

that they can take time to allow ideas to "incubate", all in the context of a "writing community" in which all aspects of writing are talked about and practised.

There is also, in the third section of the book, a paper by Barry Kroll and Chris Anson on "Analysing Structure in Children's Fictional Narratives". It is claimed that such analysis is "one method among several for describing the kinds of choices writers make in constructing texts". This may at last be a useful function for this activity.

I have found the book helpful in confirming some of my own evolving views about writing — especially that the crucial need is to find ways of leaving the child with both motivation to write and control over what he or she is doing — and in providing some descriptions of practical steps for teachers. One of its advantages is that it makes the case in various ways for the centrality of imagination, not only to writing but to growth as a human being. When I remark that £15 makes an expensive collection of research papers, it is more a comment upon the economics of publishing for a small market than on the quality of the contents of the book.

USING MICROCOMPUTERS IN SCHOOLS

Colin Terry (editor) (Croom Helm, 1984), pp. 181, £12.95.

COLIN MACLEAN

Colin Terry has compiled a stimulating collection of 12 articles from both American and British authors which provide a broad view of current issues and attitudes relating to the uses of microcomputers in schools. The beliefs of the authors vary considerably and these are expressed with vigour and occasional intolerance. A common theme in almost every contribution is the desire for pupils to be active users of computer technology rather than mere passive observers. The potential of microcomputers as teaching and learning aids is illustrated by a number of thought-provoking examples, although I have not yet been convinced by the suggestion that writing skills could be developed by using a word processor with the monitor turned off!

While there are chapters dealing with most of the main categories of classroom application, there is little reference to the use of computer-aided assessment, profiling and reporting. It would have been interesting if a consideration of their impact on pupils' learning had been included.

The target audience is defined as "all those involved with the education of children". The width of this audience is reflected in the varying levels of awareness assumed by the authors, and readers may find that some of the authors assume either too much or too little previous knowledge.

In his introduction, Colin Terry identifies the need for the development of high-quality software and the provision of extensive school-based in-service training. Surprisingly, he recommends that purchasing decisions are based solely on the current availability of equipment and on the proposed applications rather than on projected future developments.

This approach is strongly opposed by his first contributor, Alfred Bork,

Using Microcomputers In Schools

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