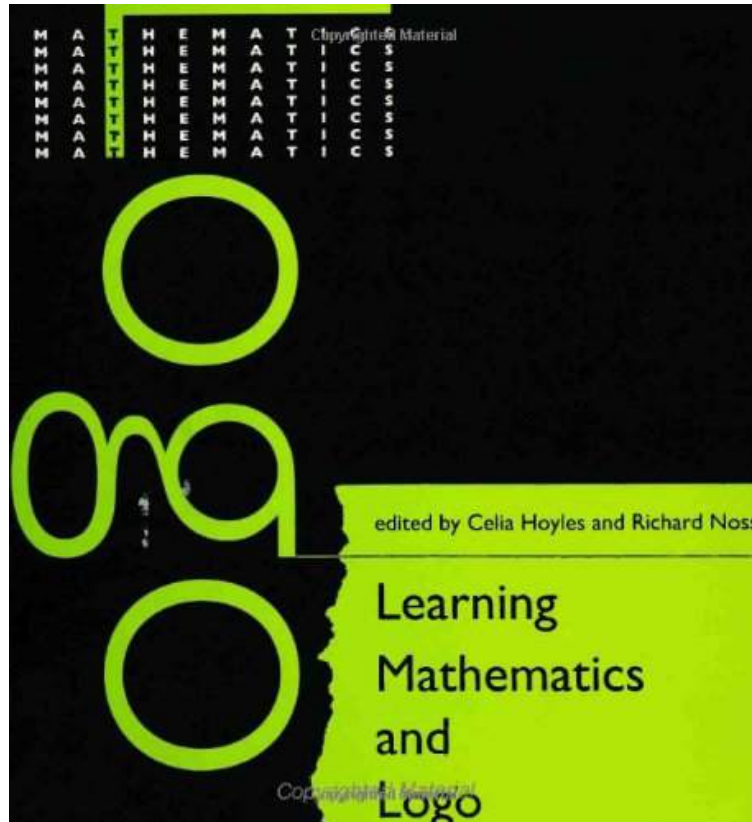


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These original essays summarize a decade of fruitful research and curriculum development using the LISP derived language Logo They discuss a range of issues in the areas of curriculum learning and mathematics illustrating the ways in which Logo continues to provide a rich learning environment one that allows pupil autonomy within challenging mathematical settings Essays in the first section discuss the link between Logo and the school mathematics curri About the Author Celia Hoyles is Professor of Mathematics Education at the Institute of Education University of LondonRichard Noss is Chair of the Department of Mathematics Statistics and Computing at the Institute of Education University of Lond

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