the mentors/educators on this list is if
Alan or someone could recommend a book or resource reviewing "All the Real
Math To Which School (Including College) Refused You Access."

Does such a thing exist?

From bert at isg.cs.uni-magdeburg.de Wed Apr 16 19:47:38 2003
Date: Fri Apr 18 13:55:01 2003
Subject: Pendulum

Am Mittwoch, 16.04.03 um 15:04 Uhr schrieb Phil Firsenbaum:

> I agree. I'm not interested in a frame by frame animation, because it
> wouldn't simulate the reality of a pendulum. I do want to avoid the
> trig but I'm not sure I see how I'd "weigh" the forces of gravity at
> different angles...hope I can figure it out.

I just had an idea and had to try it out (even though I actually have
no time for this ;-))

In a pendulum, the center of mass seeks to be straight below the fix
point. So if the center is right or left from that, a force
proportional to the (signed) distance between the center and the
fixation is exerted. And that's exactly what the attached project does.
There is no sine (well, implicitly only). Would be a nice addition to
plot this ...

PS: Does this warrant the addition of #center to the geometry category?

http://squeakland.org/mailman/private/squeakland/attachments/20030416/
6b2a6ed8/Pendulum-bf.003.obj

From voiklis at redfigure.org Wed Apr 16 14:11:42 2003
Date: Fri Apr 18 13:55:01 2003
Subject: "All the Real Math To Which School (Including College) Refused
 Yo u Access."

It is an imagined book; both one that I can imagine creating and one which
I often imagine that I need. For example, I easily set up the 2nd order
differential equation and, with a bit more effort, recalled enough trig to
figure out and tinker with the pendulum example project, but "weighing"
the forces at different angles has kept me stumped for the last couple
hours (playing with my children HAS pleasantly distracted me somwhat).

In my experience, limited understanding of real-world math and its
applicability across disciplines is what has prevented the effective use
of computing (especially as a means of modelling, manipulating, and
understanding real-world phenomenon) in schools and throughout the
culture.

BTW: The the pendulum project Alan sent out will open in the Squeak.org
version of Squeak. I have to go to work now, so I cannot look into the
incompatibility issue at this time; there are plenty of people on this
list who could debug it faster and more reliably than I.

From Alan.Kay at squeakland.org Wed Apr 16 16:29:56 2003
From: Alan.Kay at squeakland.org (Alan Kay)
Date: Fri Apr 18 13:55:02 2003
Subject: "All the Real Math To Which School (Including College)

Refused Yo u Access."

Name: PendulumMath.jpeg.jpg
Type: image/jpeg
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030416/
6da4f48a/PendulumMath.jpeg.jpg
-------------- next part --------------
Name: WeighingAngle.jpeg.jpg
Type: image/jpeg
Url : http://squeakland.org/mailman/private/squeakland/attachments/20030416/
6da4f48a/WeighingAngle.jpeg.jpg

From darius at inglang.com Wed Apr 16 17:18:00 2003
Date: Fri Apr 18 13:55:02 2003
Subject: [OT] Pendulum

Here is a great optical illusion one can easily perform with a pendulum.

Watch the (real world) pendulum swinging while sitting perpendicular to its
motion (as you would normally watch a pendulum) while you and the pendulum
are
in a brightly lit room.

Cover one eye with a dark sunglass lens. The pendulum will appear to swing in
an
oval. Cover the other eye with the sunglass lens. The pendulum will appear to
swing in an oval in the opposite direction.

The illusion appears to indicate that our vision system uses a timing delta
of a
moving object as seen from one eye and another to help it as part of several
visual clues to determine 3D distance from the viewer. Couple this with the
fact
that our vision system processes information faster under bright lighting and
slower under dim lighting. The eye with the sunglass lens reports the motion
delayed and so the brain calculates a different distance as the pendulum
moves
at different speeds.

Cheers,
Darius

From ru8 at columbia.edu Wed Apr 16 20:23:08 2003
Date: Fri Apr 18 13:55:02 2003
Subject: Pendulum

So I've been reading all of the emails. I had this idea about using the
pen. When the pendulum was swinging if the pen was down, it would draw
the arc. However, it wouldn't look like the Robolab one (at least not
yet) but could it evenutally? Just a thought as I was sitting in traffic
on the way home tonite.

Robyn

From voiklis at redfigure.org Wed Apr 16 21:29:04 2003
Date: Fri Apr 18 13:55:02 2003
Subject: "All the Real Math To Which School (Including College) Refused Yo u
Access."

While I did not ask the original question, I thank you, Alan, for these helpful hints to the pendulum problem.

Getting back to the imagined book in the subject line and my earlier question about whether such a resource exists: the reaction I have gotten from all the people with whom I have shared this problem and the hints is that they can understand the concepts but not the terminology...at least in this instance, it is the language that makes their eyes glaze over. I don't present this as a criticism, but, as someone concerned with explaining such things to people, it is definitely an important observation; one at least that I should keep in mind.

From Alan.Kay at squeakland.org Thu Apr 17 07:21:31 2003
Date: Fri Apr 18 13:55:02 2003
Subject: "All the Real Math To Which School (Including College)
 Refused Yo u Access."

Thanks John --

It would be great if you could list the "language stuff" that causes the glazing. Do you mean terms like "vectors"? What other terms are offputting? One of the reasons this stuff works so well with the kids is that they just do the models, we don't employ terminology with them.

Cheers,

Alan

--

From voiklis at redfigure.org Thu Apr 17 12:49:07 2003
Date: Fri Apr 18 13:55:02 2003
Subject: "All the Real Math To Which School (Including College) Refused Yo u Access."

Hello Alan,

You hit it right on the mark with "vectors," but thinking back on it, the breakdown in communication may have been over the concepts themselves (despite claims to the contrary). I was discussing this with fellow computer club mentors and I seem to remember that even the illustrations you sent and your references to "weighing angle" and "'down track' forces" were greeted with blank looks. Without dwelling on this sad state of affairs, I simply want to point out that in "proselytizing" about Squeak we need to keep in mind that adults, even those in the biz, need the models just as much as kids; we can't assume an understanding even of simple math and physics.

Best,

J

From Kim.Rose at viewpointsresearch.org Thu Apr 17 10:17:10 2003
Date: Fri Apr 18 13:55:02 2003
Subject: "All the Real Math To Which School (Including College)
 Refused Yo u Access."

Hi, John -

This is *so true*, and part of what makes "our job" that much more
difficult. We can try to educate today's children to be in a better
position to become teachers/mentors and adults tomorrow...but since
today's teachers (adults in general) are often "victims of *their*
education" they too remain mystified when it comes to ideas like
"vectors". Many of today's adults never took a course in any
physcial science, or as Alan likes to point out were never taugh
mathematics, but only calculation.   So, this does make it rough as
you point out.

I will confess that *my* use of etoys and work in this area, has
finally brought understanding to *me* of a few math and science
concepts that remained "mysterious" until not so long ago. The good
news with this experience is that I have personally seen how creating
physcial models in this way can bring real learning.
   -- Kim

Hi to everyone responding to my initial query about creating a pendulum
in Squeak, specifically in the etoy environment.
John has done a nice job of articulating the problem some of us are
facing, namely, a weak background in physics and real mathematics. Kim
suggests that creating Squeak models has helped her address this
problem. i hope that's true (for me,anyhow), however, I'm feeling less
than adequate when Alan suggests dealing with "weighing angle" and
"'down track' forces" and vectors.
Since no one responded to the query about the mathematics book that
some of us need to read, I've resorted to going to my public library
and borrowing a few introductory physics books (some from the
children's room!). I'm off on a little vacation for the next week and
i'll be taking the books along.
I'll share my results if the books are helpful.
Phil

I think lots of insight can be gained by seeing what the "weighing
angles" illustration is all about.

Notice that when the angle is 90? the scale will measure the full
weight of the dumbell and wheels. When the angle is 0?, the scale
will show zero weight. In between, the scale will show the weight of
the dumbell and wheels in the direction down the inclined plane.
"Weight" is actually defined as the mass of an object times the force
of gravity on it (w = mg). So what we are seeing on the scale is
the differential effect of gravity down inclined planes at different
angles.

If we use a protractor to tilt the inclined plane (say) every 5? then
we can write down the different forces down the plane. If we divide
these numbers by the maximum weight when the angle is 90, we will get
numbers between 0 and 1. These numbers can be put into a holder as a
table of values and used in a wide variety of projects, including
making a roller coaster. So there is no need to use the idea of
"sine" -- and this makes projects that need these ratios -- like
roller coasters -- much more in the range of 5-7th graders.

Cheers,

Alan

From jaford at watford53.freeserve.co.uk Thu Apr 17 22:07:18 2003
Date: Fri Apr 18 13:55:02 2003
Subject: Best supported platform for Squeak?

Hi,
I use Linux by choice, but still need WinME for Photoshop and others. I have
a twin 400MHz Celeron setup and whilst WinME only recognises one processor,
it still feels that it runs faster than under Linux with a SMP kernal that
recognises both processors.
I feel that Squeak, being open source, ought to be best supported under
Linux, but wonder if in fact this is not the case.
Comments, anyone?

Regards: Jim Ford

From David.Mitchell at mail.sprint.com Thu Apr 17 17:10:19 2003
Date: Fri Apr 18 13:55:02 2003
Subject: Best supported platform for Squeak?

The fact that Squeak is open source doesn't necessarily mean it is best
supported on an open source OS. Squeak was originally written for MacOS. The
Unix and Windows ports were/are largely the efforts of Ian Piumarta and
Andreas Raab, respectively.

I've been running Squeak since 1998 on various flavors of Windows, MacOS
8-X, and a few Linuxes. Most of my Squeaking is done on Windows, because I
usually use Windows at work. I've had the least trouble with Squeak on
Windows, but that is probably mostly due to my familiarity with the
platform.

Of course, Squeak works marvelously in a blended environment. I went to the
first CampSmalltalk back in 2000 and we we regularly shared code and images
across platforms. Other platforms (handhelds, etc.) will run Squeak, but not
usually with all of the bells and whistles expected by a squeakland user.
(3D support and sound spring to mind).

-- David Mitchell
david.mitchell@mail.sprint.com

From tacmanphil at mac.com Thu Apr 17 18:38:39 2003
Date: Fri Apr 18 13:55:02 2003
Subject: Pendulum

Interesting...I actually saw this message on the Squeak archive. i
didn't receive it on the mailing list, though.

Anyhow, even if the pen were down and the pendulum simulated reality i
think it would draw lines on top of lines unless the area under the
pen was scrolling. Do you see what I mean?
I'm still hoping to get the pendulum to work although maybe that's not
as important as the thinking about pendulum that I've been forced to
do. I think it would be really powerful to get kids involved. We should
try it out before the year is out...with something that's doable, or
maybe not
Wouldn't it be nice to have at least a few other teachers involved in
this conversation? From PS 87 or from the local PDS? Is there a grant
opportunity lurking in here someplace?

Off to a Seder now...enjoy!
Phil

From voiklis at redfigure.org Thu Apr 17 18:56:31 2003
From: voiklis at redfigure.org (John Voiklis)
Date: Fri Apr 18 13:55:02 2003
Subject: "All the Real Math To Which School (Including College) Refused Yo u
Access."
In-Reply-To: <a05100314bac4addcd4b4@[192.168.0.46]>
Message-ID: <AOEHIJIEAMJJMIHALLKMEEIEGBAA.voiklis@redfigure.org>

That, for the most part, is the description I delivered to my peers
yesterday. I will try it again with Alan's description in hand.

Thanks,

J

From Alan.Kay at squeakland.org Fri Apr 18 13:51:44 2003
Date: Fri Apr 18 13:55:02 2003
Subject: Pendulum

Hi Phil --

At 5:38 PM -0400 4/17/03, Phil Firsenbaum wrote:
>Interesting...I actually saw this message on the Squeak archive. i
>didn't receive it on the mailing list, though.
>
>Anyhow, even if the pen were down and the pendulum simulated reality
>i think it would draw lines on top of lines unless the area under
>the pen was scrolling. Do you see what I mean?

Well, here's a little exercise in relativized thinking ...

Embed a round little object like an ellipse to be the bob of the
pendulum, call it "bob". Make another little object called "plotter",
put its pen down. See what happens when you do:

```
            plotter's y increase by 1
            plotter's x <- bob's x
```

Cheers,

Alan

From tacmanphil at mac.com Thu Apr 17 18:38:39 2003
Date: Mon May 5 07:53:39 2003
Subject: Pendulum

Interesting...I actually saw this message on the Squeak archive. i
didn't receive it on the mailing list, though.

Anyhow, even if the pen were down and the pendulum simulated reality i
think it would draw lines on top of lines unless the area under the
pen was scrolling. Do you see what I mean?
I'm still hoping to get the pendulum to work although maybe that's not
as important as the thinking about pendulum that I've been forced to
do. I think it would be really powerful to get kids involved. We should
try it out before the year is out...with something that's doable, or
maybe not
Wouldn't it be nice to have at least a few other teachers involved in
this conversation? From PS 87 or from the local PDS? Is there a grant
opportunity lurking in here someplace?

Off to a Seder now...enjoy!
Phil

--

From dajoy at openworldlearning.org Fri Apr 18 23:13:48 2003
Date: Mon May 5 07:53:39 2003
Subject: Fwd: More advocacy around Math + Computers in K-12

This is somehow related to the Pendulum thread and
to what Squeak might be trying to accomplish:

http://www.mathforum.org/epigone/math-teach/whaiflaldkrir

Daniel

>

Google is your friend:

        http://www.google.com/search?q=subscribe+site%3Aopencroquet.org

And regarding your Linux problem:

        http://www.google.com/search?q=croquet+linux

-- Bert

From bert at isg.cs.uni-magdeburg.de   Sat Apr 19 14:40:43 2003
Date: Mon May 5 07:53:39 2003
Subject: Pendulum

Am Freitag, 18.04.03 um 22:51 Uhr schrieb Alan Kay:

> Hi Phil --
>
> At 5:38 PM -0400 4/17/03, Phil Firsenbaum wrote:
>> Interesting...I actually saw this message on the Squeak archive. i
>> didn't receive it on the mailing list, though.
>>
>> Anyhow, even if the pen were down and the pendulum simulated reality
>> i think it would draw lines on top of lines unless the area under
>> the pen was scrolling. Do you see what I mean?
>
> Well, here's a little exercise in relativized thinking ...
>
> Embed a round little object like an ellipse to be the bob of the
> pendulum, call it "bob". Make another little object called "plotter",
> put its pen down. See what happens when you do:
>
>   plotter's y increase by 1
>   plotter's x <- bob's x

"Relativized thinking" is fine, but the implementation is itself
relative, so this does not work.

After embedding, the bob lives in the coordinate system of its parent,
the pendulum. Rotating the pendulum does nothing to the bob - just look
at its geometry category, it's static. I then tried using a
PolygonMorph as pendulum because it does not use a TransformMorph, but
then, the transform of the embedded bob goes wild (try it).

The latter behavior looks like a bug, while the former is probably
supposed to behave like this. We would have to introduce a "global" or
"absolute" position to make this work.

-- Bert

From Alan.Kay at squeakland.org   Sat Apr 19 07:38:30 2003
Date: Mon May 5 07:53:39 2003
Subject: Pendulum

Hi Bert --

That is a very good point! I'd forgotten that embedding makes an
object live in the coordinate system of its owner -- and that is what
it is supposed to do. However, it's clear from this and other
examples that I can think of that this perhaps should be the default,
but it might be a good idea to put a flag on a player to "use the
coordinate system that its owner uses".

Let me think about this over the weekend ...

Cheers,

Alan

Am Donnerstag, 17.04.03 um 21:24 Uhr schrieb Alan Kay:

> I think lots of insight can be gained by seeing what the "weighing
> angles" illustration is all about.
>
> Notice that when the angle is 90? the scale will measure the full
> weight of the dumbell and wheels. When the angle is 0?, the scale will
> show zero weight. In between, the scale will show the weight of the
> dumbell and wheels in the direction down the inclined plane. "Weight"
> is actually defined as the mass of an object times the force of
> gravity on it (w = mg).

If I were picking nits I'd point out that actually weight is a force
(measured in Newtons), not gravity. Force is mass times acceleration
(Newton's second law). So in this special case, weight is mass times
gravitational *acceleration*. Weight is only another term for
gravitational force. But you knew that ;-)

> So what we are seeing on the scale is the differential effect of
> gravity down inclined planes at different angles.
>
> If we use a protractor to tilt the inclined plane (say) every 5? then
> we can write down the different forces down the plane. If we divide
> these numbers by the maximum weight when the angle is 90, we will get
> numbers between 0 and 1. These numbers can be put into a holder as a
> table of values and used in a wide variety of projects, including
> making a roller coaster. So there is no need to use the idea of "sine"
> -- and this makes projects that need these ratios -- like roller
> coasters -- much more in the range of 5-7th graders.

What do you think of measuring the forces in the Etoy itself (for
example, by taking the vertical extent of a rotated line)? Of course, I
can see the value of using real-world data. Do you think it's too large
a step to "see" the height of the angle, which is proportional to the
force?

-- Bert

Bert Freudenberg wrote:

> > If we use a protractor to tilt the inclined plane (say) every 5? then

```
> > we can write down the different forces down the plane. If we divide
> > these numbers by the maximum weight when the angle is 90, we will get
> > numbers between 0 and 1. These numbers can be put into a holder as a
> > table of values and used in a wide variety of projects, including
> > making a roller coaster. So there is no need to use the idea of "sine"
> > -- and this makes projects that need these ratios -- like roller
> > coasters -- much more in the range of 5-7th graders.
>
> What do you think of measuring the forces in the Etoy itself (for
> example, by taking the vertical extent of a rotated line)? Of course, I
> can see the value of using real-world data. Do you think it's too large
> a step to "see" the height of the angle, which is proportional to the
> force?
```

I think it would be nice to have a playground that had gravity "turned
on",
so all the stuff put in it would act acording.

Then you could "view" object and it would tell you the forces.

Karl

From diegogomezdeck at ConsultAr.com Sat Apr 19 14:10:29 2003
Date: Mon May 5 07:53:39 2003
Subject: 'All the Real Math To Which School (Including College) Refused Yo u

Karl,

```
> I think it would be nice to have a playground that had gravity "turned
> on",
> so all the stuff put in it would act acording.
```

I made a simply version of this idea, see it at
http://minnow.cc.gatech.edu/squeak/Manzana

Manzana has 2 type of playgrounds. One simulates the gravity in one planet
(all the object fall down) and the other simulate the gravity in the
univers (the objects atract them each other)

There are especial objects that represents forces. My son (6 years old)
found really intuitive to play with forces (represented as vectors)

```
> Then you could "view" object and it would tell you the forces.
```

Nice idea!

```
> Karl
```

Cheers,

Diego Gomez Deck

From Alan.Kay at squeakland.org Sat Apr 19 17:55:53 2003
Date: Mon May 5 07:53:40 2003
Subject: "All the Real Math To Which School (Including College)
 Refused Yo u Access."

Hi Bert --

At 6:57 PM +0200 4/19/03, Bert Freudenberg wrote:

>Am Donnerstag, 17.04.03 um 21:24 Uhr schrieb Alan Kay:
>
>>I think lots of insight can be gained by seeing what the "weighing
>>angles" illustration is all about.
>>
>>Notice that when the angle is 90? the scale will measure the full
>>weight of the dumbell and wheels. When the angle is 0?, the scale
>>will show zero weight. In between, the scale will show the weight
>>of the dumbell and wheels in the direction down the inclined plane.
>>"Weight" is actually defined as the mass of an object times the
>>force of gravity on it (w = mg).
>
>If I were picking nits I'd point out that actually weight is a force
>(measured in Newtons), not gravity. Force is mass times acceleration
>(Newton's second law). So in this special case, weight is mass times
>gravitational *acceleration*. Weight is only another term for
>gravitational force. But you knew that ;-)
>
>> So what we are seeing on the scale is the differential effect of
>>gravity down inclined planes at different angles.
>>
>>If we use a protractor to tilt the inclined plane (say) every 5?
>>then we can write down the different forces down the plane. If we
>>divide these numbers by the maximum weight when the angle is 90, we
>>will get numbers between 0 and 1. These numbers can be put into a
>>holder as a table of values and used in a wide variety of projects,
>>including making a roller coaster. So there is no need to use the
>>idea of "sine" -- and this makes projects that need these ratios --
>>like roller coasters -- much more in the range of 5-7th graders.
>
>What do you think of measuring the forces in the Etoy itself (for
>example, by taking the vertical extent of a rotated line)? Of
>course, I can see the value of using real-world data.

I think this is really important at this stage. This is one of the
relatively few phenomena that is both very interesting, useful, and
measurable by the kids. This "weighing angles" idea cuts through a
lot of steps and gets right to a way to determine the differential
accelleration down the plane by directly referring to the phenomena.

> Do you think it's too large a step to "see" the height of the
>angle, which is proportional to the force?

It shouldn't be too hard for adults ... heh heh. But kids are just
learning about proportions (in the US they generally don't learn
proportions successfully and operationally). I think this is a very
good thing to point out after they have their simulated cars
successfully going down different planes at the correct
accellerations (Note that this can be done via one of the touch tests
between the sim car and the sim plane.)

Cheers,

Alan

From G.J.Tielemans at dinkel.utwente.nl Sun Apr 20 23:10:36 2003
Date: Mon May 5 07:53:40 2003
Subject: "All the Real Math To Which School (Including College) Refuse

d Yo u Access."

for secundary schools we use a system called video-measuring (IP-coach)
Children make a video of a phenomena and then play it back
picture-by-picture. On each picture they put a cross-mark for the place of
the moving object. In a graph interface the resulting place-time graph is
depicted.

From Alan.Kay at squeakland.org Sun Apr 20 15:08:05 2003
Date: Mon May 5 07:53:40 2003
Subject: "All the Real Math To Which School (Including College) Refuse
        d Yo u Access."
http://squeakland.org/pipermail/squeakland/attachments/20030420/bf785e4f/
frames.jpeg.jpg
http://squeakland.org/pipermail/squeakland/attachments/20030420/bf785e4f/
verticalframes.jpeg.jpg

From jaford at watford53.freeserve.co.uk Mon Apr 21 15:34:17 2003
Date: Mon May 5 07:53:40 2003
Subject: A seemingly trivial task!
Message-ID: <20030421133417.GA6499@newton>

Hi,
As a start to a simulation of the transition of states of matter from solid
to liquid to gas, I want to make an object (molecule) jiggle about a given x
y point. Using tiles, I've tried:

Ellipse heading Random 180 (I would expect Random 180 to return an integer
                            between 1 and 180, but it doesn't - it returns
                            -180 to +180, but it produces the right effect!)
Ellipse forward 10
Ellipse heading 180 (to point back where it came from)
Ellipse forward 10 (to return to the starting x y)

What actually happens is that the object rotates randomly (as wanted) about
a fixed point - but the 'Ellipse forward 10' statements don't get executed
at all. Is there some preprocessing going on that decides that the net moves
are nill, so the Ellipse is not moved at all (like curses iirc)? If so, how
do I get round it (using tiles), please? I've tried inserting delay loops at
strategic points to attempt to thwart this, also 'Ellipse forward -10' instead
of rotating it 180, but the preprocessor's smarter than I am!.

Regards: Jim Ford

From andreas.raab at squeakland.org Mon Apr 21 17:10:43 2003
Date: Mon May 5 07:53:40 2003
Subject: A seemingly trivial task!

Hi Jim,

There are two problems with your script. One is that setting the heading to
180 will not make the ellipse "point back" to where it originally came from
- since you are using a random number in the first place you would have to
set the heading to the inverse (negative value) of the random number you
used to begin with. Secondly, the ellipse will only be redrawn when the

script is finished so you won't see the effect of each "forward by"
individually but rather the composite effect.

Try something like this instead:
        Ellipse's x <- 100 + random 10.
        Ellipse's y <- 100 + random 10.
This will make the ellipse jiggle by 10 pixels around 100,100.

Cheers,
  - Andreas

From G.J.Tielemans at dinkel.utwente.nl Mon Apr 21 20:25:01 2003
Date: Mon May 5 07:53:40 2003
Subject: "All the Real Math To Which School (Including College) Refuse
        d Yo u Access."

Yes Alan, falling object on movieframes: I saw something the same with eggs
from Mark Guzdial on Georgia Tech. But where are the
student-created-time-connected-graphs?

From Alan.Kay at squeakland.org Mon Apr 21 12:55:54 2003
From: Alan.Kay at squeakland.org (Alan Kay)
Date: Mon May 5 07:53:40 2003
Subject: "All the Real Math To Which School (Including College) Refuse
        d Yo u Access."

Actually, what the 10 and 11 year olds do is:

1. measure from the bottom of a ball to the bottom of the ball in the
next frame using the height of a rectangle that is stretched to fit.

2. They stack up the rectangles to see that the incremental change in
height is constant. They know this is constant accelleration because
they have played with it using their painted cars a few months
previously.

3. they paint a small simulated ball

4. they then adapt the script they wrote for the cars to drop the
ball in the vertical direction with constant accelleration:

5.   ball drop   ticking
            ball's speed increase by -1
            ball's y increase by ball's speed

6. then they tinker with the constant to find the accelleration that
matches what is happening in the movie

7. Then they figure out a way to "prove" that they have "captured gravity"
     a. one way is to leave a little mark at each position of the real ball
     b. another way is to run the movie and their simulation frame by
frame to show that the simulated ball tracks the movie

In other words, these children actually derive the dynamic
relationship of (very near) constant accelleration near the surface
of the earth in the form of a discrete 2nd order differential
equation. It is quite remarkable to see this (especially for me,
since I designed this project for 9th through 12th graders).

The key here is to spread out the various ideas and parts that have
to be learned over several months in the midst of doing other things.

Cheers,

Alan

--

From pierre-andre.dreyfuss at edu.ge.ch Tue Apr 22 17:47:52 2003
Date: Mon May 5 07:53:40 2003
Subject: No subject

Hi everybody,

I have made a project for teaching math expressions
It is like a super spreadsheet, You can build any expression and see the
result for any part and of course for the expression itself.

Using watchers for the variables: expr (the expression)and res (the
expression with the result)you can see the corresponding math notation.
(Just extra parenthesis are not removed.).

The expression is built using Holders. Each holder must have three items
left part, operator, right part. In the operators, you have the result of
the operation.

Left and right parts can be either a number or an expression.

That's all play with it .

Some scripts are written in smallTalk since two primitives are missing
 as tiles:

1.- The number of objects in a holder: self costume submorphs size

2.- The , to concatenate strings.

Best Regards

P-A Dreyfuss.

Name: expressions.001.pr
Url : http://squeakland.org/pipermail/squeakland/attachments/20030422/
881ccb55/expressions.001.obj

From scott.wallace at squeakland.org Tue Apr 22 10:30:45 2003
Date: Mon May 5 07:53:40 2003
Subject: changing language in tiles

Hi, Karl,

Change the language using the "set language..." in the "help" branch
of the desktop menu.

All tiles will immediately switch over to the language you choose.

Cheers,

    -- Scott

From jaford at watford53.freeserve.co.uk Wed Apr 23 00:28:37 2003
Date: Mon May 5 07:53:40 2003
Subject: A seemingly trivial task!

On Mon, Apr 21, 2003 at 04:10:43PM +0200, Andreas Raab wrote:

> There are two problems with your script. One is that setting the heading to
> 180 will not make the ellipse "point back" to where it originally came from

Thanks, forgot that Heading is absolute - referenced to the 'World', not
relative to the objects current heading!

> Try something like this instead:
>   Ellipse's x <- 100 + random 10.
>   Ellipse's y <- 100 + random 10.
> This will make the ellipse jiggle by 10 pixels around 100,100.

Much better - thanks again!

Regards: Jim Ford

From sheine.mankovsky2 at tdsb.on.ca Tue Apr 22 22:39:02 2003
Date: Mon May 5 07:53:40 2003
Subject: Pendulum, etc.

Phil, I hope you enjoyed the Seder you attended:) It occurred to me that
there may be members of this Squeak community who don't have any context for
the word "seder". Two sites that looked promising for those who may be
interested in some general information are http://www.holidays.net/passover/
and http://learn.jtsa.edu/passover/.   I chose these somewhat arbitrarily.
Another site, www.passover.net offers information in Spanish, Italian and
French, in addition to English. It is sponsored by Chabad Lubavitch and is
Orthodox in its orientation.

Sheine

From Kim.Rose at viewpointsresearch.org Tue Apr 22 20:27:07 2003
Date: Mon May 5 07:53:40 2003
Subject: Summer SqueakFest - Join us in Chicago!

--
The Interactive Multimedia and Early Childhood Education Programs at
Columbia College Chicago and Viewpoints Research Institute invite you
to Summer SqueakFest03 on the shores of Lake Michigan in Chicago.

SqueakFest03 will be Wednesday, August 6, to Friday, August 8 (two
full-day sessions on Wednesday and Thursday, and a morning session on
Friday). There is no registration fee.

Columbia has negotiated workshop rates at the adjacent Congress Hotel of $109 per night (single and double occupancy). Continental breakfasts and boxed lunches will be provided.

SqueakFest03 is also co-sponsored by Columbia's School of Media Arts and School of Liberal Arts and Sciences, home, respectively, of the Interactive Multimedia and Early Childhood Education Programs.

In addition to a workshop on using the Etoy component of Squeak, we thought that it was time to try to assemble a critical mass of folks to discuss best-practices and practical considerations. We hope that attendees will arrive with examples and details of student projects, lesson plans, assessment details, stories, anecdotes, pedagogical approaches, and the like. What worked? What didn't work? Why? What can we draw as conclusions, learn from, and do differently (or the same) in the future. Most importantly: What can we learn from, and teach, each other?

We welcome participants from elementary, junior high, and high schools, and education programs at institutions of higher-education.

There will be plenty of time for attendees to break out into sessions by subject areas and by grades.

There will also be time for educators to provide feedback on teaching and using Squeak (features? interface? implementation?) to the developers.

At the conclusion of SqueakFest03, the IM Program will post and serve Squeak projects brought to or sent to the workshop.

Columbia College Chicago is the country's largest arts, media, and communications school, with an enrollment approaching 10,000 students, and offers both undergraduate and graduate degrees. At the undergraduate level, it is open-admissions, by mission and philosophy. It is located in Chicago's South Loop, adjacent to Grant Park and Lake Michigan, and is convenient to the city's many museums and other cultural and popular attractions.

Attendance will be limited. Reply with your interest to:
Kim Rose: Kim.Rose@viewpointsresearch.org
AND
Wade Roberts: wroberts@colum.edu

Columbia College Chicago: http://www.colum.edu

Interactive Multimedia Program home: http://interactive.colum.edu

Early Childhood Education Program:
http://www.colum.edu/undergraduate/earlychildhood/index.html

IM/ECE partnership: http://interactive.colum.edu/partnerships_ece.aspx

Hope to see you in Chicago!
Wade & Kim

From mcrain at u98.k12.me.us Wed Apr 23 13:28:29 2003
Date: Mon May 5 07:53:40 2003
Subject: etoy issues/making games and mazes
Url : http://squeakland.org/pipermail/squeakland/attachments/20030423/
d65a778c/attachment.gif
Url : http://squeakland.org/pipermail/squeakland/attachments/20030423/
d65a778c/attachment-0001.gif
http://squeakland.org/pipermail/squeakland/attachments/20030423/d65a778c/
attachment.jpg
http://squeakland.org/pipermail/squeakland/attachments/20030423/d65a778c/
attachment-0001.jpg

From tacmanphil at mac.com Thu Apr 24 10:50:17 2003
From: tacmanphil at mac.com (Phil Firsenbaum)
Date: Mon May 5 07:53:40 2003
Subject: Pendulum project update
Message-ID: <AE942DC5-765B-11D7-BCD0-000393BE8CC6@mac.com>

So, I've done a little reading (Physics Made Simple, etc,) and most
recently consulted with a physics professor who happens to be in the
family. As a result, I'm fairly (if not completely) convinced that
creating a realistic pendulum is well beyond what 5th graders could do.
I'm not even sure if I'll ever be able to complete the project myself.
I have learned a lot about pendulums, gravity, etc.
I realize now that my pendulum does not reflect reality because it
moves at a steady rate through it's swing when, in fact, a pendulum
accelerates in its downward motion and decelerates in its upward motion.
In order to simulate reality I need to be able to change the rate of
acceleration of the heading of my pendulum. I now have a formula that
would accomplish this, however, it includes a square root function. Is
that possible in the etoy environment?

From bert at isg.cs.uni-magdeburg.de Thu Apr 24 17:36:36 2003
Date: Mon May 5 07:53:40 2003
Subject: Pendulum project update

Am Donnerstag, 24.04.03 um 15:50 Uhr schrieb Phil Firsenbaum:

> So, I've done a little reading (Physics Made Simple, etc,) and most
> recently consulted with a physics professor who happens to be in the
> family. As a result, I'm fairly (if not completely) convinced that
> creating a realistic pendulum is well beyond what 5th graders could
> do. I'm not even sure if I'll ever be able to complete the project
> myself.
> I have learned a lot about pendulums, gravity, etc.
> I realize now that my pendulum does not reflect reality because it
> moves at a steady rate through it's swing when, in fact, a pendulum
> accelerates in its downward motion and decelerates in its upward
> motion.
> In order to simulate reality I need to be able to change the rate of
> acceleration of the heading of my pendulum. I now have a formula that
> would accomplish this, however, it includes a square root function. Is
> that possible in the etoy environment?

I guess you are a little bit blinded by all the math. It's really
simple - the acceleration of the pendulum depends on its position. If
it is vertical, you have zero acceleration (because the force of
gravity is straight down and does not cause the pendulum to swing). If

it is horizontal, you have the maximum acceleration, again because the
force points straight down, but now this is exactly the direction to
make the pendulum rotate.

This trivially maps to an etoy (just increase the speed by the
acceleration value), the only obstacle is to get the acceleration
depending on the current angle. This is what the "weighing angles"
discussion was all about. Either you do this (best for 5th graders I
guess), or you "measure" it, like in the pendulum project I sent last
week. It works fine without any trigonometry or square roots: You
basically just take the _horizontal_ extent of a line that represents
your pendulum. If the line is vertical, its horizontal extent is zero.
If the line is horizontal, its horizontal extent is maximal. You still
need a sign for the force, which you can get by checking the extent
relative to the line's reference point.

HTH

-- Bert

From Kim.Rose at viewpointsresearch.org Thu Apr 24 09:05:56 2003
Date: Mon May 5 07:53:40 2003
Subject: Pendulum project update

I think it is wonderful to see how the Etoy system can motivate and
promote learning in *us*! The adults! Look how Phil has been
motivated to read and explore more by seeking out expert advice.
Look how our community (thanks to Bert and others) are responding and
adding to Phil's "knowledge base" --
geesh, maybe we've got a tool to amplify adult learning! (I know it
has worked for me!)
Thanks for the great exploration, and support of learning no matter
who the learner....
best to all,
  -- Kim

--

From andreas.raab at squeakland.org Thu Apr 24 20:09:21 2003
Date: Mon May 5 07:53:40 2003
Subject: Pendulum project update

Hi Bert,

> I guess you are a little bit blinded by all the math. It's really
> simple - the acceleration of the pendulum depends on its position. If
> it is vertical, you have zero acceleration (because the force of
> gravity is straight down and does not cause the pendulum to
> swing). If it is horizontal, you have the maximum acceleration,
> again because the force points straight down, but now this is
> exactly the direction to make the pendulum rotate.

Exactly right.

> This trivially maps to an etoy (just increase the speed by the
> acceleration value), the only obstacle is to get the acceleration
> depending on the current angle. This is what the "weighing angles"

> discussion was all about. Either you do this (best for 5th graders I
> guess), or you "measure" it, like in the pendulum project I sent last
> week. It works fine without any trigonometry or square roots: You
> basically just take the _horizontal_ extent of a line that represents
> your pendulum. If the line is vertical, its horizontal extent
> is zero. If the line is horizontal, its horizontal extent is maximal.
> You still need a sign for the force, which you can get by checking
> the extent relative to the line's reference point.

That's a little too abstract for my taste. One really needs to explain why
the relation between gravity and pendulum is not strictly linear because
otherwise you can do a very reasonable first order approximation of a
pendulum by simply subtracting its direction from gravity's direction. Note
that this fulfills all your constraints: It's zero if the pendulum points
into the same direction as gravity and it increases up to 90 degrees.

I've attached a project with this (wrong!) model to illustrate the fact. And
my challenge is: Explain why this can't be correct (heh, heh ;-)

Cheers,
  - Andreas
Name: PendulumWrongModel.001.pr
Type: application/x-squeak-project
Url : http://squeakland.org/pipermail/squeakland/attachments/20030424/
35821739/PendulumWrongModel.001.bin

From darius at inglang.com Thu Apr 24 12:38:32 2003
Date: Mon May 5 07:53:40 2003
Subject: Pendulum project update

Andreas,

Scary!
Using your project and unmodified script, I rotated the pendulum so that the
bob started above horizontal and then started the timer.

The pendulum accelerated! (Great for a perpetual motion machine. You need to
patent it.)

I know that's the code (limits) and not your challenge.

Does the pendulum accelerate at the same speed and travel distance as a free
falling object starting at the same height? Or does, assuming a frictionless
pivot, the limited length of the shaft slow its rate acceleration?

Cheers,
Darius

From Alan.Kay at squeakland.org Thu Apr 24 14:51:54 2003
Date: Mon May 5 07:53:40 2003
Subject: Pendulum project update

Hi Folks --

A good side point about pendulums is that the motion is harmonic only
for small excursions, since harmonic motion is roughly the spring law
which is proportional to x, and pendulums are proportional to sine x.
Sine x and x are close to the same values only for small angles.

All these subtle details are reasons why we don't do pendulums with

5th graders. Compare this to gravity near the surface of the earth
where the accelleration is constant to about 1 part in a million
(note that it isn't really constant because it is inversely
proportional to the square of the distance and this is changing a
little bit -- about 4 meters in the ball drop example).

Cheers,

Alan

From rcaton at cnu.edu Thu Apr 24 20:10:32 2003
From: rcaton at cnu.edu (Randall Caton)
Date: Mon May 5 07:53:41 2003
Subject: pendulum

I apologize if someone already posted a pendulum solution. Attached is a
Squeak solution to the problem assuming the small angle approximation
(theta is approximately sine theta) and starting the pendulum from rest.
It uses the same motion ideas of position, velocity, and acceleration as
the freefall problem already discussed. It uses simple Squeak blocks to
approximate the solution by solving two first order differential
equations numerically and displaying the result as a moving pendulum -
very similar to the freefall problem. The added twist is that the
acceleration depends on position (in this case an angle). It could be
the next problem after freefall. I'm not sure how to teach it to young
kids, but if they got the freefall problem, then ask them: "Now what if
the acceleration isn't constant? Let's find out."

You can experiment to see the effect of mass, gravity, and length. There
is no effect from mass - it is put in because it is a common
misconception. Probably there should be an angle watcher so that
starting angle could be varied, however the simple solution modeled here
breaks down for large angles and that would have to be carefully
explained.

Randy Caton

Name: pendulum.001.pr
Type: application/x-squeak-project
Url : http://squeakland.org/pipermail/squeakland/attachments/20030424/
d96b2174/pendulum.001.bin

From andreas.raab at squeakland.org Fri Apr 25 02:30:55 2003
Date: Mon May 5 07:53:41 2003
Subject: Pendulum project update

Hi Darius,

> Scary!

No, not really. One of the interesting issues about the model I was using is
that it is in fact relatively close to the "real" one (as Alan noticed the
sine is close to being linear for small degrees) and that it requires either
some deeper understanding of the underlying math or some practical
experiments to find out that the model is in fact wrong. A very important

part of science is just that - validating our assumptions and see if they
are correct. Without this, you can make up any kind of system as long as
it's consistent - but the ultimate question in science is: Does it stand up
to the test of reality? For my model, for example it would be interesting to
make up a movie of a real pendulum and see if its motion matches what our
model predicts. If it doesn't, then something is wrong with our model and we
need to come up with a different one. Many (all?) of the major breakthroughs
in science go this way - build a model, see if "reality works as the model
predicts" and if not, find out why.

Probably nothing you want to do with fifth graders but if we talk about
science then we must ultimately validate our models.

> Using your project and unmodified script, I rotated the
> pendulum so that the bob started above horizontal and then
> started the timer.
>
> The pendulum accelerated! (Great for a perpetual motion
> machine. You need to patent it.)

Oh, good idea! I'm sure I'll get it considering the patents I've seen over
the last couple of years ;-)

> Does the pendulum accelerate at the same speed and travel
> distance as a free falling object starting at the same height?
> Or does, assuming a frictionless pivot, the limited length of
> the shaft slow its rate acceleration?

No on both accounts. What I did was essentially taking the simplest function
that matches the observations one could easily get (e.g., if gravity and
pendulum point in the same direction then gravity does not affect the
acceleration and acceleration increases up to 90 degrees). What's wrong is
the relation between angle and acceleration (but it is pretty close for some
ranges of angles which make it look "sort of okay").

Cheers,
  - Andreas

From csawtell at paradise.net.nz Fri Apr 25 21:48:25 2003
Date: Mon May 5 07:53:41 2003
Subject: Pendulum project update

On Fri, 25 Apr 2003 03:05, Kim Rose wrote:
> I think it is wonderful to see how the Etoy system can motivate and
> promote learning in *us*! The adults! Look how Phil has been
> motivated to read and explore more by seeking out expert advice.
> Look how our community (thanks to Bert and others) are responding and
> adding to Phil's "knowledge base" --
> geesh, maybe we've got a tool to amplify adult learning! (I know it
> has worked for me!)
Perhaps more a better slogan might be something along the lines of:-
"A superbly effective tool to enhance learning for people of all ages".
Without a shadow of doubt that has been the case for me. It has also given me
the motivation to learn something of the underlying computer language.

Certainly this "Pendulum" thread has been one of the more informative and
interesting threads I have had the priviledge to read since I have been on

e-mail lists.

Now for the real purpose of the message. I seem to somewhat vaguely remember
from the misty, distant past of some 45 years when I did my bit of School
Physics that our teacher, one Dr. Watson, explained the motion of the
pendulum using the fact that while energy can be converted from one form to
another, it can never be destroyed. In the case of the pendulum the forms of
energy are the Potential Energy imparted to the bob by lifting it up to the
extremity of its swing. This is completely converted into Kinetic Energy at
the bottom of the swing, and then totally converted back again to Potential
Energy at the moment when the bob is stationary at the other end of the
swing.

Therefore, if my failing memory serves me correctly, at all times:-

 mh - mv^2 = k

Solutions of the Pythagorean geometry, for which the missing square-root
arithmetic function in the e-toy tile would be _really_, _*really*_ useful,
are left as an exercise for the reader. :-)

Is there perchance a "Within-the-scripting-window" method of doing
interations
so that the Newtonian approximation method can be used in a way which is
understandable to a school pupil?

It'll be interesting to see what I come up with as an implementation of the
simulation.

C. S.

From Kim.Rose at viewpointsresearch.org Sat Apr 26 20:25:06 2003
Date: Mon May 5 07:53:41 2003
Subject: Seeking compelling high school examples

Greetings -

Viewpoints Research is working on updating the Squeakland.org
website. As part of this project, we wish to point to a variety of
schools, groups, community centers, etc. using Squeak (the Etoy-tile
scripting component) and include interesting project examples.

If you have any examples that might be suitable to the high school
level and would be willing to share we'd love to see them.   Pointing
us to a url might be simplest, if possible. We'll certainly give
appropriate credit, etc. for examples used.

Is anyone out there working with high school students and/or creating
examples appropriate for that age learner?

thanks in advance!
Kim

From csawtell at paradise.net.nz Mon Apr 28 01:07:44 2003
Date: Mon May 5 07:53:41 2003
Subject: Seeking compelling high school examples

I have added a graphical angle watcher to Randy Caton's Pendulum.

It draws a sinusoidal graph in real time of the simulated pendulum's angle as
it swings to and fro. I have also put some annotations on it. The plotter
script is not synchronous with the pendulum script, so by changing the sample
rate of the plotter one can demonstrate the effect of too slow a rate
destroys the effective measurement of the waveform. It's quite pretty, though
I say so myself, and my 13 year old son was somewhat impressed.

It's here:-

http://berty.dyndns.org/CSpendulum.pr

While doing this I noticed that there's a minor bug in the drawing of the
graph lines on a Playfield. The horizontal lines appear to be drawn relative
to the top of the Playfield, whereas the 'y' coordinate of an object is
measured with respect to the bottom of the Playfield. This means that unless
the height of the Playfield is an exact multiple of the graticule size then
the actual 'y' co-ordinate and its values as read off the graph do not
correspond. This is demonstrated with a simple project here:-

http://berty.dyndns.org/GraphBug.pr

The red plotted line should go through the corners of the green squares
precisely.

HTH

--
C. S.

From Kim.Rose at viewpointsresearch.org Sun Apr 27 11:24:59 2003
Date: Mon May 5 07:53:41 2003
Subject: Seeking compelling high school examples

Hi, Christopher -
Thanks so much...but when I loaded this url all I got was a blank
Squeak project... hmmmmm???
Kim

From csawtell at paradise.net.nz Mon Apr 28 09:56:55 2003
Date: Mon May 5 07:53:41 2003
Subject: Seeking compelling high school examples

On Mon, 28 Apr 2003 05:24, Kim Rose wrote:
> Hi, Christopher -
> Thanks so much...but when I loaded this url all I got was a blank
> Squeak project... hmmmmm???
> Kim

Dear O dear,

I've just checked, the full file is definitely there.
[chris@berty chris]$ ls -l /var/www/html/CSpendulum.pr
-rw-r--r--   1 chris   users   206881 Apr 27 23:19
/var/www/html/CSpendulum.pr

Here are the md5sums so you can check that there have not been any
trasmission
errors:-
2296d55657a529bf754751d084ba419a   /var/www/html/CSpendulum.pr
01fef3280bd77e6adb99cb9842f81743   /var/www/html/GraphBug.pr

If that's correct, it looks as if we have been caught out by incompatible
interpreters or something else to do with using moving target software.
I upgraded the image and changes files only a couple of days ago. I think I'm
up to date, but I'm not sure?

Here are the version details of the Squeak interpreter I'm using.

chris@liberty chris $ squeak -version
3.4-1 #1 XShm Thu Mar 13 22:24:42 NZDT 2003 gcc 3.2.1
Squeak3.4 of 1 March 2003 [latest update: #5170]
Linux liberty.localnet 2.4.20-xfs_pre6 #1 Sat Mar 8 20:42:23 NZDT 2003 i686
Pentium II (Deschutes) GenuineIntel GNU/Linux
default plugin location: /usr/local/lib/squeak/3.4-1/*.so

From m.rueger at acm.org Wed Apr 30 17:29:55 2003
Date: Mon May 5 07:53:41 2003
Subject: Fwd: Re: Seeking compelling high school examples

Kim Rose wrote:
> Mike,
> This still won't work for me...in IE I get a blank Etoy window, in
> Netscape I get total gibberish....
> any explanation????

   >http://berty.dyndns.org/CSpendulum.pr

   >http://berty.dyndns.org/GraphBug.pr

These URLs point directly to the project file. This may work, but in
most cases it doesn't (some browser magic involved).
Netscape in your case actually tries to display the *content* of the
project file directly, thus the gibberish.

Some people might also encounter download problems as these projects are
hosted on a so called dynamic dns server. Without going into details it
could happen that the server temporarily may not be found.

Either download the projects and load them from your local disc or use
these URLs that utilize the squeakland launcher:

http://squeakland.org/project.jsp?http://berty.dyndns.org/CSpendulum.pr

(I just found out that this project contains a TTGlyph, it won't work in
the squeakland image. Please *always* use the unmodified squeakland
plugin image when you build projects that you want to share).

http://squeakland.org/project.jsp?http://berty.dyndns.org/GraphBug.pr

(This one seems to work)

Michael

Hi all,

we finally switched over to the new mailing list system on Squeakland.
The new system has a web interface and allows you to set a number of
options regarding your subscription.
As most of you already noticed, it also sends out a reminder of your
membership every month in case you forgot :-)

We moved all the existing subscriptions over to the new system. We
strongly encourage you to set a password so only you can change your
subscription options.

Below is an example of the subscription notification you would normally
receive including all the "interesting" links.
The archive is now at
http://squeakland.org/pipermail/squeakland/

Please let me know if you have any questions or encounter any problems
with the new system.

Michael

Welcome to the Squeakland@squeakland.org mailing list!

To post to this list, send your email to:

    squeakland@squeakland.org

General information about the mailing list is at:

    http://squeakland.org/mailman/listinfo/squeakland

If you ever want to unsubscribe or change your options (eg, switch to
or from digest mode, change your password, etc.), visit your
subscription page at:

    http://squeakland.org/mailman/options/squeakland/xxxxxxx

if you email address is, e.g., squeak@mail.com, the above line would be

    http://squeakland.org/mailman/options/squeakland/squeak%40mail.com

(The "@" is replaced by "%40")

You can also make such adjustments via email by sending a message to:

    Squeakland-request@squeakland.org

with the word `help' in the subject or body (don't include the
quotes), and you will get back a message with instructions.

You must know your password to change your options (including changing
the password, itself) or to unsubscribe. It is:

    xxxxx

Normally, Mailman will remind you of your squeakland.org mailing list
passwords once every month, although you can disable this if you
prefer. This reminder will also include instructions on how to
unsubscribe or change your account options. There is also a button on
your options page that will email your current password to you.

From csawtell at paradise.net.nz Thu May 1 13:14:08 2003
Date: Mon May 5 07:53:41 2003
Subject: Fwd: Re: Seeking compelling high school examples

While this is indeed a dynamic dns address, it is actually a fixed IP number.
Please feel free to use the number 202.0.37.152 instead of the name if you
want to.

> Either download the projects and load them from your local disc or use
> these URLs that utilize the squeakland launcher:

> http://squeakland.org/project.jsp?http://berty.dyndns.org/CSpendulum.pr

> (I just found out that this project contains a TTGlyph, it won't work in
> the squeakland image. Please *always* use the unmodified squeakland
> plugin image when you build projects that you want to share).

Thanks for that. I'll take the TTGlyph out of it. Pity, it's pretty.

> http://squeakland.org/project.jsp?http://berty.dyndns.org/GraphBug.pr
>
> (This one seems to work)

--
C. S.

From Kim.Rose at viewpointsresearch.org Thu May 1 10:29:55 2003
Date: Mon May 5 07:53:45 2003
Subject: Fwd: Re: Seeking compelling high school examples

Hi, Christopher, Mike and other readers -
I just tried to load the project from this url:
http://squeakland.org/project.jsp?http://berty.dyndns.org/GraphBug.pr
and it worked!   (It did take a few seconds so patience helps!)

I think it would be *really cool*, if you would be willing to add a
small narrative to this project, explaining to folks finding it, what
it does, why it is important, basically what it means....
would you be willing to do so?
thanks!
Kim

From csawtell at paradise.net.nz Fri May 2 23:54:38 2003
Date: Mon May 5 07:53:45 2003
Subject: Seeking compelling high school examples

On Fri, 02 May 2003 04:29, Kim Rose wrote:

> Hi, Christopher, Mike and other readers -
> I just tried to load the project from this url:
> http://squeakland.org/project.jsp?http://berty.dyndns.org/GraphBug.pr
> and it worked!
The Internet never ceases to amaze me too.

> (It did take a few seconds so patience helps!)
Thanks for telling me. It's supposed to be a 128kbit cable connection but I
have suspected for a while that it's on a go slow. Thanks for confirming my
suspicions. Hopfully the ISP are looking into it.

> I think it would be *really cool*, if you would be willing to add a
> small narrative to this project, explaining to folks finding it, what
> it does, why it is important, basically what it means....
> would you be willing to do so?
Done. There is now a text box which says:-

This project merely illustrates a very minor bug in the playfield.

It seems that the y origin for the graph paper is the top of the playfield,
whereas the y origin for the graph is at the bottom. Thus, unless the size of
the y dimension of the playfield is an exact multiple of the graphpaper
squares the plotting is incorrect. This is illustrated by the graph to the
left, the plot of which should pass precisely through the corners of the
squares of the graph paper.

Once again, really a very minor bug.

http://squeakland.org/project.jsp?http://berty/GraphBug.005.pr

From m.rueger at acm.org Fri May 2 10:49:38 2003
From: m.rueger at acm.org (Michael Rueger)
Date: Mon May 5 07:53:45 2003
Subject: Mailing list changes
Message-ID: <3EB22312.1040801@acm.org>

Hi all,

last night a membership reminder was sent out to subscribers from the
new mailing list system we are setting up right now. It is not yet fully
functional, but already reminded all of you that it is there ;-)

Please ignore the message for now, I will sent out an update as soon as
we actually switch over.

The new list software has a web interface making it easier to change
subscription options, have message digests delivered etc.

Regards

Michael

From Kim.Rose at viewpointsresearch.org Fri May 2 09:35:19 2003
Date: Mon May 5 07:53:45 2003
Subject: Seeking compelling high school examples

Hi, again, Christopher -
Ah...I had misunderstood, or when I finally was able to load a
project, I got the one reporting the bug as opposed to the one you
were suggesting we use as a good example for High Schoolers! Thanks
for pointing out the bug...I have asked some folks to look into it...
When you take the "TTGlyph" out of this project
>http://squeakland.org/project.jsp?http://berty.dyndns.org/CSpendulum.pr
could you let me know so I can try to take a look?
thanks!!
Kim

At 10:54 PM +1200 5/2/03, Christopher Sawtell wrote:
>On Fri, 02 May 2003 04:29, Kim Rose wrote:
>> Hi, Christopher, Mike and other readers -
>> I just tried to load the project from this url:
>> http://squeakland.org/project.jsp?http://berty.dyndns.org/GraphBug.pr
>> and it worked!
>The Internet never ceases to amaze me too.
>
>> (It did take a few seconds so patience helps!)
>Thanks for telling me. It's supposed to be a 128kbit cable connection but I
>have suspected for a while that it's on a go slow. Thanks for confirming my
>suspicions. Hopfully the ISP are looking into it.
>
>> I think it would be *really cool*, if you would be willing to add a
>> small narrative to this project, explaining to folks finding it, what
>> it does, why it is important, basically what it means....
>> would you be willing to do so?
>Done. There is now a text box which says:-
>
>This project merely illustrates a very minor bug in the playfield.
>
>It seems that the y origin for the graph paper is the top of the playfield,
>whereas the y origin for the graph is at the bottom. Thus, unless the size of
>the y dimension of the playfield is an exact multiple of the graphpaper
>squares the plotting is incorrect. This is illustrated by the graph to the
>left, the plot of which should pass precisely through the corners of the
>squares of the graph paper.
>
>Once again, really a very minor bug.
>
>http://squeakland.org/project.jsp?http://berty/GraphBug.005.pr
>
>[...]
>
> > >> http://squeakland.org/project.jsp?http://berty.dyndns.org/CSpendulum.
pr
> > >>
>> >> (I just found out that this project contains a TTGlyph, it won't work
>> >> in the squeakland image. Please *always* use the unmodified squeakland
>> >> plugin image when you build projects that you want to share).
>> >
>Thanks for that. I'll take the TTGlyph out of it. Pity, it's pretty.
>
>http://squeakland.org/project.jsp?http://berty.dyndns.org/pendulum.009.pr
>
>--
>C. S.

From Kim.Rose at viewpointsresearch.org Fri May 2 11:40:23 2003
Date: Mon May 5 07:53:45 2003
Subject: Importing a graphic

Hi, Phil -
Go to the gold navigator...holding done the "Find" button for a few
seconds will reveal several options. Select "find any file". Doing
this will reveal your computer's file directory. Find the graphic
file you wish to load into the project highlight it and select "view".
  cheers,
Kim

At 1:28 PM -0400 5/2/03, Phil Firsenbaum wrote:
>Oops...I forgot how to import a graphic (jpeg file) into a Squeak project.
>I should probably start documenting my own work!
>Phil

--

From Alan.Kay at squeakland.org Fri May 2 13:22:36 2003
Date: Mon May 5 07:53:45 2003
Subject: Importing a graphic

A simpler way for a number of picture formats is to just drag the
jpeg file from your desktop into the Squeak window.

Cheers,

Alan

--

From scott.wallace@squeakland.org Mon May 5 16:11:20 2003
Subject: [Squeakland] Re: Seeking compelling high school examples

As Christopher correctly points out, repeating-pattern "textures" are
laid out starting at the top-left corner of a playfield.

Thus, if you use a graph-paper-like texture in a playfield, and you
want a horizontal line in that texture to line up perfectly with the
bottom of the playfield, it may be necessary for you to resize the
playfield manually to make things line up along the bottom edge the
way you want.

Most of the computer-graphics world operates with coordinate systems
in which the origin is at the top-*left* corner and in which y-values
get larger as you go *downward*. And indeed all of Squeak *outside
the etoy system* operates this way.

However, most of the *mathematics* world operates with the
conventional "Cartesian" coordinate system, in which y-values get
larger as you *upward* in the 2-d plane. The Squeak etoy systm uses
these "Cartesian coordinates" for "x" and "y" and "mouseX" and
"mouseY" in Viewers and Scriptors.

Inevitably, situations arise in which there is a culture clash
between the Cartesian view and the computer-graphics view. The
situation that Christopher mentions is one. I wouldn't call it a
"bug", because if repeating patterns were *not* laid out from the
top-left-corner, the result would seem like *more* of a bug, to more
people.

Cheers,

   -- Scott

>>
>>http://squeakland.org/project.jsp?http://berty/GraphBug.005.pr

Dear Colleagues,

We are a small non-profit company called Advanced Network and
Services, and you may have heard about our work though ThinkQuest and
National Tele-immersion initiative that we sponsored and led in past
years.=20

We at Advanced are focusing our efforts on a new initiative that we
call Exploring the Future of Learning (EFL). One thing that has not
changed for us over the time is our commitment to providing students
with opportunities to contribute to the education community and to
have their voices heard and their contributions respected.

Our work in this area will be centered around an on-line international
student community for pre college students aged 13-19 called Student
Voice. Student Voice will provide students with a variety of
opportunities to get involved in student directed activities focused
on making learning more interesting, exciting, and valuable. We
believe, and we lots of evidence to show it, that students have a
great deal to contribute to creating a better future of learning. One
of the projects that we offer to students is to do active exploration
of Squeak (www.futureoflearning.org/students/squeakInfo.html) -
testing and commenting it through dedicated forum discussion led and
participated by students, building Squeak Tutorials in Squeak, and
creating lessons and activities for their peers.

I would like to ask you to take a moment and think about the students
you know between 13 and 19 who you think might be interested in
getting involved in the EFL Student Voice community and Mission:
Squeak Explore project, and to pass along the following message to
them. In addition, it would be great if you could pass this message on
to appropriate professional colleagues so that they can inform
students they think would be interested and able to contribute to this
community.

Let us know your suggestions and advices on providing most
constructive and creative activities for students - we are open to
your and your students' ideas.

Thank you for your help.

best,=20

Amela

Dr. Amela Sadagic   amela@advanced.org

Director of EFL Programs   ph/cell: 914 224 1276

Advanced Network & Services   fax: 914 273 1809

200 Business Park Drive

Armonk, NY 10504

project page: www.futureoflearning.org

personal page: www.advanced.org/~amela

Dear student,

We are happy to let you know that we are just about to start a new
student community called Student Voice for pre-college students of age
13-19.

We decided to offer you an opportunity of being among selected
students who would kick off and guide this new series of student
projects as a part our new initiative called Exploring the Future of
Learning - EFL (more details about EFL below). You will notice that
these project are somewhat different from our past project ThinkQuest
but they share the same spirit - students in the center of all what we
do and lots of group work and group creations. Additions to this list
are: students as hosts, owners and managers of different activities;
contributions from individual students; explorations of new ways we
can learn more effectively and be inspired by the power of images,
sounds, clever gadgets, simulations, animations, good stories and
virtual trips.=A0 And we will play with and test some cool emerging
technologies that can help that learning too. Student Voice activities
do not have the character of competitions - we prefer providing
students with creative reward system (see more about reward system
below).=A0 So let's make this Summer exciting and memorable!

So how should we start?

1.=A0=A0 We suggest launching a set of discussion forums first. This =
will
give you an opportunity to say what you as a student are interested in
doing, what is the way you see the future of learning in and outside

of school, and very practically how would you like to contribute to
the entire EFL initiative. (see the current list of forums at
http://www.futureoflearning.org/students/studentForums.html).

=A0=A0=A0=A0=A0 Each forum will have three students as hosts. =
Responsibilities
of the hosts will assume good management of well functioning
discussion channel (see details below). You may want to explore this
role - it will give you great experience in debating and managing
constructive group discussion. Right now we are looking for students
who would like to be such hosts - let us know which forum you would
like to host on page=A0
=
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearing.=
org/students/studentHelp.html</color></underline>
. You are also more than welcome to participate in discussions in all
forums.

2.=A0=A0 Mission: Squeak Explore.=A0 For people that like testing and
experimenting with new systems we have the following challenge: the
first system we will be testing is Squeak, a multimedia authoring tool
developed by computer pioneer Alan Kay. You can decide to play with
and test the system and let us know your comments. You can also decide
to participate in our project called "Squeak Tutorials", a new take on
how to build tutorial for your peers. Read more at:
=
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearning=
.org/students/squeakInfo.html

</color></underline>3.=A0 Student Council:=A0=A0 Do you feel compelled =
to
discuss, suggest and make recommendations about the activities that
will be vital for Student Voice? If your answer is 'Yes' check page
=
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearning=
.org/students/announcements.html#Council</color></underline>
to apply for Student Council.

This is just a beginning and there is more to come in the future. If
at the moment your schedule is pretty tight and you cannot participate
in those activities, check our page=A0

=
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearning=
.org/students/announcements.html</color></underline>
at any time for future opportunities.

If you would like to work with us please register with Student Voice
at =
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearning=
.org/students/register/</color></underline> .

If you would also like to be:

=A0=A0=A0=A0=A0=A0 - forum host

=A0=A0=A0=A0=A0=A0=A0- member of student Council

=A0=A0=A0=A0=A0=A0 - take up the Squeak challenge

tell us that on=A0

=
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearing.=
org/students/studentHelp.html

</color></underline>Hope you will like to join our efforts and explore
possibilities. Let us know if you do!

best,

EFL team

Exploring the Future of Learning - EFL -
<underline><color><param>1A1A,1A1A,FFFF</param>www.futureoflearning.org

</color></underline>The EFL MISSION

=A0=A0=A0=A0=A0 By the year 2010, all children will have access to a =
working and
cost-effective, individualized learning environment adapted to their
personal learning aptitudes and goals, which is as compelling as other
parts of their environment, which helps them achieve their full
potential in the world and which is capable of being adapted and used
worldwide.

The goal of the EFL Program is to create the knowledge, skills and
community of people who can lead, enable and support the creation of
specific EFL-style learning communities. Above all else, EFL insists
that the learning needs and aspirations of the student determine all
that we do. Finding out what they are, and creating a system that
adapts to them, supports them and helps the student manage them is the
central design goal.

Reward system: creative opportunities for students:

1.=A0 Student Summer EFL Internship: 3 students will be recipients of a

paid internship that will last through June, July and August) during
which the 3 students will work together on defining the guidelines for
a Student Leadership within EFL. It would cover topics susch as
student involvement, proposals for a set of activities that students
find compelling and important within the context of EFL work, as well
as their suggestions for the best ways to reach and affect larger
student population, and create self-sustainable and most effective
communication channels.

2.=A0 Student Panel:

=A0=A0=A0=A0 You may be invited to participate in the panel hosted by =
Jaron
Lanier. The theme is: "The future of the schools and future of
learning". The event will be organized in NYC area.

3.=A0 Series of interviews and stories about students and their work:

=A0=A0=A0=A0 Exemplary works and contributions will be featured in =
different
public media.

4.=A0 Certificates of appreciation will be given to those students who
take specific responsibilities within EFL

5.=A0 Individual student portfolios -
=
<underline><color><param>1A1A,1A1A,FFFF</param>http://www.futureoflearning=
.org/students/portfoliosInfo.html

=
</color></underline>---=

From rcaton@pcs.cnu.edu Wed May 7 18:45:49 2003
Date: Wed, 07 May 2003 20:44:13 -0400
From: Randall Caton <rcaton@pcs.cnu.edu>
Organization: cnu
Subject: [Squeakland] pen trails

Does anyone know how to get pen trails to write on top of an imported
graphic (e.g. jpg)? Can it be done?

Randy Caton

--
Randall Caton
Department of Physics, Computer Science and Engineering
Christopher Newport University
1 University Place
Newport News, VA 23606

Gosnold Hall 136
Voice: 757-594-7188
FAX: 757-594-7919
email: rcaton@pcs.cnu.edu
web: www.pcs.cnu.edu/~rcaton/

From andreas.raab@squeakland.org Thu May 8 09:45:50 2003
From: "Andreas Raab" <andreas.raab@squeakland.org>
To: "'Randall Caton'" <rcaton@pcs.cnu.edu>, <squeakland@squeakland.org>
Subject: RE: [Squeakland] pen trails

Hi Randy,

The easiest way of doing this is to use a transparent playfield. E.g., get
your image and put it on the screen (you may want to lock it so you don't
touch it accidentally). Then get yourself a playfield and set its color to
transparent. Position it to your needs (e.g., either so that it just covers
the JPEG or so that it covers the screen) and that's it. Any pen trails
drawn within the playfield will appear on top of the JPEG image.

Note that it is advantageous if you make the playfield the size of the
project. Otherwise, you might get confused if you (accidentally or not) drop
something outside of it as the pentrails will then again be hidden under the
JPEG.

Hope this helps,
  - Andreas

From Alan.Kay@squeakland.org Thu May 8 14:58:07 2003
Date: Thu, 8 May 2003 14:07:41 -0800
Subject: Re: [Squeakland] pen trails

Hi Randy --

At 8:44 PM -0400 5/7/03, Randall Caton wrote:
>Does anyone know how to get pen trails to write on top of an imported
>graphic (e.g. jpg)? Can it be done?

Yes (see Andreas' suggestion).

Interestingly, pen trails were originally on top in the first version
of etoys, and I'm not sure just why they aren't now.

However, it's also pretty clear that a more appropriate
implementation would be to have them actually make an object of some
kind (a SketchMorph or a PolygonMorph) that works like any other
object. We will probably do something like this in a future version
of etoys.

Cheers,

Alan

--
From karl.ramberg@chello.se Thu May 8 23:29:37 2003
Subject: Re: [Squeakland] pen trails

When the picture is used as a background pens will draw on top of it.
Karl

From marcus@ira.uka.de Fri May 9 01:39:15 2003
Subject: Re: [Squeakland] pen trails

On Thu, May 08, 2003 at 02:07:41PM -0800, Alan Kay wrote:
> However, it's also pretty clear that a more appropriate
> implementation would be to have them actually make an object of some
> kind (a SketchMorph or a PolygonMorph) that works like any other
> object. We will probably do something like this in a future version
> of etoys.
>
Hi,

Markus Gaelli posted something like that to the squeak-dev list
some days ago:

http://swiki.gsug.org:8080/sqfixes/3240.html

from preamble:

 "Change Set: PolygonFactory
 Date: 20 April 2003
 Author: Markus Gaelli

 Did you ever want to paint polygons out of the traces of your EToy-cars?

 Now it's possible.
 Just drop a polygon in the world, open a viewer on it, select the
 category 'Miscellaneous'.
 Here you can select between two new options: - setVertexFromPositionOf:
 dot
 With this one you can initialize your polygon to have only one point,
 that is the current position of the player (replace 'dot' with the tile
 of your player / car)
 - addVertexFromPositionOf: dot
 Use this one if you want to add a new point to your polygon, which is
 the current position of the player (again replace 'dot' with the tile of
 your player, probably somewhere after you just moved it a bit...)

--
Marcus Denker marcus@ira.uka.de -- Squeak! http://squeak.de

From tacmanphil@mac.com Mon May 12 19:24:36 2003
Subject: [Squeakland] Copy problem

In attempting to create a pattern consisting of a series of dots I drew
an initial dot and used the Copy tile (found in miscellaneous category)
followed by forward #.
If i set this script to ticking and stop it after 6 dots appear, dots
will continue to be created across the screen and I'll also have
multiple dots on top of each other. What's going on here? The script
doesn't appear to be recursive, yet it's behaving as if it were.

Is there another strategy for laying down multiple copies of an object?

From Kim.Rose@viewpointsresearch.org Mon May 12 21:35:23 2003
Subject: Re: [Squeakland] Copy problem

Hi, Phil -
If you have all the updates loaded into Squeak, and select the "Pen
Use" category in the viewer, you'll see a "trailStyle" tile -- you
can now set the "trail style" to "dots" and have the object lay down
a series of dots....(as opposed to a line or arrowhead). I don't
know if this will give you the desired outcome for your
application/etoy, but it just may be simpler than what you are trying.
cheers,
Kim

At 9:37 PM -0400 5/12/03, Phil Firsenbaum wrote:
>In attempting to create a pattern consisting of a series of dots I
>drew an initial dot and used the Copy tile (found in miscellaneous
>category) followed by forward #.
>If i set this script to ticking and stop it after 6 dots appear,
>dots will continue to be created across the screen and I'll also
>have multiple dots on top of each other. What's going on here? The
>script doesn't appear to be recursive, yet it's behaving as if it
>were.
>
>

--
From: Scott Wallace <scott.wallace@squeakland.org>
Subject: Re: [Squeakland] Copy problem
Hi, Phil,

When you make a "copy" in this way, the copy will have the same
"status" characteristics -- e.g. paused, ticking, mouseDown, or
whatever -- as the thing it's copied from.

Thus, if you make a "copy" of blueDot while blueDot is "ticking", the
copy itself will be ticking. And therefore the copy itself will
start propagating copies of *itself* right away as well. This makes
for geometric birth of new blueDots, all of them ticking away and
propagating new copies as fast as they can.

If you subsequently pause the script of the original blueDot, that
original blueDot will stop making copies. But all the copies already
spawned will merrily keep making *their* copies.

A way out of this would be to use the "stop" button of the Scripting
Controls, which at least will pause *all* the scripts, whereas
pausing the original blueDot leaves all the newborn siblings ticking.

But because of the geometric growth, I don't think it well-advised to
use a ticking script to do this. If you want to follow the "copy"
approach, it's better either to trigger the "copy" script manually
the requisite number of times, or to use an instance variable for
counting down, so that you can run the script precisely the number of
times you wish.

But please note that there are better ways to make repeating
patterns. One cool and easy way is:

* Draw the blue dot that you want to use for your repeating pattern,
and leave it on the squeak desktop, to be "grabbed" in the final step.

* Obtain a new Rectangle from Supplies. Make it quite large so that
you can easily view the effect about to happen.

* From the rectangles's halo menu, choose "fill style"... "bitmap fill".

* The rectangle will now be filled with a strange repeating pattern.

* Now return to the rectangle's halo menu, choose "fill style"
again, and this time choose "grab new graphic", and then use the
mouse to "drag-through" the area you want to comprise the repeating
pattern -- in this case, the blue dot you've just drawn, allowing
suitable white space around it to yield the spacing you want in the
repeating pattern.

You probably won't get things looking exactly the way you want the
first time you do the previous step, but keep trying. Very nice
effects can be had with very little effort in this manner.

Hope this helps,

    -- Scott

Hi all,

as some of you already might have noticed there are a few new updates on
the Squeakland site and the mailing list system was improved.

There are new installers for Windows and Mac OS-9. Mac OS-X will be up a
little later. Remember, you can always update your current installation
by simply loading any project on the Squeakland site.

Mailing list changes:
-the message archive now also supports images
-posts by newly subscribed list members are now moderated (held until
approved by us) until we can verify they are not spammers. Yes, it is
that bad!

But now some good news :-)

- Bug fixed that could result in the loss the viewer for an object

- Sounds used in a project are now stored with the project

- A Quit button was added at the tail end of the nav-bar, the NEW button
was moved to the beginning of the nav-bar

- There is a new trail-style called 'dots'
- Terminology changes:
    - 'arrows' is now 'arrowheads'
    - 'lines and arrows' is now 'arrows'.
- 'dotSize' variable governs size of dot. Defaults to 6, the smallest
size at which dots start seeming round, but the user can set it to any
value between 1 and 100.

- New item in the Supplies bin: a translucent, borderless Rectangle in a

sequence of 6 colors

Enjoy and let me know if you encounter any problems!

Michael

From ned@bike-nomad.com Tue May 13 18:49:16 2003
Subject: [Squeakland] Hello all !

Greetings everyone,

I've just joined the Squeakland list.

I'm not exactly new to Squeak (I post a lot on the Squeak-dev list),
but I haven't done much with educational applications of Squeak.

I'm going to be playing with a few things in the near future that
might interest you:

* I'm going to publish a new version of the SARInstaller for 3.2 that
will let you load a variety of projects that are available on
SqueakMap. In particular, I'm doing this because there has been some
interest in using my Connectors package in the Squeakland environment
(which is based on a 3.2 image). Connectors lets you make connected
drawings using any Morphs; the connections will follow the Morphs as
they are moved around. I've used the Squeakland plugin and the
Project Pages feature of the Comanche ComSwiki 1.2 to make live
shareable drawings in a Swiki. It works great, and is lots of fun.

* I will probably add some kind of gesture recognition to the eToys
system. I think I'll make it so you can make a script run when a
particular pen/tablet/mouse gesture has been drawn starting at a
Morph that uses that Player. I've been working with Nathanael Schärli
(who wrote the Genie gesture recognition system that's in Squeak) and
we've made a number of improvements.

* I'm interested in adding eToys support to my Connectors to let
people learn about (for instance) graph algorithms using live
drawings. At least, I'd add a vocabulary that would let you query and
modify the Morphs at either end of a Connector, as well as to let
Morphs report their incoming and outgoing connections. I may make
these sets of connections work like Holders of some sort, I'm not
sure (I'm not really sure how to handle the cursor and display of
these).

* I'd also like to come up with a version of eToys that is scriptable
using some combination of statecharts and tile scripting.

Anyhow, I'm pretty new to this, and if you have any interest in any of
these, or any ideas, let's discuss them!

Thanks,
--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From rcaton@pcs.cnu.edu Tue May 13 19:35:18 2003
Subject: [Squeakland] sound library

Does anyone know how to save a project with a recorded sound so it stays
with the project as described in the recent update message? If I record
a sound, make a tile, and publish the project, when I close and reopen
Squeak, clicking the tile gives the message "can't find in sound
library" just like it used to do.

From scott.wallace@squeakland.org Wed May 14 03:39:18 2003
Subject: Re: [Squeakland] sound library
Hi, Randy,

Good catch! The "sound-preserving" right now only works for sounds
that are used in etoys in the project.

This obviously needs to be fixed so that it also does what you (very
reasonably) expect about a sound that is not used in any etoy script
or variable, but which is "present" in the project by virtue of being
represented by a bare "sound tile" somewhere in the project.

Here's an interim workaround for getting such a sound successfully
saved with a project: refer to the sound in a script in your
project, or lodge the sound in a "variable" belonging to some object
in the project.

For example, if you've named your new sound "znak", you could make a
script for some object in your project -- it doesn't matter which --
that refers to that sound, e.g.:

... or you could make your sound be the value of a "sound" variable
of some object in your project, such as the project's "world", e.g.:

So this is a narrow answer to your question "does anyone know how to
save a project with a recorded sound..."

But you've pointed out an omission -- thank you! -- which will be
fixed right away.

It may take a little while for the fix to work its way out to the
Squeakland updates. In the meantime, I hope that one or the other of
the above suggestions for workarounds will serve your immediate needs.

Cheers,

   -- Scott

Hi Squeaklanders,

I was talking to Markus Gaelli abaout his PolygonFactory
improvement, and then I realised that sending a Link
to the squeak.org bugfix-archive is not the right thing to
do on the squeakland mailinglist... that's something for

the squeak.org hackers.

So here's now a version that is actually usable:

http://squeakland.org/project.jsp?http://www.ira.uka.de/~marcus/
PolygonFactory.001.pr

This is a project with Markus's new Polygon-drawing tiles and a very simple
example.

        Marcus

On Fri, May 09, 2003 at 09:51:03AM +0200, Marcus Denker wrote:
> On Thu, May 08, 2003 at 02:07:41PM -0800, Alan Kay wrote:
> > However, it's also pretty clear that a more appropriate
> > implementation would be to have them actually make an object of some
> > kind (a SketchMorph or a PolygonMorph) that works like any other
> > object. We will probably do something like this in a future version
> > of etoys.
> >
> Hi,
>
> Markus Gaelli posted something like that to the squeak-dev list
> some days ago:
>
> http://swiki.gsug.org:8080/sqfixes/3240.html
>
> from preamble:
>
> "Change Set: PolygonFactory
> Date: 20 April 2003
> Author: Markus Gaelli
>
> Did you ever want to paint polygons out of the traces of your EToy-cars?
>
> Now it's possible.
> Just drop a polygon in the world, open a viewer on it, select the
> category 'Miscellaneous'.
> Here you can select between two new options: - setVertexFromPositionOf:
> dot
> With this one you can initialize your polygon to have only one point,
> that is the current position of the player (replace 'dot' with the tile
> of your player / car)
> - addVertexFromPositionOf: dot
> Use this one if you want to add a new point to your polygon, which is
> the current position of the player (again replace 'dot' with the tile of
> your player, probably somewhere after you just moved it a bit...)
>
> --
> Marcus Denker marcus@ira.uka.de -- Squeak! http://squeak.de
>

--
Marcus Denker marcus@ira.uka.de -- Squeak! http://squeak.de

From squeakdev@hotmail.com Mon May 19 08:06:53 2003
Subject: [Squeakland] squeak-alice
Hi,

How can we embed a wonderland camera window in a book morph. How do we
create alice actors from the stratch???

Thanx.
Shalabh.

From andreas.raab@squeakland.org Mon May 19 08:58:09 2003
Subject: RE: [Squeakland] squeak-alice

Hi Shalabh,

> How can we embed a wonderland camera window in a book morph.

Did you try to embed it from the wonderland camera's red halo menu? I
haven't tried it but I *think* this should work.

> How do we create alice actors from the stratch???

>From scratch? I am not sure what you mean by this. From the Wonderland
scripting area you can do something like:

        w makePlaneNamed: 'plane' "create a plane"
        w makeActorNamed: 'myActor'. "create an empty actor"

Or you can use the Pooh painting system to make 3D objects. Here's how this
works:

* Get the halo on the wonderland's camera window
* Click on the 'paint' halo to the right (same place where you find
'repaint' for sketches)
* Draw a closed outline in the camera window
* 'Pooh!' (that's why it's called like this ;)

You can also paint on the object you just created by getting the halo for
the 3D object and click on the handle in the center ('paint on surface').
Now you can paint on the 3D object itself.

Hope this helps,
  - Andreas

From nbrewer@math.la.asu.edu Mon May 19 09:04:50 2003
Subject: [Squeakland] Current image to use?

Hi everyone,

What is the best current squeak image to use to create new projects and/or
interactive exploratory scaffolding? Does the Squeakland plugin image now
have the full capabilities that a Squeak image from "Squeak.Org" has? Or is
it still best to create baseline lessons and explorations in a "Squeak.Org"
Squeak image and then allow teachers/students/parents to create off-shoot
projects using the internet and the plugin image?

Finally, is the newest version of swiki servers working well with the
Squeakland plugin image and ".pr's" for accessing and utilizing squeak
projects?

Thanks!
Naala
--

Naala Brewer, Instructor
Department of Mathematics and Statistics
Arizona State University
480-965-0547 (voice)
http://math.asu.edu/~nbrewer

From tacmanphil@mac.com Mon May 19 16:27:15 2003
Subject: Re: [Squeakland] pen trails

And how about getting pen trails to appear on a page in a book? I want
to replicate a pattern of dots on multiple pages...then have kids
figure out different ways of connecting the dots. I've got the
scripting for generating the pattern of dots.

Phil Firsenbaum

From jv37@columbia.edu Tue May 20 21:31:42 2003
Subject: RE: [Squeakland] Hello all !

Hello Ned,

While I am sure others have done so privately, I thought it would be good if
someone publicly welcomed your presence and proposals to Squeakland.

I look forward to your contributions,

John

From squeakdev@hotmail.com Wed May 21 03:19:29 2003
bject: [Squeakland] actors - shape
Hi all,

When I am trying to open a shape actor like sphere or box, the ground
disappears and the camera points in the sky. The actor is not visible. Even
when I navigate the camera i cannot locate the actor neither when i resize
the sphere. This happens only with shape actors. Why?? I tried the
squeakobjects file and jeff's file with the same result.

Thanks and bye.

Shalabh.

From tacmanphil@mac.com Wed May 21 16:57:13 2003
Subject: [Squeakland] Multiple copies of pen trails

Kim,
Stuck again!
I'm working on a little project which has to do with exploring patterns
in nature. It's based on a terrific book I found in the
library(Patterns in Nature by Peter Stevens).
Initially, I want kids to be able to explore the various ways of
connecting the dots you see below. They've got to connect all the dots
(using Arrowhead) so that they all link up with the center dot and any
two dots connect along only one path. It turns out that there are
various ways of accomplishing this and the different patterns that are
created have different geometrical attributes.
I had the opportunity to work with a (5th grade) class yesterday on

this project and the results were interesting...kids were fascinated
and most seemed really engaged.
What I'd like to do next is somehow have multiple copies of the pattern
of dots appear so that kids could have more than one attempt at
connecting the dots without erasing previous versions. I've tried
putting a (transparent) book on top of the pattern, but that doesn't
allow me to have different versions on each page. I'll even settle for
being able to capture each version (as an exported graphic) but that
doesn't seem to work either. If I export the playfield that I'm using
below the pattern of dots isn't captured!
Any ideas/suggestions?

Phil

On Wednesday 21 May 2003 07:07 am, Phil Firsenbaum wrote:
> What I'd like to do next is somehow have multiple copies of the
> pattern of dots appear so that kids could have more than one
> attempt at connecting the dots without erasing previous versions.
> I've tried putting a (transparent) book on top of the pattern, but
> that doesn't allow me to have different versions on each page. I'll
> even settle for being able to capture each version (as an exported
> graphic) but that doesn't seem to work either. If I export the
> playfield that I'm using below the pattern of dots isn't captured!
> Any ideas/suggestions?

I'm no eToy expert, but would it work to stick the dots (they're
Morphs, right?) on a Playfield and then swap copies of that playfield
around?

Just get a Holder, turn off its layout and make its hResizing and
vResizing both rigid; turn off showing cursor, add the grid and
border, etc. Then stick the dots onto it.

Keep this around as a master.

Now you can copy the master and all of its contents as needed, and
then swap between these copies!

Just take the Arrowhead and stick it on whatever the active playfield
is.

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From andreas.raab@squeakland.org Wed May 21 18:05:29 2003
Subject: RE: [Squeakland] Multiple copies of pen trails
Hi Phil,

Almost right ;-) What you want to do is to prepare everything up to the
point where you have the transparent playfield (so you see the pattern of
dots appear through it). Then, paint the arrow you want to use for
connecting the dots, set its pen trail options accordingly (pen down, arrow
heads etc) and put it *into* the book so that it appears in the right place
on top of the dots (but in the book!).

Now comes the magic: In the books 'red halo menu' there is a submenu called

'book' and here is an entry 'save as new-page prototype'. Select this item
(sorry, no feedback). Now click on the top-right button in the book to get
"more controls" for it. When you then hit the "+" button you will get a new
blank page with the only thing being the arrow you've drawn. You can
navigate through all your pages using the "<" and ">" button and you will
see each drawing you have made. So each time you hit the "+" you will have a
new page which you can make some drawing on (and if things go horribly wrong
you can delete it using the "-").

Keep in mind though that there's one big gotcha here if you're going to use
this technique. When you go to another page, the viewer will still show the
object from the last page you were on. This can *very* easily get extremely
confusing as you never know which page your arrow will be running along (I
just tried and it confused me like hell). I think it might be better to have
only a fixed number of pages and different "arrows" for each of them (using
colors or different shapes) so that it is easy for the kids to differentiate
between them (easy to do: just set up everything like I said in the above,
then make up new pages and redraw the arrow by just filling it with a
different color; finally get rid of the extra controls by pressing the top
right button in the book again).

As for 'saving the drawings', there is a simple technique which might be
useful. You can save any object as either jpeg, bmp, or gif file by going
into the red halo menu and, in the 'export' menu choose the appropriate
image type. Now this is a bit bothersome if you want to do it often, but
here's an easy way to automate it:

Go into the viewer of the playfield holding the pen trails and into its
'miscellaneous' category. You will find something saying
        playfield do menu item 'send to back'.
Change the 'send to back' into 'GIF file' (yeah, this looks awkward but it
needs to be the exact wording from the menu) and press enter to accept it.
Now press the "fire" button. You should be prompted with the name for the
GIF file and when you enter and accept it, your playfield will have been
written to the image file.

Okay, now drag the command into the world to make a new script. Rename this
script to 'makeGif' or similar. Then, in the viewer go into the 'scripts'
category and click on the menu icon right next to the 'makeGif' script. Ask
it to hand you a 'button to fire this script' and place it somewhere in the
world. Close (not destroy!) both the 'makeGif' script as well as the viewer
and you have a perfect little button which will make a snapshot of your
playfield whenever you ask it to.

Hope this helps,
  - Andreas

From ned@bike-nomad.com Sat May 24 08:52:27 2003
Subject: [Squeakland] Has anyone played with Karel's World?

Before I joined the list, the last eToy project I did was to make a
version of the classic educational game/simulation called "Karel's
World". It is a mini-environment within eToys where a robot with a
limited vocabulary is taught to do interesting things.

It's on the Squeakland SuperSwiki at:

http://www.squeakland.org:8080/super/uploads/Karel's World.010.pr

I'd be curious to get some feedback on this project.

Thanks,
--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From Alan.Kay@squeakland.org Sat May 24 10:11:52 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?

Ned --

I love it! Besides being "a good thing" it is also a tour de force of
etoy programming.

Cheers,

Alan

--
From decass@adelphia.net Sat May 24 11:30:05 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?

I'm a new squeak user. Should Mac users be able to download projects
and games created on computers using Windows OS? I have tried but am
unable to do so!

Thanks,
Doris

Alan Kay wrote:

From ned@bike-nomad.com Sat May 24 13:27:44 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?
On Saturday 24 May 2003 10:43 am, you wrote:
> I'm a new squeak user. Should Mac users be able to download
> projects and games created on computers using Windows OS? I have
> tried but am unable to do so!

Squeak doesn't care what operating system something was created on.

What have you tried that didn't work?

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From Alan.Kay@squeakland.org Sat May 24 15:16:13 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?

Squeak is very platform independent.

At 10:43 AM -0700 5/24/03, Doris Cassidy wrote:
>I'm a new squeak user. Should Mac users be able to download projects
>and games created on computers using Windows OS?

Yes, this happens all the time.

> I have tried but am
>unable to do so!

What are the symptoms? Can you download projects created on the Mac
(how can you tell they are created on the Mac? etc.).

Cheers,

Alan

--
From ned@bike-nomad.com Sat May 24 15:38:14 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?
On Saturday 24 May 2003 01:40 pm, Doris Cassidy wrote:
> I clicked on this: http://www.squeakland.org:8080/super.331
> then tried to download Karel%27s%20World.010.pr
> which was listed as the latest version of Karel's World.
>
> I could not open the download.
>

Try this instead. It applies some magic that tells your browser what
to do with such things (assuming you've installed the Squeakland
plugin):

http://www.squeakland.org/project.jsp?http://www.squeakland.org/uploads/Karel%
27s%20World.010.pr

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From decass@adelphia.net Sat May 24 16:14:13 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?

I have no idea how to tell if a project was created on a Mac and this is the
first one I've tried to download. How can I tell and why does the link Ned
sent work??

Doris

From michael@squeakland.org Sat May 24 16:19:15 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?

Doris Cassidy wrote:

> I have no idea how to tell if a project was created on a Mac and this is the

You don't need to, they are in identical format.

> first one I've tried to download. How can I tell and why does the link Ned
> sent work??

Which other projects/games did you try to download? How did you try to

open them/load them into Squeak?
One way to open projects that you have already downloaded is to start
Squeak and then use the "find" button in the navigation bar.

Michael

From ned@bike-nomad.com Sat May 24 16:39:51 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?

On Saturday 24 May 2003 03:19 pm, Doris Cassidy wrote:
> That got me Karel's World, but I don't know why, what to do with it
> when I get there, or how to do the same with other links.

OK...

Why is because your browser has been told to open up Squeak when
presented with Squeak projects. But the web server has to tell it
that a particular URL represents a Squeak project; your browser
doesn't know what to do with a ".pr" file you've downloaded.

What to do with it:

That part is a bit thin. I'd browse the web for information on Karel
the Robot.

http://www.google.com/search?q=karel%20robot&ie=UTF-8&oe=UTF-8

If you're somewhat familiar with the eToys environment, you should be
able to connect what you read about other versions of Karel and this
one.

If you aren't familiar with eToys, you should probably start with a
more tutorial project. I'm sure other folks here on the list could
help with that.

How to use other links:

Try browsing to the Super Swiki:
http://www.squeakland.org:8080/super/gallery

If you click on one of the screenshots it should open the project.

> I wish I knew more about Squeak and how it works.

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From ned@bike-nomad.com Sat May 24 19:45:26 2003
Subject: Re: [Squeakland] Has anyone played with Karel's World?
On Saturday 24 May 2003 05:54 pm, Christopher Sawtell wrote:

> Unfortunately no instructions.
> I might be able to encourage my son, and a friend to create
> something, they both need the exercise in written literacy.

That would help, thanks!

> Ideally, one needs to be able to use repeats and condidtionals in
> the program one creates to direct Karel.

True. Conditionals are a "simple matter of programming" (I think).

However, eToys don't support repeats other than by starting and
stopping a ticking script. Which might work, now that I think about
it.

The various tests would actually be quite simple to add in Smalltalk,
but I wanted to show what could be done with scripting.

> I remember Alan posted a
> lesson on the subject to the list during February. The text of the
> posting is in the Squeakland email list archive, but unfortunately
> the inline images have been stripped out by the list archiving
> software. Thus the archived posting is meaningless. I would be very
> grateful to be able to read that posting complete with its
> pictures. Could somebody be so kind as to direct me to another
> instance of the posting complete with the images elsewhere?

Hmm.. I see the inline images at (for instance):
http://squeakland.org/pipermail/squeakland/2003-02/msg00026.html

--
Ned Konz
http://bike-nomad.com

From csawtell@paradise.net.nz Sat May 24 23:32:21 2003
Subject: Re: [Squeakland] Current image to use?

On Tue, 20 May 2003 03:20, Naala Brewer wrote:
> Hi everyone,
>
> What is the best current squeak image to use to create new projects and/or
> interactive exploratory scaffolding?

I use this one on Linux.
chris@liberty chris $ squeak -version
3.4-1 #1 XShm Thu Mar 13 22:24:42 NZDT 2003 gcc 3.2.1
Squeak3.4 of 1 March 2003 [latest update: #5170]
Linux liberty.localnet 2.4.20-xfs_pre6 #1 Sat Mar 8 20:42:23 NZDT 2003 i686
Pentium II (Deschutes) GenuineIntel GNU/Linux

It appears to work pretty well.

> Does the Squeakland plugin image now
> have the full capabilities that a Squeak image from "Squeak.Org" has?

Unfortunately not. I am aware that the beautiful TrueType variable font stuff
is missing. There are probably other features which have been removed in the
interests of image file size and simplicity for the tyro user, but I don't
know what they are.

> Or is it still best to create baseline lessons and explorations in a
> "Squeak.Org" Squeak image and then allow teachers/students/parents to
> create off-shoot projects using the internet and the plugin image?

No, the "Squeak.Org" Squeak image has more features than the plugin, so if
 you wish to share projects universally you have limit your projects to the
 plugin version. A most unfortunate limitation imho.

> Finally, is the newest version of swiki servers working well with the
> Squeakland plugin image and ".pr's" for accessing and utilizing squeak
> projects?

Apparently so.

--
C. S.

From csawtell@paradise.net.nz Sun May 25 00:26:27 2003
subject: Re: [Squeakland] Has anyone played with Karel's World?

On Sun, 25 May 2003 10:51, Ned Konz wrote:
> On Saturday 24 May 2003 03:19 pm, Doris Cassidy wrote:

> > I wish I knew more about Squeak and how it works.

You might find these links useful.

http://coweb.cc.gatech.edu/squeakbook/
http://guzdial.cc.gatech.edu/squeakbook/

--
C. S.

From bert@isg.cs.uni-magdeburg.de Sun May 25 04:58:58 2003
Subject: Re: [Squeakland] Current image to use?

Am Sonntag, 25.05.03 um 07:41 Uhr schrieb Christopher Sawtell (by way
of Christopher Sawtell <csawtell@paradise.net.nz>):

> On Tue, 20 May 2003 03:20, Naala Brewer wrote:
>> Hi everyone,
>>
>> What is the best current squeak image to use to create new projects
>> and/or
>> interactive exploratory scaffolding?
>
> I use this one on Linux.
> chris@liberty chris $ squeak -version
> 3.4-1 #1 XShm Thu Mar 13 22:24:42 NZDT 2003 gcc 3.2.1
> Squeak3.4 of 1 March 2003 [latest update: #5170]
> Linux liberty.localnet 2.4.20-xfs_pre6 #1 Sat Mar 8 20:42:23 NZDT 2003
> i686
> Pentium II (Deschutes) GenuineIntel GNU/Linux
>
> It appears to work pretty well.

But this does not tell you anything about the image version, This is
the virtual machine version (VM).

Squeak needs a VM to interface with the hardware.

To show the image version, use Cmd-Shift-W to bring up the World menu,
choose "help..." and "about this system".

```
>> Does the Squeakland plugin image now
>> have the full capabilities that a Squeak image from "Squeak.Org" has?
>
> Unfortunately not. I am aware that the beautiful TrueType variable
> font stuff
> is missing. There are probably other features which have been removed
> in the
> interests of image file size and simplicity for the tyro user, but I
> don't
> know what they are.
```

Actually, (almost?) no features have been removed. The Squeakland image
is intended to provide a stable environment for non-expert users. Thus,
not all the latest features of the main Squeak image have been
incorporated.

```
>> Or is it still best to create baseline lessons and explorations in a
>> "Squeak.Org" Squeak image and then allow teachers/students/parents to
>> create off-shoot projects using the internet and the plugin image?
>
> No, the "Squeak.Org" Squeak image has more features than the plugin,
> so if
>  you wish to share projects universally you have limit your projects
> to the
>  plugin version. A most unfortunate limitation imho.
```

If there is something you specifically would like to see in the
Squeakland image, just point it out in this list. Using the update
mechanism it can rather easily be added which benefits all Squeakland
users. Projects that you create after this inclusion can be shared
without problems.

Regarding the TrueType font support: Yes, I vote for having that
included. Unfortunately, not everyone has the same platform fonts
installed. One way to solve this would be to include some free fonts
with the image. Another way would be to embed all non-default fonts
with your project, which might have legal problems when you distribute
that project.

But adding some nice fonts to the image might suffice - what do you
think? Incidentally, on the main Squeak list there was a discussion to
include the Vera fonts
(http://www.bitstream.com/categories/products/fonts/vera/) which were
released for use in Open Source projects. I'm not sure how much larger
the download would get when these were included.

-- Bert

From squeakdev@hotmail.com Sat May 31 02:13:07 2003
Subject: [Squeakland] importing exe files

Hi all,

Can we import an exe file generated by any application other than squeak
into squeak? How can i do it?

thanx,
shalabh.

From csawtell@paradise.net.nz Sat May 31 02:44:48 2003
Subject: Re: [Squeakland] importing exe files
On Sat, 31 May 2003 20:25, Shalabh Raizada wrote:
> Hi all,
>
> Can we import an exe file generated by any application other than squeak
> into squeak? How can i do it?

World -> New Morph ... -> From a file ... Select the image (.jpg or .gif)
you want.

HTH.

--
C. S.

From Kim.Rose@viewpointsresearch.org Sun Jun 1 14:55:04 2003
Subject: Fwd: Re: [Squeakland] importing exe files

>
>Or for you "Squeaklanders" working with the Nav bar, etc. Hold down
>the "find" button on the Nav bar for a few seconds, select "find any
>file" and you'll see your file directory and a variety of file types
>that can be imported into your etoy project.
> -- Kim
>
>

From: "Max Crain" <mcrain@u98.k12.me.us>
Subject: [Squeakland] graphics problem

Hi-

Are the following known problems?

A Squeak EToys project simulates a landing rocket accelerated downwards by
gravity, and accelerated upwards by its user controlled engine. There are
three graphics for the rocket: the rocket with engine blasting, the rocket
bent because it has landed too fast, and the plain rocket. The rocket object
is just drawn as a circle initially.

When working in Squeak, the graphics look fine. When the project is saved
then reloaded, one or two of them seem to be altered so that they appear
both smeared and jagged on the edges. The graphics can be redrawn (I don't
recall whether redrawing the original object's graphic fixed the referencing
object's graphic also) so that things are again fine until the project is
saved and reloaded.

A second occurrence: an older (non-garbled) version of one graphic seemed to
reappear after its original object had been redrawn while the older version
of the graphic was no longer referenced by any other object

---Max

From srbunker@bsu.edu Wed Jun 4 09:57:44 2003
Subject: [Squeakland] eToy Tutorials

I've just started tinkering with SQUEAK and have come across the eToy

tutorials at http://www.squeakland.org/author/etoys.html . I've
configured the plugin so I can access the project from my web browser
(internet Explorere 5.2.2 for Mac) and then I click "Escape Browser"
from the Navigator tab. Here's my problem, I can't read all of the
text in the left part of the project (the right margin of the text is
cut off). What can I do so I can read all of the text? Can I save
this project (and others from the web) and open it through the squeak
virtual machine on my mac?
--
Stephen Bunker, Graduate Assistant
Dept. of Industry & Technology
Ball State University
Applied Technology Bldg.
Muncie, IN 47306
Voice (765) 285-5642
FAX (765) 285-2162

From srbunker@bsu.edu Wed Jun 4 10:00:45 2003
Subject: [Squeakland] SQUEAK research

I'm interested in writing a paper on SQUEAK and it's uses in the
elementary school setting. Have any research papers/studies been
conducted on how squeak affects elementary school student learning?
My initial literature review hasn't turned up anything. Any help
would be appreciated.

sb
--

From amela@advanced.org Wed Jun 4 10:28:07 2003
Subject: Re: [Squeakland] SQUEAK research

Stephen,

You may want to check a list or resources I compiled recently:

        http://www.futureoflearning.org/students/squeakInfo.html#infos

The list has links to press articles, books, essays, tutorials,
examples of individual Squeak projects and archives.

best,
Amela

From bert@isg.cs.uni-magdeburg.de Wed Jun 4 10:32:22 2003
Subject: Re: [Squeakland] eToy Tutorials

Am Mittwoch, 04.06.03 um 18:12 Uhr schrieb Stephen Bunker:

> I've just started tinkering with SQUEAK and have come across the eToy
> tutorials at http://www.squeakland.org/author/etoys.html . I've
> configured the plugin so I can access the project from my web browser
> (internet Explorere 5.2.2 for Mac) and then I click "Escape Browser"
> from the Navigator tab. Here's my problem, I can't read all of the
> text in the left part of the project (the right margin of the text is
> cut off). What can I do so I can read all of the text?

Cmd-Click on the text until it selects the Textplus Morph. Then resize

it with the yellow halo handle.

Someone should update that project. Similar layout problems are in the
evolution essay, IIRC.

> Can I save this project (and others from the web) and open it through
> the squeak virtual machine on my mac?

Yes, select "Publish It", "ok", and then "Save on local disk only".

-- Bert

From Kim.Rose@viewpointsresearch.org Wed Jun 4 10:35:00 2003
Subject: Re: [Squeakland] SQUEAK research

Hello, Stephen -

Welcome to "Squeakland" -- and thanks for your queries.

To date, as far as I know, there have been no formal research papers
or studies made on the affect(s) on student learning using
Squeak/Etoy. I have been working with a variety of schools over the
last few years observing and helping and developing Squeak-based
curriculum where students might create Etoys to deepen their
understanding of a complex concept or problem.

BJ Conn, a 4th/5th grade teacher in Los Angeles, and I are just
finishing up a "project book for teachers" which will contain 12 Etoy
projects that build upon each other and explore ideas in math and
science. This book however will serve more for documentation and
content purposes more than addressing specifically how the student
creation of Etoy projects and models affect their learning and
understanding of these concepts and ideas.

The use of Etoys in classrooms, community centers and at home is
still in the early stage. Our community continues to grow and develop
both the tools and contexts in which to use the tools. We invite you
to join us as we all continue to learn more.
cheers,
Kim

--
From Kim.Rose@viewpointsresearch.org Wed Jun 4 11:34:09 2003
Subject: Re: [Squeakland] graphics problem

Hi, Max -
This was a known problem/bug which we have fixed. I suspect you are
not using a fully updated version of the Squeak PlugIn; if not I urge
you to load all updates to date. (To check if you are fully updated
get the World menu by clicking command/shift W or alt/shift W). Then
select "help" and then "About this system"....your latest update #
should be 161.
Note: Projects created earlier and loaded into a fully updated image
may still have this problem. NEWLY created projects saved/stored and
reloaded should not have this graphics problem.
Should you experience additional problems let us know.
regards,
Kim

At 2:31 PM -0400 6/2/03, Max Crain wrote:
>Hi-
>
>Are the following known problems?
>
>A Squeak EToys project simulates a landing rocket accelerated downwards by
>gravity, and accelerated upwards by its user controlled engine. There are
>three graphics for the rocket: the rocket with engine blasting, the rocket
>bent because it has landed too fast, and the plain rocket. The rocket object
>is just drawn as a circle initially.
>
>When working in Squeak, the graphics look fine. When the project is saved
>then reloaded, one or two of them seem to be altered so that they appear
>both smeared and jagged on the edges. The graphics can be redrawn (I don't
>recall whether redrawing the original object's graphic fixed the referencing
>object's graphic also) so that things are again fine until the project is
>saved and reloaded.
>
>A second occurrence: an older (non-garbled) version of one graphic seemed to
>reappear after its original object had been redrawn while the older version
>of the graphic was no longer referenced by any other object
>

--
From shizuku110@hotmail.com Wed Jun 4 21:04:37 2003
Subject: [Squeakland] City Project

Hi Squeakers.

First, let me introduce myself.
My name is Tomoko Miura, a UCSD junior, currently taking Computing in
Teaching course. We are looking closely into Squeak this quarter.

Currently, I am working on a city project which deals with handling signals
at different intersections. Thus far, I've faced several problems, and I'd
be
greatly appreciated if I can get some advice from you, the Squeak experts.
=D
(*please see the attachment if necessary)

1. test collisions
    right now, I have "color see" test script in my project but have tried
    "touchesA" and "Overlap" as well. In all cases, didn't work.
    (for the last 2, it won't work since ladybug siblings are not "look a
like")

    --> Is there any other ways to test collisions?
    --> test scripts (especially touchesA/Overlap) slows down the motion of
        ladybugs even though I change the ticking rate. Why is that and is
there
        any ways to prevent it?
    --> Is there an efficient way to stop registering multiple collisions
with
        "touchesA" or "Overlaps" when having considerably large images?

2. Making a turn
    --> at turns, I'd like ladybugs to make a smooth turn rather than a

quick 90
      degrees turn. How can it be done? Any suggestions?

Ultimate goal of this project is allowing users to assign landmarks to each
ladybug and see how well they find ways to reach each goal.
(also the collisions will be counted)
Any suggestions will be greatly appreciated.

Thank you. =D

Tomoko Miura

  Hello,

> 1. test collisions
>   right now, I have "color see" test script in my project but have tried
>   "touchesA" and "Overlap" as well. In all cases, didn't work.
>   (for the last 2, it won't work since ladybug siblings are not "look a
> like")
>
>   --> Is there any other ways to test collisions?

  Color sees is usually the easiest to work with.

  In your example, I see some references in the scripts are not quite
correct. For example, the color sees test in the "testcollision"
script of lady2 should be testing the color of "lady2's", not
"lady's". Also, maybe it is your intension, but not all necessary
tests are not get started with "startLadybugs" script.

  I'd recommend to use the color of each bugs, not the tactiles. That
would make it easier to see if it is really looking at the color
interested.

  Also, if you are going to have only four bugs, I would stay away
from "siblings" feature. It can be sometimes confusing.

>   --> Is there an efficient way to stop registering multiple collisions
> with
>   "touchesA" or "Overlaps" when having considerably large images?

  If you use color sees, one way to handle this is change the color
(or costume) of the bug for one or two seconds. During this time, the
color sees test will return false and those two object will pass by
each other.

> 2. Making a turn
>   --> at turns, I'd like ladybugs to make a smooth turn rather than a
> quick 90
>   degrees turn. How can it be done? Any suggestions?

  You could add a boolean instance variable named something like
"turning" and create a script that only executes when this variable is
true and gradually turns the object.

> Ultimate goal of this project is allowing users to assign landmarks to each
> ladybug and see how well they find ways to reach each goal.
> (also the collisions will be counted)
> Any suggestions will be greatly appreciated.

   I would also like to comment to your "NOTES":-)

> ARROW
> why arrow won't allow you to make a straight holizontal or vertical
> line? Why it "flys" away when try to resize using halo resize icon?

   I don't know what you mean by flys away, but you can get handles by
selecting show handles in red-halo menu.

> CONNECTOR
> why we cannot get rid of red blocks?

   Which is this connector you are using?

> HALO-MENU
> when allowing menu to stay (by clicking the pin on the
> right upper corner) why pull down menus no longer show up
> automatically? need to keep mouse-down for long time is inefficient
> since it is more likely that you may release the mouse where you're
> not intended to,

   Ah, this must be the feature^^;)

> LOAD PROJECT
> why do we have to select [squeaklets] evey time we load projects? By
> default, projects are saved in that file. When we load project,
> [squeaklets] file should be highlighted by default as well.

   I guess you're right. It feels asymmetric. I guess the design is
intended to use with SuperSwiki.

> PAINTER
> why won't it remember the previous status? (that is, the last color or
> brush or line that was used for that perticular image)

   At least you have globally remembered colors. Also you can use the
eye-dropper/syringe thing to pick the color up in the image.

> also, I initially drew central white line using painter... as one
> large image. Once I save and reload the file, the image is distorted
> and no longer functional. I tested several times and the outcome was
> same. why does it do that?

   Sounds like a (familiar) bug.

> PAINTER
> zoom in/out will be a good feature

   The little two-boxes icon on the right edge of onion skin does this,
if it is what you're looking for. Alternatively, you can always draw
a big image and then shrink it down afterwards by yellow-halo.

> TABBEDPALLETE
>why not by default it's parts bin? Also, when placing ARROW inside
>it, somehow it chnages the status of arrow and I found myself having

>countless numbers of arrow copies in it.

> SIBLIBNG: LOOK LIKE ME
> When I choose this option, it not only unifies the color/width but
> also the heading as well. Why is that?

  Must be a feature^^;) What to do with this feature would not have
a single answer, though.

> SLOW MOTION
> when running testing scripts, the motion of ladybugs gets really
> slow. Is there any ways we can speed them up? (note: changing ticking
> rate won't do any good"

  It actually may be hitting the CPU cycle limit. What you can do
is... buy a faster one.

  If you're a Japanese, check a web site called "Project Okiba."
(http://swikis.ddo.jp/abee/3) There are lots of interesting Japanese
Squeak projects on there. Note that those projects only load into the
"Nihongo4" version of Squeak.

  Hope this helps,

-- Yoshiki

P.S.
  Yeah, the last paragraph is what I actually wanted to tell^^)

From srbunker@bsu.edu Fri Jun 6 06:20:01 2003
Subject: [Squeakland] Re: City Project

I'm new at squeak but had an idea that may help. Could you add a
radius to your turn the turn?

sb

From karl.ramberg@chello.se Sun Jun 8 12:32:40 2003
Subject: Re: [Squeakland] City Project

Siz wrote:

> Ultimate goal of this project is allowing users to assign landmarks to each
> ladybug and see how well they find ways to reach each goal.
> (also the collisions will be counted)
> Any suggestions will be greatly appreciated.

I made a project with traffic lights some time ago. It's at the
Squeakland super swiki,
called traffic lights.

http://squeakland.org:8080/super/339

You should also check out the ants in etoys at bobs superswiki.

Karl

From srbunker@bsu.edu Mon Jun 9 16:02:25 2003

Subject: [Squeakland] Squeak Research

I'm in the process of writing a paper on SQUEAK and how it can be
used as a tool for technology education. Has any research
papers/studies been conducted on how squeak affects elementary school
student learning? I taught elementary school for 10 years prior to
starting a Master's program and can see some real potential with
Squeak. I'm interested in knowing if any quantitative or qualitative
research (or any papers for that matter) have been published
regarding Squeak. Any help would be appreciated.

sb

From marcus@ira.uka.de Mon Jun 16 09:32:38 2003
Subject: [Squeakland] German Squeakland Mailinglist

Hi Squeaklanders,

Michael has set up a squeakland-de Mailinglist for discussions
about Squeak in german speaking schools. All german speaking
Squeakers are invited to join us.

There has allready been a squeakland-de mailinglist at squeakfoundation.org.
This List has been moved to squeakland.org:

    http://www.squeakland.org/mailman/listinfo/squeakland-de

A first localised german Squeak (done by Esther Mietzsch based on
Yoshiki's great japanese-Squeak), is available at
http://swiki.squeakfoundation.org/squeak-ev/84   (With screenshot).

For more information about Squeak in Germany, visit http://squeak.de

    Marcus

From voiklis@redfigure.org Tue Jun 17 07:20:43 2003
Subject: [Squeakland] questions about collaboration tools

Hello All,

While I have successfully used Nebraska (in cases where all users had static
IPs), I would love some quick how-tos for each of the items under the
collaborative heading in the Object Catalog, for instance with badges: how
to deal with dynamic IPs and, less technically, how to add an image.

Also, I remember Alan mentioning (in his talk at Teachers College) some kind
of community server where Squeakers could register and find each other; it
would be great to bypass the IP issue and to find and connect through
usernames. Is such a sever currently in the works, or part of a long range
plan. I am sure one the hardest parts is figuring out how to handle privacy
and make sure that registrants have not misrepresented themselves or their
motives.

Thanks,

John

From arning@charm.net Tue Jun 17 15:56:16 2003
Subject: Re: [Squeakland] questions about collaboration tools

On Tue, 17 Jun 2003 09:33:56 -0400 "John Voiklis" <voiklis@redfigure.org>
wrote:
>While I have successfully used Nebraska (in cases where all users had static
>IPs), I would love some quick how-tos for each of the items under the
>collaborative heading in the Object Catalog, for instance with badges: how
>to deal with dynamic IPs and, less technically, how to add an image.

OK,

Here are a few specific answers:

======================================
The Badge (known elsewhere as the EToySenderMorph)
======================================

Putting a new picture in a badge...

I never got around to creating a nice UI for doing things like this, but here
is one rather programmerish way. In a workspace type the following, with the
appropriate substitutions, and then do-it.

        EToySenderMorph
                new
                userName: 'Joe the Jet'
                userPicture: (Form fromFileNamed: 'B727.png')
                userEmail: 'joe@sky.org'
                userIPAddress: '1.2.3.4';
                position: 200@200;
                open

Dynamic IP addresses...

Two things sometimes get combined under this heading as related to Squeak
collaboration:

1) Firewalls/private networks/cable modems/etc - these often prevent incoming
connections, thus derailing at least some forms of collaboration as currently
implemented. The solution (if you can't change the firewall) would be to use
a server through which all messages would flow.

2) Dynamic assignment of IP addresses - as long as they are not in
conjunction with #1, there are serveral possible solutions:
2a - phone or email the current ip address to your potential partner. Not
great, but workable for some cases.
2b - broadcasting a name + ip address combination over the local network and
letting other squeaks read that information rather than relying on fixed ip
address. I did this for an Alan demo and I think it worked well. Limited to
local network broadcast range.
2c - some sort of connection server as mentioned above and below.

>Also, I remember Alan mentioning (in his talk at Teachers College) some kind
>of community server where Squeakers could register and find each other; it
>would be great to bypass the IP issue and to find and connect through
>usernames. Is such a sever currently in the works, or part of a long range
>plan. I am sure one the hardest parts is figuring out how to handle privacy
>and make sure that registrants have not misrepresented themselves or their
>motives.

I don't know if anyone is working on it, but you are right about the hard

parts.

Cheers,
Bob

From ned@bike-nomad.com Tue Jun 17 16:33:08 2003
Subject: Re: [Squeakland] questions about collaboration tools

On Tuesday 17 June 2003 06:33 am, John Voiklis wrote:
> While I have successfully used Nebraska (in cases where all users
> had static IPs), I would love some quick how-tos for each of the
> items under the collaborative heading in the Object Catalog, for
> instance with badges: how to deal with dynamic IPs and, less
> technically, how to add an image.

On the subject of dynamic IPs, you could either provide your own
nameserver services along with your DHCP server, or if you're using
Windows (or are on a network that has a WINS server) you can just use
the machine names.

I'm running a Samba server on my Linux box, and I've got it set up as
the WINS server. I can just refer to Windows machine names.

> Also, I remember Alan mentioning (in his talk at Teachers College)
> some kind of community server where Squeakers could register and
> find each other; it would be great to bypass the IP issue and to
> find and connect through usernames. Is such a sever currently in
> the works, or part of a long range plan. I am sure one the hardest
> parts is figuring out how to handle privacy and make sure that
> registrants have not misrepresented themselves or their motives.

Their Croquet work includes a collaboration architecture that will
allow this, and will deal with security and privacy.

--
Ned Konz
http://bike-nomad.com

From voiklis@redfigure.org Wed Jun 25 20:30:14 2003
Subject: [Squeakland] flaps in the scripting presenter

Hello all,

Sorry for the terse note, but I just have a quick question: is it possible
to add flaps to the Scripting presenter; further, is it possible to add a
supply flap to it without losing it in the World?

Thanks,

John

From scott.wallace@squeakland.org Wed Jun 25 21:16:09 2003
Subject: Re: [Squeakland] flaps in the scripting presenter

Hi, John,

The quick answer is, "sorry, no."

Which is to say, there is no direct, straightforward support for this.

Of course, *everything* is "possible" in Squeak ;-) But this
undertaking would probably require plenty of effort.

Cheers,

    -- Scott

From Alan.Kay@squeakland.org Wed Jun 25 22:17:19 2003
Subject: Re: [Squeakland] flaps in the scripting presenter

On the other hand, using just the etoys, you can make perfectly
working flaps (nonstandard, but functional) and use them anywhere. I
have done this several times with good results.

It's worthwhile to contemplate how this might be done. And it would
make a nice piece of documentation of one kind of media construction.

Cheers,

Alan

From ned@bike-nomad.com Wed Jun 25 22:36:50 2003
Subject: Re: [Squeakland] flaps in the scripting presenter
On Wednesday 25 June 2003 08:28 pm, Scott Wallace wrote:

> >Sorry for the terse note, but I just have a quick question: is it
> > possible to add flaps to the Scripting presenter; further, is it
> > possible to add a supply flap to it without losing it in the
> > World?

Do you mean the thing that is named "Scripting"? If so you can add
flaps to it easily:

Open up a halo on the Supplies flap, grab the green duplicate handle,
and drop the duplicate on the white part of the scripting playfield.

Or is this not what you wanted to do?

--
Ned Konz

From ned@bike-nomad.com Wed Jun 25 22:52:34 2003
Subject: Re: [Squeakland] flaps in the scripting presenter

On Wednesday 25 June 2003 09:50 pm, Ned Konz wrote:
> On Wednesday 25 June 2003 08:28 pm, Scott Wallace wrote:
> > >Sorry for the terse note, but I just have a quick question: is
> > > it possible to add flaps to the Scripting presenter; further,
> > > is it possible to add a supply flap to it without losing it in
> > > the World?
>
> Do you mean the thing that is named "Scripting"? If so you can add
> flaps to it easily:
>
> Open up a halo on the Supplies flap, grab the green duplicate
> handle, and drop the duplicate on the white part of the scripting
> playfield.
>
> Or is this not what you wanted to do?

However, if you want them to actually work correctly, this change set
will help...

Naturally, I've only tested this for about 30 seconds, so there are no
guarantees, but it's a start.

--
Ned Konz

From voiklis@redfigure.org Thu Jun 26 07:55:14 2003
Subject: RE: [Squeakland] flaps in the scripting presenter

Ned's idea worked great; I can't believe I went to the workspace before
simply going to the handles...

> However, if you want them to actually work correctly, this change set
> will help...

...Doh, he was right that some flaps misbehave. Actually, the Viewer flaps
are the ones misbehaving (clicking the top "O" removes the tiles but not the
flap) and not the duplicated flaps.

> It's worthwhile to contemplate how this might be done. And it would
> make a nice piece of documentation of one kind of media construction.
>
> Cheers,
>
> Alan

Given that the question came up while I was working on a media tutorial and
given that I think tutorials should exemplify rather than modify the
system*, I whole-heartedly agree.

*(they can teach how but not actually do so)

Thanks all,

J

From srbunker@bsu.edu Thu Jun 26 10:11:07 2003
Subject: [Squeakland] Launching squeak

I'm looking for a simpler way of launching Squeak. Presently I'm
dragging the the icon for the squeak image (Squeak3.4.image) to the
Squeak Virtual Machine icon (Squeak 3.4.0Beta2).

I'm using a Mac so if I wish I could write an AppleScript app to do
it but I'm wondering if there is an easier way. Yes, I have tried to
double click both icons listed above and it is more work than
dragging and dropping.

sb

From Alan.Kay@squeakland.org Thu Jun 26 11:15:40 2003
Subject: Re: [Squeakland] Launching squeak

What happens when you just double click the image icon? This should
work just like any other Mac app (where the image plays the role of

the "document").

Cheers,

Alan

From srbunker@bsu.edu Thu Jun 26 13:13:06 2003
Subject: Re: [Squeakland] Launching squeak

I'm using Mac OS X (ver. 10.2.6) on an iBook and running/emulating
System 9 in the background. When I double click the "Squeak3.4.image"
icon I get the following in a system 9 dialogue window:

"Disk copy will not run on this kind of Macintosh since certain
required support is not provided"

Apparently it is trying to launch my system 9 copy of Disk Copy.

When I double click the "Squeak 3.4.0Beta2" icon I get a system X
"Open" window that asks me to find the document that should be
opened. Both the image and the VM are in the same folder/directory.

Thanks for your help

sb

From bert@isg.cs.uni-magdeburg.de Thu Jun 26 14:11:57 2003
Subject: Re: [Squeakland] Launching squeak

That is not the intended behaviour, double-clicking an image file
should suffice. Somehow the Squeak image is not registered properly
with the Finder. Is Squeak listed when you option-click the image icon
and choose "Open with ..."? If yes, you can arrange to always open
images with the Squeak VM in the file properties panel. Otherwise, you
could try to install a newer VM (it will still work with an older
image).

-- Bert

From m.rueger@acm.org Fri Jun 27 10:54:03 2003
Subject: [Squeakland] [ANN] Redesigned Squeakland site

Dear Squeaklanders,

Hope your summer is off to a great start!

We've got news for you: We've redesigned the Squeakland website and we
encourage you to visit! We hope you'll agree it's 'richer and deeper'
and has grown as has our community.

It's been reviewed by some "eyeballs" but we'd love you to check it out,
and send us your comments. Please help us "pound on it" and report any
problems you may encounter.

Your comments, suggestions and bug reports should be sent to
webmaster@squeakland.org

Happy summer and happy Squeaking -- we hope you like the new site!

From darius@inglang.com Fri Jun 27 10:54:04 2003
Subject: [Squeakland]
        National Education Technology Plan - Let your voice be heard
Don't forget to let your opinions be heard for the National Education
Technology Plan. The window for submitting your ideas is closing.

The due date is July 1st !!

http://www.nationaledtechplan.org/

Let them know that Squeak, Constructionism, Art, Music, and Morals matter and
make a difference.

From gaelli@emergent.de Thu Jun 26 12:08:20 2003
Subject: [Squeakland] Falling dominos

Hi,

I did a little project that I want to share with you.
It is about falling dominos, which trigger other
dominos to fall...you know the story.

http://squeakland.org:8080/super/344

Including the setup, it's only 16 lines of EToy-Code.

But it is a very naive implementation,
with every falling domino it gets slower and slower,
and it only works from left to right.

Have fun,

Markus

p.s. I published it from a "normal" image, is that
why my IExplorer 5.2 does not load the project in
OS-X 10.2.6 ? (I get an empty project)

p.p.s. Is the plugin for Safari 1.0 working?

From brian@teuton.org Fri Jun 27 13:25:37 2003
Subject: Re: [Squeakland] [ANN] Redesigned Squeakland site

Quoting Michael Rueger <m.rueger@acm.org>:

> Dear Squeaklanders,
>
> Hope your summer is off to a great start!
>
> We've got news for you: We've redesigned the Squeakland website and we
> encourage you to visit! We hope you'll agree it's 'richer and deeper'
> and has grown as has our community.
>
> It's been reviewed by some "eyeballs" but we'd love you to check it out,
> and send us your comments. Please help us "pound on it" and report any

> problems you may encounter.

Absolutely gorgeous!!!! Great Job!

Can't wait to show it to the educators that I've been working with!

Brian

From rbb@techgame.net Sun Jun 29 00:10:22 2003
Subject: Re: [Squeakland] [ANN] Redesigned Squeakland site

Quoting Michael Rueger <m.rueger@acm.org>:

> Dear Squeaklanders,
>
> Hope your summer is off to a great start!
>
> We've got news for you: We've redesigned the Squeakland website and we
> encourage you to visit! We hope you'll agree it's 'richer and deeper'
> and has grown as has our community.
>
> It's been reviewed by some "eyeballs" but we'd love you to check it out,
> and send us your comments. Please help us "pound on it" and report any
> problems you may encounter.
>
I personally think it looks fantastic! Too bad we haven't gotten around to
redisigning the Squeak.org site yet... looks sad when you go from
SqueakLand.org to Squeak.org ;)

I think it's a very fresh and exciting look; well done!

From rm@comp.rgu.ac.uk Mon Jun 30 03:44:36 2003
Subject: [Squeakland] Scripting using Squeak

Hi Everyone

I'm new to using Squeak so please forgive me if this question is off-track
for this discussion forum.

In the Squeak literature, there are reports of attempts to use Squeak for
scripting purposes; I was wondering how it stacks up against the language
Ruby which also purports to be a pure object-oriented language designed for
this purpose? Does anyone have experience of using both languages?

Roger McDermott

From dave@thedesignexperience.org Mon Jun 30 04:54:18 2003
Subject: [Squeakland] squeakland.org redesign

Sorry, I originally pushed the wrong button and replied directly to
Michael.

Here is my original message.

Let me repeat, I _really_ appreciate everything the is happening in the
squeak community. I am very excited about the things that are happening
at squeakland.org

Ouch.

For me, it was much slower to load the home page, on a 1.5mb connection.

I find the background very busy, and the popup menus surprising. I am
glad I can navigate the sections without the popup menus.

Overall the navagational elemetns are too prominent and detract from the
main content.

I recenelt started looking at squeak. I wouldn't leave because of the
design, but I really would think a simpler design would get your point
across better.

Sorry to be so critical. I haven't analyzed it for accessibility, but it
doesn't look like any consideration has been taken.

I would be pleased to take some time to offer some advice on how to
clear it up. I will try to do that this weekend and send some useful
comments.

There are quite a few nice design touches that can be accomplished with
CSS that can slim down a page, and keep it looking interesting.

Again, I really appreciate everything the squeak community offers, and
my critical review is because I want to make sure it succeeds.

Dave Bauer
dave@thedesignexperience.org
http://www.thedesignexperience.org

--
Dave Bauer
Subject: Re: [Squeakland] Scripting using Squeak

On Monday 30 June 2003 02:58 am, Roger McDermott wrote:

> I'm new to using Squeak so please forgive me if this question is
> off-track for this discussion forum.
>
> In the Squeak literature, there are reports of attempts to use
> Squeak for scripting purposes; I was wondering how it stacks up
> against the language Ruby which also purports to be a pure
> object-oriented language designed for this purpose? Does anyone
> have experience of using both languages?

Hi Roger,

Some of us have used both Squeak and Ruby.

The first question is: what do you consider a "scripting" language?

The second is: what do you want to use it for?

I like Ruby, and find myself using it for a number of "glue" tasks.
Still, Squeak is just as usable for some kind of scripting tasks as
Ruby.

There are, however, assumptions in some parts of Squeak that you'll
have a user interface, so there is code that will pop up confirmation
or announcement dialogs when it shouldn't. This is a problem when
you're running without a UI.

We're working (in Squeak 3.6) on making it possible to actually get
the exceptions raised by such events and do something sensible with
them. There has also been discussion about making a pluggable UI
object for such interaction.

If you want to have a smoother scripting experience, here are some
suggestions:

* Make a separate Squeak image for scripting. I'd recommend looking at
3.6alpha, but 3.5 is OK too. Remove as much stuff from it as you can
(many packages are now unloadable). I'd probably discard Morphic too
if you're never going to need a user interface.

* Load the OSProcess package (assuming you are on a platform that
supports it). This will give you better interaction with the
operating system.

* Load the RegularExpression package to get full regular expressions.

* Turn on the Preferences that will keep the image from complaining
about missing sources and changes files.

* Make sure that the Preference about loadDocumentAtStartup is set.

* Save the image.

* Make a shell script or batch file that will run this image and your
scripts:

squeak -headless myScriptingImage.image $1

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From dave@server1.thedesignexperience.org Tue Jul 1 07:31:05 2003
Subject: [Squeakland] Mozilla Plugin for Linux

Hi,

I tried downloading the mozilla plugin from the link on the squeakland
download page but it did not work.

What I eventually had to do was download a 3.2.5 VM which includes the
plugin, then manually copy around a bunch of files like the .image file
to the place the plugin was looking for it.

According to the UNIS download page, the plugin should be included with
all versions newer than 3.2, but I could not find it in 3.4 or 3.5.

Does anyone have any advice? I would like to make it easier to get this
working on Linux.

--

Dave Bauer

From jlonglan@uwo.ca Thu Jul 3 20:08:28 2003
Subject: [Squeakland] Pen Trails and Sensors

I'm a new Squeak user and I'm not trying to tackle anything too difficult at
the moment, or at least I didn't think so initially. I'm working on
creating an object (a snake) that will travel along the edge of a rectangle
while leaving a trail. As the snake works around the rectangle and comes
back to its starting point, the snake will view the existing trail as the
new wall - making smaller and smaller rectangles, until the snake has
covered the surface area of the rectangle. Ideally, I'd like to be able to
move the snake object into any shape and it will cover the surface area in
the same manner as the above mentioned rectangle. I've been using penDown
to create a pen trail behind the snake, but my major problem is that the
sensor on my object is unable to view the pen trail. I've searched around
quite a bit and I've seen mention of transparent playfields, adjusting the
display depth, and a method that refreshes the playfield - but Squeak
documentation seems to be somewhat scattered. I've been playing with Squeak
for a while now, and I'm slowly getting the hang of everything - but it's
taken quite a while. Does anyone have any suggestions on how I can make the
pen trails visible to my sensor? Or any other suggestions for the project
and my journey through Squeak?

Thanks!
Jeff

From ned@bike-nomad.com Fri Jul 4 09:13:28 2003
Subject: Re: [Squeakland] Pen Trails and Sensors

On Thursday 03 July 2003 07:20 pm, Jeff Longland wrote:
> I've been using
> penDown to create a pen trail behind the snake, but my major
> problem is that the sensor on my object is unable to view the pen
> trail.

Welcome Jeff!

Some context for the rest of the list: unless the Squeakland image has
a fix that isn't in the Squeak 3.5 image, the turtle trails aren't
visible in the color:sees: test.

One possibility is to make the turtle trails visible to the
color:sees: test (and add a per-Project Preference for making them
visible). Is there any interest in this?

Looking back in the Squeakland list, I see that Markus Denker recently
posted a link to a project that includes an enhancement that Markus
Gaelli wrote. This enhancement lets you make PolygonMorphs (like
lines and filled polygons) from your scripts. So instead of using the
penDown turtle features, you'd add points to a line that you were
constructing. That would be visible to the color:sees: test.

I quote Markus D here:

> I was talking to Markus Gaelli abaout his PolygonFactory
> improvement, and then I realised that sending a Link
> to the squeak.org bugfix-archive is not the right thing to

```
> do on the squeakland mailinglist... that's something for
> the squeak.org hackers.
>
> So here's now a version that is actually usable:
>
>
http://squeakland.org/project.jsp?http://www.ira.uka.de/~marcus/
PolygonFactory.001.pr
>
> This is a project with Markus's new Polygon-drawing tiles and a
> very simple example.
>
>         Marcus
>
> On Fri, May 09, 2003 at 09:51:03AM +0200, Marcus Denker wrote:
> > On Thu, May 08, 2003 at 02:07:41PM -0800, Alan Kay wrote:
> > > However, it's also pretty clear that a more appropriate
> > > implementation would be to have them actually make an object of
> > > some kind (a SketchMorph or a PolygonMorph) that works like any
> > > other object. We will probably do something like this in a
> > > future version of etoys.
> >
> > Hi,
> >
> > Markus Gaelli posted something like that to the squeak-dev list
> > some days ago:
> >
> > http://swiki.gsug.org:8080/sqfixes/3240.html
> >
> > from preamble:
> >
> >  "Change Set:          PolygonFactory
> >  Date:                20 April 2003
> >  Author:              Markus Gaelli
> >
> >  Did you ever want to paint polygons out of the traces of your
> > EToy-cars?
> >
> >  Now it's possible.
> >  Just drop a polygon in the world, open a viewer on it, select
> > the category 'Miscellaneous'.
> >  Here you can select between two new options: -
> > setVertexFromPositionOf: dot
> >  With this one you can initialize your polygon to have only one
> > point, that is the current position of the player (replace 'dot'
> > with the tile of your player / car)
> >  - addVertexFromPositionOf: dot
> >  Use this one if you want to add a new point to your polygon,
> > which is the current position of the player (again replace 'dot'
> > with the tile of your player, probably somewhere after you just
> > moved it a bit...)

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE


From Alan.Kay@squeakland.org Fri Jul  4 10:55:37 2003
Subject: Re: [Squeakland] Pen Trails and Sensors
```

Thanks Ned --

At 8:27 AM -0700 7/4/03, Ned Konz wrote:
>On Thursday 03 July 2003 07:20 pm, Jeff Longland wrote:
>> I've been using
>> penDown to create a pen trail behind the snake, but my major
>> problem is that the sensor on my object is unable to view the pen
>> trail.
>
>Welcome Jeff!
>
>Some context for the rest of the list: unless the Squeakland image has
>a fix that isn't in the Squeak 3.5 image, the turtle trails aren't
>visible in the color:sees: test.

That's odd and interesting -- they used to be, and should be -- for
just some of the reasons that Jeff needed them. There are many
wonderful things that can be done if the color sensing can see the
turtle trails. Any idea of how this got lost? Can Scott Wallace
easily put this back in?

Cheers,

Alan

--
From bert@isg.cs.uni-magdeburg.de Fri Jul 4 11:21:39 2003
Subject: Re: [Squeakland] Pen Trails and Sensors

It works in playfields, not on the World itself. And it can be tricky
to choose the right color because the trails are in 8 bit while the
rest is in 16 or 32. Things evolve ;-)

I'll sent a fix for both issues to the Squeak-Dev list.

-- Bert

From ned@bike-nomad.com Fri Jul 4 11:42:28 2003
Subject: Re: [Squeakland] Pen Trails and Sensors

On Friday 04 July 2003 11:15 am, Alan Kay wrote:
> >Some context for the rest of the list: unless the Squeakland image
> > has a fix that isn't in the Squeak 3.5 image, the turtle trails
> > aren't visible in the color:sees: test.
>
> That's odd and interesting -- they used to be, and should be -- for
> just some of the reasons that Jeff needed them. There are many
> wonderful things that can be done if the color sensing can see the
> turtle trails. Any idea of how this got lost? Can Scott Wallace
> easily put this back in?

I just posted a fix to the squeak-dev list that adds a per-Project
preference for this (seeing the turtle trails in #color:sees: and
#touchesColor:)

But there's two unresolved questions:

1. The turtle trails form is 8 bits. This means that the colorUnder:

test may not work right when you're using a deeper Display depth. One
possibility here (that will waste some memory) would be to make the
turtle trails form as deep as the display. What should we do? Perhaps
the deeper form should only be used when the preference is set?

2. Should turtle trails also be visible to the #colorUnder test?

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

--
From ned@bike-nomad.com Fri Jul 4 12:57:16 2003
Subject: Re: [Squeakland] Pen Trails and Sensors

On Friday 04 July 2003 10:56 am, Ned Konz wrote:
> On Friday 04 July 2003 11:15 am, Alan Kay wrote:
> > >Some context for the rest of the list: unless the Squeakland
> > > image has a fix that isn't in the Squeak 3.5 image, the turtle
> > > trails aren't visible in the color:sees: test.
> >
> > That's odd and interesting -- they used to be, and should be --
> > for just some of the reasons that Jeff needed them. There are
> > many wonderful things that can be done if the color sensing can
> > see the turtle trails. Any idea of how this got lost? Can Scott
> > Wallace easily put this back in?

It didn't really get lost. It just didn't work in the World (it did if
you had an embedded playfield; perhaps that's what everyone does?).

> But there's two unresolved questions:
>
> 1. The turtle trails form is 8 bits. This means that the
> colorUnder: test may not work right when you're using a deeper
> Display depth. One possibility here (that will waste some memory)
> would be to make the turtle trails form as deep as the display.
> What should we do? Perhaps the deeper form should only be used when
> the preference is set?

My latest version only sets the turtle trails form to the display
depth when you have the preference set to true. It's true by default,
for backwards compatibility.

> 2. Should turtle trails also be visible to the #colorUnder test?

I posted another version that limits its scrutiny to the Morph's own
pasteUpMorph/playfield (which would be the World, of course, if you
aren't using an embedded playfield). This should speed up these tests
as well.

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

List-Id: Squeakland Discussion Forum <squeakland.squeakland.org>

Hope I got it right this time....

In this era of globalization, it will not seem strange, I am confident, to receive input on what the American national technology plan should include from a non-resident.

My name is Sheine Mankovsky, and I am an elected Trustee on the Toronto District School Board (www.tdsb.on.ca). Our Board is the sixth largest public school board in North America with about 300,000 students. Like all local education authorities across North America we are experiencing very challenging times. However, we have summoned the energy nevertheless to begin the trial of an open source software program called Squeak. You are probaby quite familiar with Squeak, and its developers, Alan Kay et al. Squeak is available at www.squeakland.org and there is a link to Don Mills Middle School where the work is being largely done by students facilitated by energetic, dedicated staff and volunteers. We also have an on-line forum where educators and learners can share ideas on Squeak, and get support to improve their skills. Although Squeak is supportive of many curriculum objectives, our primary purpose is to improve learning in Mathematics and Science.

We were pleased to have had both Alan Kay and his mentor, Seymour Papert, visit Toronto last February to work with the kids at Don Mills Middle School on Squeak, and talk with teachers about education and the more thoughtful incorporation of technological innovation into the classroom. Needless to say, the visit had an energizing effect. We are working on implementing the use of Squeak on a larger scale in the near future.

I'd like to support Alan Kay and Seymour Papert's position on what education is and its potential enhancement via the use of the computer. In my opinion, and this isn't original thinking at all, the computer is the book. However, this "container"--because that is all a book really is--can serve as an infinitely richer learning medium and not only enhance learning, but I would posit, accelerate it. The rewards of that are potentially huge in individual, societal and global terms.

Both Alan Kay and Seymour Papert argue for a child-centred approach that puts both the enjoyment, and the responsibility for learning, much more clearly in the hands of kids. I agree with them fundamentally.

With respect to technology, I would refer you to the Maine Project www.mainecite.org with which Seymour Papert has been involved. It's revolutionary today. It should be the norm in the future.

In that State, the governor supported the provision of laptop computers to kids, with the objective of broadening the distribution so eventually every child in the system had a personal laptop that they could take home. I would encourage further examination of that project with respect to incorporating its vision into your national plan and of course, not only continuing to support it, but also making it a fundamental purpose to put a computer into the hands of all children. As Seymour Papert said to our teachers: you wouldn't restrict access of students to pencils, so why limit their access to computers!

Finally, and most importantly, given the potential of the internet for individualized and group learning opportunities, and the capacity for building virtual learning communities of many types, I would encourage a re-thinking of building-based education. Education, and this isn't a new thought either, takes place in many locations and in many ways. We have encouraged a myopic approach to education. That will not continue to serve

us in a globalized, digitalized world. Any contemporary plan needs to
encompass more than the traditional school house approach. Access to
learning with computers needs to happen in libraries, museums, art
galleries, shopping malls, community centres, even parks.

We owe it to our children to provide learning opportunities that facilitate
them to harness the potential of the new opportunities that the computer
presents. After all, they can't change the world for the better without the
appropriate means.

Sheine Mankovsky
Trustee
Ward 5, York Centre
Toronto District School Board

From jaford@watford53.freeserve.co.uk Mon Jul 7 03:41:25 2003
Subject: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi,

I'm a science technician in a U.K. Independant (non-State) Secondary School.
I've had experience of several programming languages (including Logo) and
when I came accross Squeak became a convert to the concept of it being an
excellent learning tool - not only for children, but adults as well.

I've tried introducing Squeak to science teachers, but encountered the
problem that I've come across with other ideas I've had, which is: if it's
not in 'The National Curriculum', it won't get taught. As has been mentioned
many times in the U.K. national papers, our schools are so focused on
gaining good published examination results - the so-called 'League Tables' -
(in spite of the protestations of some Head Teachers), that _nothing_
outside 'The Curriculum' has the remotest chance of being taught. The
pressure on teaching staff to 'Deliver the Curriculum' is such that whilst
they may show interest in Squeak, there is not the tiniest slot in the
teaching day for it to be introduced.

I believe that as long as the U.K. education system remains tied to the
stultifying influence of examination orientated 'League Tables', innovative
ideas such as Squeak will never be introduced, unless (as is _most_ unlikely)
as officially part of the National Curriculum.

I would be interested in comments on the above from those involved in the
U.K. education system!

Regards: Jim Ford

From csawtell@paradise.net.nz Mon Jul 7 05:43:42 2003
Subject: Re: [Squeakland] Squeak 'non-starter' in U.K. schools?

On Mon, 07 Jul 2003 21:55, Jim Ford wrote:
> Hi,
>
> I'm a science technician in a U.K. Independant (non-State) Secondary
> School. I've had experience of several programming languages (including
> Logo) and when I came accross Squeak became a convert to the concept of it
> being an excellent learning tool - not only for children, but adults as
> well.

We all saw that with the pendulum project on the list a few weeks ago.

> I've tried introducing Squeak to science teachers, but encountered the
> problem that I've come across with other ideas I've had, which is: if it's
> not in 'The National Curriculum', it won't get taught.
So, be a bit devious, tell the pupils, don't tell the teachers. The pupils
will keep your secret. When the teachers finally see their pupils absolutely
fascinated by something, they'll - the teachers - take notice.

I've got stuck on a project which _is_ in that blessed "National Curriculum",
I'm sure. The mechanics of a see-saw, i.e. rotational moments. I'm absolutely
sure I 'did' that when I was at a "U.K. Independant (non-State) Secondary
School" many years ago. Here is the beginnings of the project, but I can't
work out how to keep the centres of rotation of the two weights positionally
the same as the top of the fulcrum, as I move the weights along the see-saw
line. It would be nice if somebody else could let me in on the secret, or
indeed finish the project.

http://squeakland.org/project.jsp?http://berty.dyndns.org/SeeSaw.001.pr

If folks want to link to it please could they mirror it too. My ISP has cut
the outgoing traffic rate to a tiny trickle, so please be patient.

How about a comment or documentation tile to go in the scripts?
Is this possible?

--
C. S.

From andreas.raab@squeakland.org Mon Jul 7 05:48:37 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Christopher,

> http://squeakland.org/project.jsp?http://berty.dyndns.org/SeeSaw.001.pr

I was going to have a look at it but I got a 404 (page not found) error for
http://berty.dyndns.org/SeeSaw.001.pr - are you sure the above is the
correct URL?

Cheers,
  - Andreas

http://squeakland.org/project.jsp?http://berty.dyndns.org/SeeSaw.001.pr

If folks want to link to it please could they mirror it too. My ISP has cut
the outgoing traffic rate to a tiny trickle, so please be patient.

How about a comment or documentation tile to go in the scripts?
Is this possible?

--
C. S.

From csawtell@paradise.net.nz Mon Jul 7 05:56:30 2003
Subject: Fwd: Re: [Squeakland] Squeak 'non-starter' in U.K. schools?

On Tue, 08 Jul 2003 00:02, you wrote:
> Hi Christopher,
>
> > http://squeakland.org/project.jsp?http://berty.dyndns.org/SeeSaw.001.pr

>
> I was going to have a look at it but I got a 404 (page not found) error for
> http://berty.dyndns.org/SeeSaw.001.pr - are you sure the above is the
> correct URL?

Sorry, try this one, forgot the hyphen. :-(

http://squeakland.org/project.jsp?http://berty.dyndns.org/See-Saw.001.pr

--
C. S.

From andreas.raab@squeakland.org Mon Jul 7 06:28:25 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Christopher,

Thanks, this URL worked. I've been looking at the problem and
(unfortunately) there's a tiny bit of magic needed to make this work since
the center of rotation is not accessible for scripts (it really should).
Fortunately, there is a way of rotating objects around a "fixed point" -
namely the origin of the playfield we're in. The relation between any object
and the origin of the playfield is covered by two properties (in the
"geometry" section):
* "distance" hands us the distance of the object to the origin of the
playfield
* "theta" hands us an angle to the origin of the playfield
However (and this is where the magic comes in) by default playfields have
their origin at the lower-left corner which isn't really helpful.
Fortunately, there is a menu item in the red-halo menu of any playfield (or
the world itself) within the "playfield options" submenu which allows you to
specify "origin-at-center" and this will set the origin of the playfield to
be the center instead of the lower-left corner.

When you do this, you can rotate your objects around the center of the
screen using the theta property of the object (you may also want to change
the center of rotation for your weights to be at the bottom center). This,
in addition with changes in the heading, gives you the exact effect you're
looking for.

About the only thing left is to align the fulcrum itself properly with the
playfield's center and you can do this by setting the line's "distance" to
zero (as it will make the line move to the playfield's origin which we
changed to be at the center).

Both, "theta" and "distance" are pretty powerful when you set the origin of
the playfield to be its center - it allows for all sorts of "interesting"
rotational effects - try it out sometime.

I hope the above is clear enough for you to make this work. If you've got
any more questions, let us know.

Cheers,
  - Andreas

>
http://squeakland.org/project.jsp?http://berty.dyndns.org/See-Saw.001.pr

--
C. S.

From Alan.Kay@squeakland.org Mon Jul 7 07:55:12 2003
Subject: [Squeakland] RE: "transparent skin" (new user Q)

Nancy --

I think what happened is that we changed over to a new website for
Squeakland about two weeks ago and modernized a few things but didn't
catch up to all of them in the tutorials. We'll get the tutorials
redone and more usable over the next week. For now you could try a
new tutorial that is in HTML, so you can print it out from your
browser. It's also on the Squeakland site at:

http://www.squeakland.org/school/drive_a_car/html/Drivecar12.html

Comments, suggestions and criticism welcome ...

Cheers,

Alan

At 2:28 AM -0400 7/7/03, Nancy Head wrote:
>Actually, both Ned's and Alan's suggestions worked for me. Thanks to both!!
>:)
>
>At this point, I don't yet understand the distinction between "painting *on*
>the working area itself" vs. "making a separate object to go *in* the
>working area"... but maybe that's not critical to the user for this
>tutorial??
>
>The advantage to Alan's suggestion is that you wouldn't have to explain
>accessing the correct "halo," and "what is a 'halo' anyhow?" to a new user.
>(I easily figured it out... but it was not very clear from Ned's
>explanation... but I'm also not sure how to improve upon what he said to
>me.)
>
>The advantage to Ned's suggestion is that the user doesn't need to keep
>clicking on the "paintbrush" icon, then "Save" button, then "yellow arrow,"
>then "paintbrush," etc. to keep toggling back and forth between instructions
>and workspace.
>
>
>Perhaps a solution might be to add a button in the tutorial window
>(instructions) that will do the same as selecting the "paint" halo for the
>"Working area" without explaining how to access this manually. That can come
>in a later tutorial, if the main goal is just to show how the tools work. At
>the end of the tutorial you could show how to use the "Navigator" bar to
>bring up the "Paint" tool for more practice.
>
>In other words, change the order of the tasks a little in the tutorial so
>the beginning focuses on using the Paint tool (which is the main focus
>anyway) by "automating" the part where the workspace is accessed. At the end
>of the tutorial, show how to bring up the Paint tool via the Navigator bar.
>At this point the user will no longer need to "read" the tutorial so the
>"skin" may not be a problem (so long as the user is told to "Keep" or "Toss"
>in order to escape the "skin").
>
>
>On to the next tutorial... :)

```
>
>Nancy
>
>
>
>>  -----Original Message-----
>>  From: squeak-dev-bounces@lists.squeakfoundation.org
>>  [mailto:squeak-dev-bounces@lists.squeakfoundation.org]On Behalf Of Ned
>>  Konz
>>  Sent: Monday, July 07, 2003 1:25 AM
>>  To: The general-purpose Squeak developers list
>>  Subject: Re: "transparent skin" (new user Q)
>>
>>
>>  On Sunday 06 July 2003 09:45 pm, Alan Kay wrote:
>>  > I think what Nancy needs to know is that you terminate painting
>>  > (and thus get rid of the translucent skin) by clicking on the
>>  > "Keep" button (to keep your drawing) or on the "Toss" button to get
>>  > out without saving your drawing.
>>
>>  Right. But then you can't follow the tutorial as easily.
>>
>>  > The problem is that (at least in my current plugin) the preference
>>  > is set to have the translucent skin cover the entire screen -- and
>>  > this effectively prevents her from going to the next page of the
>>  > tutorial. The tutorial should either be in a flap, or the skin
>>  > should not be full screen. This seems to be a new problem, the skin
>>  > used to not come up full screen.
>>
>>  The preference "unlimitedPaintArea" seems to be on (at least in my
>>  Squeakland image).
>>
>>  And unfortunately, this preference seems to be global, rather than
>>  per-project.
>>
>>  But when it's off, the skin is still too big to hit the buttons.
>>
>>  > Ned's suggestion below will not quite work, in that you would be
>>  > painting *on* the working area itself rather than making a separate
>>  > object to go *in* the working area.
>>
>>  Ah, right.
>>
>>  Sorry to mislead anyone.
>  >
>>  --
>>  Ned Konz


--
From Alan.Kay@squeakland.org Mon Jul  7 09:23:36 2003
Subject: Re: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Jim --

At 10:55 AM +0100 7/7/03, Jim Ford wrote:
>Hi,
>
>I'm a science technician in a U.K. Independant (non-State) Secondary School.
>I've had experience of several programming languages (including Logo) and
```

>when I came accross Squeak became a convert to the concept of it being an
>excellent learning tool - not only for children, but adults as well.
>
>I've tried introducing Squeak to science teachers, but encountered the
>problem that I've come across with other ideas I've had, which is: if it's
>not in 'The National Curriculum', it won't get taught.

The US is definitely moving in a similar direction: towards extremely
rigid national curricula.

>   As has been mentioned
>many times in the U.K. national papers, our schools are so focused on
>gaining good published examination results - the so-called 'League Tables' -
>(in spite of the protestations of some Head Teachers), that _nothing_
>outside 'The Curriculum' has the remotest chance of being taught. The
>pressure on teaching staff to 'Deliver the Curriculum' is such that whilst
>they may show interest in Squeak, there is not the tiniest slot in the
>teaching day for it to be introduced.
>
>I believe that as long as the U.K. education system remains tied to the
>stultifying influence of examination orientated 'League Tables', innovative
>ideas such as Squeak will never be introduced, unless (as is _most_ unlikely)
>as officially part of the National Curriculum.

There are various ways to look at this. In the US, it's really a
mixed bag, because the "official curricula" are poorly taught and
learned, and so, looking on the bright side of things, it's good that
important subjects like music, art, and real math and science aren't
official and thus don't get ruined for the children. However, I can't
quite get myself to be that happy about the current situation, since
the names of important and interesting subjects such as math and
science are ruined in the children's eyes, and this taint can remain
for many years.

When we started this effort many years ago in the 60s -- inspired by
Seymour Papert -- pretty much everyone then thought that most gains
would be somewhat subversive and outside of formal schooling, and
that the advent of personal computers and the Internet (both of which
were well underway) would provide something more like nonschool
books, libraries, bookstores, etc., from which anyone could learn by
themselves and in clubs with others. It is likely that this set of
envisioned processes will be what is required -- and to have quite a
bit of child to child mentoring -- in order for any real changes to
happen in the next decade.

By the way, in the US at least, things would be helped tremendously
if scientists and mathematicians were much more strongly involved in
elementary schooling (and in clubs etc). This is one of our biggest
problems: not enough people who actually understand the real content
are involved and want to be involved.

Cheers,

Alan

From sheine.mankovsky2@tdsb.on.ca Mon Jul 7 20:42:38 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Jim, you expressed some important concerns about the direction that public

education is taking in the UK. I have been witnessing similar stuff in the
last five or so years, when I've been really paying attention, in my own
community and in Canada generally. I decided to do what I can for as long
as I can. For me the present is just a place holder for the future. So, if
I get only part way, maybe others, or even one other will continue along the
route. In other words, that I don't reach my destination, doesn't mean I
don't travel.   I believe you mentioned in an earlier note that you were
carrying on lunch hour sessions, or intended to start them, at your school.
That would be very helpful for changing things in the U.K. eventually. The
power of one can be very strong indeed.   In fact, there may not be another
like you in the entire UK. That would make you not wrong, but unique:)

Your comments were thought provoking as well, Alan. I'll just add my
thoughts on the bookstores/libraries as learning locations. Sure there is
learning available in bookstores and libraries, in fact everywhere.
However, if I were asked for my preference, I would advocate for libraries
because of my individual value system, and on what it is based. I don't
remember my parents buying me a single book when I was a child. Not one.
However, I started going to the public library with my Dad from the age of
three. He sat at a table and read books in Yiddish, and I sat in a chair
and read English magazines. Or maybe I thought I was reading... It was a
community supported public Jewish library. He had brought the value of
using a library for learning from Poland where there were similar places in
the town where he lived. When I was five I raced to the neighbourhood
library a few blocks from my home to get a card and borrow my own books. I
still recall the excitement, and then the disappointment when the librarian
informed me that the rule was that I would have to keep the books overnight
before coming back for more. My point is there is a value statement in
supporting a library rather than a bookstore, or a bookstore rather than a
library. I was surprised that your reading list is a bookstore rather than
a libarary because I thought you were a strong advocate of public access to
books via local public libraries. I'd be interested in hearing more on how
you came to deciding on that approach.

Sheine

From Alan.Kay@squeakland.org Mon Jul 7 21:16:21 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Sheine --

I didn't actually decide on the bookstore approach to the reading
list. The list is many years old (and probably needs updating). The
kind folks who volunteered to do the new website took a lot of
materials and decided to provide secondary and tertiary links to most
of the stuff. I think this helps a lot and provides more depth to the
site. The links to amazon are quite helpful even if you don't buy a
book, since more can be found out about the books if you are
interested. So I think this was a good idea. I find I use amazon
about 60% of the time for the same purpose: to find out about a book
rather than buy it. Historically, I grew up poor and thus virtually
all of my reading was from the free public libraries -- so I'm a big
supporter of this way of learning. In particular, I have very fond
memories of the wonderfully generous folks at the Queensborough
Public Library in Jamaica, Queens, who really went all out to help
the young teenage me to find out about things I was interested in. A
lot of our interest in making the Internet and keeping Squeak free
came from my experiences with free public libraries.

Cheers,

Alan

From doug@gfx.com Tue Jul 8 10:30:21 2003
Subject: [Squeakland] Yo no se Croquet

I want to start playing with Croquet. I know that development is in slow
mode right now, but is the original version too buggy to play with? Can I
get it somewhere? I found Bert's binaries for Linux and will try that as well.

Cheers!

Doug

Hi Darius --

I'm pretty sure that Jim was treating Squeak as a medium for certain
kinds of content just as you suggest, and I certainly was. In any
case, as long as we are being really careful about terminology here,
even "Squeak" is not quite accurate, since we are only using the very
restricted etoy environment (that is one of many facilities within
the Squeak system) with children to help them learn powerful ideas by
authoring models of them.

I think Jim was expressing the difficulty of introducing ideas and
processes (whether good or bad) that are different than the
officially sanctioned ones. To me, a very important characterization
of the problem in the US is that if the children were getting 100% on
their tests in "math" and "science", they still would have learned
almost nothing concerning "real math" and "real science". Helping the
current processes won't help real education in these areas. The real
difficulty is getting the real processes and ideas understood and
underway. It is not at all necessary to use computers for this, but
computers can be very useful "real math stuff", and perhaps they can
be subversive enough to get the real ideas under the radar screens of
the misled establishment.

If you are interested in the actual effects of media on thinking
(they aren't neutral), McLuhan and Postman are two good places to
start.

Cheers,
Alan

List-Id: Squeakland Discussion Forum <squeakland.squeakland.org>

Ok, I'm dating myself but I remember seeing some really good 'real'
science/math demos that David Thornberg at Stanford did almost 20 years
ago. He did a workshop in Alaska I was at and it was in terms of Logo and
the real world. I have no idea if these were ever written down but he had
a significant impact on the teachers in the audience. Actually better than
written down would be video taped in some form so folks could see and get
what he or anyone was talking about.

If I am going over old material I apologize. I haven't been reading real
close this summer.

From Architect@hawaii.rr.com Tue Jul 8 16:17:00 2003
Subject: [Squeakland] Developing a CAD system based on Squeak and Croquet

This is a multi-part message in MIME format.

Aloha Any and All,

I am not sure if this is the correct venue for this inquiry, but here
goes. If not, maybe someone can direct me to a better one.

I am an architect deeply enmeshed in CAD work particularly 3D modeling
and using 3D models directly in documentation of work. The process is
somewhat analogous to building a scale model (the scale being 1:1) and
then taking pictures of that model, carefully selecting the viewpoints
to match the traditional orthagonal views, then overlaying the pictures
with notations as to materials, assemblies and dimensions. I have been
working on the notion of a digital design suite that runs from a fully
interactive 3D environment accessible collaboratively over the internet
or some other network, through a fully effective 3D modeling system to
documentation in the field with interactive side branches to various
engineering disciplines and beyond to facilities management post
construction including perhaps full interface with the facility users. A
good example of this would be a museum or cultural center, the concept
is discussed interactively over the network, with the site fully modeled
in walk around 3d, including views from the site, maybe even active
views from web cams set up on the site, the designers would generate
model solutions for review and comment, refinements tried out while the
design models are analyzed by engineering programs, eventually a design
is selected and scanned for construction documents, perhaps just made
available to hand held computers in the field, upon completion of
construction, the model is used for facilities management and also
populated with the exhibits for review by students, researchers and
potential visitors who can also bring their handheld (or rent one at the
facility, downloading their personal tour) to assist with their visit.
Sort of like the vision in the Squeak Book for a Theme Park.

I was introduced to Croquet last Fall and because of that have gained an
interest in Squeak, which it seems will be the natural operating
environment for Croquet. I believe Croquet/Squeak will be capable of
realizing the above scenarios but there will need to be the various
methods and morphs, classes and so on specifically designed for that
purpose. I would like to work with someone more adept and knowledgeable
of Squeak/Croquet than I to develop these. I know what they have to do,
I just am not very clear on how to develop them. I see this could become
a primary means of public input to large scale development as well as a
wonderfully intuitive way to design one's own environments as well as
those of others. It could also become a great way to introduce the
public to the many facilities that abound, from museums and galleries,
to public facilities of any kind, to parks and monuments, even to cruise
ships and other mass transit. I see something akin to the vision in
Gibson's Virtual Light where there exists a cyber duplicate to the real
world, but with all the related data linked in.

So, if there is anyone out there that's interested in this idea, please
contact me.

Mark Sundberg, Architect

From DClarke@fadal.com Tue Jul 8 17:49:40 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Jim, Alan,

"... if it's not in 'The National Curriculum', it won't get taught"

I'm a little confused. This assertion seems to counter the fundamental
concepts & motivations behind Squeak somewhat. Consequently the
complaint about the assertion seems confused.

I, too, believe that the
PC/software/media-content-code-development-tools that this generation
inherits are not a "subject to be taught" but a "communication medium".

To say that "Squeak won't get taught" is like saying "books & magazines
won't get taught", or "overhead projectors & transparencies won't get
taught", or "surfing the web won't get taught". The same could be said
of any teaching medium. The medium is not really ever _in_ the
curriculum. More efficient use of the medium might be in it, such as
video editing, library use, referencing magazines in bibliographies,
etc. but not the medium themselves. Their use is already assumed.

The "Hard fun" is not the learning of Squeak. The "Hard fun" is the
learning of concepts via Squeak, manipulating/testing the concepts, and
manipulating the physical/tangible projects connected to those concepts.
Using Squeak should be dead simple, like "learning the Bunsen burner"
vs. "learning the chemical reactions". When talking about Squeak and
teaching difficult concepts, these two seem to get confused with each
other. Making Squeak dead simple also makes it more viral. We need kids
to share it with kids, teachers exchanging images with teachers, and
children giving images as gifts to parents, thereby increasing
everyone's need for it under its own momentum. Hence, copying and
transportability is essential... and not to be confused with
portability. (Managing and merging classes and images is the issue here
as well as the underlying OS' file system structure and
privacy/security.)

What Squeak provides to the student is what professional software
provides to businesses, a tool that "simulates" and "represents". Squeak
can simulate anything, just about. With accounting systems, CAD,
spreadsheets, and any professional software package you can think of
that has increased business productivity, it gets its leverage from the
fact that it is as simulation of the things that make money, products,
etc. Software gives everyone a handle attached to what they're
manipulating (the content of the pot). I believe this is why Croquet is
3D, to take advantage of more robust simulations (and why Microsoft will
make 3D the fundamental graphics architecture for its upcoming Longhorn
OS http://www.extremetech.com/article2/0,3973,1072754,00.asp which, in
turn, is trying to play catch-up with Apple per this report).

Here is Microsoft's foray into changing education (from a paper last
year):

Technology, Learning and Scholarship in the Early 21st Century
By Randy J. Hinrichs

www.conferencexp.net/community/documents/LearningXP.doc

More MS docs at:
http://www.conferencexp.net/community/Default.aspx?tabindex=2&tabid=27
And George Lucas' efforts http://glef.org

"Modeling" and "simulation" is what we should be selling to teachers,
parents, and administrations. ("Simulation" and "Role playing" games in
the student's vernacular.) These can still be done with lists & charts
and w/o graphics & 3D (e.g. Java/Html-Table Unit Tests).

Is excessive testing the problem? Squeak can "embrace and extend" to
overcome that. Can't Squeak simulate a test? Can students represent test
taking skills in Squeak and simulate, model, and statistically analyze
them? Can students create their own tests in Squeak and dynamically link
them to their physics models or literary works? Can students test each
other in Squeak with their "simulated" tests? Can students submit what
the perceive are better tests to the education & governmental
administrators? Can the governmental administrators pass the student
generated tests? :o

Can Squeak help parents better understand what their children are
learning, where the children are weak or where the children accelerate,
suggest how to help their children learn out of school hours, and
suggest how parents themselves can get more help if they are not up to
the task (not to mention keep track of all the forms, announcements, and
due dates for this-that-and-the-other which students bring home)? Now
administrators & parents have a reason to _need_ Squeak. If this is
done, Squeak now simulates the school system and illustrating the rules
behind its weaknesses and strengths. "Simulation" and "representation"
are essential tools to achieve "results based" choices anyway.

Can Squeak help Grant Proposal reviewers accelerate the time that they
take to review a stack of grant proposals? Can it help provide more
accurate grant reviews and teach how to review grants as well (via
collaboration, tutorials, and a knowledge-base for example)? If so,
mention that fact _in_ the proposal when the Viewpoints Foundation or
Squeak teachers apply for grants! That'll open some eyes.

Squeak should also model the social difficulties our students face
today. Let them explore the full consequences before making life
altering or future limiting decisions. We seem to live in a generation
of adults who never "grew up" and are often ill equipped to teach "what
dire consequences really are" to their children _before_ the children
make irreversible choices. Perhaps Squeak's "one-step Cmd-Z key"
reflects reality too closely there. Still, we should let parents decide
how these models are presented to their children.

Last year I mentored & helped my local High School Robotics Team design
and build a robot for an academic competition that the students treated
with the excitement that they only exhibit at a football match. This was
an after school project and an after work projects for the mentoring
engineers. Here's my summary.

Can a Robot Carry a High School Student into a Brilliant Future?
http://www.stormpages.com/futureintent/Robotics.htm

Here's the organization that started this competition 10 years ago and
now hosts this global competition.
http://www.usfirst.org/index2.html

Is there not enough time to do all this? We'll, that's the subject of another e-mail. US First does this with their Robotics competition somehow. It's not a "finished product". It's a collection of methods, rules, rewards, goals, scholarships, events, and galvanized parents, teachers, sponsors, and students.

Cheers,
Darius

On Wednesday 09 July 2003 12:57 am, Darius Clarke wrote:

> I believe that Squeak/eToys UI severely underutilize lists and
> outlines as essential tools for Watching

[snip]

> But this could be easily rectified. (I just need a little more
time.)

This is an interesting topic to me. I've written a (text) outliner that I use all the time <http://bike-nomad.com/vim/vimoutliner.html> and have found it really useful.

And I'm also working with the Tablet PC and Squeak, in conjunction with my Connectors framework for Squeak.

One of the "sample apps" I'm doing is a quick brainstorming/concept-mapping tool using ink (and/or recognized or keyboarded text) and Connectors.

Once you have a bunch of items and can indicate some structure between them (with Connectors, we draw lines between the items), you can present that structure in different ways.

For instance, it can be turned into an outline (though of course a typical outline (without aliases) is a tree structure rather than a general graph like you can draw.

And an outline can be turned back into a shapes-and-lines graph representation easily.

I'm curious as to what you think we could (or should) do with outlines (and connected graphs, and ink, and gestures) in Squeak.

Thanks,
--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From DClarke@fadal.com Wed Jul 9 11:53:46 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Ned,

Thanks for your interest.

I have been contemplating Squeak as a "programming system for

non-experts" for the past year for use in after-school Computer
Clubhouse or classroom environments. (I don't know what Andreas has done
with "Tweak" in this direction or what the "Scratch" project is doing.)

It strikes me that an eToy or Fabrik tile-based approach can be
substantially improved by superimposing on it a spreadsheet-like
framework, something like an editable grid where the columns are not
fixed. The spreadsheet framework represents in the interface itself the
Smalltalk principle of "everything visible, searchable, and reference by
its name" to the non-expert while simultaneously presenting an order,
and an assumption of multiple views off a common data store.

My suggestion draws from the cognitive psychology principles found in
Jef Raskin's "The Humane Interface" and my experience as an undergrad
conducting experiments exploring the linear thinking that most people
exhibit vs. network systems thinking (based on Piaget's psychological
models). Considering the difference in an programming environment can
help the non-expert grow from liner thinking into network thinking using
the GUI framework as a crutch.

Cells are known to have properties just as classes. The cell/class
properties can be pivoted into view when the non-expert needs them and
are otherwise collapsed from the view when not needed. This also implies
the importance of the Outliner as a view of the same data.

Just as the natural Smalltalk data structure for collecting data the
collection class hierarchy of list classes, the natural display
structure of the spreadsheet is the list. This also shows how lists help
preview the debugging with Unit Tests.

HttpUnit http://httpunit.sourceforge.net/doc/cookbook.html
Cactus http://jakarta.apache.org/cactus/index.html

The visual grid for data entry can allow the non-expert to create a
visual list of content before assigning the list to a specific class
thereby delaying until ready the inheriting of the methods to work on
the list.

A spreadsheet can syntactically parse and highlight source code just
like Squeak's "tile" view in the System Browser. Each tile now being a
cell in the spreadsheet. Notice how Squeak's "tile" view in the System
Browser preserves the hierarchical nature of the data. The grid format
would need to preserve the same.

I suggest that users of PC GUI's functionality suggest three distinct
modes or planes of display use. An ideal user interface could have two
or more full screen planes to represent the difference between
text-only-plane information and the exploring/feedback-graphical-plane
(similar to how Squeak projects are each a full screen plane). I'd allow
the two plane to interact with each other, including having a whole in
one plane to reveal specific content in the other, alpha blending, and
sharing links to the same content. The insertion point would be unique
to either one plane or the other while command keys apply to both. One
can have pre-defined templates that reveal part of a text plane grid
superimposed over the graphical plane such as how game developers make a
heads-up-display (HUD) superimposed over the 2D or 3D graphical scene.
They would share the same keyboard input. This takes advantage of TeX
type functionality.

Text doesn't shrink very well on an CRT, and even worse on LCD, for

rapid visual recognition due to fixed pixel size. Also bright colors and complex patterns have a detrimental effect. Therefore, almost all text should be kept on the plane displayed on the surface of the display. This should have no z-buffer. Use grid placement such as web pages to separate and group content. Since the keyboard is the quickest content creation device, this first, display-surface plane would mostly function for searching, grouping, prioritizing, content creation and some establishing relationships between content.

The second plane would make use of all the graphic manipulation that Morphic provides.

This could be extended by adding a third 3D plane for simulations and storytelling about a process.

I'd abandon the common row/column (AC12) naming convention of spreadsheets for a new one similar to Excel's named cell ranges which can address specific cells based on offset addressing.

The advantages such a grid format has over the window layers that Morphic provides is
* the reduction of occlusion
* the sense that whatever one needs to find is either above or below the current focus
* less distraction of one's attention to manage the windows/icons in the interface
* one doesn't need to bother about where a value appears and what it looks like if that degree of fiddling is not needed, it's in the grid _somewhere_ and can always be found by searching
* outlining and indention can easily be added to the grid model
* like outlines, grids can be collapsed to only show a row with just the view's name or collection's name or other summary representation, Morphs are more sensitive to where the minimized title bar can be found and what will be covered when brought into view
* as more fields are created rows can be added or filters applied by "filling in the blank" or inserting a column/row; contrasting the exponentially increasing time to adjust eToy-tiles/connected-graphs/connectors or add more pages to make more white space
* tool bar buttons can just be cells in the grid too

Graphics are always aligned by a grid of Cartesian coordinates as well. Hiding links of grid to remove "bars of a jail" feeling. Music scales on grid. How would one represent music theory? Midi composition & Video editing is done on grids. New rows below appended below all prior content build on and easily link to and reference back up to prior content cells above. Goals of the environment should be included as a part of the environment.

Cheers,
Darius

-----Original Message-----
From: Ned Konz [mailto:ned@bike-nomad.com]
Sent: Wednesday, July 09, 2003 08:03 AM
To: Darius Clarke; Alan Kay; Squeakland; Jim Ford
Cc: Kim Rose
Subject: Re: [Squeakland] Squeak 'non-starter' in U.K. schools?

On Wednesday 09 July 2003 12:57 am, Darius Clarke wrote:

> I believe that Squeak/eToys UI severely underutilize lists and
> outlines as essential tools for Watching

[snip]

> But this could be easily rectified. (I just need a little more
time.)

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that I use all the time <http://bike-nomad.com/vim/vimoutliner.html>
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general graph like you can draw.

And an outline can be turned back into a shapes-and-lines graph
representation easily.

I'm curious as to what you think we could (or should) do with outlines
(and connected graphs, and ink, and gestures) in Squeak.

Thanks,
--
Ned Konz
http://bike-nomad.com

From Alan.Kay@squeakland.org Wed Jul 9 15:31:20 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Hi Darius --

Two things worth checking out here.

First, is "The Analyst" done in the early 80s by Xerox EOS in
Pasadena in Smalltalk (originally for the CIA) but then sold as a
product. Its main feature is just as you suggest: a spreadsheet
composed of views of Smalltalk objects - it was quite nice and very
powerful (and probably still exists somewhere).

Second, is "Agentsheets" done at the U of Colorado over the last few
years. This is a pluggable cell spreadsheet system with complete
objects as cells done for children.

There are strengths and weaknesses with this view of enduser
computing. Some of the strengths are obvious, but can you spot the

weaknesses?

Cheers,

Alan

From DClarke@fadal.com Thu Jul 10 19:50:33 2003

Here are a couple of strategies that maybe we can use to get Squeak into more classrooms (including our own):

Strategy #1
Find areas of the curriculum that are already getting national attention and piggyback on that. For those concerned with literacy, focus on ways to use Squeak to target those goals. If the big concern is math, focus on that.

Some buzzwords in education are "multiple intelligences," "project-based learning," can you think of others? Squeak directly addresses things that classroom teachers are already trying to do.

Use the national curricula, media "hot topics" and professional "buzzwords" as "hooks" on which to hang an argument for using Squeak locally.

Strategy #2
Arguments for computer science education are articulated in ACM's Draft K12 Model Curriculum (http://www.acm.org/education/k12/curriculum.html). Much of this proposed US curriculum is based upon the Ontario, Canada, Curriculum standards for Technological Education (http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/tech/tech.html). These standards can be referenced as to inform others of the value of computer science education.

If not seen as valuable for everyone, maybe the public can begin to see that K12 (general education age 5-18) schools are emphatically not meeting the needs of the student "computer experts" (who often enter the university lacking the skills they need to be successful in their chosen program of study).

Perhaps others will be able to add to this list. The result might make a nice addition to the squeakland site as a resource we can use in persuading our local tech folks to allow Squeak to be loaded on computer systems, and then in explaining to our curriculum folks how we're meeting required curriculum standards with the tool.

Nancy

From head.n@mvumail.mivu.org Thu Jul 10 14:38:25 2003
Subject: [Squeakland] RE: squeak tutorials, etc.

This week I'm filling out a request to have squeak loaded on computers. I need better clarification of the differences between the "full" squeak vs. the "plugin" squeak so that I can be sure I have what I need, even though

I'm only just beginning to become familiar with the tools myself.

Can I get clarification on the capabilities of the plugin squeakland vs.
development squeak versions?

Thanks,

Nancy

>I had a roomful of middle school boys in a computer club last year who
>wanted to create a game. Squeak may be an appropriate tool for them to use.

It should be. Many 4-8th graders all over the world have made their
own games in Squeak etoys.

From andreas.raab@gmx.de Thu Jul 10 15:14:13 2003

Hi Nancy,

The main difference of the two versions is the target audience. The
Squeakland.org plugin image is aimed at educators, people who work mostly in
the eToys domain. The Squeak.org image is aimed at Smalltalk system
developers. The major differences between the two are that the Squeakland
plugin image is much smaller (since it does not include a number of things
which are in the Squeak developers image, such as the VM source code and
similar) and that the UI has been set to what we think is more user friendly
for someone who hasn't compiled her own Linux kernel ;-)

Other than that the two are equivalent.

Cheers,
  - Andreas

From Alan.Kay@squeakland.org Fri Jul 11 10:13:54 2003
Subject: Re: [Squeakland] Etoy: Saving, Publishing

Hi Nancy --

At 11:15 PM -0400 7/9/03, Nancy Head wrote:
>How do I save a squeak etoy project?
>
>How do I "Publish It!"? Can I place this in "my own" web space (i.e. my
>account on my isp's server)?

Yes you can, and there are a variety of ways this can be organized.
For example, in one of the LA schools we work in, the classroom has
quite a few computers but not nearly as many as there are children.
The children's projects are published to school servers and they can
bring them to whichever computer they are working on that day. The
basic idea is that you should be able to author, publish, and find
projects anywhere on the net with as close to a "one button" UI as
possible.

This also gives children something most adults wish they had, which
is a WYSIWYG full media authoring and publishing system for the web
that can do all from within or without a browser.

As Andreas mentioned, some care has been taken to protect projects
from being used as viruses. For example, they are encrypted when sent
outside the child's machine and signature protected against being
corrupted. Projects brought in from the outside can be run safely in
Squeak in part because they are confined as to the resource access
powers they have on the child's computer.

Cheers,

Alan

--
From head.n@mvumail.mivu.org Fri Jul 11 11:10:32 2003

I haven't seen this... can I have a link?

Also, if anyone else knows of other documentation available online, that'd
be great too. (I've seen more doc/books/resources at the squeak site but not
at the level I'm looking for.)

It would be especially helpful to have this kind of resource linked from the
squeakland site, if possible.

Nancy

> For now, I would really stick with the current etoys, because there
> is a lot of documentation, including especially the book done by the
> Toronto 8th graders that shows many etoy projects as done and created
> by middle schoolers. Do you have this "book"? It is a collection of
> really well done .pdfs from the Don Mills School in Toronto.
>

From bert@isg.cs.uni-magdeburg.de Fri Jul 11 11:22:48 2003
Subject: Re: [Squeakland] RE: squeak tutorials, etc.

http://schools.tdsb.on.ca/donmillsmiddle/cyberarts_dmms/squeak/

(at the very bottom)

-- Bert

From head.n@mvumail.mivu.org Fri Jul 11 11:51:38 2003
Subject: [Squeakland] decompress file

I'm trying to open yet another tutorial
(http://www.consultar.com/Squeak/tutorial/whatwecallobjects.html), using the
plugin version of Squeak. (I was successfully able to open it in the "full"
Squeak but want to try using it within the plugin.)

I have a .pr file and have gotten into World and the "open..." screen, and
can select the file in the "file list," but am now stuck.

The instructions I'm following say "click over the [file]name to select it
and right click over it to show a menu."

This worked in the full version, but not plugin. I assume it's a setting
somewhere. How do I do a "decompress to file" and "load as project" from the
plugin?

Nancy

From ned@bike-nomad.com Fri Jul 11 13:18:08 2003
Subject: Re: [Squeakland] decompress file

The plugin is a bit paranoid about outside content, for security
reasons.

Assuming you've already decompressed it, you can stick it in your
"untrusted" plugin directory (on my Linux system, that's
"~/.netscape/squeak/image/untrusted").

Once you've done that (and assuming you're in a browser already), you
can open the Navigator flap, and hold the button marked "FIND" down
until a menu comes up. Now choose "find a project (more places)" and
you should see the "untrusted" directory on the list. Choose the .pr
file and it should load.

However... this particular project uses at least one class that isn't
in the Plugin image (FaceMorph).

--
Ned Konz
http://bike-nomad.com

From Alan.Kay@squeakland.org Fri Jul 11 13:19:37 2003
Subject: Re: [Squeakland] decompress file

Hi Nancy --

I don't have a clear visualization of just what you've got.

If you have a .pr file, then just put it in the Squeaklets folder
where your plugin image resides and you can get it with "Find" on the
Navigator bar.

When I downloaded Diego's project in IE, it automatically
decompressed and made .pr files. You can just use these directly.

But remember that the plugin version has resrictions on it for what
it can see in the larger file system. This is why you should put
these external .prs in the local Squeaklets folder as mentioned above.

Diego's instructions don't have anything directly to do with the
plugin version.

Cheers,

Alan

--
From diegogogomezdeck@consultar.com@mail.consultar.com Fri Jul 11 13:48:04 2003
Subject: Re: [Squeakland] decompress file

Hi,

I created this tutorial in a "complete" image (not in the plugin
one). When I tried to see it using the plugin image I realized that I used
FaceMorph and I just put an entry in my todo-list to create a changeset
with the missing classes and include it in the .pr file but I never found
the time to do that.

If you're interested I can rearrange my list and try to make the tutorial
runnable inside the plugin.

Cheers,

Diego

From csawtell@paradise.net.nz Fri Jul 11 14:08:21 2003
Subject: Re: [Squeakland] Squeak 'non-starter' in [U.K.] schools?

On Thu, 10 Jul 2003 06:49, Nancy Head wrote:
> Here are a couple of strategies that maybe we can use to get Squeak into
> more classrooms (including our own):

Here are a couple of ideas
Strategy #0
OK This idea is just a little bit off the wall, I know that, but what about
the idea of making a LiveCD which you just shove in the CD slot & (re)boot
the machine. For example like the Knoppix Linux distribution. Presto Squeak
running. No fuss with installation or downloading plugins only to have it
fail because it wont work with the browser for some reason or other. Seeing
as the distribution medium has the capacity of hundreds of megabytes, it can
be loaded up with a suitably tuned up version of the full Squeak environment
and virtually as many applications and projects as you wish, in much the same
way as the disk with the Guzdial & Rose blue book is loaded up. I know this
could be done with Linux as the underlying o/s, other systems could be used
I'm sure, but probably not for the same cost. However I have no idea how to
make said disk multi platform, or indeed if it's possible. Hardware gurus
might like to comment.

http://www.knopper.net/knoppix/index-en.html
http://morphix.sourceforge.net/modules/news/

Strategy #0.5
Distribution of the disk.
Please don't jump down my gullet on this idea. Have a good laugh instead.
Get a consortium of a breakfast food manufacturer, a media giant, and a
computer company to sponsor a decent sized press run of the above CDs and get
them out into the general population via the Cocoa Pops, or whatever,
packets. The sponsors will get the warm fuzzies they need from knowing that
they have enhanced the knowledge base of the population as well as boosting
the sales of their products for far less money than the cost of a TV ad
campaign. CDs in bulk cost but a few cents, whereas TV ad campaigns cost
millions of dollars.

This company might, remotely, be interested in helping you with a pilot in a
small country. Dick Hubberd is a decent fellow who makes delicious breakfast
cerials

http://www.hubbards.co.nz/

From jredrejo@merida.uned.es Fri Jul 11 11:36:45 2003
Subject: Re: [Squeakland] RE: squeak tutorials, etc.

At http://swiki.agro.uba.ar/small_land we have begun a swiki for spanish
squeak users, primary focus on teachers.
The page texts are in spanish, but must tutorials,links and readings are
in english (we are going to translate more of them in some months)
Among some other things, We have two links of interest for you:
Instrucciones para principiantes (Newbies instructions and tutorials)
http://swiki.agro.uba.ar/small_land/27
and Repositorio de proyectos (projects repository classified by
subjects) at http://swiki.agro.uba.ar/small_land/25
Hope this help.

--
JosÈ L. Redrejo <jredrejo@merida.uned.es>

From lkiyengar@optonline.net Fri Jul 11 21:05:29 2003

I am new to Squeak (and very green), but I have been looking into it for
an Elementary School course I'll be teaching in the fall. I'm having a
problem with the browser plug-in. I have downloaded and installed
Squeak 3.5. I tried a number of times to install the browser plug-in,
but when I look at any Squeak page, I get a black screen with a screen
in the middle saying 'Error: A primitive has failed' on its header.

I am using running Windows XP professional with IE 6.0.

Any help I can get is appreciated.

Thanks,
L. Iyengar
lkiyengar@optonline.net

From Kim.Rose@viewpointsresearch.org Sun Jul 13 02:42:50 2003
Subject: Re: [Squeakland] summer learning

Hi, Andy -
We're having a "Squeakfest" at Columbia College, in Chicago..
here's the original post: Please let Wade Roberts
(wroberts@colum.edu) and me know if you can join us.
cheers,
Kim

--
The Interactive Multimedia and Early Childhood Education Programs at
Columbia College Chicago and Viewpoints Research Institute invite you
to Summer SqueakFest03 on the shores of Lake Michigan in Chicago.

SqueakFest03 will be Wednesday, August 6, to Friday, August 8 (two
full-day sessions on Wednesday and Thursday, and a morning session on
Friday). There is no registration fee.

Columbia has negotiated workshop rates at the adjacent Congress Hotel

of $109 per night (single and double occupancy). Continental
breakfasts and boxed lunches will be provided.

SqueakFest03 is also co-sponsored by Columbia's School of Media Arts
and School of Liberal Arts and Sciences, home, respectively, of the
Interactive Multimedia and Early Childhood Education Programs.

In addition to a workshop on using the Etoy component of Squeak, we
thought that it was time to try to assemble a critical mass of folks
to discuss best-practices and practical considerations. We hope that
attendees will arrive with examples and details of student projects,
lesson plans, assessment details, stories, anecdotes, pedagogical
approaches, and the like. What worked? What didn't work? Why? What
can we draw as conclusions, learn from, and do differently (or the
same) in the future. Most importantly: What can we learn from, and
teach, each other?

We welcome participants from elementary, junior high, and high
schools, and education programs at institutions of higher-education.

There will be plenty of time for attendees to break out into sessions
by subject areas and by grades.

There will also be time for educators to provide feedback on teaching
and using Squeak (features? interface? implementation?) to the
developers.

At the conclusion of SqueakFest03, the IM Program will post and serve
Squeak projects brought to or sent to the workshop.

Columbia College Chicago is the country's largest arts, media, and
communications school, with an enrollment approaching 10,000
students, and offers both undergraduate and graduate degrees. At the
undergraduate level, it is open-admissions, by mission and
philosophy. It is located in Chicago's South Loop, adjacent to Grant
Park and Lake Michigan, and is convenient to the city's many museums
and other cultural and popular attractions.

Attendance will be limited. Reply with your interest to:
Kim Rose: Kim.Rose@viewpointsresearch.org
AND
Wade Roberts: wroberts@colum.edu

Columbia College Chicago: http://www.colum.edu

Interactive Multimedia Program home: http://interactive.colum.edu

Early Childhood Education Program:
http://www.colum.edu/undergraduate/earlychildhood/index.html

IM/ECE partnership: http://interactive.colum.edu/partnerships_ece.aspx

Hope to see you in Chicago!
Wade & Kim

--
From jredrejo@merida.uned.es Sun Jul 13 10:51:10 2003
Subject: [Squeakland] Small-Land's first project

Hi all,
This email is just to tell you that the spanish squeak group Small Land
(www.small-land.org) has launched its first squeak project. It has been
done by Diego GÛmez Deck (and old chap for most of you) and tries to use
an idea from a Papert book (The Children's Machine) where he explained
how a child understood the diference between odd & even with a small
program. You can test it at
http://www.squeakland.org/project.jsp?http://swiki.agro.uba.ar/small_land/
uploads/22/El_Conductor_Indeciso.pr

I also would like to use this message to make a small presentation of
the things we are working on our swiki. Our present projects are:
- Personalization of the squeak image
- Spanish localization of squeak (in collaboration with similar german
and japanese projects)
- Making of a live linux cd with squeak as desktop.
- Repository of s ququeak projects classified by subject and children
ages.
- Translation of the most famous squeak tutorials
- Tutorial on teaching to use squeak as a presentation programs
(powerpoint clone)

Teachers of schools, high schools and universities are our target. We
want to personalize and translate squeak, prepare tutorials, examples
and working tools for them trying to make the jump to squeak as easy as
possible, specially thinking that many (maybe most) of them aren't
computer specialists.
We welcome any ideas and help (we need a lot of both).
Best regards
--
JosÈ L. Redrejo <jredrejo@merida.uned.es>

From m.rueger@acm.org Wed Jul 16 05:48:05 2003
Subject: Re: [Squeakland] SqueakLand, Plugin and Internationalization projects

Diego,

I wrote the answer and then it got stuck in my drafts folder. Sorry...
See below :-)

Michael

------

diegogomezdeck@consultar.com wrote:

> As some of you already know, we've started the Spanish ìversionî of
> SqueakLand.

Great!

>
> We're active working in translation of all the content produced by
> SqueakLand and related projects before going to the next step (creation of

> our own content in Spanish)
>
> We are looking for a way to run the projects (using the squeak plugin) in
> our image (basically one 3.5 translated to Spanish and some pre-installed
> packages like true type fonts). By now we have a set of changesets that
> convert a ìvirginî 3.5 image in the Small-Land image (see
> http://swiki.agro.uba.ar/small_land/13). Now we're looking for a way to do
> the same with the plugin-image.
>
> Options I see:
>
> 1) Create our own installer of the plugin in Spanish including the changes
> we want into the image (Ned's connectors, true type font, bitstream fonts,
> remove of hard-coded fonts, Renewed look & feel, etc).
>
> 2) Stuck on a single plug in-image for all of us (English, German, Spanish
> and a lot of others just coming). In this case we have to find a way to
> include (or to install on demand) the internationalization part in
> German/Spanish/AnyLanguage.
>
> What are the politics behind the plug in image? What other options do you
> see?

What politics? ;-)

I woud recommend the second approach so projects can still be shared
between different language versions. I've been thinking about an
international plugin image that could even switch language depending on
the browser language header tags :-)

Try to use the plugin development image and run your scripts to see if
you run into any problems.

Another thinng I'll look at as soon as I'm back from the Smalltalk
Solutions is to release a newer version of the plugin based on 3.6,
including TrueType etc.

Great work!

Michael

From DClarke@fadal.com Mon Jul 21 18:59:01 2003
Subject: RE: [Squeakland] Squeak 'non-starter' in U.K. schools?

Alan,

Thank you _very much_ for those leads. I'll check them out.

> There are strengths and weaknesses with this view
> of end-user computing. Some of the strengths are obvious,
> but can you spot the weaknesses?

I can think of some weaknesses:

* Students may not be familiar with the coordinate system
        - but students play games on grids... a lot.

* Information overload
        - which is why collapsing is essential.

* Extra positioning information stored with every object
        - Unless positioning information is calculate just for the view
port of what's needed at the time dynamically per a set of rules.

* Lack of fine grain control
        - Which is why columns should not be forced to line up with the
columns beyond it's scope above and below. Also one should allow as much
automatic fine grain adjustments as possible by defining a set of rules
on what should be seen. One should inform the system What they want to
see and Why, and let the system resolve the positioning in most cases.
Fine grain congrol can be added just when needed. Then save the
cell-by-cell positioning as a named view that the user can navigate to
again and reuse.

* Fixed boarders take up too much screen space
        - icons & collapsed window headers take up more.

* Lack of aesthetics
        - allow coloring and other visual clues, hide grid lines, allow
graphics in cells for purposes of control (more like thumbnail
representations.

* Occlusion at the cell level as when a spreadsheet cell is not allowed
to wrap its text
        - can be handled by hovering or pivoting full info into view.

* It's hard to get multiple tools an the screen at the same time such as
System Browsers
        - More freedom in setting column widths should help this.

* Navigation can become Disorienting
        - maps and breadcrumbs would help.

* Navigating by arrow keys becomes difficult w/o columns lining up-

Another strength:
* The car's eye won't see the ScriptEditor on top of the track, even
though that is a learning experience too.

_____

Getting schools to change is a social engineering issue. Rules of
psychology can be considered tools in that kind of engineering.
Remember, of four major personality types (Dominance, Influence,
Steadiness, Cautious) most of all people fall in the "I want things safe
and not to change" catagory. (Using the D.i.S.C. method) We convince
them by showing it's safe to change and dangerous/family-threatening to
not make this change.

_____

Another new use for tables & testing: WardCunningham's Fit framework to
facilitate cooperation between customers, testers and developers.

http://fit.c2.com/

_____

I had briefly visited Agentsheets before but they didn't seem intuitive
to me before. I'll review their sample app again.

My search skills brougt up nothing for "The Analyst" in Google. I'll try
further afield.

_____

Mitch Kaphor is suddenly very interested in open source spreadsheets
now. I wonder why.
http://www.osafoundation.org/ - Home page has two articles.

Cheers,
Darius

Dominance

getting immediate results
causing action
accepting challenges
making quick decisions
questioning the status quo
taking authority
causing trouble
solving problems

Influence

contacting people
making a favorable impression
verbalizing with articulateness
creating a motivational environment
generating enthusiasm
entertaining people
desiring to help others
participating in a group

Steadiness

performing an accepted work pattern
sitting or staying in one place
demonstrating patience
developing specialized skills
concentrating on the task
showing loyalty
being a good listener
calming excited people

Cautious

following directives and standards
concentrating on detail
working under controlled circumstances
being diplomatic with people
checking for accuracy
criticizing performance
critical thinking
complying with authority

From voiklis@redfigure.org Thu Jul 24 08:39:50 2003
Subject: [Squeakland] sudden quirky behavior when saving projects

Hello All,

All of the sudden, when I save (to local disk only) and reload a project
from the Squeaklets folder, I get messages claiming "Trouble resolving
server name 'NameOfProject.number.pr'. Keep trying?" After I click "give up"
the project retains its functionality but the graphics are horribly blurred.

Interestingly, while the projects were created and saved using Squeakland
Squeak, I can load them without any errors or problems on Squeak.org's
Squeak 3.5.

Any idea what may be going wrong, and how I can fix it?

Thanks,

J

From m.rueger@acm.org Thu Jul 24 08:53:26 2003
Subject: Re: [Squeakland] sudden quirky behavior when saving projects

John,

this has been a series of bugs that have been haunting us forever.
The observation that the projects work with a stock Squeak image is very
interesting!
Could you be so kind to send me one of your projects directly to my
email address?

Thank you

Michael

From diegogomezdeck@consultar.com Sun Jul 27 03:04:37 2003
Subject: [Squeakland] Powerful Ideas Need Love Too! (now in Spanish)

Hi,

In the context of the work of translations we're doing in Small-Land the
great paper named "Powerful Ideas Need Love Too!" (by Alan Kay) was
translated to Spanish by Daniel Ajoy.

See it at: http://swiki.agro.uba.ar/small_land/76

Enjoy it!

Cheers,

Diego
http://www.small-land.org

From bert@isg.cs.uni-magdeburg.de Mon Jul 28 06:10:50 2003
Subject: Re: [Squeakland] Unable to run plugin on OS X

Am Freitag, 25.07.03 um 20:49 Uhr schrieb tblanchard@mac.com:

> I've just downloaded the Squeakland plugin and installed it on OS X.
> When I go to the kids projects area and click on one I get either:
>
> the plugin with a menu open saying "there are updates available - load
> them?" which is frozen (clicks/mouse not tracked)
>
> or:
>
> textified binary in the browser pane
>
> Its the same on Camino and Safari
>
> Anybody know why?

Don't know, but I'm experiencing the same problem. The only browser
that works for me is IE, which is rather [censored].

Regarding the update thing: The problem for me was that the plugin
window on the test page is too small. But you can run Squeak once from
the desktop alias, and press Cmd-Shift-W to bring up the World Menu,
select "help..." and "update code from server". Then choose "save and
quit" from the World Menu. This loads all updates and the next time it
should be fine in the browser, too.

-- Bert

From DClarke@fadal.com Wed Jul 30 15:31:29 2003
Subject: [Squeakland][ANN]Free Video Archive for English Schools... From
    British Pathe & ITN Archive

FYI,

The Regional Broadband Consortium (RBC), a group of 10 local
organisations set up to promote the development of high resolution
content in English schools, have agreed to fund "Version 3.0" of the
British Pathe web site.

This will enable the production of Quicktime 6.0 files of the entire
3500 hours of footage in the archive by the autumn of this year. Through
the development of some very basic authentication software schools will
be given free access not only to these files but also to the existing
high resolution Windows Media Files and to the NOF Funded JPEG images
which should be on-line next month.

School children throughout England will therefore be able to build

projects across a huge number of subjects using not only "clean" high
resolution video from the archive, but also pictures from one of the
largest selections of historical images available anywhere in the world.

Due to the added functionality of Quicktime 6.0 it will also be possible
for school children to create their own programmes using specified edits
from the video files.

The arrangement with the RBC for High Resolution video and photos will
run in parallel with Pathe's NOF-Digitise contract, which facilitated
the original encoding and publishing of the entire archive at lower
resolutions in 2002.

All the Best
Peter Fydler
ITN (for and on behalf of British Pathe Limited)
http://www.britishpathe.com/index.cfm
http://www.itnarchive.com

PS. Quicktime 6.0 low resolution Preview Files will be available free of
charge to all, and high resolution versions will be available for
PowerPoint and Web licensing alongside the Windows Media Files.

Cheers,
Darius

From diegogomezdeck@consultar.com Fri Aug 8 04:37:12 2003
Subject: [Squeakland] Logo vs. Squeak

Hi guys...

Preparing the content in Spanish for Small-Land I found one question I'm
not able to respond.

    "Why use Squeak instead of Logo?"

I know almost nothing about Logo, but from my (limited) point of view I
think the key difference is the Object Orientation.

The Object paradigm is, imho, a better way to describe the reality than
the "Structured way" used by Logo. Also I can find some roots in
some "knowledge representation" theories (the pair object-subject).

The "dark" point with my thought is I'm not able to see if this argument is
valid for teachers/educators.

I'd like to hear your opinions.

Diego Gomez Deck
http://www.small-land.org

PS: Anyone knows the Papert's feeling about Squeak? I guess it's good
(based on the Squeaker movie :))

From MRATZEL@bv229.k12.ks.us Fri Aug 8 06:09:34 2003
Subject: RE: [Squeakland] Logo vs. Squeak

I am determined to figure this out. I'm new to both Logo and Squeak and
thought I'd be a perfect guinea pig to start out with both. Almost an
action research project with 2 of my sections of 7th graders this year.
I really feel in over my head with Squeak because there's just not much
documentation....but if you really think about it, kids never read
documentation. It's only us old foggies that need the
documentation!!!!!

I'm scared to step off the dock and plunge in. But what the heck. It
can't be a bad thing even if we can't do anything. It's the process I
keep telling myself and enjoying the journey. I'm definitely going to
include a reflective element in this grand experiment, though. I'm
setting up blogs for all my kids to talk about what they're
experiencing, their frustrations, their victories and hopefully adding
in that critique piece unique to the blogging world. It should also
help me collect valuable student work/thinking as evidence to examine
for if it's worth it or not.

marsha

From diegogomezdeck@consultar.com Fri Aug 8 06:40:00 2003
Subject: RE: [Squeakland] Logo vs. Squeak

Sounds really great!

About your statement: "I really feel in over my head with Squeak because
there's just not much documentation...."

In Small-Land we're working hard to create documentation. If you can read
Spanish visit our Swiki (http://swiki.agro.uba.ar/small_land). The
documentation is NOT finished, but we have produced a lot in a short period.

Cheers,

Diego

From Kim.Rose@viewpointsresearch.org Fri Aug 8 08:11:01 2003
Subject: RE: [Squeakland] Logo vs. Squeak

Hello Marsha and other newcomers -

[Some} help is on the way! BJ Conn and I have written a "Etoy
Project Book" which will be available via the Squeakland website
after August 20th. This book is intended to serve as an introduction
to familiarize with "Etoy basics" and getting started and offers 12
on computer activities as well as off computer "excurions" intended
to enhance and amplify the on computer projects.

We hope this will help and be a *start* to a larger body of materials
created by us, and others to offer examples,and ideas for great
projects that can be made within Squeak.   There are others in the
community working on other forms of documentation and examples.

thanks for being "brave" and exploring!
cheers,
Kim

--

Hi Diego and folks --

There is no "versus" here. Logo is great, and it was the inspiration
for much of what we've done over the years. In fact, I've been
encouraging the Logo folks at MIT -- Seymour Papert and Mitchel
Resnick have been long time colleagues and advisors -- to actually
put a Logo on top of Squeak -- pretty much everything is already
there except the syntax and UI.

Before I mention a few differences in point of view, let me say that
the main aim here is to teach children real math and real science,
and this can be done just fine with Logo. However, with both Logo and
Squeak it really helps for the teachers to already understand real
math and real science beforehand, or to really try to learn the real
subjects and processes along with the children. (In the United
States, most elementary school teachers are not fluent in real math
and real science, and the official curricula are not about the real
subjects, but about "rules for calculation" instead of real math, and
"science facts to memorize" instead real science.)

There have been many variants of Logo, all with a fairly similar
syntax. There have been several versions that are more or less object
oriented, with a number of different syntaxes to deal with addressing
messages or commands to different objects. The more recent versions
of Logo have sprites with costumes, and these are basically objects.

In the late sixties, influenced by Logo and by some previous
object-oriented work I'd done, I started thinking about
object-oriented languages for children. One simplifying idea was to
have everything the child encounted be an object, so there was only
one coherent world view to understand and use and just one way to get
objects to do things.

In Squeak, this simplification goes even further, so that every
object is also "a turtle with a costume" -- (make a script in Squeak,
get its halo, and look at its viewer. You will seen "forward" and
"turn". Look at the "pen" category, and you will see that the script
itself has a pen. Thus you can easily make a script for the script
that will make it move in a circle!) The basic ideas here are
simplicity, uniformity, a glimpse into the metanature of computing,
etc.

Another noticable difference in Squeak is the tiles UI. This has
turned out to be great for beginners of all ages. It really
encourages rapid experimentation early one without worries about
syntax, spelling, etc.

A current "drawback" in the Squeak etoys is that they were an
experiment aimed at a particular age group -- 9 to 12 year olds --
for particular purposes -- about 50 etoys in math and science. The
good news is that, in this range, they really work extremely well,
and are learned by virtually all children and adults who try them.
That was the experiment. The downside is that there is not a lot of

extension in the current system, and it gets awkward for older
children and experts.

For the last several years, we've been working on a version of this
that starts out as easy to use as the Squeak etoys but is much more
graceful in how it expands as a learner gets more fluent. We will put
this new version out as an experiment this Fall for those who are
interested. This version can carry multiple syntaxes, and it's likely
that one of them will be a variant of Logo -- that would be fine with
us -- this would make a large world of Logo documentation available
to all.

Just a pause for a thought here ... Neither the current Squeak syntax
nor the Logo syntaxes are ideal for children and other end users. We
really should be thinking about what improvements in UI should be
made to help them. Andreas Raab has pointed out that the syntax of a
programming language is actually part of its user interface -- and I
think this is a really important observation. If we look at the
difficulties of having children understand (say) parameter passing in
Logo, we should be thinking about how it should look.
        (It should probably look more like explict assignments to the
internal variables of the procedure than the blind magic that now
exists. I left parameters out in the first version of etoys for this
very reason. It is much easier for the children to make exlicit
assignments to the local instance variables in the parent object
before calling the procedure. But this doesn't work for recursion, so
what should probably be in there is a tile that bundles up the
assignments and the call. Etc.)

"Functions" and things like functions are a powerful idea. So we
should be thinking about how to make this stuff better, not just how
to make use of it or to ignore what the children have difficulty
with. It's not that difficult to make languages and UIs for different
ages and sophistications, but it is quite difficult to make the
graceful blend and path from the simpler to the more sophisticated.

In the sixties, there were lots of computers and lots of different
computer languages. Most practitioners back then quickly got
"multilingual" and learned to program in many languages. Nowadays,
different syntaxs seem to be a much greater barrier, and it seems
worthwhile to cater a little more to this barrier in order to try to
teach the underlying ideas.

Cheers,

Alan

--
From diegogomezdeck@consultar.com Fri Aug 8 10:50:17 2003
Subject: Re: [Squeakland] Logo vs. Squeak

Hi Alan...

Your answer, as usual, gives me too many things to think about... thanks!

Your email is really clear but I'd like to know what is your feeling about
the environment in Smalltalk. (I don't know if any version of Logo share

with ST the environment idea).

Is the environment an important tool for teaching?

I guess the environment and a diary/periodical work on it can help to teach
how to participate in bigger environments and how to be a par in complex-
systems. Do you have any experience/thought on this topic?

TIA,

Diego

From diegogomezdeck@consultar.com Fri Aug 8 14:51:29 2003
Subject: [Squeakland] [ENH] eToys: new turnToward command

Hi,

Attached is a changeset with a new etoy-command named #turnForward. In
Bob's SuperSwiki you can find a project (including this changeset) with an
example of use of the new command (http://209.143.91.36/super/625).

Tested in 3.5final and 3.6beta.

Enjoy it!

Diego

Change Set: eToys-TurnToward-dgd
Date: 8 August 2003
Author: Diego Gomez Deck <DiegoGomezDeck@ConsultAr.com>

New eToy command named #turnToward in category motion was added. The
behavior is simple: the receiver will turn in the direction of the given
object.

Changes:

- Basically the behavior in #moveToward: was refactorized.
- The translation template and the Spanish translation are updated.

To Check:

- The former #moveToward: command was suppressed when the eToyFriendly
preference was set. The new command is also suppressed in this situation
but the goal of the decision is not clear.

To: <diegogomezdeck@consultar.com>, <squeakland@squeakland.org>,
    "Alan Kay" <Alan.Kay@squeakland.org>
Subject: Re: [Squeakland] Logo vs. Squeak

Alan Kay wrote:
>
> Just a pause for a thought here ... Neither the current Squeak syntax
> nor the Logo syntaxes are ideal for children and other end users. We

> really should be thinking about what improvements in UI should be
> made to help them. Andreas Raab has pointed out that the syntax of a
> programming language is actually part of its user interface -- and I
> think this is a really important observation. If we look at the
> difficulties of having children understand (say) parameter passing in
> Logo, we should be thinking about how it should look.

I'd like to urge that people consider radical alternatives to textual
syntaxes. Syntaxes based upon diagrams or pictures have had limited success
either because they weren't very general or, despite being visual, they were
too abstract and difficult for children and other end users. But there are
alternatives to text (even with tiles) and to pictures. My ToonTalk
(www.toontalk.com) is an example. The equivalent of a Squeak method in
ToonTalk are the actions you train a robot to take in a game-like animated
world. Syntax isn't a good way to think about such things. What is the
syntax of showing someone how to tie a know for example?

Programs in any language are created, composed, edited, debugged, and
studied (typically by reading the source code). ToonTalk currently excels in
creation, debugging, and composition and is very weak for editing. And
rather than study the source of ToonTalk program you can watch it to
understand what it does. The shortcoming with editing and studying programs
can perhaps be overcome - e.g. Mikael Kindborg's work on comic strip
programming (http://www.ida.liu.se/~mikki/comics/index.html).

Another open question is whether a good animated syntax can be found for all
computation models.

I think the fundamental idea underlying ToonTalk is that programming can be
made very concrete without giving up any expressive generality. For young
children this concreteness is especially important. In ToonTalk parameter
passing isn't difficult - it is just giving boxes full of stuff to birds or
robots. Even 4 year olds are able to understand and accomplish a lot - see
Leonel Morgado's thesis-in-progress - e.g.
http://www2.cs.fau.de/HCC01/proposals/Morgado-paper.pdf

Best,

-ken

From Alan.Kay@squeakland.org Sat Aug 9 08:11:23 2003
Subject: Re: [Squeakland] Logo vs. Squeak

Hi Ken --

There are definitely a lot of good ideas in ToonTalk -- and, as you
know, I've been interested in various kinds of iconic programming for
many years. I think some nifty combination of iconic and symbolic
elements (yet to be discovered) will indeed be part of a much better
authoring system for all.

Your knot example is a good one, but so is the fact that you used
English to state your case below. I think you would agree that a
combination of English and pictures and actual manipulatives would be
even better, just as quite a bit of math is difficult to express only
in pictures, though pictures and manipulatives are a great way to
start off.

Cheers,

Alan

--

I've worked with both Logo and Squeak and my research group has been
having a lot of Logo/Squeak discussions lately. I'm with the Future of
Learning Group at the MIT Media Lab, and recently I've had the great
opportunity to work with John Maloney on Squeak after a year and a half of
plowing through it on my own. I've also had a number of conversations with
Seymour about Logo and Squeak.

My quick critique of Squeak is that there are a number of great things
about it, but it doesn't meet its potential. It's completely
object-oriented, allows children to program many different types of media
and one of the biggest selling points for me-- it's open-source. It's free
for schools to use and developers and teachers can make all sorts of
modifications. This has been really helpful in projects that I've done.
Logo is lacking here. I've mostly used Microworlds Logo or Imagine. What I
find frustrating is that the only object is a turtle. This is great for
the geometry microwold for which Logo was designed. It's a very elegant
language and environment. But it isn't very extensible, either to
different forms of media, or to communicating with hardware-- both of
which are simple tasks in Squeak.

There are a few big problems with Etoys, however. The biggest one, in my
opinion, is that it completely limits the object-orientedness of Squeak.
In Etoys, one cannot create a new class of objects-- just new instances of
objects. I can create and program an object, then copy it so that it has
the same characteristics, but I cannot define a class, then create and/or
modify instances. Logo gives more flexibility in working with the turtle
object. Also, complex code is possible in Etoys, but it gets pretty ugly
quickly (this could also be because I haven't been using Etoys nearly as
long as I've programmed in other languages-- I'm sure Alan's Etoys code is
much simpler than mine!). Then there are basic interface problems. A lot
of people (children and adults) with whom I've worked have been very
frustrated with the drag and drop tiles. The tiles don't drop where they
want them to and create new scripts or fall into the wrong slot. . . the
green square doesn't help them very much. It's also hard to know what to
do when the environment is opened. My first impulse would not be to
alt-left click an object to pull up a halo and then click the blue eyeball
to pull up one object's viewer at a time. Everytime I explain this
process, people just look at me or ask "And who came up with THAT?"

Squeak is powerful and flexible. I love working in it since I can easily
do things that are difficult in Logo (especially since one cannot access
the Lisp language underneath it in the commercial versions). Etoys is good
for a number of activities such as simulations and animation, but in later
versions of Squeak, it's been getting more bloated instead of more
refined. Many more tiles have been added in and it's hard to navigate.

At this point, it might be good to take a step back and rethink how to do
scripting in Squeak so that children can access the powerful ideas and
flexibility of Smalltalk more simply. Just as Logo serves as a simplified
Lisp, there could be a simplified Smalltalk for children to use. Ken
raises some good points about using icons. The two could also be combined,
as Alan stated.

Right now, there are tiles in Etoys and scripts have two sides: tiles and
text. The text is simplified Squeak code and the tiles could easily be
turned into icons, giving two modes of programming. But the larger part is
to think about what primitives children need in the environment, and if
they need all of them up front in a viewer, or if there can be layers of
complexity added in. How can one transition from being an Etoys programmer
to a Smalltalk programmer? Right now, the gap is rather wide, but ideally,
the ceiling should be that high.

Anindita

From andreas.raab@squeakland.org Sat Aug 9 11:41:21 2003
Subject: RE: [Squeakland] Logo vs. Squeak

Hi Anindita,

> How can one transition from being an Etoys programmer
> to a Smalltalk programmer? Right now, the gap is rather
> wide, but ideally, the ceiling should be that high.

That's an excellent point and in fact what started the current effort
towards Tweak. One of the primary reasons why the gap is as wide as it
currently is, is simply that almost all of the useful notions we find in
eToys are simply not present at the "system level". E.g., the gap is largely
due to the fact that I can do things in two lines of eToys which would
require me two-hundred lines of Smalltalk code and that I can do things in
two lines of Smalltalk code which I can't do in eToys at all. This has
severe implications on the learning curve since it essentially means that
once you cross the line (in either direction) you can forget what you
learned already and need to start essentially from scratch.

This issue of scalability has (as far as I can tell) never been addressed in
any kind of authoring/scripting environment. You live either on one side of
the fence or on the other and depending on which side you choose you can do
certain things and not others. We are trying to address this problem in
Tweak by coming from both sides; for one thing there _has_ to be an
accessible end-user representation for all "system-level activities" (even
though we build in some fences in order to prevent you from heavily damaging
the system) and on the other hand, all of the powerful notions of the
end-user domain are directly accessible on the system level.

> It's also hard to know what to do when the environment
> is opened. My first impulse would not be to alt-left
> click an object to pull up a halo and then click the
> blue eyeball to pull up one object's viewer at a time.

So what would be your first impulse?

> Etoys is good for a number of activities such as simulations
> and animation, but in later versions of Squeak, it's been
> getting more bloated instead of more refined. Many more tiles
> have been added in and it's hard to navigate.

This is a pretty natural effect of the scalability issues we see. If people
had an easier way of finding "new things" and have them persist in the user
interface the problem wouldn't even be half as bad. What needs to be done to
sort this out is a better "meta authoring" environment in which it is easy

to integrate the "things you need" into the user interface you use for
authoring your projects.

> At this point, it might be good to take a step back and
> rethink how to do scripting in Squeak so that children
> can access the powerful ideas and flexibility of Smalltalk
> more simply.

We have been working on this over the last two years and we are working on
this right now. For example, we had a very interesting project with a group
of design students to come up with alternative ways of scripting.
Unfortunately, this project has no online presence which is a real shame
considering how interesting the results were.

But here's something to look at which I think is pretty darn cool:

http://isgwww.cs.uni-magdeburg.de/games/start/jive.html
http://isgwww.cs.uni-magdeburg.de/games/start/kindervorlesung_pics/kv_grins.
jpg

It's in German (sorry for that but it has been made for German kids ;) and
covers a lecture on "How to make Computer Games" which was given by my
friend and collegue Maic Masuch (who is professor for computer games at the
Univ. of Magdeburg) and who is very interested in scalable media
environments for his students. The system you see there is called JIVE and
has been done by Jana Hintze based on Croquet and Tweak.

Cheers,
  - Andreas

From Alan.Kay@squeakland.org Sat Aug 9 11:50:08 2003
Subject: Re: [Squeakland] Logo vs. Squeak

Hi Anindita --

As I said in my original email, the etoys were aimed at a very narrow
experiment, range of children's ages and range of both subject and UI
problems. So I would agree with many of the comments below. And some
of the disagreements I have below are our own fault for not
documenting well or widely enough. For example, the assertion:

At 11:55 AM -0400 8/9/03, Anindita wrote:
>In Etoys, one cannot create a new class of objects-- just new instances of
>objects. I can create and program an object, then copy it so that it has
>the same characteristics, but I cannot define a class, then create and/or
>modify instances.

is much stronger than is the case. The object system in etoys is not
the same as Squeak's (partly for good reason and partly for
experiment). It's much more of a prototyping system and as such
allows quite a bit of flexibility. The way to think of it is that the
vanilla "Player" is like a class Object that just happens to know
about graphics, etc. It would be easy to put a few more things in
"Player" to make it fully general, but that was outside the
particular experiment here.

Ditto "complex code". This was outside the experiment, but it really
does limit older children's range.

All the stuff on the net was done via BJ-Conn's classroom, and she
started her kids with a blank environment. If you don't want a blank
environment, then just make one and store for children to start with.
All the media stuff you mention in Squeak is there for just that
purpose. Why complain about this when you can do something to help?

BTW, you can set a preference to have the halo of handles come up on
mouseover: many teachers use this, some don't. There is balloon help
on most things in the interface that is delayed one second so it
doesn't get in the way of those who have become more expert. IOW,
there are things you can do to deal with these problems. E.g. most of
the many hundreds of children we've had experience with don't have
any problems here, so I think it's more a style of approach that is
affecting things.

I do think the tiles are a double-edged sword, especially on slower
machines. I also think there are better ways to do this kind of
scripting, especially when more elaborate expressions are desired.
Here's a good opportunity to contribute to this opensource system.
We've already gotten some good ideas from our colleagues at CMU's
Alice project, who also have similar design goals and difficulties.

At 11:55 AM -0400 8/9/03, Anindita wrote:
>At this point, it might be good to take a step back and rethink how to do
>scripting in Squeak so that children can access the powerful ideas and
>flexibility of Smalltalk more simply. Just as Logo serves as a simplified
>Lisp, there could be a simplified Smalltalk for children to use. Ken
>raises some good points about using icons. The two could also be combined,
>as Alan stated.

I think this is the right thing to do as well. We have been doing
this quite deeply in the new (Tweak) system that Andreas Raab is
making, and I'm hoping that the new (Scratch) system from MIT will
shed light on all this as well.

At 11:55 AM -0400 8/9/03, Anindita wrote:
>How can one transition from being an Etoys programmer
>to a Smalltalk programmer? Right now, the gap is rather wide, but ideally,
>the ceiling should be that high.

That is our favorite question. Let's all try to answer it in the most
comprehensive and wide-perspective fashion possible.

Cheers,

Alan

--
From Alan.Kay@squeakland.org Sat Aug 9 11:50:11 2003
Subject: [Squeakland] Don't forget about Boxer

As long as we are being ecumenical, don't forget about Andy diSessa
and his (and earlier Hal Abelson's) Boxer work that has been going on
for many years at Berkeley. A recent deep book about this is:

http://www.amazon.com/exec/obidos/tg/detail/-/0262041804/qid=1060452055/sr=
1-1/ref=sr_1_1/102-0148370-7612902?v=glance&s=books

There are many great ideas and valuable insights here.

Cheers,

Alan
--

Hi Anindita and Alan -

You both responded to my message using the word "icon". I think that word
refers to a different set of ideas than those I'm trying to promote. Would
you say that in Super Mario Brothers that Mario is an icon? That the
mushrooms he eats are icons? I don't think that is how the players think
about things. They are in a virtual world and a mushroom is an object in
that world, not an icon that stands for something in the world. In games and
in ToonTalk there is a suspension of disbelief that doesn't happen in iconic
systems.

Alan brings up a very important topic - is the ideal system multi-modal so
that users/programmers/players can switch between different ways of seeing
and thinking about pieces of their program? Would it be best if they could
easily switch between using pictures, English, demonstrations, and some
precise notation (like math or Logo) on a fine-grained basis? I'd love to
see more research on this but I'm not sure the result would be optimal. I'm
afraid one might lose the simplicity of mono-modal systems. And in the case
of ToonTalk I wouldn't want to introduce anything that interferes with the
fantasy of being in a virtual world.

Best,

-ken

On Saturday, August 9, 2003, at 11:55 AM, Andreas Raab wrote:

> This issue of scalability has (as far as I can tell) never been
> addressed in
> any kind of authoring/scripting environment. You live either on one
> side of
> the fence or on the other and depending on which side you choose you
> can do
> certain things and not others.

Actually, HyperCard (which I loved and in which I used to live most of
my life) had a concept of UserLevels. You didn't actually need to
write code until you got to the last level. You could do quite a lot
without it and it turned a lot of non-developers into stack heads as
they kept bumping up the level so they could make it that "little bit
more cool".

Browsing or Level 1
    Open, close, and browse stacks, search for text, click buttons, move
    between stacks, print, and save copies of stacks.

Typing or Level 2
    Type, edit, style text, add and delete cards, compact stacks, set
    Arrow Keys in Text option.

    Painting or Level 3
    Create and edit graphics with the paint tools, set stack protection,
    edit icons, delete stacks, move between background and card layers,
    use the Power Keys.

    Authoring or Level 4
    Create, modify, and delete buttons, links, fields,
    cards, backgrounds, and stacks.

    Scripting or Level 5
    Write, edit, and debug scripts, set the Blind Typing option.

From Alan.Kay@squeakland.org Tue Aug 12 14:41:10 2003
Subject: Re: [Squeakland] Logo vs. Squeak

Hi --

What Andreas meant *starts* with the Hypercard Level 5 and works its
way up to much deeper ideas. This is the part that hasn't yet been
done well (or pretty much at all).

Cheers,

Alan

--
From sheine.mankovsky2@tdsb.on.ca Tue Aug 12 15:55:11 2003
Subject: RE: [Squeakland] Don't forget about Boxer

I've been following this discussion. My question is: will kids learn
better as a result?

For me, Squeak remains a research system that serves several purposes. And,
as I've said before, the present is a place holder for the future. So, as
Alan has said (or something like) challenge yourself to do the work to make
the future that you imagine, happen.

It's rather academic to me whether Logo is better or worse than Squeak.
I've already admitted to being a profound tech illiterata. What I'm
interested in, is the creation of rich opportunities for substantive
learning that can be provided for kids--and adults.

Keep workin' on all of 'em because I get my kicks out of getting them into
places where kids can actually use them.

If I had to comment on one feature of Squeak that is comprehensible to me it
would be that Squeak is open source. You can help yourself to as much as
you like and no one will accuse you of greed. However, you are obligated to
contribute to others when you create something worthwhile. So, create
something worthwhile, and make your contribution.

And speaking of good books, I checked my local library on-line catalogue to
see whether the catalogue is as interesting as Amazon.com. You're right
again, Alan. Searching titles on Amazon.com is much deeper, a lot more
interesting--and colourful. I quite enjoyed considering the choices with a

different perspective since you offered your comments a while ago.

I suppose one sometimes mistakes a value for just plain prejudice.

Sheine

From Architect@hawaii.rr.com Wed Aug 13 18:40:48 2003
Subject: [Squeakland] Scalability and the HyperCard stages

I feel this discussion is really critical to future acceptance and use
of Squeak as a viable alternative to other environments. To make Squeak
become more than an interesting footnote in computing history or simply
a wonderland for driven programmers/developers, its got to become
accessible to non-technical types: children, school kids, teachers,
business people, administrators. How many teachers are going to push for
its use if they don't know how to use it? How many parents are going to
expose their kids to it and demand its use in schools if they don't have
a clue about it? Yes, no matter what, you are going to get the odd lot
here and there that are deeply interested and will make the time out of
their already overtaxed schedules to learn Squeak and want to promote it
and there's going to be those that are inspired by demonstrations by
Alan Kay and others. But that's still virtually nil, we are talking in
terms of thousands when what's needed are tens or hundreds of thousands
and even millions.

The concept listed for HyperCard (I have no experience with it) sounds
really excellent and would seem to fit in with the idea of a Squeak that
grows with the user. Something easy to get into initially, as are the
E-Toys (but that isn't going to appeal to many adults) that doesn't
require much in the way of programming but still allows tangible
results. In my experience people really like to learn and more so when
there is a reward for learning. When its something they can readily
grasp not only how to do it but why. When they can see the reward
waiting for them and at least parts of the route to getting to it. Then
they will learn to take more chances and have faith the leap won't drop
them in a great abyss. Eventually, they can learn that great lesson,
that there really isn't any great abyss for them to fall into. That they
can define the parameters of their own journeys and even those of the
destination they seek.

The concept that users can be lured into learning by the offer of
greater ability or even greater coolness is not one to ignore. Nothing
is likely to have so much success as those lures. Its always easier to
pull something than push it. Its even easier to provide handholds and
let it pull itself along.

Mark Sundberg, a Squeaky Wheel.

From Alan.Kay@squeakland.org Thu Aug 14 08:21:25 2003
Subject: RE: [Squeakland] Logo vs. Squeak

HI Mikael --

Thank you very much for your email. I have several somewhat
overlapping reactions to this.

First, I think it's great, and is a great approach in general --

especially for early learning stages and for explanations. The idea
of using a comic book style has come up several times over the years,
but we've never pursued it -- and it's terrific to see what you've
done so far.

Second, my larger opinion about this is pretty similar to my larger
opinion about the place and relationship of comics to more text-based
writing. On the one hand, I think comics are an art form all of their
own, and they can have quite a bit of evocative power. On the other
hand, I think there is something special and unique about
"disembodied text" and what is required to read it and produce one's
own internal realizations of the ideas. So I'm always very interested
in helping children learn the harder stuff because I think quite a
bit of it is really good for them.

In the world of programming, we have more than one kind of goal for
the endusers, and this definitely influences the kind of designs we
put before them. Two of the most important partially overlapping
goals are (a) as a productivity tool, and (b) as a tool to shape the
learner's mind.

For (a) we would generally try to maximize quick success in a
project, often by putting in lots of built-in functionality that can
be hooked together to make the end result. For (b) say, for math
learning, we might rather want to have fewer and more primitive
building blocks and try to motivate harder, more difficult work and
play from the learner because our main goal is not just getting a
project done, but to effect a real and often qualitative change in
the learner's mind.

These two areas overlap a bit, because a lot of the motivation in
both areas for the enduser is "reasonable success for reasonable
effort" -- so it would be ridiculous to make (b) painful, or to have
stupid gratuitous difficulties that have nothing to do with the
learning we're hoping for. But I do think that a lot of making a good
(b) is about "finding good difficulties" whose surmounting will help
the learner and motivating the learner to surmount them. And, in the
end, the productivity tool approach in (a) starts to fall down
because it is very difficult to provide all the plugin features (and
very little deeper learning is happening while the features do cover
the space).

An interesting example for me is Photoshop. It has a zillion features
and is very useful. But, the user never learns anything about image
filtering and is simply blocked if the filter they want isn't there.
Mitchel Resnick and his group at MIT are doing a system for teenagers
in Squeak (called Scratch) that tries to bridge this gap by e.g.
combining the use of filters and the learning of the "computer math"
of filters (by making their own filters from the start) as the kids
make projects. In other words, the idea here is to keep the children
"in the conversation" of the tools they are learning, not to "help
them to death" by providing opaque features. This seems very good and
important to me, and is an important part of how real computer
literacy will eventually be learned.

These transitions are part of the ongoing conversations about how to
help learners move from one comfort zone to a further higher level of
sophistication. The relation of picture books for the very young to
comic books and other picture and text books to mostly text books is
a possible model to look at. The relation of your work to "computer

math" seems quite important to me because, at least right now, the target for most children is a visual scene and objects that are usually manipulated kinesthetically. A lot of the power of the model is in symbology of one kind or another, and it is also helpful to have comments and other expressions in one's native language. This begs for a little more form and organization. I'm very interested to see what the next stage of these ideas will be.

Cheers,

Alan

--
From jhouchin@texoma.net Thu Aug 14 09:50:03 2003
Subject: [Squeakland] Book and DVD

I was looking at placing an order for the Squeakers DVD.

While browsing the site I see that the book

  "Powerful Ideas in the Classroom - Using Squeak to Enhance Math and
Science Learning"
by BJ Allen-Conn and Kim Rose with Afterword by Alan Kay

is supposed to be released in August 2003.

Is it on schedule? If it will be soon I'll wait on the DVD and order both at the same time.

If not I'll go ahead and get the DVD.

Thanks,

Jimmie Houchin

From jhouchin@texoma.net Thu Aug 14 09:53:25 2003
Subject: [Squeakland] Book Information: Powerful Ideas...

My wife and I homeschool our children.

How appropriate or good would the book
"Powerful Ideas in the Classroom - Using Squeak to Enhance Math and
Science Learning" by BJ Allen-Conn and Kim Rose with Afterword by Alan Kay
be for homeschoolers?

What kind of knowledge or expections are made of the teacher?
Is it appropriate for single students or does it desire a class?

Any information regarding the book and homeschooling greatly appreciated.

Jimmie Houchin

From Alan.Kay@squeakland.org Thu Aug 14 10:01:52 2003
Subject: Re: [Squeakland] Book and DVD

Hi Jimmie --

Kim's and BJ's book is on schedule and is being printed as we write.
It is supposed to be available on Aug 20th.

Cheers,

Alan

--
From Alan.Kay@squeakland.org Thu Aug 14 10:01:59 2003
Subject: Re: [Squeakland] Book Information: Powerful Ideas...

Hi Jimmie --

I think homeschooling is generally a very good idea -- and we have in
our plans to try to do quite a bit more to help homeschoolers over
the next several years.

I think any parent and/or teacher should be able to start from
scratch with this book -- that is the intent. All the projects can be
done by a single student.

One of the things you might consider as part of homeschooling is to
set up community clubs in certain areas (like science) where a number
of children can learn and do projects together.

Cheers,

Alan

--
From Kim.Rose@viewpointsresearch.org Thu Aug 14 10:02:26 2003
Subject: Re: [Squeakland] Book and DVD

Hi, Jimmie and Squealanders -
I am delighted to announce that our book, "Powerful Ideas in the
Classroom" is due from our printer on August 20th. We plan to make
it available via the Squeakland site a few days following.
I will send an announcement to this mailing list as soon as the book
is available for shipping.
thank you!!
Kim

From Kim.Rose@viewpointsresearch.org Thu Aug 14 10:10:10 2003
Subject: Re: [Squeakland] Book Information: Powerful Ideas...

Hi, again, Jimmie -

We believe the book *will* be of value to homeschoolers such as you
and your family! We are aware of the need for materials for
homeschoolers that can offer "good practices" of integrating the use
of computers into learning activities.

The book is intended to serve as an introduction to the Etoy

component (tile interface) of Squeak and it includes 12 "on-computer"
projects and several off-computer "excursions" that build upon each
other in a sequence. We show connections to the math or science
concepts the projects are teaching/using. We assume the
audience/reader to be a newcomer to Squeak/Etoys.

The book/projects do not necessarily desire or require a classroom
(althogh we have titled it "...in the classroom"). The projects can
be completed by a single learner or a small group.

We hope it will serve to introduce you to what might be possible
within this learning environment and be a launching pad for you to
create additional projects of your own.

cheers,
Kim

--
From jhouchin@texoma.net Thu Aug 14 10:19:58 2003
Subject: Re: [Squeakland] Book Information: Powerful Ideas...

Hi Kim,

Thanks for the reply.

Most homeschoolers can easily adapt materials as necessary. The only
problem would be if it required interaction between a number of students.

I look forward to getting a copy soon.

Thanks,

Jimmie Houchin

From jhouchin@texoma.net Thu Aug 14 10:22:57 2003
Subject: Re: [Squeakland] Book and DVD

Great, I'll wait and order them both together.
This will be fun.

By the way the website doesn't list a price as far as I can see.

What is the price of the book?

Thanks again.

Jimmie Houchin

From David.Mitchell@mail.sprint.com Thu Aug 14 10:23:09 2003
Subject: Re: [Squeakland] Book and DVD

There'll be a price set for the book in the next couple of
days....we're hoping to keep it low and affordable but we need to
cover costs of printing, mailing, etc.
"Stay tuned"...

Kim

--
From jhouchin@texoma.net Thu Aug 14 10:37:07 2003
Subject: Re: [Squeakland] Book Information: Powerful Ideas...

Hello Alan,

Thanks for the reply.

I look forward seeing what materials become available for self or
assisted learning. Any materials aimed at self or assisted (mentored,
tutored) learning would be of benefit to homeschoolers or anyone who
wants to learn on their own outside of an institution.

So the materials don't necessarily have to expressly address homeschool,
but merely self-directed learning.

There are many local homeschooling organizations, support groups where
homeschoolers meet to ask/answer questions. Some of these groups offer
classes for a variety of subjects that desire/require a group of
students. These would be interesting places to introduce Squeak.

I think it would be interesting if homeschoolers were encouraged to buy
the DVD and show it at a meeting. The price of the DVD is certainly no
obstacle.

Maybe after I watch the DVD I'll see about writing/emailing homeschool
support groups to encourage them to show the DVD at a meeting.

My wife and I do not belong to one as we live in a smalltown of only
1700. The nearest group is 20 miles away and my job currently doesn't
allow the freedom to participate.

Another interesting thing would be if someone could do a presentation at
  Homeschool Book fairs. Show the DVD in the presentation, answer a few
questions and have a table with available books. You or your staff may
not want to travel the country but I'm sure theres a fair nearby where
you live. Could be fun. Maybe over time a network of Squeakers could
develop to accomplish this with people only handling their local fair.

The homeschool market is not restricted by the government on its
materials. Homeschoolers have the freedom to do this, whereas many
Public Schools don't.

Just thinking out load. :)

Jimmie Houchin

From Kim.Rose@viewpointsresearch.org Thu Aug 14 14:41:31 2003
Subject: [Squeakland] SqueakFest swiki - up and running

Hi, folks -

Some of you have experienced difficulties in accessing and/or
uploading to our newly created "SqueakFest SuperSwiki"
http://squeakland.org:8080/SqueakFest/1

We wanted to let you know that we *believe* these problems are now solved....
please feel free to access and add!

If you should experience problems please let us (Michael) know...
michael@squeakland.org

cheers,
Kim

From Alan.Kay@squeakland.org Fri Aug 15 12:05:46 2003
Subject: RE: [Squeakland] Logo vs. Squeak

Hi Folks --

Mitchel Resnick just showed me "Howtoons". Check this stuff out, it's
really terrific!

http://www.zeroprestige.org/craftoons/

Cheers,

Alan

--
From doug@gfx.com Fri Aug 15 12:59:00 2003
Subject: [Squeakland] Music and Squeak

I just got back from Tech Fest and was fortunate enough to spend some time
with Tod Machover of MIT Media Lab. I was completely impressed with Toy
Symphony's HyperScore program (www.toysymphony.net) and have been composing
music with it ever since downloading it.

Basically, it is an application that allows children to 'paint' music. One
does not need to understand music notation or theory. It is all done
visually and aurally.

Then I though, this would be the PERFECT Squeak app. My daughter spent a
bit of time with Tod's daughter (10 and 9 respectively) and it would be
incredible if they could collaborate in composition efforts a la Squeak.

Would anyone out there in Squeak-land be interested in talking to the
students who wrote HyperScore and look at porting it to Squeak? Are there
other music authoring applications that I am not aware of?

D

From rsussan@noos.fr Fri Aug 15 14:17:01 2003
Subject: Re: [Squeakland] Music and Squeak

Doug,

Perhaps you would be interested by geomaestro
(http://www.zogotounga.net/comp/squeak/sqgeo.htm) which allows to "draw"

musical compositions. Warning! geomaestro is apparently not easy to work
with (I downloaded the program, but never really tried to use it) and is
certainly NOT targeted toward children. But perhaps it is possible, for a
good programmer, to use geomaestro basic intructions, and, from them, create
a funnier and easier program for children?.

Remi

PS: interesting to that Tod Machover is at the origin of toysymphony
project. I remember having seen his Valis opera, based on Philip K.Dick
novel, played at Centre Georges Pompidou around 15 years ago...

From doug@gfx.com Fri Aug 15 15:00:10 2003
Subject: Re: [Squeakland] Music and Squeak

Thanks!

I took a look and it is exactly what I was looking for, but from first
glance, VERY difficult to use. But then as we programmers say, if it was
hard to write it should be hard to use! :)

I'll see if I can create anything useful with it.

The way HyperScore works is simple. You create a several-note 'motive'
(regular English for Motif I guess) then 'paint' the screen with it. You
can overlay several motives and then have the system auto-generate various
harmonies. It just seems like it ought to be in Squeak to me. Wish I had
the time or ability to code it up...

D

From Alan.Kay@squeakland.org Fri Aug 15 15:58:16 2003
Subject: Re: [Squeakland] Music and Squeak

"Real Guitar" is ultimately more fun to learn and play than "Air
Guitar" (and much better for all learners, especially children).

At 12:12 PM -0700 8/15/03, Doug Wolfgram wrote:
>I just got back from Tech Fest and was fortunate enough to spend
>some time with Tod Machover of MIT Media Lab. I was completely
>impressed with Toy Symphony's HyperScore program
>(www.toysymphony.net) and have been composing music with it ever
>since downloading it.
>
>Basically, it is an application that allows children to 'paint'
>music. One does not need to understand music notation or theory. It
>is all done visually and aurally.

And, to make an analogy, the invention of the tape recorder and other
audio technology would allow children to just "paint their voice. One
does not need to understand writing notation or the theory of how to
use written language. Etc."

So, the other way to look at this is to try to understand why it might be beneficial for children to learn certain difficult arts: to read and write and do mathematics and play and compose music. What good is there in surmounting the difficulties of these arts? What are the real trade-offs here between ease of initial use and actual level of understanding after a while? Do we want a person+tool to be just the simple combination of the two, or do we want to qualitatively change the person for the better and the deeper?

Cheers,

Alan

--
From kenkahn@toontalk.com Sat Aug 16 01:03:17 2003
Subject: Re: [Squeakland] Music and Squeak

A nice example of a tool for "painting" music is SimTunes published by Maxis in 1996. You program lots of bugs that make music as they move and interact. Originally a hit in Japan and the folks at Maxis really liked this program. Don't think it sold too well though.

Best,

-ken kahn

From Alan.Kay@squeakland.org Sat Aug 16 07:59:42 2003
Subject: Re: [Squeakland] Music and Squeak

Thanks Ken --

For those who are interested, you could try to see what you can do with the very easy two line script that will sample in real-time at any pitch. You can also try to use "color sees" and other devices to get parameters from the world that can be used to control sound. Squeak itself can synth about 100 parallel real-time stereo tracks, and there are synth methods in there for sampling, FM, wave shaping, etc. There is the ScorePlayerMorph which can play midi files and allows you to both orchestrate and to compose, etc.

This is a big interest of ours, but we didn't quite get the music part of Squeak up to being smooth enough and documented enough for general consumption and play. However, I've done lots of music stuff in demos, and lots can be done. One example that was particularly interesting was to play Beethoven's Fifth with normal instrumentation and then replace all the instruments with the clink sound (that has just enough pitch to work). The result is mostly the rhythmic part of this great piece and many nontrained musicians have found it particularly insightful as to how Beethoven goes about his art.

Cheers,

Alan

--
From diegogomezdeck@consultar.com Sat Aug 16 10:53:43 2003
Subject: [Squeakland] Complex Systems with eToys

Hi folks....

Yesterday I was playing a little bit with eToys when I remembered an
experiment where I participated in the past about complex systems and
emergence behavior using Squeak. In this moment I decided to try again the
experiment using only eToys scripts.

I started to work on it thinking that eToys is not powerful enough to do
that and I finished publishing the results on Bob's Superswiki and it's
named ìStone, Paper or Scissorî (http://209.143.91.36/super/627).

You need an Small-Land Squeak (http://swiki.agro.uba.ar/small_land/58) to
try it. (or a 3.5 with TrueTypeTextStyle package installed).

eToys rocks!

Cheers,

Diego Gomez Deck
http://www.small-land.org

From diegogomezdeck@consultar.com Sat Aug 16 13:01:35 2003
Subject: [Squeakland] Funny Graphs!

Hi,

I'm playing with eToys... Just tell me if you're not interested in these
projects.

http://www.squeakland.org/project.jsp?
http://www.squeakland.org/uploads/Graficos%20divertidos%21.002.pr

Cheers,

Diego Gomez Deck
http://www.small-land.org

From karl.ramberg@chello.se Sat Aug 16 13:52:04 2003
Subject: Re: [Squeakland] Funny Graphs!

I did a very similar one a few days ago:

http://www.squeakland.org/project.jsp?http://209.143.91.36/super/uploads/
spiral%20graph.001.pr

I used handles instead of circles.
And there is some quirk with transformation morph so you have to reset
the
whole thing with the 'Ellipse script1' button before changing the length
of the handles.

From diegogomezdeck@consultar.com Sun Aug 17 11:56:31 2003
Subject: [Squeakland] [BUG] [eToys] Embedded Morphs, Heading & Pen use

Hi...

See this project in

http://www.squeakland.org/project.jsp?
http://www.squeakland.org/uploads/Spirograph%203.005.pr

The green circle is embedded in the yellow rectangle, the yellow rectangle
is embedded in the red one and the red is embedded in the blue one. The
blue, red and yellow rectangles have a non-default center of rotation. The
green circle has the pen down.

Each time the blue rectangle get heading in 0 degrees and the others
rectangles have non-zero headings, the pen trail get corrupted.

With blue rotation speed in 10, red in -6 and yellow in 5 the error happens
a lot of times.   Just put this numbers in the sliders, press go and wait.

TIA,

Diego Gomez Deck
http://www.small-land.org

From voiklis@redfigure.org Mon Aug 18 11:21:36 2003
Subject: [Squeakland] Documentation soon to be available for public comment

As some of you know, I have been working on documentation Squeak/EToys:
reference manual and tutorials. I have been collecting and rewriting
existing docs as well as writing original material; given family and work
commitments, this summer's output has been less than I anticipated, and what
exists is not ready for public consumption. Nevertheless, over the next two
weeks I will begin posting documentation material for public comment.

What is the difference between public comment and public consumption? The
materials are incomplete and exist only as unformatted text with no graphics
(only text comments to mark where graphics are needed). I put them out in an
effort to see if the language is clear and if the content is headed in the
right direction. I also put them out because I believe that the authoring
process needs to be a conversation: I need to know what users need to know.
Finally, I need the help of the community, not as authors, but as archivists
and resources: I hope long time Squeakers will help to point out existing
material and explain the uses and use of various tools; I hope new Squeakers
will point out what needs clarification. Docs for public consumption must be
complete, well formatted, and easily accessible from within Squeak (and the
Squeakland site).

With your help that day will come sooner rather than later.

The public comment site (a Swiki) can be found here:

http://workshop.madeleinelengle.org/SqueakManual

While a Swiki is always a work in progress, please give me a couple of weeks
to finish constructing it.

Best,

John

Squeak (even Squeakland Squeak) could really have used this kind of
promotion. Who among us has the cultural connections to make such a thing
possible?

Best,

John

David Byrne's Alternate PowerPoint Universe

August 17, 2003
By VERONIQUE VIENNE

POWERPOINT, the ubiquitous Microsoft business application,
is not meant to be looked at too closely. People aren't
supposed to notice its simplified graphics, ready-made
templates, pie charts, arrows and icons; they're only
supposed to notice the ideas that these features help
organize. What's not hard to notice, however, is that in
addition to organizing ideas, the software has a tendency
to homogenize them, translating a Babel of voices into a
single, droning voice of corporate culture. The experience
of watching a PowerPoint presentation is meant to be the
same in a San Francisco conference room as it is in a Chang
Mai Internet cafe. And in either setting, PowerPoint's
graphic identity might not literally be invisible, but like
the buzzing fluorescent light that office workers
eventually tune out, after a while you just don't see it.

With his newest project, David Byrne has tried not only to
see it anew, but also to use it in the least likely of all
applications: a medium for creative expression.
"Envisioning Emotional Epistemological Information" (Steidl
and PaceMcGill Gallery, 2003) is a boxed set containing a
96-page book and a DVD featuring 20 minutes of animation.
In both mediums, Mr. Byrne, who is best known as a musician
but who was trained as an artist, subjects PowerPoint's
characterless graphic templates to a radical metamorphosis.
Arrows that curve out of their trajectory and into
psychedelic rainbow-colored curlicues, surreal charts that
satirize postmodern posturing, typographical compositions
that present absurd abstractions with straight-faced
conviction and deadpan photographs of the most humdrum of
everyday objects all morph into one another with the steady
pacing of a corporate sales conference.

You can feel the medium resisting the invisible hand of the

artist. Designed for easy digestion when projected on a screen, PowerPoint reveals its true identity when forced to perform without its well-rehearsed scripts. On the pages of the book, what you see is brute force, elemental verve, joyful savagery. Viewed on DVD, however, with the addition of music and movement, the same layouts become less threatening, less ruthless, even soothing at times.

The juxtaposition of book and disc, then, produces a kind of cognitive dissonance: is the slip-cased volume just a deluxe package for a short art film, or is it the other way around? Is the book an antiquated cultural artifact? Or is the digitalized version just a trailer you can watch on your television?

Also disconcerting is the project's unwieldy title. For insiders, it's a tongue-in-cheek reference to "Envisioning Information," Edward Tufte's celebrated book about the various ways that people through the ages have visually displayed quantitative data. But it's also a preview of the strange, decontextualized language that pervades the book and DVD, something between impenetrable academic discourse and self-important trade jargon, with a bit of official government study thrown in for good measure. Mr. Byrne uses it as a joke, perhaps, but also as a kind of meta-commentary on how language can alienate us from our emotions. One poignant photograph bears the legend "The Beginning of Identity," dry words that seem like the title of a graduate dissertation. Below that, two take-out soup containers are labeled, by hand, ME and YOU. The two containers sit side by side, separated by a few, seemingly unbridgeable inches.

One of Mr. Tufte's more recent publications is a critical pamphlet titled "The Cognitive Style of PowerPoint." He is among the most eloquent critics of the technology, but over the 16 years in use, even some technicians have joined the chorus. "It's very reductionist," says Nancy Halpern, a PowerPoint specialist at the Strickland Group, an executive development firm in New York. "There is a crude linearity to the way the program works. Unlike a book or a Web site, you can't flip around the pages. It's more like a teleprompter."

So what inspired Mr. Byrne to reroute a corporate tool into an avant-garde project? To take something designed to simplify meaning, and turn it into an elusive, playful cipher? To transform a project synonymous with bland corporatespeak into a challenging, entertaining surprise? It started as a parody. "I was doing mock sell presentations, using mock PowerPoint slides as visual aids," he says. "That's how I learned the program originally. But then it evolved into something else. It was no longer enough to make fun of the corporate stuff. I realized that PowerPoint was a limited but a valid medium."

To view the medium creatively, he says, "You have to try to think like the guy in Redmond or Silicon Valley. You feel that your mind is suddenly molded by the thinking of some

unknown programmer. It's a collaboration, but it's not reciprocal."

Starting with parody, he adds, even incompetent imitations, is a legitimate first step. Eventually, if you persevere, the obsessive nature of the process yields unexpectedly beautiful results. For him, then, the challenge became "taking a form that's purportedly logic and rational and making it poetic."

Yet one suspects that there is another agenda behind his attempt to subvert the global uniformity of PowerPoint. "Corporate culture," he says wistfully. "What if I could set it free?"

"The End of Reason," a four-minute, continuous PowerPoint presentation with original music by David Byrne, will be on display at 4 Times Square from Sept. 10 through Sept. 17.

Vernique Vienne is the author of several books about design.

http://www.nytimes.com/2003/08/17/arts/design/17VIEN.html?ex=1062153714&ei=1&en=441ac6aad847c06f

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From voiklis@redfigure.org Mon Aug 18 11:21:43 2003
Subject: [Squeakland] A somewhat silly suggestion for Andreas

This came to me during mile five (the idea mile) of a recent long jog; so, take it with a grain of salt.

Given that objects in Tweak will be neither Morphs nor traditional objects, I wonder if Andreas would consider calling a Tweak object a "Pragma" (a thing, for the Greekless); that way the computer scientists, educators, and epistemologists among us could develop a theory of "Pragmatic Programming," while avoiding confusion with the various kinds of object-orientedness found in Smalltalk and other languages.

I have not fully thought this out yet, but the idea struck me as fertile enough to risk embarrassing myself by making it public.

Best,

John

From Alan.Kay@squeakland.org Tue Aug 19 07:22:56 2003
Subject: Re: [Squeakland] A somewhat silly suggestion for Andreas

Why not call a Tweak object an "Idea"? This would be even more Greek, and more appropriate.

Cheers,

Alan

From DClarke@fadal.com Tue Aug 19 09:47:16 2003
Subject: RE: [Squeakland] A somewhat silly suggestion for Andreas

"Pragma" is not too bad.

But I think external data streams to external non-Squeak systems should
be called a "Dogma" (Greek: "law"). So when updating them by sending
meassages is not automatic it is because the others systems are
"dogmatic". :^)

Cheers,
Darius

From voiklis@redfigure.org Tue Aug 19 10:01:01 2003
Subject: RE: [Squeakland] A somewhat silly suggestion for Andreas

> Why not call a Tweak object an "Idea"? This would be even more Greek,
> and more appropriate.

I like it; I'll try a seven mile run and mull it over. In the end though it
isn't my call; still, whatever it is, I would love to help in developing the
theory and practice.

> Could we call it Idealistic Programming?

On the one hand, I like the half-kidding optimism, one the other such a term
has a progandistic tinge. Maybe one could start with the spirit of Alan's
term, Idea Processing, and come up with a clever yet self-evidently
appropriate turn of phrase.

Again, it is not up to me, but I look forward to the intellectual work to
come.

Best,

J

From voiklis@redfigure.org Tue Aug 19 10:09:59 2003
Subject: RE: [Squeakland] A somewhat silly suggestion for Andreas

I alway think of something clever to say after I send a message...

How about calling a Tweak object an "Idea" and call programming "Thinking."

...Clever but not self-evidently appropriate.

-J

From diegogomezdeck@consultar.com Tue Aug 19 13:58:19 2003
Subject: [Squeakland] [Q] [eToys] Object under?

Hi,

I'd like to get a reference to the morph under the given object. The same
idea behind color-under but with a reference to a morph instead to a color.

Is it possible?

TIA,

Diego

From voiklis@redfigure.org Tue Aug 19 14:36:01 2003
Subject: RE: [Squeakland] [Q] [eToys] Object under?

Use the "overlaps" tile; a sample script, looked at in text mode, would look
like this:

```
script1
        self forward: 5.
        (self overlaps: Ellipse1)
                        ~~ false
                ifTrue: [self beep: 'coyote']
```

Best,

John

_____

From karl.ramberg@chello.se Tue Aug 19 15:01:38 2003
Subject: Re: [Squeakland] [Q] [eToys] Object under?

diegogomezdeck@consultar.com wrote:
>
> Hi,
>
> I'd like to get a reference to the morph under the given object. The same
> idea behind color-under but with a reference to a morph instead to a color.
>
> Is it possible?
>
At least in 3.6 there is a test called 'overlaps' and it is a very good
collision detector. You can fx. paint gears that that turn when the
teeth overlaps the other gears teeth.
Lots of fun :-)

Karl
From andreas.raab@squeakland.org Tue Aug 19 15:25:14 2003
Subject: RE: [Squeakland] A somewhat silly suggestion for Andreas

Hi John and all,

Thanks for all these ideas. I guess with the "pragma" idea then Tweak should
be called the "Pragmatist" with the "idea" the "Idealist" (or are those the
users of the system??? hm... ;-)

Well, I guess I'll wait until you're back from the seven mile run and see
what your feelings are then ;-)

Cheers,
  - Andreas

From diegogomezdeck@consultar.com Wed Aug 20 01:35:31 2003
Subject: RE: [Squeakland] [Q] [eToys] Object under?

Thanks John and Karl for the answers...

Reading my original email I realized I was not so clear in the question (
definitively I have to improve my English :-|).

What I was looking for is a way to get a reference to *any* morph under.
The idea is to program a type of "garbage collector" that walk around the
world and take any morph on the world (the garbage) and carries it to
a "safe" place.

I mean something like this:

```
    lookForGarbage
        self walkAround. "walk randomly over the world"
        (self morphUnder = World)
            ifTrue:[
                self morphUnder owner: self.
                self pauseScript: #lookForGarbage.
                self startScript: #carryTheGarbageToASafePlace].
```

I hope this time I explained my needs better than before.

Cheers,

Diego

From gbrunet@sempersoft.com Tue Aug 19 12:00:37 2003
Subject: [Squeakland] Tutorials not working quite right

I recently found the Squeakland site and thought it would be neat to let
my kids try it out. Unfortunately, when I went into the tutorials, I
ran into problems on the background and the first (painting) tutorial.
I'm wondering if there is a known problem running the Squeak plug-in on
IE6 on Win XP (though the problem still exists after I escape the browser),
or perhaps the tutorials aren't quite ready.

In the case of the background, the right edge of the text is cut off
(I'd guess about 3-5 characters worth) making it hard to read the
article. Also, if I left click on the text, then use the mouse scroll
wheel (expecting to scroll down in the text), the pictures jump from the
right to the left side, covering the text. I can't figure out how to move
them back off the text.

In the case of the painting etoy, after escaping the browser and
clicking on the paintbrush icon as directed on page 1, a transparent
skin covers the entire screen, not just the working area. If I try to
click on the 'page' buttons, I end up painting on them instead. I can
only get rid of the skin by choosing 'keep' or 'toss' on the palette. I
can't follow the rest of the tutorial, because the paint operation isn't
staying within the workarea. Is there a way to fix these problems?

Finally, it's not clear what to do after reaching the end of a tutorial
lesson. The 'prev/next' buttons on the navigator tab don't seem to do

anything, so I was left with selecting 'quit' which took me back to my
browser with a blank screen and a message "Squeak Plugin <inactive>".
Is there a way to navigate to the next tutorial or at least back to the
webpage?

Thanks,

--
Greg

All morphs in world are accessed in world viewer>>collections.
You can check if you overlap any morph in 'world playerAtCursor' from
there.
But self is also kept there so the script will be a little complicated.

Karl

From Kim.Rose@viewpointsresearch.org Wed Aug 20 10:06:46 2003
Subject: Re: [Squeakland] Tutorials not working quite right

Hi, Greg -
Sorry to learn about your hassles....
As far as known problems with IE6 on Win XP I leave that to our
expert, Mike, to address....and will ask him to respond to you.
As far as your trouble with the Paint tutorial -- that Tutorial was
written at a time when the Etoy interface was a bit different and
that 'onion skin' only covered the painting *area* leaving the
remainder of the world/screen uncovered. We are updating/improving
that tutorial RIGHT NOW and plan to have a better version there for
use very shortly.
When you finish a tutorial, the best thing is to "return to the
browser" and then use your browser's back button to navigate within
the Squeakland site to either do another tutorial or play, explore
other areas.
Thanks for your willingness, and patience as we grow and improve!
cheers,
Kim

From gclsss-squeakland@gmane.org Wed Aug 20 12:23:17 2003
Subject: [Squeakland] Re: Tutorials not working quite right

"Kim Rose" <Kim.Rose@viewpointsresearch.org>
wrote in message news:a05100314bb694f5f325c@[192.168.0.44]...
> Hi, Greg -
> Sorry to learn about your hassles....
> As far as known problems with IE6 on Win XP I leave that to our
> expert, Mike, to address....and will ask him to respond to you.
> As far as your trouble with the Paint tutorial -- that Tutorial was
> written at a time when the Etoy interface was a bit different and
> that 'onion skin' only covered the painting *area* leaving the
> remainder of the world/screen uncovered. We are updating/improving
> that tutorial RIGHT NOW and plan to have a better version there for
> use very shortly.
> When you finish a tutorial, the best thing is to "return to the
> browser" and then use your browser's back button to navigate within
> the Squeakland site to either do another tutorial or play, explore

> other areas.
> Thanks for your willingness, and patience as we grow and improve!
> cheers,
> Kim

Hi Kim:

Well, from your descriptions, it sounds like the issues are not IE6
related. The changes in the onion-skin behavior were the cause of my
main initial problems. I worked around it - but it's probably a
show-stopper for someone trying to follow the instructions as written.
I can see that your steps for moving to the next tutorial would provide
the proper navigation. It would probably be good to have those specific
instructions in the first tutorial (and at the bottom of the background)
as well.

Based on these differences, I expect that it's likely that the problems
I have with the background page might also be due to changes in the EToy
interface. I know what it's like to make improvements on a system -
unfortunately, without an occasional test/check the tutorials can get
out of sync. Good luck on your efforts to get things updated.
Squeakland & etoys look like an awesome site & tool. Best wishes,

--
Greg

From voiklis@redfigure.org Wed Aug 20 20:09:07 2003
Subject: RE: [Squeakland] A somewhat silly suggestion for Andreas

> This is why my answer was facetious .....

No need to explain; when I am not busy obsessing over words, I share your
attitude about what is the real work on this list and in general.

I could tell that I was coming off too serious, and should have added my
own winking character... ;)

...Actually, now that I am winking, today's run yielded another idea about
how the transition from novice to intermediate to expert might be handled:

-Novices could use a reduced tile (or other graphical programming widget)
set, only the most commonly used properties and behaviors (similar to what I
saw
with Jive)

-For intermediates one could provide a tile builder, a tool with
which the user can create custom tiles.

-Experts, who have begun to find graphical programming unsuited to their
needs, can move on to Smalltalk or whatever the underlying language

Again this idea is rather unripe, but I wonder if anyone thinks it's worth
developing further.

Best,

John
From gclsss-squeakland@gmane.org Wed Aug 20 20:15:46 2003

Subject: [Squeakland] Re: Tutorials not working quite right

I just got an e-mail from Miguel Perez letting me know that the paint
tutorial has been updated. I went & checked it out and the new
placement of the instructions works great - it no longer gets covered by
the onionskin. Great job guys! A couple of other notes:

- The paint toolbox still does some funky things at times. For example,
if you accidentally (or on purpose) grab it & move it, but let go before
leaving the blue tab section, the bottom part of the toolbox disappears
(you can't seem to get it back (even selecting . If you keep dragging
it below the tab section, once the cursor gets past (below) it, the tab
'rolls up'. Clicking on the tab covers up any part of the toolbox still
in that section.

- It would be good to add instructions on how to get to the next
tutorial. The current instructions on the 'end' page refers to the
arrows at the bottom of the page to move ahead to the second part, but
that doesn't work.

- On the Background page, the text still gets chopped of on the right
edge

Take care,

--
Greg

From voiklis@redfigure.org Fri Aug 22 08:04:31 2003
Subject: RE: [Squeakland] Documentation soon to be available for public
        comment

I apologize for how slow I have been in posting tutorials/documentation;
While I have written several pieces indicated in the table of contents, I
realized, after posting the first two, that they needed significaant
proofing (I didn't want all comments to be about typos) and some light
formatting.

As I just mentioned, two tutorials have been posted--"Getting Started in
Squeak" and "Doing Turtle Things in Squeak." These, together with the
Reference Manual and "A World of Simple Programs: Games that Work Like the
Real World," will be among the most significant pieces. I am eager for
comments; to help in that respect, the Swiki is set up so you can add
comments to the margins.

Back to work now,

John

From Kim.Rose@viewpointsresearch.org Tue Aug 26 07:33:07 2003
Subject: [Squeakland] "Powerful Ideas Book" now available!

Hello, Squeakers!

If word has not made it your way, I am delighted to inform you that
the Etoy project book I created with BJ Conn is now published and
available!

It can be ordered directly from Squeakland.org and specifically at

http://squeakland.org/sqmedia/sqmediahome.html

Thanks to those of you who provided feedback on early drafts and
tested projects along the way.

We hope you find the book of value and will share this news with
other teachers, parents and students.
Have fun Squeaking!!!

  -- Kim

From dvareika@redfacil.com.uy Tue Aug 26 10:12:43 2003
Subject: Re: [Squeakland] "Powerful Ideas Book" now available!

Dear Kim and all Squeakers,

First and foremost, congratulations on your new book!
As a father of a 6 year old child, I am looking for new ways to stimulate my
child. I have been an active "reader" member of this list, though this is
the first time I participate.

I would like to know whether a 6 year old is too young to Squeak, if your
book is intended for that age also or if there is another platform aside
Squeak more appropriate for that age range.

I have downloaded Squeak (3.5 I believe) both in an old Mac and a PC. To
tell you the truth, I did opened it but I have not found the time to
dedicate time to learn it (my country sucks for that matter, at least
nowadays).
What I only did was browse it. Though browsing it I found it a little bit
daunting for my child and maybe for myself.

I was particularly interested in the whole discussion regarding levels ala
HyperCard and the different point of views. Regarding metaphors as a whole
new way of programming I do not have yet a point made up in my mind. What I
can say is that Icons and English may work well to the native speakers of
the language, but to kids like my child it would mean that he has another
hindrance in this case the Language.

I am from Uruguay (we speak Spanish) and although I am literate and fluent
in English and my child is going to a School where he learns English not as
a second language but as a first language, still we are not getting to the
mass and to be truthful I find this (in my heart) not democratic enough.

On the other hand I am not so sure that porting a language (computer
language) from one language to another (for example English to Spanish) is
the right choice. As an example when I see formulas of Excel in Spanish
where my mind is accustomed to see them in English, I simply hate them.
I cannot imagine an if clause (if, then, else) in another language nor a
loop sentence.

But I can imagine tying up in a more graphical way bits of code instead of
doing so abstractly. I remember a recent answer that produce Alan Kay
recently regarding something similar, it was to learning music and he
considered that the key is not simplifying everything but learning the
nature of music itself (instead of painting it). I agree with that, but I
would like to point out two things in this respect.
One, is that music has a language (notation) completely different of any
language (spoken or written for that matter), specific, fast and
appropriate.

But on the other hand, from what I recall when I was young, in the US I saw
another method that used (a, b, c, d) instead of the regular one that
simplified the reading and learning of music specially for youngsters. So
this brings me back to the concept of Hypercard.

Please mind if I went a little too far, and mind for my English and not
having the words nor the concepts to make myself clear enough.

I do enjoy the discussions that take place in this list.
And for one thing, I believe that the true nature of democracy will only
arrive, not when we all have a roof and food, but when all have the chance
to have the same education and knowledge, but not in a some abstract form
but in a true, active way.
For this, I believe Squeak, being free, aside of how It may evolve or
revolutionize in this bright present and promising future, has the true
nature of democracy.

Thanks,

Daniel

PS: Sorry if I got too emotional on the whole matter, I am specially worried
about my country, about the differences that really exist that keep us apart
(inside my country and outside), and about the future of our children as a
hole. I truly believe that children have the right to learn joyfully and
that they entitled to have a future in its broadest meaning, and that we are
responsible for that.

Maybe I just may go to a Shrink :-)

From voiklis@redfigure.org Tue Aug 26 10:16:22 2003
Subject: [Squeakland] parameters, variables, and using non-number data types

I have been tinkering with writing some advanced topic tutorials and I have
run aground when it comes to using non-number data types with variables and
with using parameters (whatever the data type).

Can someone give me the run down on the use and usefulness of the various
variable data types, as well as the use and usefulness of etoy parameters?

I am not looking for anything in-depth; after all, tutorial writing is my
problem. A quick explanation and an even quicker example is more than I need.

Thanks,

John

PS: I look forward to some comments on the tutorial text that has been posted.
..

http://workshop.madeleinelengle.org/SqueakManual

From Kim.Rose@viewpointsresearch.org Wed Aug 27 13:54:28 2003
Subject: Re: [Squeakland] "Powerful Ideas Book" now available!

Dear Daniel -

Thanks for your good wishes, support and interest! Let me attempt to
answer [some of] your questions.

1) It is quite possible that you can play with Squeak -- the Etoy
component of the system -- *with* your 6 year old. (Alan has a term
called "lapware" for software that is most suited for use by a young
child and adult.) Our book may give you some ideas, but the projects
there are mostly geared to 8 - 14 year olds. We are sure many parents
and teachers might look at our examples and think of their own,
adapted to a variety of content/learning areas and for different age
learners.

2) I urge you to download Squeak from SQUEAKLAND.org as opposed to
the squeak.org site. We keep the "Squeakland" version as stable as
possible where the image updated/maintained on the other site is more
experimental and changing. Our project book assumes people will be
playing with the Squeak downloaded from "Squeakland".

You may have seen that our colleaguel, Diego Gomez-Deck is working
hard on a Spanish version -- I encourage you to visit his "small
land" site if you have not.

I will ask others in the community to comment on a "multi-lingual"
Squeak and what might be "best" or suitable for learners...
It is great you are enjoying the discussions on this list and
contributing -- thank you!!
There is no need to apologize for your emotion or passion in your
beliefs -- I think this is common among us.
Let's keep the discussion going,
thanks,
Kim

From dvareika@redfacil.com.uy Wed Aug 27 15:26:49 2003
Subject: Re: [Squeakland] "Powerful Ideas Book" now available!

Dear Kim,

Thank you for your precise and concise reply, but most of all for your
dedication and heart. You did quite answer every question I had in my head,
even those I did not fulfill to transmit clearly enough.

I never thought that the Squeak from squeak.org was any different from that
of squeakland.org. I will have a look at that, since every time I have
downloaded, it was from the first.

Regarding the Spanish version, I will have a look at it the moment I find
some time. Unluckily, I don¥t have much spare time, and the little I have
left, I feel it is more important to BE with my child than to "work" for
him.
Still I believe I should find the time, at least to "play" with Squeak and
be able to transmit something to him.

Regarding a multilingual Squeak I am not sure what to say. On one side I
believe that translating menus and dialog boxes are a good thing. Still I
have seen many translations that to be keen: are lousy. Happened with some
versions of Photoshop (one that I recall) and also did have the same
experience with Archicad.

I don¥t think this is due to both companies which make wonderful products,
but to the fact that sometimes the person that is translating should know
about the software and the technology that he or she is dealing with, so as
not to do a "linguistic" translation.

On the other hand, in Spanish, depending from where someone is, there are
many expressions that are more local than international, and to make matters
worse, I have found that, to say the same thing in English and in Spanish,
in English it takes most of the time (95% roughly) less (much less) letters
than in Spanish.
This ends up meaning, smaller menus, easier to read and understand, and
finally to convey the message. I would say it ends up having a better user
interface, which I cater the most.

Although I love my mother tongue, I see specially in English this inner
beauty regarding software. I am not completely sure, but the English
language has fewer words than Spanish (only a fact).

On the other hand, a written verbose computer language by itself, I am not
so sure if it is a good thing to translate and have many incarnations or
flavors for that matter.
A good case has been applescript that if I am not wrong could have had
different incarnations (flavours) of the computer language but never did (at
least in Spanish).

Besides all technical material ends up appearing first in English (even
though the author might have another mother tongue) and only then in other
languages only to show that the info probably would be outdated.

This was the reason I put in my previous e-mail the part of music as opposed
to a verbose language.

Yours,

Daniel

From scott.wallace@squeakland.org Thu Aug 28 18:54:09 2003
Subject: [Squeakland] Re: Etoys: using holders as arrays

>Hmmm; that's too bad. I was hoping there was some way to read the numeric
>value of Number (bare).

You *can* obtain the numeric value of an object that bears one, by
asking for its "numericValue", which you'll find in the "basic"
category of the object's Viewer. (Unfortunately, some objects that
can bear a numeric value, such as the "Number (bare)" and its
confreres found in the Basic-1 category of the Objects catalog, are
not set up for use with etoy -- see PS below.)

For example, in the "NumericValue" project (recently placed on the
Squeakland BSS,) an arrow is scripted to move forward at a speed
obtained from the "speed-slider" object and to turn by an amount
obtained from the "angle-slider." Here is a picture of the objects
and scripts in this project:

Similarly, you can get and set the numericValue of any "text" object.
In the "squarer" project, also just placed on the Squeakland BSS,

the pink "its square" box is scripted to compute the square of the
number you type in to the green box:

See also Diego Gomez Deck's beautiful "Spirograph" example, also on
the Squeakland BSS.

Cheers,
   -- Scott

PS: The "Basic-1" and "Basic-2" categories of the Objects catalog
were added latterly to Squeak as part of an unfinished effort outside
the framework of e-toys -- that's why none of the three "Number"
objects found in Basic-1 has "numericValue" offered in its Viewer.
This should be fixed, or else these underpowered "Number" offerings
should be removed from the Objects catalog. For the time being,
anyway, I suggest that people use texts and sliders to hold numbers
they want to work with using etoys. Alternatively, manually create a
numeric instance variable for some object, and obtain a "watcher" for
it from the object's viewer.

Date: Fri, 29 Aug 2003 04:38:50 -0500 (CDT)
Subject: Re: [Squeakland] 'Powerful Ideas Book' now available!

Hi Daniel...

[small snip]
> Regarding the Spanish version, I will have a look at it the moment I
> find some time. Unluckily, I don¥t have much spare time, and the little
> I have left, I feel it is more important to BE with my child than to
> "work" for him.

Yes, every of us are exposed to the decision ("to BE with" or "to work
for") but there are a better option: "to work with" or better "to learn
together". Instead of following the classic idea of "teaching" where one
person (aka the teacher) knows and teach to people without knowledge.

I decide to follow the other "let's lean together"... and you know, I
learned really a lot from my son but, the most important, it's much more
funny!

> Still I believe I should find the time, at least to "play" with Squeak
> and be able to transmit something to him.

Try to play with him and learn together.

> Regarding a multilingual Squeak I am not sure what to say. On one side
> I believe that translating menus and dialog boxes are a good thing.

Our goal (in Small-Land) is to translated all the GUI and nothing more.

> Still I have seen many translations that to be keen: are lousy.

Sure... In Babel we'll provide to the user a tool where the translations
can be changed and also a "debug" mode is available where the translated
phrase is shown together with the original one. (see the attached image
menu_in_spanish.jpeg)

[small snip]
> On the other hand, in Spanish, depending from where someone is, there

> are many expressions that are more local than international, and to
> make matters worse, I have found that, to say the same thing in English
> and in Spanish, in English it takes most of the time (95% roughly) less
> (much less) letters than in Spanish.
> This ends up meaning, smaller menus, easier to read and understand, and
> finally to convey the message. I would say it ends up having a better
> user interface, which I cater the most.

Did you see (just as an example) the Japanese Squeak translation? (look at
http://hw001.gate01.com/%7Ethoru/squeak/tour/img/image75.gif). I never
felt so lost in Squeak before! I don't want to expose the kids to this
feeling.

> Although I love my mother tongue, I see specially in English this inner
> beauty regarding software. I am not completely sure, but the English
> language has fewer words than Spanish (only a fact).

Sure. What we're talking about kids and most of them are not bilingual. I
write all my programs in English but my son (who knows quiet a lot of
English) feel much more comfortable with eToys in Spanish.

> On the other hand, a written verbose computer language by itself, I am
> not so sure if it is a good thing to translate and have many
> incarnations or flavors for that matter.
> A good case has been applescript that if I am not wrong could have had
> different incarnations (flavours) of the computer language but never
> did (at least in Spanish).

We'll not translate the Smalltalk language but the GUI.

> Besides all technical material ends up appearing first in English (even
> though the author might have another mother tongue) and only then in
> other languages only to show that the info probably would be outdated.
>
> This was the reason I put in my previous e-mail the part of music as
> opposed to a verbose language.
>
> Yours,
>
> Daniel

Cheers,
Diego Gomez Deck
http://www.small-land.org

From voiklis@redfigure.org Fri Aug 29 13:16:25 2003
Subject: Re: [Squeakland] Re: Etoys: using holders as arrays

Thank you Scott for the thorough explanation and contextual information,
and especially for the sample projects. I hope my tutorials prove half as
helpful for people.

Best,

John

From karl.ramberg@chello.se Sun Aug 31 13:14:59 2003
Subject: [Squeakland] [FUN]Maze constructor

I've made up a little project that draws a maze. Enjoy.

http://www.squeakland.org/project.jsp?http://209.143.91.36/super/uploads/maze%
20constructor.002.pr

Karl

From Kim.Rose@viewpointsresearch.org Mon Sep 1 10:01:19 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Hi, Karl -
With your permission, I'd like to put this Etoy on the Squeakland
site for further sharing and distribution.   What would be really
helpful to novices taking a look at the project would be if you could
add some text explaining what you did and what the elipse does and
why it does it. (What is the purpose of the blue rectangels in the
holder?)   It would be great to have a little introduction and
explanation about the parts of the Etoy.   Would you be willing to
add a bit more info and share another version that we could add to
the Squeakland website?
thanks!
Kim

At 9:31 PM +0200 8/31/03, Karl Ramberg wrote:
>I've made up a little project that draws a maze. Enjoy.
>
>http://www.squeakland.org/project.jsp?http://209.143.91.36/super/uploads/
maze%20constructor.002.pr
>
>Karl

--
From jlonglan@uwo.ca Mon Sep 1 11:39:31 2003
Subject: [Squeakland] Re: Squeaklets

I can understand how SARs would be convenient for existing Squeak users -
but what about those who have never used Squeak? Up to this point, I've
found that saving my work as a project and loading the file from
squeakland.org/project.jsp has been the best for reaching non-Squeak users.
That said, if there were changes I wanted to make to the image - how would I
go about creating a loader similar to that of Squeakland?

Thanks,
Jeff

> If you're just trying to make a package that includes code, other
resources, and
> maybe projects as well, and will be loading it into a regular Squeak
image, you
> should probably use a SAR. You can now put projects into SARs.
>

From karl.ramberg@chello.se Mon Sep 1 12:16:09 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Kim Rose wrote:

>
> Hi, Karl -
> With your permission, I'd like to put this Etoy on the Squeakland
> site for further sharing and distribution.   What would be really
> helpful to novices taking a look at the project would be if you could
> add some text explaining what you did and what the elipse does and
> why it does it. (What is the purpose of the blue rectangels in the
> holder?)   It would be great to have a little introduction and
> explanation about the parts of the Etoy.   Would you be willing to
> add a bit more info and share another version that we could add to
> the Squeakland website?

I'm working on it. The blue rectangles in the holder holds
instance variables with former x and y values of the ellipse.
Each time the ellipse moves forward it adds a new rectangle to
the holder.
That makes the backtracking possible.
Etoys sure are fun :-)

Karl
From tacmanphil@mac.com Tue Sep 2 09:14:11 2003
Subject: [Squeakland] Setting up Squeak on OS X server

Well the summer is officially over now that school's about to open and
I'm gearing up to get some Squeak projects going with 5th graders. Need
some advice though on setting things up on an OS X server. I haven't
done it yet,but I'm wondering how things are going to work since Squeak
files aren't usually saved to the standard Documents folder.

Basically, I want to make Squeak available to any 5th grader who logs
in and have their work saved to the server. Is there any documentation
on this?

Thanks...Phil

From Kim.Rose@viewpointsresearch.org Tue Sep 2 14:50:27 2003
Subject: [Squeakland] Re: Squeaklets

Hi, Jeff -

I think the nature of your question makes it most appropriate to be
asked of the Squeak developers (i.e, squeak.org list) and not the
Squeakland list (as I saw you did.) So as not to confuse us
"Squeaklanders"......I doubt many of us (myself included!!) knows
what a SAR is (other than that nasty virus that was recently plaguing
a variety of spots around the world).

Those of us in "Squeakland" use the Squeak "Plug-In image" downloaded
from the Squeakland site.   We NEVER save an image, nor do we concern
ourselves with customized change-sets, file-lists, etc.   We
"publish" projects "out" to a local disk or server, and then "read
them back in" as a .pr file. Any practice other than this should be
discussed with the "squeak list" so as not to cause confusion or
throw too many "weird terms" our way....therefore if folks are going
to ask/discuss things like change sets, file lists, or SARs,
SqueakMap, etc. please remember there are 2 communities and try to
address your questions accordingly.

thanks - I know it's hard since many of us live/play/create in "both worlds"..
cheers,

Kim

PS - Hope you got your answer!

From karl.ramberg@chello.se Wed Sep 3 01:17:34 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Kim Rose wrote:
>
> Hi, Karl -
> With your permission, I'd like to put this Etoy on the Squeakland
> site for further sharing and distribution.   What would be really
> helpful to novices taking a look at the project would be if you could
> add some text explaining what you did and what the elipse does and
> why it does it. (What is the purpose of the blue rectangels in the
> holder?)   It would be great to have a little introduction and
> explanation about the parts of the Etoy.   Would you be willing to
> add a bit more info and share another version that we could add to
> the Squeakland website?
> thanks!
> Kim

Here is the project with a little documentation.
http://www.squeakland.org/project.jsp?http://squeakland.org:8080/super/
uploads/maze%20constructor.006.pr

Karl

From karl.ramberg@chello.se Wed Sep 3 01:51:21 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Oh, a quick update:
Here is the project with a little documentation.
http://www.squeakland.org/project.jsp?http://squeakland.org:8080/super/
uploads/maze%20constructor.007.pr

This is the version you want to use. Look at the cool garbage collecting :-)

Karl

From karl.ramberg@chello.se Wed Sep 3 05:07:05 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Bert Freudenberg wrote:
>
> Bert Freudenberg wrote:
>
> >> But this does not construct a maze anymore?
> >
> >
> > I found it. The color test fails, because I have a display depth of 32.
> > You should make sure that the pen color is exactly the same as the test
> > color.
>
> One more bug: back tracking does not work. Stack items are not moved to
>   the trash holder.

This is what you get working on multiple versions of the same project in
different

images :-)

Try this
http://www.squeakland.org/project.jsp?http://squeakland.org:8080/super/
uploads/maze%20constructor.006.pr

> Also, did you know you can rename objects and scripts? Makes the code
> much easier to read ;-)

I'm on it.

Karl

From ned@bike-nomad.com Wed Sep 3 08:14:11 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

On Wednesday 03 September 2003 01:07 am, Karl Ramberg wrote:
> Oh, a quick update:
> Here is the project with a little documentation.
> http://www.squeakland.org/project.jsp?http://squeakland.org:8080/su
>per/uploads/maze%20constructor.007.pr
>
> This is the version you want to use. Look at the cool garbage
> collecting :-)

Fun!

However, it only backtracks by one square, so it gets stuck easily. In
script3 you set the cursor to 1 and then increase it; what you
probably want to do is move the resetting to 1 somewhere else, or
just throw away the history after backtracking.
--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From bert@isg.cs.uni-magdeburg.de Wed Sep 3 09:15:12 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Ned Konz wrote:

> On Wednesday 03 September 2003 01:07 am, Karl Ramberg wrote:
>
>>Oh, a quick update:
>>Here is the project with a little documentation.
>>http://www.squeakland.org/project.jsp?http://squeakland.org:8080/su
>>per/uploads/maze%20constructor.007.pr
>>
>>This is the version you want to use. Look at the cool garbage
>>collecting :-)
>
>
> Fun!
>
> However, it only backtracks by one square, so it gets stuck easily. In
> script3 you set the cursor to 1 and then increase it; what you
> probably want to do is move the resetting to 1 somewhere else, or
> just throw away the history after backtracking.

No, what is missing is to move the first stack item to the trash holder.

The cursor increase is just to test if the stack is empty - there seems
to be no other way to test the size of a holder.

--
    Bert

From karl.ramberg@chello.se Wed Sep 3 12:39:35 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Bert Freudenberg wrote:
>
> Ned Konz wrote:
>
> > On Wednesday 03 September 2003 01:07 am, Karl Ramberg wrote:
> >
> >>Oh, a quick update:
> >>Here is the project with a little documentation.
> >>http://www.squeakland.org/project.jsp?http://squeakland.org:8080/su
> >>per/uploads/maze%20constructor.007.pr
> >>
> >>This is the version you want to use. Look at the cool garbage
> >>collecting :-)
> >
> >
> > Fun!
> >
> > However, it only backtracks by one square, so it gets stuck easily. In
> > script3 you set the cursor to 1 and then increase it; what you
> > probably want to do is move the resetting to 1 somewhere else, or
> > just throw away the history after backtracking.
>
> No, what is missing is to move the first stack item to the trash holder.
Right
Most stuff should be fixed in this version:
http://www.squeakland.org/project.jsp?http://squeakland.org:8080/super/
uploads/maze%20constructor.011.pr

> The cursor increase is just to test if the stack is empty - there seems
> to be no other way to test the size of a holder.

Right again.

Karl
From voiklis@redfigure.org Wed Sep 3 14:19:54 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Karl, very cool. The documentation is well written, as well; can I re-use?

Anyone else with internally documented (or not) projects not published to
the super swikis? I would love to see anything you are willing to share.

Thanks,

John

On Wed, 3 Sep 2003, Karl Ramberg wrote:

From karl.ramberg@chello.se Wed Sep 3 23:14:39 2003

Subject: Re: [Squeakland] [FUN]Maze constructor

John Voiklis wrote:
>
> Karl, very cool. The documentation is well written, as well; can I re-use?
Thanks. Please use anything you find useful.
> Anyone else with internally documented (or not) projects not published to
> the super swikis? I would love to see anything you are willing to share.
I wrote a 'how to make a etoy space invader' some time ago. It's on
Bob's SuperSwiki
or Squeakland SuperSwiki. I'm going to go through it today hopefully and
update
it if nessesary.

Karl

From Alan.Kay@squeakland.org Thu Sep 4 04:26:05 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

It might be a little more intuitive if you put in a special player
that signifies "empty" -- this was often used in the sixties for
stacks, especially in mathematical explanations of stacks, etc.

Cheers,

Alan

--
From karl.ramberg@chello.se Thu Sep 4 05:05:38 2003
Subject: Re: [Squeakland] [FUN]Maze constructor

Good idea. I'm adding and deleting from the top of the holder
so the last player could be dot for example and when that is the
first player in the holder it's empty.

Karl

From karl.ramberg@chello.se Fri Sep 5 00:05:46 2003
Subject: [Squeakland] [FUN]Space Invader Tutorial

I'v slightly updated a tutorial I wrote quite some time ago:

http://www.squeakland.org/project.jsp?http://squeakland.org:8080/super/
uploads/space%20invader%20tutorial.005.pr

Suggestions etc. are welcome.

Karl

Subject: Re: [Squeakland] [FUN]Space Invader Tutorial

Darius Clarke wrote:
> Hmmmm.
> Why did you use Sketches of the script tiles rather than put a copy of the
script tile into the Gee book that we could take apart ourselves.
I think this is a good idea. But I'm not sure if multiple copies of the
same script can hang around in different versions, as the scripts
evolve. I'll have to experiment a little. I like the idea of live

objects instead of just pictures of them.
> In my world's viewer, under the category chooser menu 'collections', there
is no tile 'world append dot'. What do you think is the problem?

Looks like the append tile dissapeared. Use 'include at beginning' or
'include at end' instead.
I'll update the tutorial.
Thanks for testing.

Karl

From DClarke@fadal.com Fri Sep 5 08:59:12 2003
Subject: RE: [Squeakland] [FUN]Space Invader Tutorial

Hmmmm.
Why did you use Sketches of the script tiles rather than put a copy of
the script tile into the Gee book that we could take apart ourselves.

In my world's viewer, under the category chooser menu 'collections',
there is no tile 'world append dot'. What do you think is the problem?

Cheers,
Darius

From DClarke@fadal.com Fri Sep 5 09:02:17 2003
Subject: RE: [Squeakland] [FUN]Space Invader Tutorial

Also, the get new variable is not in the menu now but in a separate (V)
button.

Cheers,
Darius

From: Karl Ramberg [mailto:karl.ramberg@chello.se]
Sent: Friday, September 05, 2003 01:56 AM
To: Darius Clarke
Cc: squeakland@squeakland.org
Subject: Re: [Squeakland] [FUN]Space Invader Tutorial

Darius Clarke wrote:
> Hmmmm.
> Why did you use Sketches of the script tiles rather than put a copy of
the script tile into the Gee book that we could take apart ourselves.
I think this is a good idea. But I'm not sure if multiple copies of the
same script can hang around in different versions, as the scripts
evolve. I'll have to experiment a little. I like the idea of live
objects instead of just pictures of them.
> In my world's viewer, under the category chooser menu 'collections',
there is no tile 'world append dot'. What do you think is the problem?

Looks like the append tile dissapeared. Use 'include at beginning' or
'include at end' instead.
I'll update the tutorial.
Thanks for testing.

Karl

From Kim.Rose@viewpointsresearch.org Fri Sep 5 09:10:21 2003
Subject: RE: [Squeakland] [FUN]Space Invader Tutorial

hi, folks -

Once again, it sounds like you (Karl & Darius) are using different
images -- my guess is Karl is using a "Squeak" image and Darius a
"Squeakland" image...the "V" button is a relatively new addition to
the "Squeakland" image -- in an effort to simplify the way one
creates a new variable.

It would be really helpful -- perhaps Darius might volunteer?? -- to
take this example and re-do it in a up to date "Squeakland" version
and then re-publish it -- it could be that example we could publish
on our website to share with others.

   -- Kim

--
From scott.wallace@squeakland.org Fri Sep 5 17:49:46 2003
Subject: RE: [Squeakland] [FUN]Space Invader Tutorial

Hi, Darius, Karl, and all,

Various issues arise when a project originally authored in a
non-Squeakland version of Squeak is loaded into a Squeakland system,
and vice-versa.

To avoid such issues, only projects *created* in a "Squeakland"
version of Squeak should be *published* to the "Squeakland-BSS".

The differences pointed out by Karl and Darius are two examples of
differences. There are others, including some that are more serious.
It would be desirable to keep things in synch between the two worlds
of Squeak, but for the moment the simple fact is that there are
compatibility problems in both directions, and these problems are
best avoided by using a Squeakland image to build any project
intended for use by Squeakland users.

Cheers,

   -- Scott

From karl.ramberg@chello.se Sat Sep 6 00:22:44 2003
Subject: Re: [Squeakland] [FUN]Space Invader Tutorial
>
Yup, seems like lot of stuff has changed. The Space Invader Tutorial
was made some time ago and has to be updated, maybe redone all together.

Karl

From thom-ber@gmx.net Sat Sep 6 17:42:21 2003
Subject: AW: [Squeakland] [FUN]Maze constructor

I am a newbie in squeak and etoys and explore the projects to learn. With
this project I have two problems in understanding, I can not solve myself.

Perhaps someone can help me:

1.) If I have a look on the rectangles inside the Holder, there are the rectangles with the names Rectangle1, Rectangle3, Rectangle4, Rectangle5 and so on (the number increases by 1). But never the Rectangle2 is visible. What's going on there?

2.) In Script "writePosition" is the tile "Holder include at beginning" is used, but I can not find that in the viewer of the Holder. I can only find "Holder include" in the collections categorie. Where can I find the used tile?

Thanks for the help

Thomas

Von: squeakland-bounces@squeakland.org
Gesendet: Donnerstag, 4. September 2003 13:22
An: Alan Kay
Cc: squeakland@squeakland.org
Betreff: Re: [Squeakland] [FUN]Maze constructor

Good idea. I'm adding and deleting from the top of the holder
so the last player could be dot for example and when that is the
first player in the holder it's empty.

Karl

From karl.ramberg@chello.se Sun Sep 7 02:09:39 2003
Subject: Re: AW: [Squeakland] [FUN]Maze constructor

Thomas Bernitt wrote:
>
> I am a newbie in squeak and etoys and explore the projects to learn. With
> this project I have two problems in understanding, I can not solve myself.
> Perhaps someone can help me:
>
> 1.) If I have a look on the rectangles inside the Holder, there are the
> rectangles with the names Rectangle1, Rectangle3, Rectangle4, Rectangle5 and
> so on (the number increases by 1). But never the Rectangle2 is visible.
> What's going on there?
Seems to be something of a internal Player issue and I'm not really sure
why it happens. Could be that Rectangle2 is already in the project somewhere..
.
>
> 2.) In Script "writePosition" is the tile "Holder include at beginning" is
> used, but I can not find that in the viewer of the Holder. I can only find
> "Holder include" in the collections categorie. Where can I find the used
> tile?

Ugh, seems to be a Squeak 3.6 feature, not currently in the plugin
image.
My fault.
I shall not write tutorials for Squeak plugin image using Squeak 3.6.

I shall not write tutorials for Squeak plugin image using Squeak 3.6.
I shall not write tutorials for Squeak plugin image using Squeak 3.6.
...

Karl

From karl.ramberg@chello.se Sun Sep 7 12:03:40 2003
Subject: Re: AW: [Squeakland] [FUN]Maze constructor

Thomas Bernitt wrote:
>
> I am a newbie in squeak and etoys and explore the projects to learn. With
> this project I have two problems in understanding, I can not solve myself.
> Perhaps someone can help me:
>
> 1.) If I have a look on the rectangles inside the Holder, there are the
> rectangles with the names Rectangle1, Rectangle3, Rectangle4, Rectangle5 and
> so on (the number increases by 1). But never the Rectangle2 is visible.
> What's going on there?
>
> 2.) In Script "writePosition" is the tile "Holder include at beginning" is
> used, but I can not find that in the viewer of the Holder. I can only find
> "Holder include" in the collections categorie. Where can I find the used
> tile?

Ned Konz gave me a tip:
Uncheck the preference etoyFriendly in the Preference tool.
You find the Preference tool in the tools section in the Objects Catalog
in the Supplies flap.
etoyFriendly is in the scripting section in the Preference tool.

The wording of the tile is 'holder prepend dot'

Karl

From karl.ramberg@chello.se Sun Sep 7 12:05:47 2003
Subject: Re: [Squeakland] [FUN]Space Invader Tutorial

Darius Clarke wrote:

> In my world's viewer, under the category chooser menu 'collections',
> there is no tile 'world append dot'. What do you think is the problem?

See my other mail. You get the tile when the etoyFriendly preference is
unchecked.

Karl

From darius@inglang.com Tue Sep 16 13:19:31 2003
Subject: [Squeakland]
        [ANN] Moodle: a new "course management system" (CMS) - using Open
        Source, PHP, Social Constructionist Pedagogy

Here's some interesting new course management system (CMS) (not Squeak) that
tries to address this community's need for a CMS that agrees with its
constructionist pedagogy.

http://moodle.org/doc/?frame=features.html

"Moodle is a course management system (CMS) - a software package designed to

help educators create quality online courses. Such e-learning systems are
sometimes also called Learning Management Systems (LMS) or Virtual Learning
Environments (VLE). One of the main advantages of Moodle over other systems
is
a strong grounding in social constructionist pedagogy.

"Moodle is a software package for producing internet-based courses and web
sites. It's an ongoing development project designed to support a social
constructionist framework of education.

"Moodle will run on any computer that can run PHP, and can support many types
of database (particularly MySQL).

"The word Moodle was originally an acronym for Modular Object-Oriented
Dynamic
Learning Environment, which is mostly useful to programmers and education
theorists. It's also a verb that describes the process of lazily meandering
through something, doing things as it occurs to you to do them, an enjoyable
tinkering that often leads to insight and creativity. As such it applies both
to the way Moodle was developed, and to the way a student or teacher might
approach studying or teaching an online course. Anyone who uses Moodle is a
Moodler."

Perhaps this community already has an unexpressed opinion of any perceived
need
or lack of need for a "course management system" such as this.

Cheers,
Darius

From Kim.Rose@viewpointsresearch.org Wed Sep 17 14:13:24 2003
Subject: [Squeakland] Some new goodies on Squeakland.org

Greetings!

I want to let you know that we've added some goodies to the
Squeakland website that might be of value to you -- especially those
of you in classrooms, clubhouses and computing centers who might be
introducing newcomers to Etoys.

Take a look at the Etoy QuickStart Guide which can be found here:
http://www.squeakland.org/author/startguide.html

This page is found off the 'Etoys, Tutorials and Other Goodies' page here:
http://www.squeakland.org/author/etoys.html

The guide can be color (or black and white) printed and either put
back-to-back on 11x17 paper so when folded it becomes a 4 page
"booklet" reference guide, or if you cannot print on 11x17 paper it
can certainly be printed on 4 8 1/2 x 11" pages.

We hope this can help you and your children become familiar with the
Etoy vocabulary, supplies, handles, paint tools and navigation.

We've also added some other fun items to the Squeak Media page/section.
Check it out!

cheers to all,
Kim

From shannon@handshigh.com Fri Sep 19 14:30:12 2003
Subject: [Squeakland] OS X startup and how to get a new morph badge

I am a new squeak user, but experienced programmer. I got through the
car driving demo with my kids, but I was really frustrated getting to
the point where they could just squeak.

1) Most of the computers I am using are Mac OS X computers.
Double-click on the squeak.image file just produces a "Don't know what
application to run this with" type message. If I map in the Explorer,
Explorer just hangs and eventually crashes. How can I set things up on
an OS X computer to quickly start squeak with a blank screen without
being connected to the internet?

2) I am trying to figure out how to turn on sharing of desktops in an
intranet environment. The squeak.org site FAQ says to choose a new
badge from the new morph/experimental menu. "experimental" is not a
choice on my new morph menu. Any other ideas?

Thanks,

Shannon

Hands High Software, Inc.
Bringing order to your mind
Software for the Palm OS

From ned@bike-nomad.com Sun Sep 21 10:46:40 2003
Subject: Re: [Squeakland] OS X startup and how to get a new morph badge

On Friday 19 September 2003 01:47 pm, Shannon Pekary wrote:
> I am a new squeak user, but experienced programmer. I got through
> the car driving demo with my kids, but I was really frustrated
> getting to the point where they could just squeak.

How did you install Squeak? I assume that since you're asking on the
Squeakland list that you installed the Squeakland installer, but I'm
not sure from your questions.

The easiest way to install the Squeakland image and VM and plugin is
to go to http://squeakland.org/plugin/installers/mac-x-std.html and
install the appropriate plugin.

This will download a .sit file. When you click on the expanded version
(which is called SqueakPlugin.pkg despite the instructions referring
to it as SqueakPluginInstaller) you will get an installer.

Since I need to install Squeak on a couple of Mac OS X machines, I'll
try this and see if it works...

OK, from Safari I did the download, and got the .sit and the .pkg file
on my desktop.

Then I clicked on the .pkg file and went through the installer.

Then I clicked in the browser to test it and it didn't work. So I quit
Safari.

There's an alias on my desktop now that says "Squeak 3.0". I clicked
on it and nothing happened.

Ok...

Select the alias, command-R to show the original (which is the
SqueakPlugin.image).

command-I to get info on the image.

expand the 'Open with:' tab, and it shows nothing to open it with.
Drop down the list and choose 'Squeak 3.0'. Also hit the 'Change
All...' button. Had to choose 'Squeak 3.0' again after that. I guess
I should have closed the setting dialog? Anyway, now the alias opens
Squeak locally.

(Curious: Why is it called 'Squeak 3.0' when the plugin image is
derived from Squeak 3.2?)

Let's try it in a browser (using the 'when you're finished click here'
link from the Squeakland installer page).

Safari 1.0 (v85) ... nope. Just see a bit of the splash in a
rectangle.

Mozilla Firebird 0.6.1 ... nope. See a black rectangle with a spinning
beach ball. Had to force quit (Cmd-Option-Escape, I just found out).

M$ Internet Explorer 5.2 ... Interesting. For some reason, the
installer page on Squeakland leads me to the 'Download Squeak for Mac
OS 7.6 or higher' page instead of the Mac OS X page.

Anyway, trying the 'click here' link there shows me the desired
'Welcome to Squeakland!'. I could then go to the tutorials.

When you start the Squeak plugin image inside a browser, it will offer
to load updates automatically. When you start it locally, it doesn't.

So I started locally.

You can open a desktop menu using the Escape key. Then choose 'help',
'load updates from server'.

I got 'loaded 41 update files' after some network activity.

Escape key, 'save and quit'.

Now I have a local shortcut that will start the Squeak Plugin image.

> 2) I am trying to figure out how to turn on sharing of desktops in
> an intranet environment. The squeak.org site FAQ says to choose a
> new badge from the new morph/experimental menu. "experimental" is
> not a choice on my new morph menu. Any other ideas?

Get an Object Catalog from Supplies or from the World Menu/Objects.

Go to the 'Collaborative' tab (the FAQ needs to be edited), drag out a
badge. Enter your name. Drag out a Listener, click on the black
semicircle (which used to pop up Mickey Mouse (TM) ears but no longer
does for some reason <g>).

Repeat from another machine.

Pull out another badge and set its IP address to the first machine.
Now you can interact.

From karl.ramberg@chello.se Sun Sep 21 13:59:59 2003
Subject: [Squeakland] [BUG]Text getFirstCharacter

I made a L-system parser and had it read characters one by one from
a text (TextMorph) using the getFirstCharacter tile, and assigning them
to a variable:
myMorph's text: text getFirstCharacter.
This works fine but when I use the variable in a test it will fail
because it has
actually gotten a character and not a string.
myMorph's text = 'G' -> false
myMorph's text = $G -> true.

I would think this is a bug in TextMorph>>getFirstCharacter which should read:

TextMorph>>getFirstCharacter
        "obtain the first character from the receiver if it is empty, return
a
        black dot"
        | aString |
        ^ (aString _ text string) isEmpty
                ifTrue: ['ï']
                ifFalse: [aString first asString]
                              ^^^^^^^^

Karl

From scott.wallace@squeakland.org Sun Sep 21 21:11:42 2003
Subject: [Squeakland] Re: [BUG]Text getFirstCharacter

Yes, this is clearly a bug, and Karl's fix is correct.

Cheers,

   -- Scott

From shannon@handshigh.com Mon Sep 22 14:34:18 2003
Subject: Re: [Squeakland] OS X startup and how to get a new morph badge

Thanks for the help Ned.

I used the standard installer a while back, and I think I got the same
results you did.

However, I just did the following in OS 10.2.6 with IE:
Go to download page from main page, got the Download OS 7.6 and above
page,
Clicked Other Downloads
Downloaded the Jaguar .sit file. It expanded into the SqueakPlugin.pkg
file.

Double clicked the .pkg

Error: The Installer Package SqueakPlugin could not be opened.

Could not find the Bill of Materials for this package.

I then opened the package and found an Archive.pax.gz file. Apparently
this package had the pax file compressed. This may or may not get
decompressed by stuffit, depending on settings I believe. I
decompressed it and was able to start the installer.

After installing, double clicking the Squeak 3.0 icon started squeak
offline just fine. Strange that we are having such different
experiences, and myself too with different machines.

The other Macs I tried before have multiple users, and some accounts
are hosted on a Mac Server. It would be really nice if Squeak worked
from the System Library instead of the User Library so that I only need
to install it once on each Mac. This problem makes it very tedious to
install Squeak in a Mac school environment. I wonder why it doesn't
work.

I will try your instructions on the other Macs I am having trouble with
later.

Thanks,

Shannon

On Sunday, September 21, 2003, at 10:04 AM, Ned Konz wrote:

From karl.ramberg@chello.se Mon Sep 22 15:02:15 2003
Subject: [Squeakland] [ENH]Comma operator to Etoy strings.

From scott.wallace@squeakland.org Mon Sep 22 17:38:44 2003
Subject: Re: [Squeakland] [ENH]Comma operator to Etoy strings.

Hi, Karl,

Nice idea!

Four quick observations:

(1) The little green up/down carets should not occur on the comma
tile, since there are no alternative operators to cycle among in this
case.

(2) The balloon-help message that one gets for the comma tile is not right.

(3) The extension arrow should occur not only on string-valued
constant tiles, but also on string-valued *variable* tiles -- cf.
how this is handled in the case of numeric-valued variable tiles.

(4) The extension arrow for a string-valued tile in a
string-assignment phrase (e.g. in "client's firstName <- Melvin")
should appear *after* the string constant, not before. If you expand
(i.e. hit the right-facing green arrowhead) and then contract (i.e.
hit the left-facing green arrowhead,) the correct effect happens.

[This same bug occurs with the handling of numeric-valued tiles as
well, so if you happened to be fixing it for the string case, perhaps
you could fix it for the numeric case as well ;-)]

Cheers,

  -- Scott

At 11:19 PM +0200 9/22/03, Karl Ramberg wrote:
Subject: Re: [Squeakland] OS X startup

On Monday, September 22, 2003, at 01:51 PM, Shannon Pekary wrote:

> Thanks for the help Ned.
>
> I used the standard installer a while back, and I think I got the same
> results you did.
>
> However, I just did the following in OS 10.2.6 with IE:
> Go to download page from main page, got the Download OS 7.6 and above
> page,
> Clicked Other Downloads
> Downloaded the Jaguar .sit file. It expanded into the SqueakPlugin.pkg
> file.
> Double clicked the .pkg
>

Hi, I'm the original author of the squeakland installer. Right now I'm
working with Michael and others
at ViewPoints to update and address issues with installing Squeak in a
multi-user (class room) setting.
We've had a few VM updates, and had to deal with Safari, so things are
a bit behind in the current install package.

First I'll note the installation that I got from the web site was
SqueakPlugin10.2.pkg.sit

Created Friday Nov 15, 2002, 1:07PM
Modified Friday Nov 15, 2002, 107PM
Squeak Browser Plugin 3.4.0b1

If you inspect the contents of the pkg by doing ctrl-click and open
package you'll see

Contents
        PkgInfo
        Archive.pax.gz
        Info.plist
        Resources
                Archive.bom
                Welcome.rtf
                ReadMe.rtf
                InstallationCheck
                postflight
                Description.plist
                License.rtf

So I'm confused about your comment that the Installer Package
SqueakPlugin could not be opened.
Could not find the Bill of Materials for this package.

I'm curious if in the terminal session if you do against the pkg file

ls -lR SqueakPlugin.pkg

you should get something close to this output below. The username and
group name may be different.
If you could invoke the command against the package and let me know the
results that would be useful.

```
total 0
drwxr-xr-x  7 johnmci  wheel  238 Nov 15  2002 Contents

SqueakPlugin.pkg/Contents:
total 9192
-rwxr-xr-x  1 johnmci  wheel     35162 Nov 15  2002 Archive.bom
-rwxr-xr-x  1 johnmci  wheel  4658802 Nov 15  2002 Archive.pax.gz
-rwxr-xr-x  1 johnmci  wheel      1211 Nov 15  2002 Info.plist
-rwxr-xr-x  1 johnmci  wheel         8 Nov 15  2002 PkgInfo
drwxr-xr-x  9 johnmci  wheel       306 Nov 15  2002 Resources

SqueakPlugin.pkg/Contents/Resources:
total 64
-rwxr-xr-x  1 johnmci  wheel    526 Nov 15  2002 Description.plist
-rwxr-xr-x  1 johnmci  wheel    410 Nov 15  2002 InstallationCheck
-rwxr-xr-x  1 johnmci  wheel  10280 Nov 15  2002 License.rtf
-rwxr-xr-x  1 johnmci  wheel   1331 Nov 15  2002 ReadMe.rtf
-rwxr-xr-x  1 johnmci  wheel   1014 Nov 15  2002 Welcome.rtf
-rwxr-xr-x  1 johnmci  wheel   1266 Nov 15  2002 postflight
[localhost:/Users/Shared] johnmci%
```

The curious who know a bit about Unix might want to look at the
postflight shell script.
That is where the work is done. After confirming the installer has
written the bits to the right
location (/tmp), we invoke various commands to unpack the pax file and
create required links to
enable us and the browser to find the plugin.

I'll note that the OS-X installer should gnu-unzip the Archive.pax.gz
file when it runs, versus
having that done by stuffit. Of course I'm curious if stuffit did in
fact unzip it, that might be an issue...
I'll note in the installer you can show the log, and extra details, I'm
curious about any errors you find.
There are some, so sending me that information would be useful.

Now where does it get installed, why to the user domain! Yes my
solution last year, so I'm to blame.
Ack, but all is not lost if you dig deeper into the postflight shell
script you'll see why, and thoughts about how to fix.

cd ~/Library/Preferences
...
rm ~/Library/Internet\ Plug-Ins/NPSqueak
rm ~/Desktop/My\ Squeak

```
rm ~/Desktop/Squeak\ 3.0
ln -f ~/Library/Preferences/Squeak/Internet/NPSqueak
~/Library/Internet\ Plug-Ins/NPSqueak
ln -fs ~/Library/Preferences/Squeak/Internet/My\ Squeak ~/Desktop/My\
Squeak
ln -fs ~/Library/Preferences/Squeak/Internet/SqueakPlugin.image
~/Desktop/Squeak\ 3.0
```

So as a unix fellow would see I'm specifically sticking the package
into the executing user's Library/Preferences directory

Right now I'm examining the ability to stick Squeak into
/Library/Preferences. I had thought about doing
that in the past, but wasn't sure of the implications, certainly we
need to get group permissions correct, and
ensure it's all workable in a shared environment you would find in a
class room.

2) Safari.

Safari support requires quite a different plugin than IE. I need to do
some work
to package a solution that allows you to work with both IE and Safari
at the same time. We had been
waiting on Apple to fix a Safari problem related to posting of Urls
within the VM, but now realize this
is not going to happen. I did pass a Safari aware plugin up the stream
for testing, but that's not happened.
It's a bit of a complicated solution, but not unsolvable.

3) Mozilla Firebird 0.6.1
Unsupported, sorry, two browsers are enough of a headache.
Actually there are three because IE for OS-9 is a different animal than
IE for OS-X .

Hopefully I can wrap up a solution by wed/thursday and I would welcome
some beta testers, if *anyone* is interested please
email off line.

From karl.ramberg@chello.se Mon Sep 22 23:06:22 2003
Subject: Re: [Squeakland] [ENH]Comma operator to Etoy strings.

Scott Wallace wrote:
>
> Hi, Karl,
>
> Nice idea!
>
> Four quick observations:
>
> (1) The little green up/down carets should not occur on the comma
> tile, since there are no alternative operators to cycle among in this
> case.
```

Right.

> (2)  The balloon-help message that one gets for the comma tile is not right.

Yup.

> (3)  The extension arrow should occur not only on string-valued
> *constant* tiles, but also on string-valued *variable* tiles -- cf.
> how this is handled in the case of numeric-valued variable tiles.

I have also noticed that the string variables can't  use the
text category tiles so you can't get the first letter of a variable etc.
I'll see if I can fix that.

>
> (4)  The extension arrow for a string-valued tile in a
> string-assignment phrase (e.g. in "client's firstName <- Melvin")
> should appear *after* the string constant, not before.  If you expand
> (i.e. hit the right-facing green arrowhead) and then contract (i.e.
> hit the left-facing green arrowhead,) the correct effect happens.
> [This same bug occurs with the handling of numeric-valued tiles as
> well, so if you happened to be fixing it for the string case, perhaps
> you could fix it for the numeric case as well ;-)]

I noticed this. Hopefully it's something as simple as using addMorphBack:
instead of addMorph: somewhere :-)

Karl

From karl.ramberg@chello.se Tue Sep 23 01:54:06 2003
Subject: [Squeakland] [ENH][FIX]Comma operator to Etoy strings v2

"Change Set:              ExtendableText
Date:                     22 September 2003
Author:                   Karl Ramberg

Adds #, (comma) as an operator to strings so strings can grow.
Also fixes the suffix arrow placement, that fixes suffix arrow placement
for numbers to!!
Correct ballon help message.
Fixes a bug in getFirstCharacter."!

From tacmanphil@mac.com Thu Oct 16 08:20:39 2003

Subject: [Squeakland] Publishing issues

Wondering if anyone else is using Squeak in a networked environment (Mac OS X
clients and server). I'm experiencing intermitment problems saving projects...
some get saved, while others "hang" while trying to publish/save. Eventually,
i have to force quit the hanging computers, which, of course, means those
projects don't get saved.
I thought I was on to something when I tried having students take turns
saving, but that didn't work either.
Thinking about moving each "My Squeak" folder into the respective Documents
folder...
Any thoughts?

More about what we're doing with Squeak at PS 87 with the entire 5th grade
once these issues are resolved.

Phil

From karl.ramberg@chello.se Thu Oct 16 08:32:50 2003
Subject: Re: [Squeakland] Publishing issues


Phil Firsenbaum wrote:
>
> Wondering if anyone else is using Squeak in a networked environment (Mac OS
X clients and server). I'm experiencing intermitment problems saving projects.
..some get saved, while others "hang" while trying to publish/save.
Eventually, i have to force quit the hanging computers, which, of course,
means those projects don't get saved.

Often you can press Command-period to stop the publishing, and then
re-enter the project you tried to publish
by going to previous project.
Sometimes trying a second publishing then works.

Karl

From tacmanphil@mac.com Fri Oct 24 15:37:27 2003
Subject: [Squeakland] Re: Publishing issues

I've tried several suggestions that people have shared and,
unfortunately, the problems persist. Student work is being lost because
we're unable to save/publish. We're still at the preliminary stages so
nothing crucial has actually been lost, however, I anticipate beginning
some serious projects shortly. I need to get this issue resolved before
long.
Any other suggestions?
Is anyone working in a networked environment and not having problems
publishing projects?

Phil

On Thursday, October 16, 2003, at 03:00 PM,
squeakland-request@squeakland.org wrote:

> Send Squeakland mailing list submissions to
>        squeakland@squeakland.org
>
> To subscribe or unsubscribe via the World Wide Web, visit
>        http://squeakland.org/mailman/listinfo/squeakland
> or, via email, send a message with subject or body 'help' to
>        squeakland-request@squeakland.org
>
> You can reach the person managing the list at
>        squeakland-owner@squeakland.org
>
> When replying, please edit your Subject line so it is more specific
> than "Re: Contents of Squeakland digest..."
> Today's Topics:
>
>    1. Publishing issues (Phil Firsenbaum)
>    2. Re: Publishing issues (Karl Ramberg)
>
> From: Phil Firsenbaum <tacmanphil@mac.com>
> Date: Thu Oct 16, 2003  10:38:42 AM America/New_York
> To: squeakland@squeakland.org

> Subject: [Squeakland] Publishing issues
>
>
> Wondering if anyone else is using Squeak in a networked environment
> (Mac OS X clients and server). I'm experiencing intermitment problems
> saving projects...some get saved, while others "hang" while trying to
> publish/save. Eventually, i have to force quit the hanging computers,
> which, of course, means those projects don't get saved.
> I thought I was on to something when I tried having students take
> turns saving, but that didn't work either.
> Thinking about moving each "My Squeak" folder into the respective
> Documents folder...
> Any thoughts?
>
> More about what we're doing with Squeak at PS 87 with the entire 5th
> grade once these issues are resolved.
>
> Phil
>
>

From kim.rose@viewpointsresearch.org Fri Oct 24 17:29:58 2003
Received: from [192.168.0.45] (squeakalpha.org [65.104.119.43])
        by squeakland.org (8.12.8/8.11.6) with ESMTP id h9P0TwHX031378;
        Fri, 24 Oct 2003 17:29:58 -0700
Mime-Version: 1.0
Subject: [Squeakland] Re: Publishing issues

Dear Phil,
I've just written mail to some tech folks in the group. I am SO SORRY
you and your students are having problems.  I have seen such in some
classrooms last year; we are aware of problems in the publishing
mechanism, I am sorry to say.  Once piece of advice until I can send
more -- If someone is saving an altered/ newer version of a
previously saved project, I suggest using the "publish as" button and
naming it something *completely different* than the first version.  I
found that the "hang ups" occur when the project is a changed version
of an earlier one.
More to come...
thanks for hanging in there!
Kim




--
From mcrain@u98.k12.me.us Wed Oct 29 12:18:18 2003
Subject: [Squeakland] install problem

Greetings,

1) I am installing Squeak from www.squeakland.org on OS 10.2.6, from a
non-administrator user.

The squeak icon that appears on the desktop doesn't launch Squeak because
the SqueakPlugin.image Info shows "Open with:" as blank. After changing "Open
with:" to Squeak 3.0 (squeak VM 3.2.8b9), things start working.

Is this a known problem?

2) I've run into a few other install errors recently on XP and OS 10.2.8. Is
this list the right place to go into details, or should I be calling Michael
R.
or someone else?

Thanks -- Max

From michael@squeakland.org Thu Nov  6 17:33:14 2003
Subject: [Squeakland] [ANN] New plugin released


Dear Squeaklanders,

we just released the latest version of the Squeakland plugin.

We recommend downloading and running the installer as the new release
also includes new virtual machines for all platforms. The Mac OS X
installers also allow for a special installation modes for server
environments. Please refer to the ReadMe for more information.

This release includes quite a few updates, some of them bug fixes and
some additional functionality:

+ bug fixes
  - publishing
  - objects disappearing
  - too many to list here ;-)

+ functionality
  - pen trails as dots or lines and with arrows
  - quit button in the navigator bar
  - sounds in projects are preserved
  - getters and setters provide feedback on mouse-over

We also changed the publishing behavior so that errors occurring during
the publishing process actually get reported and not just cause the
system to "hang".

The new release also supports Safari on the Mac, although users behind a
web proxy might experience problems.
There are still some issues with Squeak on Panther (Mac OS X 10.3).
Please set colors to "Thousands" to avoid these problems until we find a
better workaround (or Apple fixes the bugs in Panther).

Please let us know if you encounter (old or new) problems with the new
version!

Michael


From MRATZEL@bv229.k12.ks.us Fri Nov  7 17:59:11 2003
Subject: [Squeakland] Thank you to all who have gone before

It is with much hesitation that I write this, but also with great excitement.
I learned about Squeak this summer and then took the plunge with my students
the past few weeks in experimenting with it.  We have experienced everything
possible....from excitement to frustration.  My students have been so
enchanted that they have gone home, downloaded it and played with it and come
in and chattered away with what they figured out on their own...and then
showed all of us what they learned. Does it get any better than that?  Don't think so.  We

good.

Yet, it is so frustrating at the same time.  There isn't enough places to go
to learn what to do and how to fix stuff.  And we've had tears when we've
lost stuff or they've been so frustrated that they just gave up.  One of my
skateboarder kids just freaked and quit.  Hopefully he'll try again but I
just didn't know what to do to help him anymore than I did.

But I count it all a victory because this Squeak is very cool and engages
them like I haven't seen anything else do.  I am working so hard at getting
one of our math teachers to let me integrate this into one of the modules
they have.  I'm experimenting at home in my spare time and if I can come up
with something, I think she'll be up for it.  Because I think the real
excitement of this is really out in the math or science classroom instead of
just in my animations....although they are great fun.

All of you who write on this list do things I don't understand.....that's OK
because someday I will.  I thank you for having something like this for
teachers like me who want to learn and having a place just to listen in on
those of you who do get it.  And I wanted to share our small victory with you
because it is inspired by what you write and I read.  So thank you.

marsha ratzel

From gafisher@sprynet.com Sat Nov  8 02:57:08 2003
Subject: Re: [Squeakland] Thank you to all who have gone before

>> "And I wanted to share our small victory . . ."

Marsha;

There are no small victories.  The least are merely great, and yours appear
to have transcended that.  When students spontaneously continue their
studies outside the classroom they have moved from passive recipients to
active participants.  That is a very great victory for an educator -- and
for the students.  Congratulations and best wishes from another hopeful
Squeak evangelist.

Gary Fisher


From sheine.mankovsky2@tdsb.on.ca Sat Nov  8 08:44:28 2003
Subject: RE: [Squeakland] Thank you to all who have gone before

From dave_and_laura_lowry@mac.com Sat Nov  8 19:28:10 2003
Subject: [Squeakland] Squeak For a First Grader?

I'd like to introduce Squeak to my six-year-old.  She reads very well
and enjoys mathematics games.  We tried the "drive the car" activity,
but the allure of controlling the car wasn't there; it was just as much
fun to just use the paint tool.  Could anyone suggest another activity
we might try?  Is six too young to Squeak?  Thanks.

-Dave

From Alan.Kay@squeakland.org Sat Nov  8 21:10:46 2003
Subject: Re: [Squeakland] Squeak For a First Grader?

Hi Dave --

Six is pretty young -- not so much intellectually, but in terms of
"what seems neat". Some six year olds love "camoflage games" (like a
painted animal in an environment where it can't be seen until it
moves) and visual illusions (like a dynamic version of the Mach
contrast illusion, etc).  Many of these have been done in Squeak.
Take a look at an illusion book and see if she likes them. If so, I
can suggest how to do dynamic versions in Squeak.

Cheers,


From kim.rose@viewpointsresearch.org Sun Nov  9 08:19:12 2003
Subject: Re: [Squeakland] Thank you to all who have gone before

Dear Marsha,

I want to thank you for taking the time and courage to write to us.
Your feedback is most important to those of us at Viewpoints
Research/"Squeak Central/Squeakland" and to your fellow teachers who
are also exploring Squeak and participating on this mailing list.
Without reports such as yours it is impossible for us to know what is
happening in classrooms, computing centers, etc. around the world.
We only have a vague sense of who is using Squeak, which is a strange
phenomenon given the way people can get Squeak off the web and then
use it quietly, or with more communication.

In case you don't know who I am, I have spent several years
developing and testing Squeak-based curriculum in classrooms -- most
of the "real time" has been spent in Los Angeles public schools.  I
have been working most closely with BJ Allen-Conn a 4th and 5th grade
teacher at the Open Charter School.  BJ and I have shared both the
pleasure and pain that you have experience.  The victories send you
home believing that our world has a positive future in the hands of
our children,  and the frustrations make you wonder if the time and
effort are worth it.  From my experience (I've been working in this
area with Alan Kay for 17 years now) it *is* worth it, but the kids'
tears are tough to take.  Thank goodness, this part is occassional.
(I tell myself the same frustrations occur to learners attempting to
learn a musical instrument or new language, however, the instrument
itself should not break!)

When this scenario happens to me, I remind myself that what I am
doing is *research* and forging new territory in creating new tools
for learning.  In the classrooms I've been involved in using Squeak
we have let the kids know that they are part of something new, an
experimental program and something that is not yet a "product".  When
the kids hear this and also learn that their reports, remarks,
feedback are taken to the designers, developers and engineers they
are generally entusiastic and delighted to participate in the
creation and change.   In the first years of the Etoy system's
development we would often make changes in user interface and
functionality based on teacher and student feedback.  When the
teachers/students saw those changes materialize a short time after
making the recommendation they felt a great reward and pride in
participating.

Here is some concrete info on how you can help....
What will help the developers greatly is if you, and others reading
this mail (which is why I chose to send my reply to the group and not
just Marsha) will do this:

When you have a problem, please let us know!  Unless people make
reports we believe things are going well.  Please don't continue to
be frustrated and feel alone.  Although we are geographically
separated, we can use this list and direct email to help,
troubleshoot. and hopefully solve the problem or change the system to
improve it.  Using this mailing list  can help identify colleagues in
your area.  Recently, a group of "New York City Squeakers"  decided
to meet face to face in a user group meeting.  This will get people
together to exchange and share project ideas, problems, victories and
defeats.

When reporting a problem, please let us know what computer platform
you are using -- there are so many possibilities today, it is
important for us to know and we are trying to make Squeak work on
each and every one but there are differences...if it is Windows or
Mac please let us know which version -- i.e., 2000, XP, home version,
or Mac OS 9.xx, OSX...OSX.??

Also if you have problems installing, it is important for us to know
which browser and browser version you are using.

Then, if you have a project which will not save or load or loads and
appears "broken" or different from the previous time you loaded it,
please send us mail and attach the project (the .pr file).  Look
into your "My Squeak" folder to see if there is a "Debug Log" file
with the time and date that you tried to save the project and send us
that text file as well.  This will give us specific information to
evaluate.  Withouth these specifics we are rather helpless.

Also, be sure you are using the latest version of Squeak and have it
fully updated. We just posted an announcement of new installers which
are now available via Squeakland.org.  To get this version you must
do a new installation of Squeak from our website. This install will
also give you a new "VM" (Virtual machine) which is needed to run the
application.  Then, it's always a good idea to check for updates now
and again.  (When we issue something significant we send mail to the
list but sometimes small updates are issued via the website).  To get
updates go to Squeakland.org and on the homepage you can "Get Squeak
Updates" from the "Download Squeak" button in the center of the page.

I am curious, Marsha, to learn more about you and your students --
where are you? What age students are you working with?

We want to support you as we have been with others who have been
courageous enough to try something new, and changing.  I hope you
will continue to use Squeak and to help us by creating new project
ideas, sending us feedback so that we might continue to change and
improve it, etc.   Last summer about 50 "Squeakers" gathered from
around the country and Canada for a 2 1/12 day "SquaekFest" in
Chicago.  This was successful for a number of reasons...to meet, to
share, to build community, etc.  We are planning a SqueakFest for
summer 2004...details will be coming.  I hope you might be able to
join us.

Thank you again for being part of this beginning (including the
growing pains).  We are encouraging the use of the system to gather
useful experiences (including bugs) and to provide
perspective-changing experiences for endusers like you.
Please continue to correspond with us, share ideas and problems and

be part of our great adventure.

regards,
Kim




--
From cg@cdegroot.com Fri Nov 14 00:56:43 2003
Subject: [Squeakland] http://people.squeakfoundation.org/ - an invitation

Dear Squeakers,

Over the last couple of days, I have been busy setting up a new
community site for Squeakers. It is based on the Advogato website
(http://www.advogato.org/) and uses a web-of-trust metric that helps
establishing a safe environment of sorts (probably bad wording, but to
explain the full deal is a bit too much in this context - browse around
on both sites if you want to learn more). Basically it is a combination
of a weblog site (users can keep diaries), Slashdot (people can post
articles and others can comment on them), and a social charting system
(because it enables you to see relations between people and what they're
doing).

The site went on-line last Wednesday night, and made a great start - we
have over 50 people signed up and the number is steadily increasing.

As the Squeak(-dev) and Squeakland communities often have little contact
because of the differences in goals (Smalltalk hacking vs. education, if
you'll allow me to put it like that), I thought it would be a good idea
if people from the Squeakland community would join the site and start
telling what they're up to. In my opinion, this could really help in
creating more community sense between both groups.

If you're interested, go to http://people.squeakfoundation.org/ and
sniff around - and don't hesitate to ask me if you have any questions.

Regards,

Cees de Groot




From michael@squeakland.org Thu Nov 20 10:07:12 2003
Subject: [Squeakland] [ANN] New updates and installers

Dear Squeaklanders,

a few minutes ago I released a few more updates and installers for Mac
OS X on squeakland.

The updates include yet another fix for the publishing problems and an
improved way to report errors. The error notifier now has a button
"Store Error Report" which generates a files containing information
about the problem. Please send these reports to us as they are of great

help in tracking down and fixing bugs!

You can fetch the updates by pointing your browser to
http://www.squeakland.org/project.jsp?/projects/EToy-Template.001.pr

We recommend that Mac OS X 10.3 (Panther) users download and run the new
installers, as they also include a new VM.

Cheers

Michael


From dave@server1.thedesignexperience.org Fri Nov 21 10:55:28 2003
Subject: [Squeakland]
        Crazy idea inspired by Leapster Multimedia Learning System

I recently saw the Leapster handheld product from LeapFrog. I found out
it runs Macromedia Flash. I had a brainstorm. What would be ideal is a
similar device running Squeak. Kids could plan games on it, and if they
wanted learn how the games worked and write their own. It might not be
realistic but it is a fun dream.

--
Dave Bauer
dave@thedesignexperience.org
Subject: Re: [Squeakland] Crazy idea inspired by Leapster Multimedia Learning
        System

I had another idea. A handheld PC running Linux or Windows might be the
best bet.

On Fri, Nov 21, 2003 at 01:11:31PM -0500, Dave Bauer wrote:
> I recently saw the Leapster handheld product from LeapFrog. I found out
> it runs Macromedia Flash. I had a brainstorm. What would be ideal is a
> similar device running Squeak. Kids could plan games on it, and if they
> wanted learn how the games worked and write their own. It might not be
> realistic but it is a fun dream.
>
> --
> Dave Bauer

Dave
From darius@inglang.com Tue Nov 25 15:09:27 2003
Subject: [Squeakland]
        E3 To Host "The Education Arcade" in L.A. - a three-day conference
        focusing on games in education

This was recently in the news:
_____

E3 To Host "The Education Arcade"

Representatives from MIT Comparative Media Studies and the Entertainment
Software Association (ESA) today announced the launch of a three-day
conference
focusing on games in education, as part of The Education Arcade initiative.

The new conference will offer discussion of key issues and emerging trends in
the development, use, and marketing potential of games in education. The

event
will be held May 9th to 11th at the 2004 E3 in Los Angeles, prior to the
opening
 of the Expo show floor, and will be open to the public.

Further details can be found at the following website:
http://www.educationarcade.org
___

(I realize "games" has a bad connotation in the education community. Perhaps
these researchers mean "2D & 3D simulations & modeling that are both fun and
constructivist".)

Anyone thinking they might go?
_____

Also here's an interesting article about savants in Wired:
"Autistic savants are born with miswired neurons -- and extraordinary gifts.
Now
researchers are using breakthrough science to expand our understanding of the
brain. By Wired magazine's Steve Silberman."
http://www.wired.com/wired/archive/11.12/genius.html

This suggests to me that Squeak might help the autistic - being that it can
easily link music, sound, and math together. Also seems to suggest that
linear
or tabular GUI would be better than a Morphic one for them.
_____

Also: Cover article in Technology & Learning Magazine:

- Top 10 Innovative Projects -
"We profile 10 projects that combine collaboration, critical thinking, global
implications, in-depth investigations, and a very high student motivation
factor."
http://www.techlearning.com/story/showArticle.jhtml?articleID=16000694
___
This article might suggest to us ways Squeak can be use for in-class projects.


Cheers,
Darius

From gaelli@emergent.de Mon Dec  1 09:35:42 2003
Subject: [Squeakland] [ANN] Advent Calendar

Hi folks,

I assembled a little advent calendar in Squeak.
You can download the 80 MBs (!) (movies included) from:

ftp://ftp.ira.uka.de/pub/squeak/ev/adventskalender.zip

Thanks to Marcus Denker for providing this space.

Some "doors" are in German, but most should be understandable
internationally.

Besides being an advent calender there is, like in most advent
calendars btw.,

no Christian connotation.
Maybe we can do a calendar for the whole year and use Seaside or projects?
365 subscribers fills one door and off we go?

I think the calendar metaphor can work as a nice marketing vehicle for Squeak.

This one is old (based on 2.8) and exporting the projects gave some problems so I just polished the whole thing a bit for a release.

Have fun and please tell me about any problems,

Markus

From michael@squeakland.org Sun Dec  7 15:03:44 2003

From dave_and_laura_lowry@mac.com Sat Nov  1 08:49:06 2003
Subject: [Squeakland] Squeak For 1st Grader?

I would like to introduce my 1st grader to Squeak.  She reads very well and has an affinity for mathematics games.  We tried the "driving the car" activity, but the allure of controlling the car wasn't there; it was as much fun just to paint.  Can someone suggest some other, less advanced intro, or is six just too young to Squeak?  Thanks.

-Dave

From sjg2001@mac.com Tue Nov  4 21:32:31 2003
Subject: [Squeakland] Can't use Squeak with OSX 10.3

I recently installed OSX 10.3 on my iBook, on which I use Squeak to experiment/play and plan activities and challenges for my students. After installing 10.3 I am no longer able to use Squeak, it quits without any warning, no pattern or certain action that causes it and a Squeak has unexpectedly quit message is displayed by the OS.

Anybody else experiencing this?  Is there an update in the works?

I need my Squeak.

Thanks.


Steve Gutierrez
Tech Coordinator
Hoover Street Elementary
LAUSD

From dave_and_laura_lowry@mac.com Fri Nov  7 12:39:19 2003
Subject: [Squeakland] Squeak For a First Grader?

I'd like to introduce Squeak to my six-year-old.  She reads very well and enjoys mathematics games.  We tried the "drive the car" activity, but the allure of controlling the car wasn't there; it was just as much fun to just use the paint tool.  Could anyone suggest another activity we might try?  Is six too young to Squeak?  Thanks.

-Dave

From JCarvalho@sanjuan.edu Mon Nov 10 09:50:37 2003
Subject: Re: [Squeakland] Thank you to all who have gone before

        Kim,

        Thank you for posting a thoughtful, sensitive, and complete response
to Marsha's email. This is the kind of writing that informs all of our
practice. Please consider posting these two messages as part of the
Squeakland FAQ. All of us in the field need to commit to eliminating the
isolation that seems to be such an ubiquitous part of teaching.

        I've taken a long, hard look at Squeak and am very impressed with
its potential. I'm also very aware of how much it's still a work in
progress. I've been using Logo and robots with students as young as 5 since
1983; I see the commitment I'll need to muster before introducing Squeak to
most of my students. I, for one, am not ready for it right now; I've got
some other projects that are consuming my time. I'm looking forward to the
day I'll be able to put Squeak on the front burner.

        Thanks to all who have contributed to this project over the years.
It's an impressive body of work; and our students need this.

        Jim

From mscip@inreach.com Tue Nov 11 23:09:35 2003
Subject: [Squeakland] Installation Problem

I have an Apple G5 running 10.2.7. I also tend to default to Safari for
web browsing.

I successfully downloaded the appropriate Squeak package at squeak.org.
It unpacked successfully, and everything is in one directory.

When I tried to open Squeak on my machine, I got a black line expanding
rectangle that does nothing. It looks like it is trying to start
something but nothing obvious happens.

* I checked the troubleshooting page on squeak.org, and it does not
appear to be anything on that page. All the files seemed to unpack
correctly.

* I have tried double clicking on the Squeak image.

* I have tried dragging and dropping onto Squeak, and that did not
work, either.

* I have verified that all the files are there and in one directory.

* I have verified the plugins to the best of my ability.

So, the question is, *why* can't I open Squeak? The squeak.org package
said that it was Carbonized - which is to say that it should work in
10.X.

Until later--

Carole Parker
Senior Technical Writer

From milan.zimmermann@sympatico.ca Sun Nov 16 21:47:12 2003

Subject: Re: [Squeakland] Thank you to all who have gone before

Kim,

I marked your messge last week thinking I should comment on my experience
using Squeak for couple of months with my 12 years old kids ( 2 months
elapsed, not man-months : it really was about 10 full days for me and 3 days
or so working with my girls in Squeak ).

As you see, we have not used Squeak all that much but there are things where
Squeak makes for great fun and learning, there are others where it gets
frustrating and/or where I would like it to work differently. Let me talk
briefly about both, but I guess you'd like to hear more about where it may
get frustrating so I will concentrate on that.

First, I have been searching for a long time for a tool to teach kids working
with computers and program in some sort of visual and interactive ways. I
don't really know why, I am a developer, not educator, but perhaps there is a
piece of an educator in my blood :) I tried Python, Tcl, Beanshell (sort of a
interpretted Java) but always figured if I cannot "get it" in a few days,
kids cannot either, Squeak was the first environment that does fit the bill,
in fact is way more beautiful that what I thought I'd find...

Having found Squeak late this summer(actually I was on a squeak list some 4
years ago but unsubscribed before my holiday and never had time to get back)
I started playing with it and after a few days of searching for interesting
mini-projects" to do, my girls and I got together and found notes from a
school in the Toronto area who worked with Squeak, got some ideas from their
web site a built 2 "games" (An Aquarium Screen Saver and a Earth circling
Sun). It was I must say a great experience and I was surprised how quickly my
girls picked it up and were able to build simple scripts for moving this fish
around! Of course the biggest fun was the Paint, but that was expected :-)
There were things that were really hard to figure out but considering we did
not use any book just the Squeak sites and Google, it went reasonably well, I
cannot imaging any other environment where one could built this sort of
application. As well, I appreciate that Squeak teaches naturally an an
"Everything is an Object" approach.

A few days later one of the girls started to do things on her own, mostly
painting, "building an office" etc. This included getting  images from the
internet, she wanted to do her "Poem presentation" in Squeak etc.

This is where we hit more of the things that are frustrating, in essence it
seems that Squeak does not "play well" with the rest of the applications, is
inconsistent often withing iteslf and completely differnt from "usual"
applications. In Konqueror, Jacqueline found some images on the internet and
wanted to repaint / manipulate them in Squeak. How to do it? One cannot do
"Open Image from the OS File Manager" (actually we can now, with squeak
developers help but that's not built-in). In Squeak, one can use "Find" .. OK
but how ... hold mouse down for a few seconds ... then find the file and
click on it , followed by CTRL-LEFT-CLICK. This is a hugely complex way to
open a file, unlike anything else, even in Squeak as in other places one can
get "application menu" by doing CTRL-Right-Click, yet other places can use
Escape (Workspace) etc. (This is on Linux but I assume Squeak navigation/menu
is "equivalently complex" on other OSes.) The other problem is that the menus
mix actions that could be considered "application actions" with "development
actions" - for example Workspace has "find text" and "inspect it" in the same
menu. This adds to the confusion, things like that should be separated in
submenus.

Other problem was to create and print Jacqueline's nicely looking  "Poem Presentation", we did not yet found a way to make and print it (the print part may be Linux-only, perhaps it works on other OSes).

Basically, navigating through the mutlitude on ways of how to get a Menu of "What can I do here" and the complexity of it and multitude of ways of how to do it, is still the single most frustrating thing for my kids (and me as well). we lost pieces of our work on occations because of the compexity

By the age of 12, even without doing anything at home, schools teach kids how to use applications, yes, they brainwash them with MS applications (at least around here) the kids can basically use a word processor, spreadsheet, browser, File Manager and make reasonable sense out of the basic Navigation and inter-application operations. It seems to me that a basic  "Navigation Paradigm" has standartized on Windows, Linux (both KDE and Gnome) by now is based on the following (from the little I know about mac it's similar):

        #1) Files can be browsed  using Tree-based File manager and opened in
a
"matching" application by clicking or d-clicking on them.
        #2) File Properties, Type, Applications that can Open the file etc
are
available on r-click.
        #3) Once Opened, applications have menus which "top level" is
available
without a specific action (click etc)
        #4) Menus make reasonable good job on organizing available actions.
        #5) Applications can exchange text, images etc by
                a) "copy/paste"
                b) Saving it as a file in filesystem and open it in other app
using File
Manager from #1

It seems to me that Squeak is breaking this paradigm on all counts and it sometimes is confusing to (my) kids (and to me). I am not saying this is always a "Bad thing" and I don't know how much of it is intentional. In some cases, that may be a "good thing" (such as ability to display Project trees in more graphical way) but in many cases it seems quite unnatural. As well, I am not saying Squeak is inconsistent within itself (apart from confusing menus etc) but on the "contact points" with the Operating System, it should do a better job. Examples:
        - Open a file in Squeak directly from OS File Manager
        - Any time a file is read or written in Squeak, a Tree-Based "File
Open"
dialog should be offered (e.g. New Morph-->From a File can read from one directory and it's not clear at all what that directory is, takes a while to figure out :-( )
        - copy/paste from OS buffer does not work (this may be Linux only)

Well, this is longer than it's worth ... but I thought I should give some feedback and it's more valuable to talk about things which are not so great (in my opinion) ... in closing I'd like to say, Thanks for Squeak !

Milan


From ian.piumarta@inria.fr Fri Nov 21 11:51:11 2003
Subject: Re: [Squeakland] Crazy idea inspired by Leapster Multimedia Learning
 System

On Fri, 21 Nov 2003, Dave Bauer wrote:

> I had another idea. A handheld PC running Linux or Windows might be the
> best bet.

I saw one of those in Fry's (a PDA running Linux).  I can't remember what
it was though.  (If Ned is reading this list, he was with me at the time
and maybe he remembers?)  We tried for 5 minutes to get to a terminal so
we could see more about the h/w and s/w, before giving up.  But it might
be feasible to bring Squeak up on such a machine with very little work.

(FWIW, Squeak already runs on WinCE.)

Ian

From miguel@squeakland.org Fri Nov 21 17:21:57 2003
Subject: [Squeakland] Looking for Squeaker Sites

Greetings,

The crew here at Squeakland.org is looking for Squeak related sites to add to
our ever expanding Links page.  Do you have a site with great Squeak
stuff on it?  Do you know of a site with Squeak projects, tips and
information?  Send the URL to miguel@squeakland.org and we will see about
adding it to our links page.

Thanks in advance for your help!

All the best,

Miguel Perez


"Squeak - The tool for inventing the future!"
http://www.squeakland.org


From miguel@squeakland.org Mon Dec  1 16:13:40 2003
Subject: [Squeakland]

Greetings,

The crew here at Squeakland.org is looking for Squeak related sites to add
to our ever expanding Links page.  Do you have a site with great Squeak
stuff on it?  Do you know of a site with Squeak projects, tips and
information?  Send the URL to miguel@squeakland.org and we will see about
adding it to our links page.

Thanks in advance for your help!

All the best,

Miguel Perez

"Squeak - The tool for inventing the future!"
http://www.squeakland.org



From ned@bike-nomad.com Mon Dec  8 11:38:45 2003
Subject: Re: [Squeakland] Crazy idea inspired by Leapster Multimedia Learning
        System

On Friday 21 November 2003 11:10 am, Ian Piumarta wrote:
> On Fri, 21 Nov 2003, Dave Bauer wrote:
> > I had another idea. A handheld PC running Linux or Windows might be the
> > best bet.
>
> I saw one of those in Fry's (a PDA running Linux).  I can't remember what
> it was though.  (If Ned is reading this list, he was with me at the time
> and maybe he remembers?)

I think it was a Sharp Zaurus SL-5600.

>> We tried for 5 minutes to get to a terminal so
> we could see more about the h/w and s/w, before giving up.  But it might
> be feasible to bring Squeak up on such a machine with very little work.

I think that Yoshiki Ohshima has already done this for the SL-760; it may
"just work":

http://www.is.titech.ac.jp/~ohshima/squeak/zaurus/squeak-sl-zaurus-e.html

--

From dave_and_laura_lowry@mac.com Mon Dec  8 19:13:01 2003
Subject: Re: [Squeakland] Squeak For a First Grader?

Thanks to everyone who replied.  What a neat bunch of people here!

Alan, we browsed the Exploratorium's illusions site and had lots of
fun.  I'd be very interested in dynamic Squeak illusions.

Kim, the aquarium idea sounds great.  I purchased your book and am
building my scripting skills.

William, thanks, I forgot the games!

Anonymous (forgot, sorry), we are having lots of fun just painting.

Despite being trained in Smalltalk by Tektronix in the late 80s, and
dabbling on and off since, I didn't "get it" until I watched the
Squeakers film.  Thanks to everyone involved for having the vision and
persistence (persistence of vision?) for pulling all this off.

-Dave



From JMcGrew@huntsmanag.com Thu Dec 11 10:51:01 2003
Subject: [Squeakland] Squeak vs. Python for this task on hand...

Hello all,

I'm an Architect here in the S.F. Bay Area who has in mind a few programs I
would like to create. However, I haven't done any programming in a very long
time, and am pretty much starting from scratch.

The programs I want to create pretty much fall into two different camps,
one is taking plaintext & ODBC output from a CAD program (AutoDesk Revit)
and doing various things to it, like parsing it to generate other documents,
and the
other is making some tools to issue commands to and generate plaintext files
for
Radiance, a command-line *nix rendering tool.

I've been playing around with Squeak, and love how elegant and easy to
learn
it is. However I'm concerned, for most of what I want to do is not so UI-
orientated,
but more little auto-utilities and/or scripts, that will possibly become
command-line
utilities. The intent is for these to become stand-alone tools that people
could use
alongside of their CAD software. As such, I'm worried that Squeak's 'all-in-
one'
image approach might not be the right way to approach generating these tools,
for I don't understand how one would make a stand-alone application using
Squeak. I also don't know how well Squeak deals with plaintext and ODBC
files that live outside of it's image. This is totally due to my general lack
of
knowledge, and has nothing to do with any lacking in Squeak. :)

So my other thought is to learn Python; however the Architect part of me
just loves Squeak, loves everything being OO and everything being able to
be taken apart and modified on the fly- and the beginning programmer
part loves how much is taken care of for me 'behind the scenes' leaving
me to focus on the task at hand. However not understanding Squeak, and
seeing that Python is already used by people to do similar tasks as the
ones I'm thinking of, it makes me feel split between the two.

I see that there are such things as webservers and wikis that run
within Squeak, do these run 'headless' or something? Can someone
more knowledgeable chime in and talk about Squeaks ability to parse
and modify exterior data?

Thanks all for your time,

Jeffrey McGrew
Designer
Huntsman Architectural Group
50 California Street, Seventh Floor
San Francisco, CA 94111
Phone: (415) 394-1212
Fax: (415) 394-1222
Cell: (415) 505-4689

From andreas.raab@squeakland.org Thu Dec 11 14:54:11 2003
Subject: RE: [Squeakland] Squeak vs. Python for this task on hand...

Hi Jeffrey,

Much can be said for and against each system but it appears to me that this
discussion would be better taken care of on the general Squeak developers
mailing list. There are lots of people with varying backgrounds on it and
I'm sure several of them will be able to give you good advise on these
issues. For finding out more about the Squeak developers mailing list see:

http://lists.squeakfoundation.org/listinfo/squeak-dev

See you there ;-)

Cheers,
  - Andreas


From tacmanphil@mac.com Mon Dec 29 14:00:44 2003
Subject: [Squeakland] Multiple projects

We're planning  a little celebration of kids' Squeak work in about a
month. I'm thinking about the logistics of this event and seem to
remember that multiple projects can be opened and stored within memory
so that each can be called up easily and quickly. Don't remember how
it's done though.

Thanks and Happy New Year to everyone on the list!
Phil

From yejuan_1204@yahoo.com.cn Tue Dec 30 18:15:28 2003
Subject: [Squeakland] multiple texts

Hi,
   Happy new year!
   I start to develop applications in Squeak, but I am
not familar with its GUI. When I put more than one
pluggableTextMorph in a window, how can I confirm
these different ones. For example, there are a list
and three texts: one for displaying the name of a
selected one in the list, one for displaying the id
when the button "ID" is pressed, and another for
inputting.
(1)How I define the second text:(When the button "ID"
is not pressed, the second text is hoped to display
nothing.)
       idText:= PluggableTextMorph on:self
               text:???
               accept:nil
               readSelection:nil
               menu:nil.
(2) How I record the value users input in the third
text:
       inputText:= PluggableTextMorph on:self
               text:???
               accept:???
               readSelection:nil
               menu:nil.
    Additionally, if you have any projects or codes
related to such situations, please send to me. Thanks!
   Regards,
           Lulu

From gaelli@emergent.de Mon Jan  5 09:04:35 2004
Subject: [Squeakland] Q: Leverage Overlapping Player to Etoys?

Hi,

I showed a good friend of mine (a teacher) how to program space
invaders completely with Etoys.
You can try out the result here:

http://www.squeakland.org/project.jsp?http://www.emergent.de/pub/
smalltalk/squeak/projects/petersInvaders.003.pr

We used the common "seesColor" trick for the collision-detection, but
we found it difficult to determine
which UFO was hit by our laser, so I leveraged the existing Smalltalk
Method called "Morph >> morphsInFrontOverlapping:"

to a tile in miscellaneous called: "overlappingPlayer" in Etoys. Here
an exemplifying screenshot:

Did we overlook some other way to find out with Etoys which of the UFOS
have been hit by our shot?

If not, should be put it to miscellaneous? Is it a problem that we only
return one of
possible many overlapped players? Is there a better name than
overlappingPlayer?
Should I send the changeset?

Another question: How do you destroy Players with Etoys? Is there
something there and hidden?
We created the bombs of the UFOS by copying the "mother of all bombs".
But we also wanted to
destroy them, if they hit the ground.

I usually end up leveraging this from Smalltalk too, but I have the
feeling, that I am not the only one here...
I guess, you want to protect the innocent from destroying valuable
players by accident, maybe the effect
of a "destroy-tile"  should be to  stop all scripts and just put the
player in the trash?

Thanks,

Markus and Peter

From Alan.Kay@squeakland.org Mon Jan  5 15:35:07 2004
Subject: Re: [Squeakland] Q: Leverage Overlapping Player to Etoys?

Hi Ned --

At 11:13 AM -0800 1/5/04, Ned Konz wrote:
>On Monday 05 January 2004 8:25 am, Markus Gaelli wrote:
>
>>  Did we overlook some other way to find out with Etoys which of the UFOS
>>  have been hit by our shot?
>
>Well, there's the colorSees: test.
>
>>  If not, should be put it to miscellaneous?

```
>
>> Is it a problem that we only
>> return one of possible many overlapped players?
>
>How would you return more than one?
>
>I've been thinking about making a CollectionPlayer that can apply commands
and
>slot setters to its members; if we had one of these it could be returned.
>However, there's a problem with slot getters, and with the display of such a
>collection (what should it look like if it's visible?).

It should look like (and be) a Holder.

>
>> Should I send the changeset?
>
>Of course, though it may be of more interest to squeak-dev
>
>> Another question: How do you destroy Players with Etoys? Is there
>> something there and hidden?
>
>You'd have to get rid of all the costumes.
>
>In the case of players with identical behavior, you'd probably want them to
be
>siblings, so there isn't the problem with class duplication. The "copy"
>pseudo-slot getter gives you one of these.
>
>> We created the bombs of the UFOS by copying the "mother of all bombs".
>> But we also wanted to
>> destroy them, if they hit the ground.
>
>You could do
>   theBomb doMenuItem: 'delete'

This is a good way.

The way I do this is to do everything in a Playfield (which is a kind
of Holder or vice versa). Then I set up another playfield "PF" to
use as temporary trash. So:
                PF include theBomb
                PF removeAll

When I'm doing stuff that results in lots of "atoms" in a Playfield,
I reset by taking everything out of the playfield that I want to save
(like the mother of the bomb)
                          PF include bombMother
and then do a Playfield removeAll.

Cheers,

Alan

From ned@squeakland.org Mon Jan 5 20:22:12 2004
Subject: Re: [Squeakland] Q: Leverage Overlapping Player to Etoys?

On Monday 05 January 2004 2:59 pm, Alan Kay wrote:
> >> Is it a problem that we only
```

```
> >>  return one of possible many overlapped players?
> >
> >How would you return more than one?
> >
> >I've been thinking about making a CollectionPlayer that can apply commands
> > and slot setters to its members; if we had one of these it could be
> > returned. However, there's a problem with slot getters, and with the
> > display of such a collection (what should it look like if it's visible?).
>
> It should look like (and be) a Holder.
```

Hard to do, as the Holders assume that they're owners of their morphs.

Perhaps if they (visually) presented themselves as an overlay on the World we
wouldn't have to make that distinction.

The way it is now, though, if you say

        Holder include: SomeMorph

and then say

        Holder2 include: SomeMorph

you will see SomeMorph jump from Holder to Holder2. Having a Holder that held
onto aliases to morphs owned by other morphs would be inconsistent with this
behavior.

I've often wanted to be able to refer to morphs that are owned by other
morphs
without changing their owners.

A good example is wanting to be able to say:

        Fred's incomingConnections tellAll: 'whatever'.

One possible solution to some of the more limited problems is to have a
method
that does:

        Fred's incomingConnectionsTellAll: 'whatever'

and then the collection itself is never available to eToys.

But this isn't a general solution.

From Demarcopad@aol.com Wed Jan 7 11:13:54 2004
Subject: [Squeakland] New User

Hello! I am a computer teacher in a K-8 school in Michigan. I am interested
in learning more about how to use Squeak and in developing or acquiring some
lesson plans to teach my students about this program. I signed up for this
list about a week ago, and so far, I understand 'nothing' that I have read on
this list. Do you have any suggestions about how I could learn more about
this program, I have been to the web site and read everything there, but am
still very unsure. I am willing to purchase a book and or set of lesson plans
that might be good.
   Thanks!
Pat DeMarco
Holy Family School

Grand Blanc, MI

From Alan.Kay@squeakland.org Thu Jan 8 11:49:36 2004
Received: from [192.168.0.5] (squeakalpha.org [65.104.119.43])
        by squeakland.org (8.12.8/8.11.6) with ESMTP id i08JnRUB027288;
        Thu, 8 Jan 2004 11:49:36 -0800
Mime-Version: 1.0
Subject: Re: [Squeakland] New User

Hi Pat --

The "Powerful Ideas In The Classroom" book that is available on the
website is a tested curriculum of the first dozen or so Squeak Etoys
projects for elementary aged children. This would be an excellent
place to get started, and please don't hesitate for a second to ask
for more help if needed.

The DVD might give you some insights into the physical processes and
children's reactions to this kind of "hard fun".

Cheers,

Alan

--
From david.mitchell@mail.sprint.com Thu Jan 8 12:00:27 2004
Subject: RE: [Squeakland] New User

I understand that Squeak supports very large integers and exact
fractions (as opposed to approximate floating point numbers). What I
don't know is if and how this functionality is presented in Etoys. For
example what happens when you divide 1 by 3? How is the repeated decimal
expansion displayed? Or is it displayed as 1/3? Or if a child computes
the factorial of 10000 how are the over 35,000 digits displayed?

Thanks in advance,

-ken kahn

P.S. I'm writing a paper on how these issues are dealt with in ToonTalk
and am writing the "related work" section.

From yejuan_1204@yahoo.com.cn Sun Jan 11 22:28:13 2004
Subject: [Squeakland] image management in Squeak

Hi,
    I have a picture named "person.gif" in disk. Now I
want to read it into Squeak and save it as an instance
object of a class "Photo". Additionally, I add some
instance variables to the class, such as
"description"(what this picture describes), "date"
(when it is loaded in) and etc.
    How could I do this? Whoever knows this, please
write to me as soon as possible. I will show my
sincere appreciations to you!
    Regards,
                    Lulu

From voiklis@redfigure.org Mon Jan 12 10:57:05 2004
Subject: [Squeakland] how to determine closest neighbor

In my paper and presentation text for the Squeak conference in Kyoto I
made the mistake of mentioning syncing fireflies. I feel that I can't get
away without presenting a working firefly simulation as part of the
presentation.

For the presentation, I am not so concerned that the fireflies behave
exactly as they do in nature...only that they appear so. Nonetheless,
faking it is only an option of last resort. The aspect of natural behavior
I am most concerned with simulating is that local behavior leads to global
behavior.

In the paper, I claim that each firefly tracks the flash frequency of
two nearby neighbors; it slows or accelerates its own frequency to
match that of its neighbors until, thanks to the wonderful majic of
network sync, the group of fireflies flash in unison.

Most of this is pretty easy, but I can't, for the life of me, figure out
how to get each firefly to automatically determine its closest neighbor.

Any ideas?

Thanks,

John

From gaelli@emergent.de Mon Jan 12 11:52:05 2004
Subject: Re: [Squeakland] how to determine closest neighbor

Hi John,

if you didn't look for the nearest firefly but for the nearest post
office ;-)
I would know an answer: Voronoi-diagrams.

From: http://www.ics.uci.edu/~eppstein/gina/scot.drysdale.html

"Knuth's Post Office Problem -- Given a set of locations for post
offices,
how do you determine the closest post office to a given house?
(Apparently, Knuth was ignoring the existence of ZIP codes.)

Closest Pair -- Given a set of points, which two are closest together?"

I also know, that there is a Voronoi-Implementation in Squeak, which is
used
in Teddy / Alice- 3D-Worlds. It is hidden in the class category:
Balloon3D-Pooh
So if you might give it a try.
In 3.7 the PoohTestMorph does not seem to work anymore, you should try
with 3.4.
But it is Smalltalk. And I don't know how hard it would be to
accommodate the code
for this question.
But I do know, that it would be great to have a field/instance variable
for each player,
which would give its nearest neighbor, so I think it would be nice if
you could leverage

that to Etoys

I did something in the same spirit some days ago.

There I leveraged "overlapping morph/player". Maybe giving them some kind of
almost (or total?) transparent surrounding and using the changeset below could
also do the trick for you.

I send the changeset to the dev-list, but did not get much reaction to the question
if it would be worth to include it. So I resend it here. It would be great if you would try it
and give some comments. See below.

Certainly "nearest neighbor" would be more general than "overlapping player",
so having a decent implementation of the first would make the second pointless.

Cheers,

Markus

From yejuan_1204@yahoo.com.cn Mon Jan 12 18:37:42 2004
Subject: [Squeakland] deficiences in projects

Hi,
  I have created a project, in which I editted a
BookMorph. Now in another project, I want to directly
use this BookMorph again. How can I do this?
  Thanks all in advance!
  Regards,
                         Lulu

From michael@squeakland.org Tue Jan 13 01:14:53 2004
Subject: Re: [Squeakland] Multiple projects

Phil Firsenbaum wrote:

> We're planning a little celebration of kids' Squeak work in about a
> month. I'm thinking about the logistics of this event and seem to
> remember that multiple projects can be opened and stored within memory
> so that each can be called up easily and quickly. Don't remember how
> it's done though.

There are two ways how you can prepare a presentation of multiple
projects, both starting out the same way.
Please make sure you have the latest updates loaded, as they include one
fix that is needed here.

- copy all projects into a folder on your machine (best option is to use
  the default location (My Squeak))
- start Squeak
- go to the navigator bar and by using "find"...
- load the first project

- go to the navigator bar and select "prev"
- repeat the above three steps until all projects are loaded
- you can arrange the project thumbnail windows by using their move handles

Now you have two options:
- save the top project and use it as an index project. During the
presentation the other projects would still be loaded from disk, but
without the need to go through the file dialog every time.
I just found out, that there are still some problems with this in the
current version. So I recommend the second option :-)

- bring up the world menu)alt-shift-w) and save the current image using
save as. This way you don't overwrite the original plugin image. It
can't hurt though to first make a backup of the plugin image before you
try this.
For the presentation you can just launch the image and all projects will
be already loaded.

Please let me know if this works for you or if you encounter any problems.

I will also try to fix the problems with the index project approach.

Cheers

Michael

From ned@squeakland.org Tue Jan 13 10:27:24 2004
Subject: [Squeakland] Re: deficiences in projects

On Monday 12 January 2004 5:58 pm, ye juan wrote:
>   I have created a project, in which I editted a
> BookMorph. Now in another project, I want to directly
> use this BookMorph again. How can I do this?

If you have the original project loaded, then you can get to it.

The easiest way is to use the halo menu and say "copy and print.../copy to
paste buffer", then go to the other project, open the World menu, and say
"new morph/from paste buffer". But this will give you a duplicate (via
veryDeepCopy), so any changes to the original will not be made in the new
one.

The BookMorph itself can only be owned by one World and one Project.

You could have it move itself between projects if you wanted by doing
something like:

oldWorld _ (Project named: 'OldProject') world.
newWorld _ (Project named: 'NewProject') world.
book _ oldWorld submorphNamed: 'Book'.
newWorld when: #aboutToEnterWorld send: #addMorphFront: to: newWorld with:
book.
oldWorld when: #aboutToEnterWorld send: #addMorphFront: to: oldWorld with:
book.

And then when you got tired of it doing this, you could say:

```
newWorld removeActionsSatisfying: [ :action | (action arguments at: 1
ifAbsent: []) isKindOf: BookMorph ] forEvent: #aboutToEnterWorld.

oldWorld removeActionsSatisfying: [ :action | (action arguments at: 1
ifAbsent: []) isKindOf: BookMorph ] forEvent: #aboutToEnterWorld.
```

From darius@inglang.com Wed Jan 14 13:45:46 2004
Subject: [Squeakland] [Q]Some questions about scripting an eToy player

Dear Squeakland team,

I've developed a couple questions recenty:

- Which Morphs/eToy players have extra scripts attached to them?
Here is such an example, the Text morph whose menu is attached here to this
message.

- Where is this documented so I can find out such things for myself?
_____

- How can I change the #rotationCenter in an eToy player's script?
- The the #rotationCenter in relation too what point in the player?
_____

- Does the Croquet mailing list still work?
    http://mail.opencroquet.org/pipermail/croquet-user/
_____

- Where do I send my "SqueakDebug-3251534861.log" files?
_____

Thank you for your hard work.

Cheers,
Darius

From scott.wallace@squeakland.org Wed Jan 14 14:21:08 2004
Subject: Re: [Squeakland] A question about fractions and large integers in
 Etoys

Hi, Ken,

Internally, numbers are stored in whatever form their calculation
yields -- thus, if you store 1/3 into a variable, it will be stored
internally as a Fraction object representing 1/3 exactly, but it will
be *displayed* as 0.3 or 0.33 or 0.333 or whatever the prevailing
precision specification is for any given readou. The etoy system
provides standard defaults for the number of decimal places to show,
and allows the user to override those for any particular readout.
Acceptable values range from 0 to 7 decimal places.

Concerning hugely large numbers, well, we don't actually have an
articulated policy for how to display them. Rather, there are a
variety of factors that contribute to the emergent behavior.

Most of the time, in fact, it turns out that such numbers are
actually displayed incorrectly -- a bug that I just discovered (to my
dismay) when checking to make sure what the current behavior is. The
bug can occur whenever the printString of a number results in a

string containing an "e" (standing for "times ten to the power"),
because the render-with-precision code neglects to take the
possibility of an "e" into account. This has to get fixed!

Realistically, I think that once the bug gets fixed,
out-of-normal-range numbers will get displayed using the e-notation.

However there's a further problem, which is that many
LargePositiveIntegers (which result for example from most factorial
computations) cannot be successfully converted to floats for compact
printout. For example,

"170 factorial asFloat" prints out as "7.257415615308e306"

but

"171 factorial asFloat" prints out as "Infinity".

Anyway. For the purposes of your paper, I don't think Squeak etoys
have much to contribute on this topic. Our etoy system operates as a
rather thin kid-oriented veneer atop the vast programmer-oriented
foundation that is Squeak itself, and it is Squeak itself that
provides most of the underlying support, including all of the
boundary-condition and extreme-value handling that has not been
explicitly overridden for the benefit of etoys.

I regret that it took this long for someone in the Squeak community
to reply to you.

Cheers,

   -- Scott

At 12:13 PM +0000 1/9/04, Ken Kahn wrote:
>I understand that Squeak supports very large integers and exact
>fractions (as opposed to approximate floating point numbers). What I
>don't know is if and how this functionality is presented in Etoys. For
>example what happens when you divide 1 by 3? How is the repeated decimal
>expansion displayed? Or is it displayed as 1/3? Or if a child computes
>the factorial of 10000 how are the over 35,000 digits displayed?
>
>Thanks in advance,
>
>-ken kahn
>
>P.S. I'm writing a paper on how these issues are dealt with in ToonTalk
>and am writing the "related work" section.

From scott.wallace@squeakland.org Wed Jan 14 15:00:59 2004
Subject: Re: [Squeakland] [Q]Some questions about scripting an eToy player

At 1:07 PM -0800 1/14/04, Darius Clarke wrote:
>
>I've developed a couple questions recenty:

Hi, Darius!

>- Which Morphs/eToy players have extra scripts attached to them?
>Here is such an example, the Text morph whose menu is attached here to this

>message.
>
>- Where is this documented so I can find out such things for myself?

Look at implementors of #additionsToViewerCategories.

Note that using this mechanism, any individual morph class can both:
*   Add new items to an existing viewer category
*   Provide items for a new viewer category

>- How can I change the #rotationCenter in an eToy player's script?

The rotationCenter is not directly accessible via the tile system,
but can be manipulated if you fall back on textual scripting. Use
code of the form

        self costume rotationCenter: (0.2 @ 0.7)

>- The the #rotationCenter in relation too what point in the player?

"The rotation center defines the relative offset inside the
receiver's bounds for locating the reference position." (From the
comment in the #rotationCenter method). The default is (0.5 @ 0.5)
which positions it at the geometric center of the object. A value of
(0 @ 0) would make the rotation center be the top-left point of the
object's bounding box; (1@1) would put it at the bottom right.
Values larger than 1 put the rotation center outside the object's own
bounding box.

>- Where do I send my "SqueakDebug-3251534861.log" files?

Michael will know the best answer here; for now a good recipient would be:

        michael.rueger@squeakland.org

;-)

Cheers,

   -- Scott

From darius@inglang.com Wed Jan 14 15:28:39 2004
Subject: [Squeakland] Re: [Q]Some questions about scripting an eToy player

Dear Squeakland team,
>
> - How can I change the #rotationCenter in an eToy player's script?
> - The the #rotationCenter in relation too what point in the player?

Also:
 - How can I keep the gradient oriented the same direction, even when the
player
is rotoated?

Thank you for your hard work.

Cheers,

Darius

Hi, Darius,

I don't have the perfect answer to your query (perhaps Andreas will)
but here are some observations that may be useful:

(1) An easy way to achieve the effect you want, I think, would be to
capture your gradient-graced sphere as a SketchMorph. The reason is
that there is a special feature available only to SketchMorphs that
allows you to specify that their appearance not change as they
rotate. To do this:

* First create your object as an EllipseMorph with gradient fill, as before.

* Then obtain a SketchMorph from it using one of the new morph...
grab... commands from the desktop menu.

* Remove the transparent pixels surrounding the resulting SketchMorph
by using painting... erase pixels of color.. from its halo menu.

* The result is a SketchMorph of exactly the same size and shape and
appearance as your original.

* Go to the SketchMorph's halo menu, choose painting... set rotation
style... don't rotate.

Now you have a ball whose appearance will not change as you change
its heading from a Viewer or from running code.

(2) The intent of the rotation code is to take the *complete*
appearance of the object when facing in its "forward direction" and
to rotate it rigidly by the required number of degrees. That
"complete" appearance includes drop-shadow, gradient direction, etc.

What you are asking for is directly at odds with that. If you don't
want to use the SketchMorph trick outlined above, then the best
alternative I can think of is for you to give the object a ticking
textual script that serves to counteract the effect of the rotation
on the gradient direction. Though I couldn't immediately and without
careful thought write down a script that accomplished this, obviously
it must be possible, though perhaps strenuous. The script would
presumably have code of the form "Sphere costume fillStyle direction:
foo" or something similar.

(3) A further thought is: if you want the appearance to be
unchanged, perhaps you shouldn't be changing the heading in the first
place. An alternative is to forego the built-in heading-changing
feature such as "turn-by" and to do all your motion-related
computations more directly instead. Though this obviously has its
price, and the resulting scripts might be too obscure.

Hope these observations help, or at least don't hurt ;-)

Cheers,

    -- Scott

At 4:13 PM -0800 1/14/04, Darius Clarke wrote:
>
>Rotating a eclipse 180=A1 also rotates the gradient fill 180=A1 as show
>in these clips.
>
>
>
>
>I'd like to keep the color side up and the shaded side down while
>rotating with a script.
>
>Perhaps saying this another way: Can I adjust the gradient angle
>with a eToy script?
>
>Thanks for your help.
>
>
>Cheers,
>Darius
>
>

Hi Darius --

Here are some answers from the enduser's point of view.

At 1:07 PM -0800 1/14/04, Darius Clarke wrote:
>Dear Squeakland team,
>
>I've developed a couple questions recenty:
>
>- Which Morphs/eToy players have extra scripts attached to them?
>Here is such an example, the Text morph whose menu is attached here to this
>message.
>
>- Where is this documented so I can find out such things for myself?

For endusers, it isn't. It's assumed that the EU will get a viewer
for the object in question and look at the bottom of the category
menu. This was more of an experiment than a feature, and we intended
to make such a category for most morphs. We will do this in the next
version of the system.

>_____
>
>- How can I change the #rotationCenter in an eToy player's script?
>- The the #rotationCenter in relation too what point in the player?

I'm not sure what you mean here -- change the rotation center using

an etoy script? If so, there is no route for this. To change the
rotation center "by hand" you can shift drag it.

>_____
>
>- Does the Croquet mailing list still work?
>   http://mail.opencroquet.org/pipermail/croquet-user/

I think so.

>_____
>
>- Where do I send my "SqueakDebug-3251534861.log" files?

Michael Reuger or Scott Wallace.

Cheers,

Alan

--
From voiklis@redfigure.org Fri Jan 16 11:55:55 2004
Subject: [Squeakland] boyds or floys

In addition to syncing fireflies, I was foolhardy enough to mention boyds
(flock-of-birds simulation) in the text of my presentation. Has anyone
successfully made a boyd etoy?

Thank you.

From kim.rose@squeakland.org Tue Jan 20 12:10:22 2004
Subject: [Squeakland] Hands-On Squeak/Etoy Workshop - Feb 12

Greetings, Squeaklanders!

CTAP - The California Technology Assistance Project (Region 3) has
invited BJ Allen-Conn and me to conduct a hands-on Squeak/Etoys
Workshop on February 12th (3:00 - 5:00 PM) in Sacramento, California.
The workshop is FREE and currently open for enrollment. The deadline
for enrollment is this Friday, January 23rd.

For more information please see:
http://www.ctap3.org/index.cfm
 From this page there is a link on the right including a downloadable
PDF with details for registration.

Please feel free to pass this along to anyone you know that might be
interested and near the Sacramento area.

BJ and I will also be conducting a hands-on Etoys workshop at the CUE
(Computer Using Educators) Conference in Palm Springs on March 18th!

cheers to all,
Kim

From kim.rose@squeakland.org Tue Jan 20 12:50:55 2004
Subject: [Squeakland] Squeaker News.... Squeak in Spain!

Dear Squeaklanders,

Take a look at the latest "Squeaker News" to learn about an
"EXciting" Squeak project in Spain!

http://www.squeakland.org/images/news/news.htm

cheers,
Kim

From darius@inglang.com Wed Jan 21 00:17:18 2004
Subject: [Squeakland] Some more eToy questions

Squeakland developers,

Here are a few more eToy questions:
  How can one make a mirror image of a polygon (or other graphical =
morph: ellipse, star, etc.)?

  Can one use tiles to position polygon-handles, curve-handles (yellow =
circles when handles turned on)?

  Can one automatically create an script that matches the =
dimensions/position/color of the ellipse (star, polygon, etc.) morph as =
one created it with the halo handles?

  Can one create a new instance of an ellipse (star, polygon, etc.) =
morph with a tile script?

  Can one separate embedded morphs (un-embed) by halo menus or tiles?

  Can one control the layer depth of how morphs are layered one over the =
other by numeric tile script?

  No target-spacer provided when dragging a "test tile" between tests.

  "No condition" spacing in test tile doesn't shrink after condition =
drag and drop placed in the condition and then remove.

  I suggest leaving an object label as the hand morph costume, when hand =
hovers while gripping the object over the trash can.
Cheers,
Darius

From michael@squeakland.org Wed Jan 21 08:58:27 2004
Subject: RE: [Squeakland] Squeaker News.... Squeak in Spain!

From: "Mankovsky, Sheine" <sheine.mankovsky2@tdsb.on.ca>
Subject: RE: [Squeakland] Squeaker News.... Squeak in Spain!
Date: Tue, 20 Jan 2004 22:13:43 -0500

I have just had a look at the information on the Spain project, Kim.
HUGE congratulations to all the people who contributed to this landmark
undertaking! I can't think of a more significant combination for kids
than Linux, laptops and learning with Squeak.

Sheine Mankovsky
Trustee, Ward 5
Toronto District School Board

"The very essence of the creative is its novelty, hence we have no
standard by which to judge it." -Carl R. Rogers

From ned@squeakland.org Wed Jan 21 09:13:11 2004
Subject: Re: [Squeakland] Some more eToy questions

My apologies in advance if this is too technical; I don't know what Darius'
comfort level with these things is.

On Tuesday 20 January 2004 11:38 pm, Inglang wrote:

>   How can one make a mirror image of a polygon (or other graphical morph:
> ellipse, star, etc.)?

Right now, only SketchMorph knows how to be flipped (in its 'graphics'
vocabulary). So you can make a sketch (grab the image from the screen, erase
its border) and then you can flip it.

>   Can one use tiles to position polygon-handles, curve-handles (yellow
> circles when handles turned on)?

Not directly. If you rotate or otherwise change the geometry of a
PolygonMorph
that has its handles displayed, the handles will be moved appropriately.

The handles currently aren't smart enough to have their own scripts (if you
move one from a script, it doesn't do the appropriate editing). If they were,
it might be possible to add:

(Polygon) numberOfVertices -- return the number of vertices
(Polygon) numberOfVertices: -- set the number of vertices (adding or removing
as necessary)
(Polygon) handleForVertex: <aNumber> -- return a PolygonHandle
(Polygon) handlesShown: <aBoolean> -- hide or show the handles

and then you could use the usual setX, setY, etc. commands to the
PolygonHandle

You can use a hand-edited textual script to change the vertices of a
PolygonMorph, but then you have the problem of having a maximum of only one
argument to the script.

I did this to make a PolygonHandle that can be used to edit one vertex of a
PolygonMorph:

* get an Ellipse
* add an instance variable named 'polygon' of type Player
* add an instance variable named 'vertex' of type Number
* add a new script, called 'adjust'
* edit the script textually to look like this:

```
adjust
        | poly verts |
        poly _ self getPolygon costume.
        (poly isKindOf: PolygonMorph) ifFalse: [ ^self ].
        verts _ poly vertices.
        verts atWrap: (self getVertex asInteger)
                put: self costume bounds center.
        poly setVertices: verts.
```

Now if the 'adjust' script is ticking, I can move the Ellipse (either by hand
or by tile scripts) and it will move the corresponding vertex of the
PolygonMorph. You could hide the Ellipse if you wanted.

>   Can one automatically create an script that matches the
> dimensions/position/color of the ellipse (star, polygon, etc.) morph as one
> created it with the halo handles?

You can duplicate a Morph. Is this what you mean?

>   Can one create a new instance of an ellipse (star, polygon, etc.) morph
> with a tile script?

It's easiest to duplicate an existing one (perhaps from a flap). The 'copy'
command in the 'miscellaneous' vocabulary will create a new sibling (that is,
it will share the same scripts as the original) in the same location and
holder as the original.

>   Can one separate embedded morphs (un-embed) by halo menus or tiles?

Yes. If you have a tile for an embedded morph (which you will have to get by
hand), you can then put that into a script and tell the World (or wherever
you want the un-embedded morph to end up) to 'include at end:' or 'include at
beginning:' (or in a Holder, you can also say 'include:').

>   Can one control the layer depth of how morphs are layered one over the
> other by numeric tile script?

Yes. Again, get a viewer on the World or Playfield; 'include at end:' will
put
the Morph under all the other morphs; 'include at beginning:' will put it
above all the other morphs.

From pierre-andre.dreyfuss@edu.ge.ch Wed Jan 21 10:27:19 2004
Subject: RE: [Squeakland] Some more eToy questions

Squeakland developers,

Here are a few more eToy questions:

How can one make a mirror image of a polygon (or other graphical morph:
ellipse, star, etc.)?

Use the world menu new morph then grab rectangle from screen.
go to the left upper corner of your morph click swow the lower right
corner. click.

You get a new morph sketch with the picture of your old morph,
just the picture, it is no more a star or a polygon, but a sketch looking
like the old morph.

Now get the halo of this sketch and use the red halo for the menu.

Use the sub menu painting at the bottom.

And get 'set rotation style'

check either 'left-right' or top-down flip.

Either set the heading to -90 (case of left-right) or 180 (case of
top-downt) and your morph will flip and be the mirror.
If you want it to be another morph , just use new morph to grab it again
as new morph.

Best regards

From jecel@merlintec.com Wed Jan 21 10:05:53 2004
Subject: [Squeakland] eToys scalability

My sister is the "coordinator for technology in education" at a school
in S„o Paulo, Brazil (http://www.colband.com.br/edutech/index.htm in
Portuguese only, sorry) and decided to do an EToys project with 9th
grade students. She is interested in doing an ecosystem simulation like
in the old Vivarium project.

I was wondering about how many players you can have before performance
drops to an unacceptable level. Her students will be using Pentium IV
machines with 1.4GHz and up which are far faster than the computers I
have around here, so I can't test this myself.

Another limitation is the fixed size of the world. Unless the players
are really tiny (like the dots in StarSqueak) it probably isn't
practical to have more than a few on the screen at a time. Since the
project schedule is from February 26 to June 3 and then from August 5
to October 28, perhaps one solution would be to use EToys in the first
semester and then move the simulation to OpenCroquet in the second?
That would allow a really large environment.

-- Jecel

From thomas@impara.de Wed Jan 21 12:24:48 2004
Subject: RE: [Squeakland] Squeaker News.... Squeak in Spain!

I have just had a look at the information on the Spain project, Kim. HUGE
congratulations to all the people who contributed to this landmark
undertaking! I can't think of a more significant combination for kids than
Linux, laptops and learning with Squeak.

From tacmanphil@mac.com Thu Jan 22 17:37:58 2004
Subject: [Squeakland] How to "manual"

> If it hasn't been said enough let me add my kudos to Kim and B.J. for
> their publication, Powerful Ideas in the Classroom. I've personally
> used it and find it very helpful...it's what we in the Squeakland
> community needed!
>
> With that said, I'm thinking that there's still a need for a more
> comprehensive eToy reference, something that attempts to cover it all.
> So, here's what I'm thinking. Let's collaborate. I've figured out how
> to "do" any number of things in the eToy environment, some with help
> from others, some by exploring on my own. I'm sure that's true of
> others as well. If everyone (wishful thinking, I know) would
> contribute an idea or two we could create a very useful compendium of
> how to's. In fact, I'm so eager to see this venture become a reality
> that I'm willing to collate the material. I've even started to create
> the document (see attachment), subject to everyone's review and

> revisions, of course.
> Again, this is not something I'm volunteering to create. If it happens
> it will be the result of a collaboration on the part of the Squeak
> eToy community, e.g., those of working with kids, not SmallTalk
> programmers.
>
> Phil

<excerpt><color><param>2762,2762,2762</param>If it hasn't been said
enough let me add my kudos to Kim and B.J. for their publication,
Powerful Ideas in the Classroom. I've personally used it and find it
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that I'm willing to collate the material. I've even started to create
the document (see attachment), subject to everyone's review and
revisions, of course.

Again, this is not something I'm volunteering to create. If it happens
it will be the result of a collaboration on the part of the Squeak
eToy community, e.g., those of working with kids, not SmallTalk
programmers.

Phil</color>

From voiklis@redfigure.org Fri Jan 23 09:24:20 2004
Subject: Re: [Squeakland] How to "manual"

Hello Phil,

> > With that said, I'm thinking that there's still a need for a more
> > comprehensive eToy reference, something that attempts to cover it all.

As you may remember, I started working on such a project late last spring;
I made great progress through the summer (see
http://workshop.madeleinelengle.org/SqueakManual), but, in the fall,
starting my doctoral studies ground that docs work to a halt.
Documentation is very much part of my r&d efforts while in school, but I
fear that I won't be able to work on it with any real concentration until
the summer again.

While I am sure that my doctoral studies will help inform a better manual,
the delays leave me with the feeling that I have let everyone down.

> > So, here's what I'm thinking. Let's collaborate. I've figured out how
> > to "do" any number of things in the eToy environment, some with help
> > from others, some by exploring on my own. I'm sure that's true of
> > others as well. If everyone (wishful thinking, I know) would
> > contribute an idea or two we could create a very useful compendium of

Collaboration is a great idea and one I suggested just before I
started school. Any resulting manual would have to be edited to have a
single authorial voice, but that doesn't mean that it has to be put
together by a single author (another major focus of my research). I did
not "take the job" for the glory, but because I needed such a manual for
the work I do; so anyone who wants to contribute to such an
effort please, please come forward.

I don't mean to rob you of your steam, Phil, nor do I mean to co-opt any
collaborative project. I simply want to make it clear that I commited
myself to this project last spring and, whether this becomes a
collaboration or remains a one-person job, I plan to live up to
that commitment.

Best,

John

From francois.schnell@free.fr Fri Jan 23 23:26:21 2004
Subject: [Squeakland]
        3 questions : trailStyle, falling balls pictures, forums ?

Dear Squeakers,

* I have two questions concerning the book ´ Powerfull ideas in the
classroom ª :
- Project 8 page 46 : I don't have ´ the trailStyle ª tile in the ´ pen
use ª category of my car. Do you have any ideas how to bring it up or
produce dots for my moving car ?
I'm running Squeak 3.6- 5424
-Project 10 ´ Falling balls ª looks really good, unfortunatelly I don't
have a camcorder. Would it be possible to have the pictures of the
falling ball to do the project 10. I promess I 'll buy a camcorder
´ soon ª to do the ´ real ª experiment ...

* Is there a way to search in the archive of the mailinglist ?
Do you plan to open Forums in the future ? I'm convincing their're
important to initiate a wide community learning from each others
questions and experiences.

Thank's in advance :-)
FranÁois Schnell

From kim.rose@squeakland.org Sat Jan 24 14:10:18 2004
Subject: Fwd: Re: [Squeakland]   3 questions : trailStyle, falling
balls
        pictures, forums ?

>Date: Sat, 24 Jan 2004 12:51:49 -0800
>To: francois schnell <francois.schnell@free.fr>
>From: Kim Rose <kim.rose@squeakland.org>
>Subject: Re: [Squeakland] 3 questions :
>trailStyle, falling balls pictures, forums ?
>Cc: BJ Conn
>Bcc:
>
>Dear Francios,
>
>Bonjour! And thank your for your interest in using Squeak!

>
>If you have the latest version of the
>"Squeakland " image -- the one from
>squeakland.org, not Squeak.org (which it looks
>like you have) you can go to the 'pen use'
>category in the viewer and select "trail style"
>there...and from there you have a choice of
>lines, dots or arrowheads. You're best off
>using the Squeak Download from squeakland.org to
>be certain the user interface of the Etoy system
>matches the book.
>
>I can see about putting the "frames" of the
>fallling balls from the book somewhere on the
>Squeakland website. If I can ask your patience
>for a few days, we can get that artwork from the
>book and see about an appropriate place to
>upload it so you (and others) might be able to
>retrieve it. I must say, it is a *really
>valuable* experience to do this with students,
>however, so if you do use "our" frames I highly
>suggest you still conduct the experiment
>yourself without shooting it on video.
>
>You can find an archive of the Squeakland
>mailing list through the "Community" section
>(select the "join this community link) of the
>website:
>http://www.squeakland.org/mailman/listinfo/squeakland
>and then select "archives".
>
>We are just starting to plan a "SqueakFest" to
>be held in early August, probably, and in
>Chicago. It would be fantastic if you could
>travel. We did this last year and it was a
>great success.
>
>I hope this helps and we will be sending more info along soon.
>a bientot,
>Kim
>

From michael@squeakland.org Sun Jan 25 06:22:52 2004
Subject: [Squeakland]
        Re: 3 questions : trailStyle, falling balls pictures, forums ?

francois schnell wrote:

> -Project 10 ´ Falling balls ª looks really good, unfortunatelly I don't
> have a camcorder. Would it be possible to have the pictures of the
> falling ball to do the project 10. I promess I 'll buy a camcorder ´
> soon ª to do the ´ real ª experiment ...

The pictures are now available at
http:www.squeakland.org/~michael/ball-drop.zip

> * Is there a way to search in the archive of the mailinglist ?

Unfortunately not. Although a general google search should cover most of
it too.

> Do you plan to open Forums in the future ? I'm convincing their're
> important to initiate a wide community learning from each others
> questions and experiences.

The mailing list is intended to be the forum to communicate.
We are thinking about other forms of communication, do you (or otheres
on this list) have examples of good, working community sites?

Cheers

Michael

From michael@squeakland.org Sun Jan 25 15:40:55 2004
Subject: Re: [Squeakland]   Re: 3 questions : trailStyle, falling balls
        pictures, forums ?

Michael Rueger wrote:

> The pictures are now available at
> http:www.squeakland.org/~michael/ball-drop.zip

I've just uploaded an updated version with all five frames instead of
just four. Kim, thanks for checking!)

Michael

From francois.schnell@free.fr Mon Jan 26 15:14:07 2004
Subject: [Squeakland]
        Re: 3 questions : trailStyle, falling balls pictures, forums ?

Bonjour,

* Thank you for the full set of pictures !

* Concerning good programming community sites I used mainly 2 sites for
VB and Flash programming in French ... ;-) (http://www.flashxpress.net/
and http://www.codes-sources.com/). They are not very good sites but
they have very active ... Forums ...

They were priceless to me when I decided 2 years ago to learn (Flash /
Action Script) .I wanted to design and program scientific simulations
for kids which are running in the Planetarium I worked for.
I would say I learned Flash : 20 % books, 80 % forums.
Each time I was really stuck I searched in the Forums and very often
somone else had the same question.
There are many advantages to have a forum :
- Different themes (maybe newbies to squeak, teachers projects, E-tyos
programming, Squeak programming,...)
- It's good for newbies who often hesitate to ask "stupid" questions in
a mailing list.
- You've got a good visisibility of "hot subjects" or somone lost
without an answer.
- etc.

I like to imagine a "big impact community site"as an emergent system
like an anthill for example.

A anthill is very organised and efficient (nursery, cimetery, etc.)
but there are no individual architect or lead programmer.
It organise and strenghten itselft thanks to the quality of the
"communication" beetwen ants (the pheromons) and if the critical mass is
reached (I believe a few thousands for an Anthill).

Even if I'm still quite a newbie to Squeak (not for long hopefully), the
more I look at it and the more I see an *Astronomical* multiple
potential in it.

I think Alan Kay and all the fellows squeak and squeakland teams have
done a tremendous job.
There are exotic fruits and succelent juicy food there I never saw
eleswhere, nevertheless to reach "the critical mass" we need the best
pheromones and I think a real Forum is a part of it.

PS : I actually never installed a forum . Maybe something like phpBB
could be good (and you can skin it with the Squeak feel and look). I'm
ready to investigate ...

PS : If Forum there is, I solely here promess to help squeakers on
it. :-)

FranÁois Schnell
Strasbourg
France
http://francois.schnell.free.fr/

From tacmanphil@mac.com Wed Jan 28 09:01:59 2004
Subject: [Squeakland] Re: Squeakland Forum?
X-BeenThere: squeakland@squeakland.org

I heartily agree with Fran=E7ois regarding the need for a good
interactive forum to support those of us who are still learning our way
around Squeak eToys and constantly encounter new challenge.
Francois mentioned phpBB, which I learned is open source and free...2
attractive features.
I found vBulletin, which looks to be widely used.
For those interested, take a look at vBulletin's forum site
http://www.vbulletin.com/forum/

Finally, what will it take to get a forum started?
Phil

From dwells@wildwood.cps.k12.il.us Wed Jan 28 07:11:02 2004
Subject: [Squeakland] saving squeak projects

Hi all -

I'm the technology teacher at a small (ca 350 kids) K-8 elementary
school in Chicago, and am just starting to excitedly experiment with
Squeak with a couple of classes that I teach.

We've got a lab of 18 iMacs (running OS9), all connected to a central
Apple G4 that we use as a server. All of our kids have individual
password protected access to a folder of their own on the server. In
addition, we're running a protection program (FoolProof) to keep kids
from messing around with the hard drive, etc.

My question: Is there an easy way to have kids publish their projects
to our server? Right now, they're just publishing them to the "My
Squeak" folder on their individual machines, but I can see this
becoming problematic quite soon. I've come into teaching computers
through the back door (having taught art and been a classroom teacher,
worked in museums, done a bit of graphic design, etc.), so I am an
utter Newbie (note the capital 'N') with most things technical.

thanks for your help!

David Wells

From rudy@rudyscott.com Wed Jan 28 12:25:33 2004
Subject: [Squeakland] Forums for Squeak

Greetings,

I'd volunteer use of my hosting space for a squeak forum so long as the =
bandwidth usage doesn't get too high. I don't have any particular =
expertise in Squeak but, I'd be happy to contribute a place for those =
who do to answer questions on the subject. =20

I've setup a sample phpBB board on my website. =
http://rudyscott.com/squeak/
If people are interested in using this space, I'm happy to provide it =
(no warranties :-).

If squeakland sets up an official phpBB forum I'd be happy to export the =
db contents over to the new location.

--Rudy

From michael@squeakland.org Wed Jan 28 13:44:44 2004
Subject: Re: [Squeakland] Forums for Squeak

Hi all,

it seems like the idea of using a forum produced quite a bit of
excitement :-)
Please hold your horses for a little while and let us take the technical
discussion offline.
I would like to take a closer look at the proposed solutions and then
integrate the most promising one into our squeakland site.

Please do not create etoy/squeakland forums outside of this site,
let's coordinate the efforts first!

I'm traveling right now and won't have time to look into this before
early next week but I will be on email.

Thank you for all your input and help!

Michael

From michael@squeakland.org Wed Jan 28 17:47:30 2004
Subject: Re: [Squeakland] Forums for Squeak

Frank Caggiano wrote:

> If what is wanted is a place to post questions, get answers and discuss
> squeak (the plugin version) in the educational setting then I thought
> that was what this list was for. If your looking to get more technical
> information about squeak there is the squeak-dev list. What would be the
> purpose of new list?

It is not about a new list, but a different way to communicate. So in
addition or as a replacement for the mailing list we consider using web
forums. It seems that quite a few people prefer forums over mailling
lists for a variety of reasons. If that would actually help getting a
more lively discussion going on all things related to etoys and
education, I think it is worth a try.

Michael

From sjg2001@mac.com Wed Jan 28 17:57:27 2004
Subject: [Squeakland] RE: Squeakland Forum?

I too am in agreement for a Squeakland Forum for educators and other
learning Squeak.   I recall the SqueakPeople site at
http://people.squeakfoundation.org/ Its been awhile since I've had a
look at the site. I signed up for account but was a bit overwhelmed,
not quite my level. I wonder if an area here would work for our needs?
  Any thoughts?

From michael@squeakland.org Thu Jan 29 17:55:23 2004
Subject: Re: [Squeakland] saving squeak projects

Hi, David,

> My question: Is there an easy way to have kids publish their projects
> to our server? Right now, they're just publishing them to the "My
> Squeak" folder on their individual machines, but I can see this becoming
> problematic quite soon. I've come into teaching computers through the
> back door (having taught art and been a classroom teacher, worked in
> museums, done a bit of graphic design, etc.), so I am an utter Newbie
> (note the capital 'N') with most things technical.

There are different ways to configure Squeak for this kind of setting.
If you could send a few more details off-list, then I will try to find a
working solution for you.

Which reminds me that I should write up a FAQ or how-to and make it
available on the squeakland site.

Cheers

Michael

From sjg2001@mac.com Thu Jan 29 21:47:47 2004
Subject: [Squeakland] Re: Publishing Squeak Projects to Server

David,

I am a Tech Coordinator at a K-5 elementary school and we've begun
using a Swiki to publish Squeak projects. I run a Swiki on our Xserv
but originally served it on a DV iMac running OS9. Students upload and
then reference their files on the Swiki. Its a great way for students
to collaborate and see what others are working on.

You can download the Swiki files here
http://minnow.cc.gatech.edu/swiki/15
and learn all about the Swiki here http://minnow.cc.gatech.edu/swiki

Squeak On

On Jan 29, 2004, at 12:00 PM, squeakland-request@squeakland.org wrote:

From rudy@rudyscott.com Fri Jan 30 00:23:44 2004
Subject: [Squeakland] forum space removed

As per request, my squeak forum space has been removed. I look forward =
to seeing the creation of a forum--a searchable archive of squeak =
discussion will definitely be an asset to the community.

Thanks,

--Rudy

From sql@crystal-objects.com Fri Jan 30 13:12:08 2004

From Alan.Kay@squeakland.org Mon Feb 2 09:02:21 2004
Subject: [Squeakland] Re: Squeaking Homeschoolers?
Hi Aaron --

This would be a nice email to send to the squeakland.org list. I'm
copying over there.

At 1:20 AM -0500 2/1/04, Aaron Lanterman wrote:
>On Sat, 31 Jan 2004, David T. Lewis wrote:
>
>> You are on the right list for the kinds of student you have in mind,
>> but you should also be aware that Squeak is being used for some very
>> innovative educational purposes for younger kids. See www.squeakland.org.
>
>When I picked up the Squeakers DVD, which shows BJ Allen-Conn's work with
>Squeak, I also picked up a couple of copies of their "Powerful Ideas for
>the Classroom" book.
>
>Just curious: has there been any effort to "market," so to speak (in the
>sense that one markets something free) Squeak to the homeschooling
>population? (My wife and I don't have kids yet, but when we do we plan to

>homeschool. My wife taught 7th and 8th grade French for three years, and
>then went into tech support to get good pay and respect... after she left
>teaching she started researching homeschooling.)
>
>I've read every one of Alan Kay's essays on the squeakland.org site. I
>doubt he intended this, but if you really put together his arguments, they
>form an incredibly powerful argument for homeschooling, which emphasizes
>personal exploration of ideas on one's own timetable. Homeschoolers tend
>to be all about "getting their hands dirty" - i.e. if you want to learn
>how to make pots, you don't really get far by reading about making pots,
>or even by watching someone else make pots. You won't really get anywhere
>until you stick your fingers in the clay - and I think Squeak could be
>characterized as a "Clay of Ideas."

The first aims for the Squeak etoys were at what we called "lapware"
(a parent with a child on their lap). And we have been wanting to do
a major push for homeschoolers for quite a few years.

I think we now have enough content for the K-5/6 range, but we really
lack enough of the direct and ancillary materials that parents need.
This is especially acute in the earliest ages, where the advice to
parents needs to be particularly rich in order for them to be good
scaffolders (this is also true for teachers in the earliest grades).
We've found that moderate levels of help (such as BJ's and Kim's
book) seems to work fine with 4-6 graders. To take a later example,
7th and especially 8th graders can cover a tremendous amount of
ground, and here again we need lots more scaffolding for the helpers
in areas such as science and math. So the effort graph kind of looks
like a smile with 5th grade being a pretty good sweet spot in which
to get started.

I have been toying around with notes for a more complete "5th grade
for homeschoolers" curriculum but even this is daunting with our
small resources (also we like to test our curricula for 3 years
before thinking we have results that can be trusted).

>
>When I showed my wife the Squeakers video, she said two things that really
>struck me:
>
>1) "Wow, if someone had taught me math _that_ way, I would have really
>gotten into it!" (she historically hated math in school, all the way
>through)

That's because most schools in the US simply don't teach math. They
try to teach pattern-matched calculation skills which are not much
fun. Math is beautiful and fun.

>
>2) "They could NEVER have done that at a public school like the one I
>taught at." That was in reference to the gravity experiment - she said in
>disgust that at the school she taught at, one could never get permission
>from the various powers that be to do such a thing. In particular, there
>was a kid who stayed writing down his obervations once the experiment was
>over. My wife said that at the school she taught at, and probably most
>public schools, someone would have been screaming at the kid to get his
>butt inside along with all the other kids according to schedule.

A neat side note is that the Open Charter School is a public LAUSD
school, but was set up as a Magnet school when busing was a big

issue. And Magnet schools in LA were allowed to have much more
control by the parents, teachers and principal as to how they did
their thing.

>
>It seems to me that what lets Squeak take hold in BJ Allen-Conn's world is
>the philosophy underlying the Open School that she teaches at. In a world
>of public school mediocrity, particularly in the realm of math and science
>- which Dr. Kay so eloquently exposes in his essays and in the speeches
>I've seen on line - a world strangled by things like the No Child Left
>Behind act (i.e. Every Teacher Screwed Over Act) - the power of Squeak
>will have trouble taking hold.
>
>Sorry, I got a bit overexcited there... it's just so thrilling to find
>people so dedicated to creating new educational experiences to share ideas
>with. I was very glad to meet Mark Guzdial, who was the first person I met
>at Tech that I could seriously sit down and talk about these issues with.

Nice to be working and playing with you!

Cheers,

Alan

--
From MRATZEL@bv229.k12.ks.us Mon Feb 2 13:56:43 2004
Subject: [Squeakland] Help in saving projects

OK....I'm back and working this again. The basics are my bugaboos again. I
have a whole new group of students and I'm even using them as my Action
Research subjects to prove to my district that this kind of thinking and
teaching has real merit.

But, believe it or not, I can get launched because I can't figure out how to
save projects. I know I figured it out last semester, but now I can't
remember how I did it. I click on Publish It. And I want my students to be
able to save the projects in their network folders. But no where can I find
a way to browse to them.

Does anyone have directions that I can use? Simple ones? This is the most
confusing part of Squeak and it always throws me for a big loop and I get so
frustrated. Sorry to vent but I really want this to work and for folks to be
excited. And I don't mean to be so critical but I'm not a dummy and I've sat
here for 2 class periods trying to figure it out with my kids and now another
45 minutes with my computer teaching partner and we can't figure it out. So
it isn't that intuitive.

Please can someone show me the trick to this? It's got to be something that
I am missing. And I want to continue tomorrow. We're just working through
the tutorials and I have a couple of days to figure it out before it becomes
critical. Thanks in advance for all your help.

marsha

From michael@squeakland.org Mon Feb 2 16:22:16 2004
Subject: Re: [Squeakland] Help in saving projects

Hi Marsha,

> But, believe it or not, I can get launched because I can't figure out
> how to save projects. I know I figured it out last semester, but now
> I can't remember how I did it. I click on Publish It. And I want my
> students to be able to save the projects in their network folders.
> But no where can I find a way to browse to them.

I must confess that setting up Squeak for a classroom is still somewhat
tricky and a few people are working on getting better solutions to work.

Please send some more information about your setup offline (Are you
using Windows, Mac OS 9 /X, how do your network folders appear to the
kids (drive or volume name).

Please make sure to have the newest version of the plugin (just go to
squeakland and point to "get updates").

After wondering why your are having such a hard time it occurred to me,
that you simply forgot about the "click and hold" oin the navigation
bar? When you clikc on the publish or find button, but hold the mouse
button down then a menu will appear after a short moment. This menu has
entries for e.g. publish as, find (more places) etc.

Even if this solves your problem, please still send the extra
information so I can help you with finding a better setup.

Cheers

Michael

From michael@squeakland.org Mon Feb 2 19:29:41 2004
Subject: Re: [Squeakland] eToys scalability

Hi Jecel,

> I was wondering about how many players you can have before performance
> drops to an unacceptable level. Her students will be using Pentium IV
> machines with 1.4GHz and up which are far faster than the computers I
> have around here, so I can't test this myself.

The answer as so often is: it depends.
It's not only the number of players but also the complexity of the
scripts. And then there are efficient and not so efficient ways do
script players.

Would it be feasible to use StarSqueak for some of the simulations? It
is not directly accessible through etoys (yet) but it is reasonably fast
for even a larger number of players.

> practical to have more than a few on the screen at a time. Since the
> project schedule is from February 26 to June 3 and then from August 5
> to October 28, perhaps one solution would be to use EToys in the first
> semester and then move the simulation to OpenCroquet in the second?
> That would allow a really large environment.

One of the things OpenCroquet is built for :-)
Taking into account the time needed preparing for the project, using any
version of OpenCroquet in the first half doesn't seem feasible. Should
work for the second half though.

Cheers

Michael

From MRATZEL@bv229.k12.ks.us Mon Feb 2 21:09:12 2004
Subject: [Squeakland] Reply to those helping me learn to save my projects.

Thanks so much for everyone's help. My district uses Windows XP. Our
students are setup on their own server called the N server. Each student has
their own folder and inside that folder they have a Tech Ed folder where they
store all their work for my class.

I think we have the newest version. When it has prompted us to update, we
always reply with a yes. Is there someway I can check just to make sure.
I'll do it if I know how.

And no I don't think I knew about holding the mouse down. Tomorrow when I
get to school I will try that first thing. Maybe this will be the thing that
I discovered last semester by accident and got it to work but just don't
remember right now. I knew I should have written it down, but I thought I
wouldn't forget. Ha! Too much to remember.

Kim, your directions would be great if I had a Mac. And I will go on a hunt
for one tomorrow. But they are scarce in my district. I think I can find a
conversion program, though and try and use that to read the file you sent. I
appreciate the help.

Thank you to all that have offered their assistance. This is quite an
adventure. So many of my colleagues kind of laugh at me because they think I
go to too much trouble. But I think it's worth it because my kids see that
I'm learning right alongside them. Especially when I show them that I have
to ask questions of others just like they ask me questions. Isn't that the
whole point? Anyway, thanks for everything and I'll be hoping that I can get
things to save tomorrow.

marsha

        Please send some more information about your setup offline (Are you
        using Windows, Mac OS 9 /X, how do your network folders appear to the
        kids (drive or volume name).

        Please make sure to have the newest version of the plugin (just go to
        squeakland and point to "get updates").

        After wondering why your are having such a hard time it occurred to
me,
        that you simply forgot about the "click and hold" oin the navigation
        bar? When you clikc on the publish or find button, but hold the mouse
        button down then a menu will appear after a short moment. This menu
has
        entries for e.g. publish as, find (more places) etc.

        Even if this solves your problem, please still send the extra
        information so I can help you with finding a better setup.

        Cheers

Michael

_____

From kim.rose@squeakland.org Wed Feb 4 20:30:53 2004
Subject: [Squeakland] Observations from a parent Squeaker

Hello -

I've been corresponding with Daniel Vareika, a
parent in Uruguay, who has been playing with
Squeak with his 7 year old son. I asked his
permission to share his comments and observations
as I thought you might find them of interest. I
think many of you have/will have similiar
experiences with your children. I am sure Daniel
would appreciate your comments, too.
cheers to all,

Kim

>Date: Sun, 01 Feb 2004 11:32:38 -0300
>Subject: Re: Buying book and DVD
>From: Daniel Vareika <dvareika@redfacil.com.uy>
>To: Kim Rose <kim.rose@squeakland.org>
>
>Dear Kim,
>
>The day before yesterday and yesterday I was able to start playing with my
>son, Gaston with Squeak.
>Right now he is on vacation (here it is summer) and he was with my wife on
>another city next to the beach (I had to remain working).
>
>>From the experience of this past two days I only can tell you that we..
>LOOOVE SQUEAK!!!
>Even my son jokes about both being Squeakers!!!
>It really helped a lot the book "Powerful ideas.." and the DVD was excellent
>for me to wholly understand what is Squeak about and used for.
>
>My son didn¥t like much the DVD (he thought it was a game, not a movie) and
>latter on was impatient with the book, because he wanted to build a car
>right away.
>
>>From this little experience I have several observations:
>**
>I have found that on one hand, my son being only 7 (he will be on
>02/07/2004) and not being very fluent in reading (both in English and in
>Spanish - still need more practicing) nonetheless he was able to start all
>by himself, at least painting the car and finding his way around!!
>
>Latter on, I found that wanting to make things (like in a hurry) doesn¥t

>help much learning the big concepts, he has too much hurry wanting to
>achieve things that he has seen on the DVD!!!
>
>Still I was really amazed how quickly he picked up concepts like x and y
>axis positive and negative numbers (a little more difficult) and the concept
>of building scripts (I don¥t know whether he understand the concept of
>connecting objects or finds it to be completely natural).
>
>Still what I see is that he learns more buy doing, maybe not fully
>understanding the concepts like connecting two objects, and knowing his way
>around, more buy knowing what this button does than buy reading what it
>says.
>
>We encouraged him to explain to my wife the concepts that he has learned so
>far and he did on the other hand beautifully though he lacked vocabulary.
>
>Summing up:
>***********
>a) On one hand he is truly learning by playing.
>b) On the other he might be too young to show sometimes some patience.
>c) He still has a little difficult in reading both in his native tongue and
>in English.
>d) It is difficult to see him seat still on a chair that swings in front of
>the computer and one is not sure how much attention he is paying.
>e) He is young comparing the kids on the DVD (7 versus 10).
>f) He remembers things by position, not by what it says.
>g) He seems to be in a hurry.
>
>Question:
>*********
>Sorry this mail is kind of a mess... Am I doing the right thing?
>
>To be truthful, being a teacher of adults is one thing, trying to teach a 7
>year old is another, and being him my son probably another.
>
>On one hand I love how quickly he is going, on the other I am afraid he will
>learn "nice tricks" like a monkey but not "concepts".
>
>Please let me know what you think about. Your input is invaluable to me!
>
>Yours,
>
>Daniel
>
>Kim Rose wrote:
>
>> Hello, Daniel -
>> I am delightged you have received the DVD -- I
>>hope you and your son enjoy it!
>> best regards,
>> Kim

-----Original Message-----
From: Scott Wallace [mailto:scott.wallace@squeakland.org]=20
Sent: Wednesday, January 14, 2004 8:34 PM
To: Darius Clarke
Cc: squeakland@squeakland.org; Andreas Raab

Subject: RE: [Squeakland] Re: [Q]Some questions about scripting an eToy player

Hi, Darius,

I don't have the perfect answer to your query (perhaps Andreas will) but here are some observations that may be useful:

(1) An easy way to achieve the effect you want, I think, would be to capture your gradient-graced sphere as a SketchMorph. The reason is that there is a special feature available only to SketchMorphs that allows you to specify that their appearance not change as they rotate. To do this:

* First create your object as an EllipseMorph with gradient fill, as before.

* Then obtain a SketchMorph from it using one of the new morph... grab... commands from the desktop menu.

* Remove the transparent pixels surrounding the resulting SketchMorph by using painting... erase pixels of color.. from its halo menu.

* The result is a SketchMorph of exactly the same size and shape and appearance as your original.

* Go to the SketchMorph's halo menu, choose painting... set rotation style... don't rotate.

Now you have a ball whose appearance will not change as you change its heading from a Viewer or from running code.

(2) The intent of the rotation code is to take the *complete* appearance of the object when facing in its "forward direction" and to rotate it rigidly by the required number of degrees. That "complete" appearance includes drop-shadow, gradient direction, etc.

What you are asking for is directly at odds with that. If you don't want to use the SketchMorph trick outlined above, then the best alternative I can think of is for you to give the object a ticking textual script that serves to counteract the effect of the rotation on the gradient direction. Though I couldn't immediately and without careful thought write down a script that accomplished this, obviously it must be possible, though perhaps strenuous. The script would presumably have code of the form "Sphere costume fillStyle direction: foo" or something similar.

(3) A further thought is: if you want the appearance to be unchanged, perhaps you shouldn't be changing the heading in the first place. An alternative is to forego the built-in heading-changing feature such as "turn-by" and to do all your motion-related computations more directly instead. Though this obviously has its price, and the resulting scripts might be too obscure.

Hope these observations help, or at least don't hurt ;-)

Cheers,

-- Scott

From pierre-andre.dreyfuss@edu.ge.ch Sat Feb 7 04:27:46 2004
Subject: RE: [Squeakland] Help in saving projects

Hi everybody

A solution for the question:

> I want my
> students to be able to save the projects in their network folders.
> But no where can I find a way to browse to them.

Is to make a text file with the desired directory using this template and
put it in the directoy knownServers.

For windows it is :

C:\Program Files\Squeak\Plugin\prefs\knownServers

For Mac os 9 you have to look for
 system/preference/squeak and seardch from there, I don't remamber exactly
where it is.

For other system you have to search where squeak is installed.

name: 7emesinfo
directory: g:\cours\7emes info
type: file

This one is for windows, the path is different acording to your system.

The name will appear in the blue window when you are loading or saving
projects.

>From this directory you can browse the chlidren directories if any.

This way you can choose where your students have to save there projects.

Best regards

Hi Marsha,

> But, believe it or not, I can get launched because I can't figure out
> how to save projects. I know I figured it out last semester, but now
> I can't remember how I did it. I click on Publish It. And I want my
> students to be able to save the projects in their network folders.
> But no where can I find a way to browse to them.

I must confess that setting up Squeak for a classroom is still somewhat
tricky and a few people are working on getting better solutions to work.

Please send some more information about your setup offline (Are you
using Windows, Mac OS 9 /X, how do your network folders appear to the
kids (drive or volume name).

Please make sure to have the newest version of the plugin (just go to
squeakland and point to "get updates").

After wondering why your are having such a hard time it occurred to me,
that you simply forgot about the "click and hold" oin the navigation
bar? When you clikc on the publish or find button, but hold the mouse
button down then a menu will appear after a short moment. This menu has
entries for e.g. publish as, find (more places) etc.

Even if this solves your problem, please still send the extra
information so I can help you with finding a better setup.

Cheers

Michael

From zalesak@mindspring.com Sat Feb 7 07:15:16 2004
Subject: [Squeakland]
        Beginner's question: I can't get Squeakland plugin to work

I am a squeak beginner (a parent who wants to try the system
out for my kids). I have tried to run the projects on the Squeakland
site, but all I get is a walkback window that
says:

message not understood: useTempChangeSet

I have tried it with both the Mozilla browser and IE6 with the
same result. What's wrong?

Rudy Zalesak

From michael@squeakland.org Sat Feb 7 09:57:43 2004
Subject: Re: [Squeakland] Beginner's question: I can't get Squeakland plugin
 to work

Rudy Zalesak wrote:

> message not understood: useTempChangeSet
>
> I have tried it with both the Mozilla browser and IE6 with the
> same result. What's wrong?

Could you please if you can find a SqueakDebug.log (or similar) file and
send it to me offline (not through the list)? That would help me in
tracking down the problem.

Michael

From kim.rose@squeakland.org Fri Feb 13 10:00:27 2004
Subject: [Squeakland] Sharing, most sadly

Dear friends and colleagues,

I am deeply saddened to share the news of the passing of our dear
friend and colleague, Professor Yahiko Kambayashi.

Many of you are aware of Squeak activities in Japan; Kambayashi-san
was the driving force behind the effort and programs there.

Please read and see more here:
http://www.squeakland.org/images/news/news.htm

Many of us will strive to carry on his plans and programs not only in
Japan, but around the world.

   -- Kim

From bunkersr@lcps.k12.va.us Thu Feb 12 20:05:46 2004
Subject: [Squeakland] Installing Squeak on Stand alone macs

I realize that this isn't as much a Squeak question as it is an OS question
but it is squeak related.

I have been tinkering with squeak on my iBook. I've arrived at the point
where I want to install it on some older macs (OS 8) so my students can begin
using squeak. The macs are 6250 series PowerMacs that are running system 8
but they are not connected to the internet. They have CD rom drives and
floppy drives. I've tried burnig the squeak stuff onto a CD but when I place
the CD in the older macs they don't even read the CD. I have checked to make
sure the info is on the CD by checking it on my iBook and in some Windows
machines. The Squeak stuff is there.

Would anyone know what I need to do so I can burn a CD on a OS X machine so a
PowerMac running OS 8 can read it?

If you can think of another work around I'm interested as well. I'm ready to
get my students involved in Squeak but need to overcome this hurdle.

sb

From richared@ifi.uio.no Mon Feb 16 00:58:53 2004
Subject: [Squeakland] Suggestions for pedagogical examples in Squeak?

Hello all.

If any of you have any helpfull information about my questions below, I
will be very gratefull.

I recently finished my Masters thesis - called "Learning OOP using
Graphical Programming environments - An Experimental study" - at the
University of Oslo. I now work as a researcher in the COOL (Comprehensive
Object-Oriented Learning) project
here in Oslo.
Information about the COOL project can be found on
http://www.intermedia.uio.no/cool/

In this project we are trying to explore different methods for teaching OOP
by looking at what others have done and experimenting ourselves. My job is
conducting
experiments and gathering as much data as possible. We are currently trying
to set up new experiments and one of them will be attempted on children of

11-12
years old. The reason for selecting this age group is because of having to
use an
english tool. We are aiming a three days experiment where we will try to
teach the
children basic Object Oriented concepts. We have decided not to focus on code
as we feel
there is a risk this can get boring. Instead we are focusing on general OO
understanding and the use of a graphical tool therefore seems like the way to
go. Right now
we are considering Squeak and Alice.

I finally come to the reason I write this post: I am looking for some good
examples off activities in Squeak to present to our group of subjects.
Something
that is educational and fun. The hard part will be finding activities that
will be
fun and interesting. I have been looking at the Internet for some examples
and I
have found a few good ones. I really liked the Race car example as it
captures good
points about OO:
That there are multiple ojects in one system that have certain
characteristics and that one object (the steering wheel) can affect the other
object (the car). If we in addition
make a race track and race conditions and get the students to race their
cars, we are really talking fun and educational at the same time! But I would
like more
examples than just this one, something that can appeal to people who don't
like cars
and also examples that illustrate other aspects of OO. Here are a few
suggestions to
points we feel the pupils should be introduced to. There may be too many here
and I
may have forgotten some and a couple may not be very good, but here goes:
1. A computer program consists of many objects.
2. An object is an "independent" chunk of information.
3. Objects can affect each other and change each others behavior.
4. We have different types of objects.
5. We can program the objects to a certain behavior.
6. Simple pseudo code.
7. Not all objects need to contain all sort of information, It is important
to find relevant information to go into an object (A steering wheel, doesn't
need the color of the car, for instance).
8. How to make a model of a larger computer system. To make drawings of
what we need.

If any of you know of any good examples on the Net where it is possible to
get some inspiration, I would be very gratefull. Or if you have examples you
have
used in your classes, that would also be great. I am not asking for complete
examples,
but suggestions of topics and such. I have been tossing a few ideas around
but more input
would be very helpfull.

Thank you for your time, it was a long post.

Best regards,
Richard Borge.

Cand.scient. Department of Informatics, University of Oslo

From MRATZEL@bv229.k12.ks.us Tue Feb 17 04:44:11 2004
Subject: RE: [Squeakland] Suggestions for pedagogical examples in Squeak?

I have no idea if what I'm doing with my class is an answer to your question
but I will offer it....we used it because it seemed like the next step and
not all of our students (especially our girls wanted to do things like girls
wanted to stay in the realm of cars). Additionally Kansas has been buried
under snow recently and our students have had many days off of school with
snow days. So my teacher partner and I chose the topic of WinterWonder Land.

In it, students had to construct a WinterWonderLand where there was a sledder,
a shivering snowman, the blowing trees and other things that they had
observed outside during their days off. This was their first project in
Squeak after the tutorials on the Squeakland site. And it was quite challenging for them.

I've been accused over and over again in my district for doing Squeak that it
is too difficult for teachers. Not kids mind you. But teachers. My
district administration is not supportive because they think it's too much to
ask teachers to be lost and admit it to the kids and show our ignorance of
being lost on a daily basis. I don't know how much longer they'll let me keep teaching it

I think the real testimony is that almost a quarter of my 7th grade students
of both genders have downloaded Squeak for use at home. They come flying
into my class and tell me something they'v learned at HOME. I wish there was
more documentation that I could understand or that was organized. But bit by
bit, I discover it and then furiously try and teach it to myself through the
generiosity of the people on this list and elsewhere.

Thank you everyone and I hope my WinterWonder Land project might help you. I
can send examples if you'd like of student work, with their permission of
course.

marsha

From tacmanphil@mac.com Wed Feb 18 08:24:44 2004
Subject: [Squeakland] Displaying a calculation in a text box

I'm working on a project which will generate the area of a given geometric
figure. There are a number of approaches I'm considering, however, I'm stuck
when it comes to displaying a given calculation. For example, if I use
variables for length and width, I want to be able to display the results of
lengthXwidth.
Thanks,
Phil

From andreas.raab@squeakland.org Wed Feb 18 09:13:50 2004
Subject: Re: [Squeakland] Displaying a calculation in a text box

Hi Phil,

The easiest way to do this is to make a ticking script which computes the
computed value and then have a readout for this value. For example:

```
<ticking>
    foo's result <- foo's length * foo's width
```

and then the "result" readout will show the resulting value.

Cheers,
  - Andreas

----- Original Message -----
From: "Phil Firsenbaum" <tacmanphil@mac.com>

> I'm working on a project which will generate the area of a given geometric
figure. There are a number of approaches I'm considering, however, I'm stuck
when it comes to displaying a given calculation. For example, if I use
variables for length and width, I want to be able to display the results of
lengthXwidth.

From timoandrews@yahoo.com Wed Feb 18 09:21:47 2004
Subject: RE: [Squeakland] Displaying a calculation in a text box

Here's a simple approach in the picture below - many will work. I've =
taken
a rectangle and a text morph out of the supplies flap. From the text
morph's viewer drag out the 'numeric value' arrow from the basic =
category.
Then you can drag your length X width calculation into the script as =
I've
done using the length and width of the rectangle. Clicking the '!' in =
the
script will calculate the area once; if you set the script to ticking it
will update anytime the inputs vary, so you can change the size of the
rectangle and watch the result as you do so. Hope that helps.

-----Original Message-----
From: squeakland-bounces@squeakland.org

I'm working on a project which will generate the area of a given =
geometric figure. There are a number of approaches I'm considering, however,
I'm =
stuck when it comes to displaying a given calculation. For example, if I use
variables for length and width, I want to be able to display the results =
of lengthXwidth.

From tacmanphil@mac.com Wed Feb 18 19:17:29 2004
Subject: [Squeakland] Re: Displaying a calculation in a text box

I took Andreas' advice and it worked. I created a new variable, which i
called area and set its value (in a new script) as the product of
length times width. then I created a detailed watcher for area and,
sure enough, the area was displayed in the watcher.
With that said, I would also like to be able to do what Tim did...have
a separate (text) box which displays the value which is what was
visible in the screen shot that Tim attached. Unfortunately, there was
no text accompanying Tim's message, so I still don't know what he did.
Look forward to reading Tim's description.

From voiklis@redfigure.org Wed Feb 18 20:30:09 2004
Subject: Re: [Squeakland] Re: Displaying a calculation in a text box

Attached, Phil, is a quick a dirty sample of how to set the text of a text
box with a script-generated value. Notice that I set the numericValue of
the text box and not its characters. I hope this is what you were asking
about and that my sample proves helpful. Tired now...going to bed.

Best,

John

From timoandrews@yahoo.com Thu Feb 19 04:11:08 2004
Subject: RE: [Squeakland] Re: Displaying a calculation in a text box

Not Sure why you didn't get the text but here it is(I Hope). I love
technology:
Here's a simple approach in the picture below - many will work. I've =
taken
a rectangle and a text morph out of the supplies flap. From the text
morph's viewer drag out the 'numeric value' arrow from the basic =
category.
Then you can drag your length X width calculation into the script as =
I've
done using the length and width of the rectangle. Clicking the '!' in =
the
script will calculate the area once; if you set the script to ticking it
will update anytime the inputs vary, so you can change the size of the
rectangle and watch the result as you do so. Hope that helps.

Tim Andrews

-----Original Message-----
From: squeakland-bounces@squeakland.org
[mailto:squeakland-bounces@squeakland.org] On Behalf Of Phil Firsenbaum
Sent: Wednesday, February 18, 2004 9:42 PM
To: squeakland@squeakland.org
Subject: [Squeakland] Re: Displaying a calculation in a text box

I took Andreas' advice and it worked. I created a new variable, which i
called area and set its value (in a new script) as the product of length
times width. then I created a detailed watcher for area and, sure =
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the area was displayed in the watcher.
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separate (text) box which displays the value which is what was visible =
in
the screen shot that Tim attached. Unfortunately, there was no text
accompanying Tim's message, so I still don't know what he did. Look =
forward
to reading Tim's description.

From Yoshiki.Ohshima@acm.org Fri Feb 20 00:00:52 2004
Subject: Re: [Squeakland] Re: Truetype fonts in the Squeakland

  Hello,

> Is it possible to add truetype fonts to the Squeakland.org (OSX latest)

> version of Squeak?

   I don't know where the TrueType font are physically located on OS X,
but I've got an impression that they are store in some kind of
'cabinet' file and Squeak cannot access to those indivisual file,
right? Squeak's TrueType reader only handles individual .ttf files,
so it may not easy to do it.

   If you're using Windows, or have a copy of a .ttf file (I'm not
suggesting to copy license-protected one^^;) read the following
instruction.

----
  * First, unzip the attachment and drag the resulting
    'TrueTypeTextStyle6-land.cs' onto the Squeak Window. (If Squeak is
    running in full-screen mode, press 'Browser Reentry' button first.) A
    window in Squeak will show up.

  * Then, do a right-button click in the window, or if you're using
    one-button mouse, click on the little button above the scroll-up
    button in the scroll bar of the window. A menu will shop up.

  * Choose the fourth item 'file into new change set' from the menu.
    Then, close the window.

  * Press Alt-shift-w or Command-shift-w. A 'World' menu will
    show up. Choose 'open...' item at the seventh spot. Another menu
    will show up.

  * Choose the 'file list' item at fourth spot. A window will show
    up.

  * Navigate to the '.ttf' file you're interested in by the top-left
    tree pane and select the file in the top-right pane.

  * Right-click on the top-right pane or press the little menu button
    of the top-right pane. A menu will show up.

  * Choose 'file into new change set'. Then,

you're done! Bring up the halos of any text and you should be able to
choose the font from light-green style halo. (You might want to save
the image here.)

   But, again, this is a horrible hack, and you'll lose the ability to
share the project you make with the font. Hopefully, in the next
version of Squeakland image, things should be a bit easier.

   Hope this helps,

-- Yoshiki

From ian.piumarta@inria.fr Fri Feb 20 03:50:50 2004
Subject: Re: [Squeakland] Re: Truetype fonts in the Squeakland

On 20 Feb 2004, at 08:22, Yoshiki Ohshima wrote:

>> Is it possible to add truetype fonts to the Squeakland.org (OSX
>> latest)

```
>> version of Squeak?
>
> I don't know where the TrueType font are physically located on OS X,
> but I've got an impression that they are store in some kind of
> 'cabinet' file and Squeak cannot access to those indivisual file,
> right?
```

There are several "official" sources of TTFs on OSX:

/Library/Fonts and/or /System/Library/Fonts may contain a couple of
(insignificant) TT fonts.

/System/Library/Frameworks/JavaVM.framework/Versions/CurrentJDK/Home/
lib/fonts contains a set of proportional and monospace Lucida TTFs.

If you have Apple's X11 installed on your machine then check under
/usr/X11R6/lib/X11/fonts/TTF too. (These may or may not have come with
freetype2 which, I think, is not part of the standard Apple X11
distribution; I vaguely remember having to install it myself. Your
kilometrage, if using Fink/XDarwin, may vary.)

Cheers,
Ian

From kim.rose@squeakland.org Sun Feb 22 19:47:16 2004
Subject: [Squeakland] Join us at SqueakFest '04 - Chicago!!!

Dear Squeaklanders,

The Interactive Multimedia and Early Childhood Education Programs at
Columbia College Chicago and Viewpoints Research Institute cordially
invite you to attend SqueakFest '04 on the summer shores of Lake
Michigan in Chicago.

SqueakFest '04 will be Thursday, August 5, to Saturday, August 7 (two
full-day sessions on Thursday and Friday, and a morning session on
Saturday). There is no registration fee. We hope that all
participants will be able to attend the entire workshop. Out-of-town
participants should plan to arrive on Wednesday, August 4, in order
to attend the opening session.

SqueakFest '04 is also co-sponsored by Columbia's School of Media
Arts and School of Liberal Arts and Sciences, home, respectively, of
the Interactive Multimedia and Early Childhood Education Programs.

We welcome participants from elementary, junior high, and high
schools, and education programs at institutions of higher-education.

Professional development units will be available at no charge for
public schoolteachers through Columbia's School of Liberal Arts and
Sciences. When responding, please indicate if you are interested in
receiving these credits. Details will follow.

SqueakFest '04 follows the first SqueakFest, held last August at
Columbia College Chicago and judged a resounding success by
participants. In response to the evaluations, we plan to make a few
changes in the schedule for this year. Again, we hope to assemble a
critical mass of folks to discuss best practices and practical
considerations. We hope that attendees will arrive with examples and
details of student projects, lesson plans, assessment details,

stories, anecdotes, pedagogical approaches, and the like. What worked? What didn't work? Why? What can we draw as conclusions, learn from, and do differently (or the same) in the future. Most importantly: What can we learn from, and teach, each other?

This year, in addition to large and collective group sessions, we will conduct concurrent sessions to accommodate participants with varying expertise and experience utilizing Squeak and Etoys in practical settings, from the novice users to the advanced users.

There will be plenty of time for attendees to break out into sessions by subject areas, by grades, and by levels of expertise.

There will also be time for educators to provide feedback on teaching and using Squeak (features? interface? implementation?) to the developers.

A detailed program will be ready in a few weeks.

At the conclusion of SqueakFest '04, the IM Program will post and serve Squeak projects brought to or sent to the workshop, as well as other documentation.

Here are details about nearby accommodations:

Chicago Hilton: $139 per night, single, (booked at http://www.hotels.com; other rates available). $160/night regular rate.

Essex Inn: $99 per night single/double, $109 triple, $119 quad. http://www.essexinn.com or 800-621-6909. Mention Interactive Media Symposium. 1-800-621-6909.

Best Western Grant Park: $109 single/double/triple/quad. http://book.bestwestern.com/bestwestern/productInfo.do?propertyCode=14120 1-800-472-6875

These hotels are within an easy four-block walk of the SqueakFest '04 site.

We can also advise you on other accommodations.

There are also a limited number (first to reserve, first confirmed) of rooms available at the college's Residence Center, the site of SqueakFest '04: $55 per night per person. Accommodations include:

Two bedrooms, with a total of four single beds.
One bedrooms, with two single beds.
Three bedrooms, with a total of six single beds.

Rooms have cooking appliances, but no utensils. Bed linens and towels are included, but not pillows. There is a weight room and a laundry room.

Reservations for the ResCenter must be made by calling 312-344-7803, between the hours of 11 a.m.-5 p.m., Monday-Friday. A deposit of half of the balance is due one month prior to arrival, with the balance due two weeks before arrival. Cancellations can be made two weeks prior to arrival without penalty; after that, there will be a $50 cancellation charge. Deposits and balances can be made payable by check or money order to:

Columbia College Chicago Filmmakers 731. S. Plymouth Court, Chicago,
IL 60605, Attention: Kelli Collins.

Continental breakfasts and boxed lunches will be provided at the
SqueakFest site.

Columbia College Chicago is the country's largest arts, media, and
communications school, with an enrollment approaching 10,000
students, and offers both undergraduate and graduate degrees. At the
undergraduate level, it is open-admissions, by mission and
philosophy. It is located in Chicago's South Loop, adjacent to Grant
Park and Lake Michigan, and is convenient to the city's many museums
and other cultural and popular attractions.

Attendance will be limited. Reply with your interest to:

Kim Rose: Kim.Rose@squeakland.org
AND
Wade Roberts: wroberts@colum.edu

Columbia College Chicago: http://www.colum.edu

Interactive Multimedia Program home: http://interactive.colum.edu

Early Childhood Education Program:
http://www.colum.edu/undergraduate/earlychildhood/index.html

IM/ECE partnership: http://interactive.colum.edu/partnerships_ece.aspx

Squeakland: http://www.squeakland.org

Viewpoints Research Institute: http://www.viewpointsresearch.org/

We hope to see you in Chicago!
Wade & Kim

From pierre-andre.dreyfuss@edu.ge.ch Tue Feb 24 03:01:15 2004
Subject: RE: [Squeakland] Suggestions for pedagogical examples in Squeak?

 Hello

I have used the project of building the snake game.
The first part with 11 - 12 years old kids and the full project
with 12- 13 years old kids.

There is in this projetct a lot of concepts of OOP.

The first part is a snake , in fact (just the head)
walking and eating stars.

The second part (more difficult) is the snake growing when eating stars.

Here is a description of the project.
after the arrow --> , I have added the concept used.

Concepts of OOP seen.

Part 1.
1.- Take a playfield from supply.
Take an ellipse from supply and put it in playfield.

Use of an object from supply: -> Getting an Instance of an object

2.- change form to get a long vertical ellipse.
Acting on an object using halo:-> Each object has own data like width and
height.

3.- Putting another little ellipse to make the head (or two to make eyes) .
Composing objects :-> An object can contain other objects (submorphs).

- There is two way to do this .
   a.- Using menu embedded. -> An Object can see what objects are under it
an make a list of these objects.

   b.- Using menu and checking accept drop.
        -> changing the property of an object.

The purpose of making head or eyes are to make front and back different.

>From now we are using commands and scripts obtained by the blue eye halo.

Trying forward 5 With exclamation dot.

4.- Letting the snake move.

Then making a script of putins the tile 'forward' in the world.

-> Script , commands , value of parameter.

Click the watch, pause and ticking . -> Process.

5.- Driving the snake.

Making scripts with turn 90 and turn - 90 to drive the snake.

Now there is two ways to make a user interface with buttons to turn.

 a- Using the menu in the script an button to fire this script.
    -> object button

 b- Copying the exclamations dots .
    - > Two objects with same graphic but doing different things.
    - > Copy of objects acts the same way as the original object.

  --> Both introducing the concept of interface to let the user doing things
easily.

6.- Eating stars.

This will introduce
  ->tests
  ->tile representing an object.
  ->Which object should contain the script.

The snake can eat stars (script belong to snake) or stars being eaten by

snake (script belong to stars)

As we have one snake and many stars. The solution is script belong to stars.
--> owner
This way we can copy stars to get other stars without any change to scripts.
take a star and get its viewer.

 - Get an empty script.
 - Put a test structure.
--> test
 - Get the test category and the tile overlaps.
 - You have to change the second name by the name of the snake.
   -> Parameters and type. We can only substitute an object's name by an
object's name.

 - in front of yes use the 'hide' tile of stars.
just copy some stars
 -> copy of object behave like original.
Not many since we have more scripts to add.

7.- Recovering the hidden stars.

Destroy all stars but one.

It is easier to program one object and then to copy it then to correct all
objects.

 - Take the tile 'show' and name the script view.
copy some stars
play and eat the stars.

Get the commands of the playfield and the category 'collection'
Adjust the command tellAllContents to show 'view' as script .
Try it

-> polymorphism. The same command to many objects, in this case the scripts
'view' are the all the same but they could be different.

(With tellAllContents a test is made and you get no error for objects that
doesn't have the script view.
(But correct code should give a script 'view' doing nothing to objects of
the playfield that should not be showed.
(A Sketch with game over for instance.)

8.- Take a star and program the overlapping of snake and star to show all
stars.
Use only concepts already seen . Could be used to test if kids are
understanding what they are doing.

9.- Handling score (counting stars being eated)

Create a variable score for the snake.

--> variable.
Destroy all stars but one.

Add incrementation of score after the 'hide' command in the script of the
stars where the stars is eated by the snake.

-> incrementation.

Make a script to initialize the game and put 0 in the score.

-> initialization.

Part 2 The growing snake.

1.- Making an ellipse that is following the head.

This ellipse has to go where the head is, then the head goes a step forward.
 Make the script 'follow' which gives to the x and the y of the ellipse the
values of x and y for the snake.
This script is called in the snake's script that moves the snake just before
the forward tile.

2.- second ellipse .
   Make a copy of the ellipse.
 This ellipse should take the place of the first ellipse and then call the
script 'follow' of the first ellipse to let it go on the snake.

--> Receiver, we can change who has to do something, by changing the names
on the left of the tile .

The script that moves the snake has to be corrected to call the script
'follow' of the last ellipse.

  we can add one more ellipse.

Each time we add an ellipse :
  - we copy the last ellipse.
  - in the script follow we have to changes the names on the left by the
name of the ellipse which is just before.
  - we have to change the name of the receiver of the call to follow in the
snake's script.

3.- Generalization .
To generalize the process we need variables to store the names of the
receiver.

In the snake we create the variable 'last' of type player which holds the
representation of the last ellipse.
For that you have to click on the black dot of the gadget and click on the
last ellipse.

use the variable last as name of receiver for the x and y affectations.

Keep the last ellipse and destroy the others.

create a variable 'next' of type player in this ellipse.

Change the names of the receiver in the tiles of the script.

Set the value of the variable to snake.

You'll get an error if you try it now, the snake will receive the command
follow but doesn't have a script 'follow'

To correct this, just take an empty script in the snake's script viewer and
call it follow.

```
--> polymorphism.
--> Recursivity   The last ellipse tell follow to the next one and the next
one  tell follow to their next one  .... until telling follow the snake
which does nothing (end of recursion).

Now you can copy the last ellipse . give to its variable next the last
ellipse and give the variable last in the snake the value of this new last
ellipse.

Now its very important to report that the interface of E-Toys allow doing
things "by hand" and see how things are working before ptograming them.

This concrete level is very important in the construction of thinking.

4.- Programming the creation of a new ellipse.
For that we need to keep track of the ellipse which was the last one.
In the snake we create another variable 'beforeLast' of type player.

  The script 'new' will
  save the reference to the last ellipse in the variable
   beforeLast.
  create a new ellipse by copying the last and store the result in the
variable last.
  Put in the variable next of this new ellipse the reference to the
beforeLast.
  Put this ellipse in the play field . (Object created by copy are born in
the world.)
  Put the reference to the last ellipse in the variable last of the snake.


5.-
  Add a call to snake's new in the script 'eaten' of the stars.

6.- Destroy all ellipses but the last for a new game.
each ellipse tell its next to destroy before destroying itself.
--> recursivity.

-----Message d'origine-----
De: squeakland-bounces@squeakland.org
A: squeakland@squeakland.org
Date: 16.02.04 09:21
Objet: [Squeakland] Suggestions for pedagogical examples in Squeak?

Hello all.

If any of you have any helpfull information about my questions below, I
will be very
gratefull.

From Alan.Kay@squeakland.org Tue Feb 24 03:53:00 2004
Subject: [Squeakland] Re: suggestions for pedagogical examples in Squeak

Here's an email that's been waiting for me to add some examples. But
I won't be able to get to this until next week, so am sending now.

Cheers,

Alan

Hi Richard and Marsha --
```

Here are a few suggestions for using etoys.

First, though I'm guessing (hoping) you already are using "Powerful
Ideas in the Classroom" by BJ Allen-Conn and Kim Rose, I need to
mention it just in case. It contains ideas and directions for about a
dozen projects that children like to do, are "good" for them
epistemologically, and have been thoroughly tested. Another very
useful collection of projects that have been written up nicely are
from our friends in Toronto in the 8th grade of Don Mills School with
teacher Sebastian Hergott <sebastian.hergott@tel.tdsb.on.ca>.

Here are some comments on Marsha's email.

Squeak etoys are in the form of a scriptable multimedia environment,
so what gets authored can range from presentations (such as in
powerpoint), stories and games (such as in MS Word, Director and
Flash), to mathematical and scientific simulations. Each of these can
have a little (to a lot) of overlap with various kinds of educational
goals (including good ones). This is rather like introducing a word
processor into a classroom "plus plus". That is, the authoring system
needs to be really open-ended to deal with all of its genre (a word
processor in which one could only write stories but not essays about
important ideas would be a terrible use of technology). To continue
the analogy, writing is much much more than just putting words down
on paper, and having paper and pencils (or hightech word processors)
is not much help if the teachers don't know what writing is and have
some ideas about how to teach it.

Children don't know much about writing or math or science, but they
do know a lot of stories and games, and a bit about stories and
games, so they tend to plunge fearlessly into using a dynamic medium
like Squeak etoys to make representations of stories and games of
many different kinds. This simply follows previous observations of
children with LogoWriter and Hypercard. There is nothing wrong with
this, it's an easy way for them to learn the mechanics of using the
system, and they can occasionally learn something beyond stories and
games (e.g. a little about math) in the process. There is a part of
NSF and the National Research Council that thinks this is worthwhile
all by itself because learning to "do multimedia", especially with
scripting is thought to be an important part of "technological
literacy".

At 6:06 AM -0600 2/17/04, RATZEL, MARSHA wrote:
> I'm now working with the head of the math department on the sligh
>to create a summer workshop....it just seems to me that I understand
>enough that I could help them do some neat things when they teach
>the "Moving Straight Ahead" module of the Connected Math Program
>module. This seems like a perfect language and integrated piece of
>technology for helping kids to "get" linear equations. They could
>experiment and see the what "if"s of all that. (I taught math and
>science before becomeing the computer teacher).

This is a very good thing to do, and there are really two parts to
it: "real math" and "school math", which are not the same thing in
most school systems in the US. It is critically important for the
children to have some "real math" and "real science" experiences --
which include actually being mathematicians and scientists themselves
-- doing the stuff -- as opposed to the "math appreciation" and
"science appreciation" that is most of school math and science

(analogous to the difference between playing and composing music and "music appreciation", which is about what other musicians have done).

Real Math is the easier of the two because "math is about itself", and a full experience can be had with very simple media (including simple computer media, such as LOGO). One really important point about real mathematics is that it is about completely understanding, deriving and reasoning about relationships. "School math" tends to be about "remembering results and methods" not about understanding, deriving and proving. So to most real mathematicians like me, "school math" isn't actually math in any important sense. This is a serious problem because it pits large systems of millions of nonmathematical adults who are committed to a particular theory of schooling against a few thousands of people who actually do and understand mathematics (we have been losing badly for more than a hundred years).

The two big things that have to be done to help children with mathematics are to (a) have the mathematical experiences be real and above threshold, and (b) to have the mathematical experiences be consonant with children's abilities and motivations to represent and reason in beyond commonsense ways.

So, as Papert pointed out in the 60s, one good thing about children learning how to program a computer is that they are actually doing real math: they are representing ideas in formal structures, learning some tricky tools (such as functions with arguments), reasoning about ideas using representations, using the computer to help debug their reasoning, and exhibiting the equivalent of constructive demonstrations and sometimes proofs of what they are trying to do. What seems to be a bit of a struggle here is actually a virtue: an embodiment of the real process of mathematics that requires the practitioners to understand the relationships and be able to say why.

However, quite a bit a computer programming can be done that, while "real math", is not above any worthwhile threshold. For example, the LOGO turtle can be used to make simple drawings (and this is real, though pretty trivial math), or it can be used as Papert intended to have children gracefully and easily learn about the differential geometry of vectors (the main mathematical language of science that is full of profound and above threshold ideas -- and is rarely even touched on in school math an any level). In spite of many books about how to teach this and other kinds of above threshold math using LOGO, most K-8 teachers did not understand what it was about and did not make the effort themselves to learn enough to help the children.

In the US, the further the children progress in school, the harder it is to help them learn real math, both from the interference with the non-math they've already learned, and also the interference with the high stakes tests they have to take in high school. This is why we concentrate most of our energies with 4-6 graders where there is still a little flexibility. For example, many of the most important ideas in mathematics -- such as counting and arithmetic, calculus, vectors, geometry, probablity, feedback and control theory, etc. -- do not require algebra to understand or work with, and important parts of these can be well taught much earlier than "school math" supposes. For many of these, a computer can really both enhance the experience *and* also connect motivations from stories and games, etc., to motivations for learning math.

What we've done in the Squeak etoys is to take as many of the ideas

we think are great for children that have appeared over the years
from many different sources and combine these with extensive
multimedia to make a kind of a "superhypercard" that we hope will
appeal to many different kinds of children and adults for their own
reasons. This seems to have worked for our target group of 4-6th
graders (more needs to be done for both older and younger children).
A good project in Squeak etoys is one that first "appeals as art" and
then has some serious nontrivial content that has to be worked out to
get the whole above threshold. The "serious nontrivial content" could
be mathematical, scientific, theatrical, musical, visual, etc., or
some mixture. We've concentrated on mathematical and scientific, in
part because these two areas are the most weakly represented in
schools today.

For those who are interested in creating this kind of content, please
let me point you to books and papers by Seymour Papert and many
other LOGOites, Jerome Bruner (especially his ruminations on trying
to make an intellectually honest version of cultural anthropology for
5th graders: a masterpiece), etc.

*****

Now for Richard's email.

First, I think pretty much everything you will need for your three
day experience is in the "Powerful ideas in the classroom" book.

In what follows, I should mention that I was the one who made up the
unfortunate term "object-oriented" in the mid60s (I should have
called it something else). In any case, I have some strong ideas
about what this term means and should mean.

You say:
At 9:21 AM +0100 2/16/04, Richard Borge wrote:
>We have decided not to focus on code as we feel there is
>a risk this can get boring. Instead we are focusing on general OO
>understanding and
>the use of a graphical tool therefore seems like the way to go.

I'm not sure what this means. 5th graders typically do the car and
steering wheel project in less than an hour and they do it by writing
code. And it is definitely not boring to them. My suggestion here is
to avoid "music appreciation" ("object-oriented appreciation") and
just have the children make interesting and above threshold things
using objects.

Another suggestion is to take into account the way children think and
do and know, and how these are different from adult thinking and
doing and knowing. There is quite a bit known here, and this context
can be found in the works of Montessori, Piaget, Vygotsky, Bruner,
Papert, Brown (Ann), etc. For example, it seems much less important
to me for children of this age to know *about* objects than to see
computers as "personal powerful artistic material" for their ideas
that they can shape using language, planning, reasoning, esthetics,
etc. In other words, what "personal computing" was supposed to be
about when we invented it many years ago.

It's very hard to understand a framework without having something to
contrast it with, so I think I would avoid trying to get your 11-12
year olds to think categorically about objects in their first

encounter. See if you can get them to love the experience, feel the
power of expression, delight in the reasoning, and take happiness
from being able to track down an bug and fix it, etc. The rest will
surely take care of itself.

As there are already many 10-12 year old Squeakers all over the
world, another part of your experiment might be to see what they
think they are doing. Etc.

Best wishes,

Alan

--
From dgraftery@verizon.net Sun Feb 22 21:09:50 2004
Received: from out009.verizon.net (out009pub.verizon.net [206.46.170.131])
        by squeakland.org (8.12.8/8.11.6) with ESMTP id i1N59oxd010961
        for <squeakland@squeakland.org>; Sun, 22 Feb 2004 21:09:50 -0800
Received: from oemcomputer ([129.44.173.189]) by out009.verizon.net
           (InterMail vM.5.01.06.06 201-253-122-130-106-20030910) with ESMTP
           id <20040223043254.ZNYW11926.out009.verizon.net@oemcomputer>
           for <squeakland@squeakland.org>; Sun, 22 Feb 2004 22:32:54 -0600
Message-ID: <000c01c3f9c6$1ae1eac0$e0e0fea9@oemcomputer>
From: "david raftery" <dgraftery@verizon.net>
To: <squeakland@squeakland.org>
Date: Sun, 22 Feb 2004 23:31:54 -0500
MIME-Version: 1.0
Content-Type: multipart/alternative;
        boundary="----=_NextPart_000_0005_01C3F99C.0E14E290"
X-Priority: 3
X-MSMail-Priority: Normal
X-Mailer: Microsoft Outlook Express 6.00.2800.1106
X-MimeOLE: Produced By Microsoft MimeOLE V6.00.2800.1106
X-Authentication-Info: Submitted using SMTP AUTH at out009.verizon.net from
        [129.44.173.189] at Sun, 22 Feb 2004 22:32:54 -0600
X-Mailman-Approved-At: Tue, 24 Feb 2004 10:41:53 -0800
Subject: [Squeakland] New member questions
X-BeenThere: squeakland@squeakland.org
X-Mailman-Version: 2.1.1
Precedence: list
List-Id: Squeakland Discussion Forum <squeakland.squeakland.org>
List-Unsubscribe: <http://squeakland.org/mailman/listinfo/squeakland>,
        <mailto:squeakland-request@squeakland.org?subject=unsubscribe>
List-Archive: <http://squeakland.org/pipermail/squeakland>
List-Post: <mailto:squeakland@squeakland.org>
List-Help: <mailto:squeakland-request@squeakland.org?subject=help>
List-Subscribe: <http://squeakland.org/mailman/listinfo/squeakland>,
        <mailto:squeakland-request@squeakland.org?subject=subscribe>
X-List-Received-Date: Mon, 23 Feb 2004 05:09:50 -0000

This is a multi-part message in MIME format.

------=_NextPart_000_0005_01C3F99C.0E14E290
Content-Type: text/plain;
        charset="iso-8859-1"
Content-Transfer-Encoding: quoted-printable

Hi,

I have just joined this list. I have 2 children, a 9 year old daughter =

and 13 year old son, who I want to introduce to Squeak. I have played =
around a little with the E-Toy environment, but always seemed to run =
into dead ends. I just purchased BJ and Kim's book Powerful Ideas in =
the Classroom. This book has helped me a lot on how to do projects with =
E-Toys. I just discovered this list today, with great joy. I am =
starting to go thru the archives of this list to see what I can learn =
there.

With the plugin, it took me awhile to figure out that I had to hold down =
the mouse button over the Publish and Find buttons to get the expanded =
menu so I could save projects on my hard drive.

A couple of questions:

What is the difference between the Squeak Plugin and the full Squeak =
Image? I have downloaded both, and actually have more experience working =
in the full Squeak image. I can see that the Plugin only has 2 flaps =
and does not have the world menu when you click in the world. Is there a =
way to access the World menu from the Plugin? How can I tell what the =
version of the plugin is?

It seems like the Plugin version does not save the image between =
sesions, like the Full image does. The Plugin appears only to let you =
save projects; is this true? Would you recommend using the Plugin or =
Full version at home?

Is there a Squeakland Swiki, where we can post information, and =
tutorials as we learn? I would like to write some tutorials as I learn =
more about squeak; I have a 'beginner's mind' right now. Or should we =
use the main Squeak swiki?

Thanks for this service (and for Squeak). You will probably be getting =
a lot of questions from me; I'll be glad to help others as I learn more =
too, both Squeak and my experiences teaching my kids.

Dave Raftery

From dgraftery@verizon.net Mon Feb 23 15:27:58 2004
Date: Mon, 23 Feb 2004 17:51:03 -0500
From: Dave Raftery <dgraftery@verizon.net>
Subject: [Squeakland] New member questions

Hi,

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around a little with the E-Toy environment, but always seemed to run
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It seems like the Plugin version does not save the image between
sesions, like the Full image does. The Plugin appears only to let you
save projects; is this true? Would you recommend using the Plugin or
Full version at home?

When using the paint tool, is there a way to draw straight lines? In
some programs if you hold down the shift key, a freeform line will be
made straight.

Is there a Squeakland Swiki, where we can post information, and
tutorials as we learn? I would like to write some tutorials as I learn
more about squeak; I have a 'beginner's mind' right now. Or should we
use the main Squeak swiki?

Thanks for this service (and for Squeak). You will probably be getting
a lot of questions from me; I'll be glad to help others as I learn more
too, both Squeak and my experiences teaching my kids.

Dave Raftery

From heiland@indiana.edu Tue Feb 24 06:50:54 2004
Subject: [Squeakland] collaborative uses

Hello,

I was just curious if there are any existing collaborative possibilities
with Squeak? This is a very open-ended question, I realize, but I'm
interested in any/all aspects of it. Well, I'm not into multiuser
gaming. I am curious about the possibility of squeakers being able to,
say, obtain/display data from online instruments. Or being able to
build up a regional/national database of (local) measurements - similar
to the "plot of temperatures" figure in Alan Kay's "Computers, Networks
and Education" paper?

More on the tech side, are protocols such as XML-RPC supported in
Squeak?

thanks,
Randy

From voiklis@redfigure.org Tue Feb 24 14:47:24 2004
Subject: Re: [Squeakland] collaborative uses

Hello Randy,

There are lots of ways to collaborate in Squeak, most of them experimental
and, for that reason, not easy to find and or/use (I can tell you more
about these off list).

My research and development efforts while at Teachers College are focused
on testing and improving various ways to collaborate. I presented a paper

on this research at the C5 conference mentioned on the Suqeakland Web site (the paper can be found here: http://workshop.madeleinelengle.org/voiklis/uploads/skrappleForKyoto.7.doc).

Other exciting efforts include OpenCroquet, NetMorph, and SeeThroughTalk; each of these will figure, in some way, in the work we are doing at TC.

(http://opencroquet.org/, http://swikis.ddo.jp/NetMorph, http://swikis.ddo.jp/SeeThroughTalk).

I hope this bit of information helps; I would be happy to answer any further questions.

Best,

John

From heiland@indiana.edu Wed Feb 25 03:42:05 2004
Subject: [Squeakland] drive-a-car newbie questions

Hello,

I'm going to swallow my pride and ask the list... I just finished the drive-a-car (Proj 2) in "Powerful Ideas..." and at the end, after I've built the script to have the car turn in circles, I see the "Challenge" sidebar with the various geometric shapes. But I have no idea how to make a simple square. I don't believe I've learned anything up to this point that tells me how to "stop after traveling distance X" (so I can change my heading). The geometric shapes would seem to involve conditionals. Please enlighten this "professional" programmer :)
Related, is there a searchable archive for the Squeakland list? (I found the raw archive)

Also, just some newbie feedback, the term "forward by N" seems a bit confusing. It really is "speed", isn't it? And if so, wouldn't every 1st-grader on understand the concept of speed?

thanks, Randy

From andreas.raab@squeakland.org Wed Feb 25 04:01:31 2004
Subject: Re: [Squeakland] drive-a-car newbie questions

Hi Randy,

"forward by N" means precisely what it says - it moves the object forward by the specified distance. You can see that if you click on the exclamation mark in the viewer. It is possible to treat it is a measure of speed by setting a script to ticking, effectively specifying that "each tick we move by delta" and naturally, given the values for "tick" and "delta" we can compute the speed by dividing tick into delta and we can influence the speed by changing either tick or delta (for changing the "tick" you can click-and-hold on the little clock in the script; it will show you a little menu where you can choose how fast this script should be ticking).

I think that this will also answer your original question - there is no need to "stop" the object after travelling the specified distance. You can just have it travel the distance directly.

Cheers,
  - Andreas

From kim.rose@squeakland.org Wed Feb 25 08:01:25 2004
Subject: Re: [Squeakland] collaborative uses

Hi, Randy -

When I think of "collaborative possibilities with Squeak" I think
first of people getting together and working together in groups
toward a common set of goals. Ironically, I don't think immediately
of how the Squeak enviornment might help us collaborate, but rather
how we can work together socially (either via email, phone, face to
face meetings) to create more curriculum, project examples for new
users, new "first time" and introductory experiences, etc.

In "Squeakland" we have a developing community of players and
practitioners who are very interested in coming together and creating
some of this work. SqueakFest (in Chicago/August) will give us an
opportunity to meet face to face, exhange ideas, develop deeper
relationships and enable opportunities to work together to produce
some meaningful Squeak-based content and proejcts.

The workshop at Teachers Colleage (April 1 and 2) also just
announced, is another opportunity for collaboration. The folks at
T.C. are most interested in establishing a shared database/repository
of Etoy projects accessible to teachers and students to which we
might all contribute examples.

Other possibilities are to enter into grant opportunities together to
receive funding to enable further development of not only the Squeak
system, but again, content and projects suitable for different
learners of different ages, in different subject matter areas. I
think this is what we deeply need at this time.

Hope to meet you in either New York, or Chicago or both!
cheers,
Kim

From heiland@indiana.edu Wed Feb 25 08:30:34 2004
Subject: RE: [Squeakland] collaborative uses

Thanks for the reply, Kim. I do plan to attend the Chicago SqueakFest
and hope to learn much more then. I'm quickly getting attached to
Squeak as a science/math learning tool - having bought the "Powerful
Ideas ..." book, Squeak DVD, and playing with it with my 7-year-old.
I'd be curious how many folks who are members of nsta.org are familiar
with/using Squeak (I just recently became a NSTA member). Perhaps
having a workshop at the annual NSTA mtg next year would be something to
shoot for. For now, I intend to take a grass-roots approach by teaching
a Sat. morning class at our county library.

I head up a new, small lab here in Indianapolis that's one of a
so-called "Pervasive Technology Labs" affiliated with Indiana
University. My lab is called the Scientific Data Analysis Lab and one
area I'd like to become more involved in is K-12 science & math
education using computers/IT. Indianapolis also has some terrific
museums where it would be interesting to set up a "Squeak station" for

children to use. One thought I've recently had is to consider porting
Squeak to a large tabletop display which a sister lab has devised that
would allow for multiple (~3) children to stand around and collaborate.
(This would require changes to the user interface/mouse).

I'm certainly open to the possibility of going after joint funding and
would be happy to discuss this offline (as I'm sure many other academics
are :).

--Randy

From kim.rose@squeakland.org Wed Feb 25 08:45:10 2004
Subject: [Squeakland] Alan Kay awarded Charles Stark Draper Prize!

Dear Squeaklanders,

Greetings from Washington DC! I'm delighted to share this wonderful
news. Please see the Squeakland site home page or go directly here
for more details:

http://www.squeakland.org/images/news/html/draperprz.htm

Don't miss reading Alan's article/speech "The Power of the Context" found
here:
http://www.squeakland.org/school/HTML/draper/index.htm

cheers,
Kim

From thomas@impara.de Wed Feb 25 13:21:40 2004
Subject: Re: [Squeakland] collaborative uses

Forward for Ned Konz <ned@bike-nomad.com>:

On Tuesday 24 February 2004 6:14 am, Randy Heiland wrote:

> I was just curious if there are any existing collaborative possibilities
> with Squeak? This is a very open-ended question, I realize, but I'm
> interested in any/all aspects of it. Well, I'm not into multiuser
> gaming. I am curious about the possibility of squeakers being able to,
> say, obtain/display data from online instruments. Or being able to
> build up a regional/national database of (local) measurements - similar
> to the "plot of temperatures" figure in Alan Kay's "Computers, Networks
> and Education" paper?

I am interested in this too. To this end, I wrote a Squeak plugin for the
Spread group communications system (http://www.spread.org) ; you can get it
from:
http://map1.squeakfoundation.org/sm/package/f58f6558-ad7d-4a0a-
b16b-6039a17fe9d3

Right now there is only the code for Unix systems (it works for me under
Linux); it should be simple to port to other systems.

We will probably use this in the Microship project (http://microship.com) to
make a distributed network of I/O points (sensors and actuators), as well as
voice, video, etc. feeds across a network of boats.

Spread is very easy to use from Squeak. The idea is that a program subscribes
to one or more 'groups' by name, and then it sees all the messages sent to
that group (which can include messages when other programs join or leave the
group). The messages can be arbitrary data, up to about 100K or so. So there
needs to be a layer on top of Spread to do the actual handling of the
messages, but it's really easy to use.

> More on the tech side, are protocols such as XML-RPC supported in
> Squeak?

Yes, there have been several such packages made.
http://minnow.cc.gatech.edu/squeak/1399
http://bleu.west.spy.net/~dustin/projects/smalltalk-xmlrpc.xtp
http://minnow.cc.gatech.edu/squeak/2288
http://minnow.cc.gatech.edu/squeak/2694
http://minnow.cc.gatech.edu/squeak/2926

--
Ned Konz
http://bike-nomad.com
GPG key ID: BEEA7EFE

From jennorm33@yahoo.com Thu Feb 26 09:08:08 2004
Subject: [Squeakland] Demo'd Squeak for preschoolers

Someone suggested that I share this experience: I
recently had a 5 minute "what I do for a living"
presentation at my daughter's preschool. I'm a
programmer and heard about Squeak through another
mailing list where I had asked for suggestions on what
I should do to explain my job.
   I loved the program and showed it to my daughter as
soon as I could. She's only 4 but she liked the
animations that the kids had done on the site.
   I did about a two minute demo of a simple hand-drawn
bunny and mouse that bounced, moved in a line, moved
in a circle around the screen and they loved it. I
was a little worried with how impressed they would be
considering the level of animation in today's video
games but they didn't seem to care.
   When I have time, I'd love to learn more about how
to program some more complex things. It's even fun
for adults!

Thanks,
Jen