published, the pervasiveness of information economics was such that Christian von Weizsäcker could say in *Econometrica* that "the economics of information, as we understand it today, is the general framework of the present generation for formulating any problems about the efficient allocation of resources."³ The authors of the Penguin dictionary would appear to be not only out of the present generation, but unaware of its existence.

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Using Microcomputers In Schools edited by Colin Terry (Croom Helm, London, 1984) pp. 181, \$25.95, ISBN 0 7099 2443 7.

This book contains twelve articles written by some of the leading authorities on the use of microcomputers in education in the USA and the UK, together with a brief introduction to microcomputers and their use in schools written by the editor.

The physical presentation of the book leaves much to be desired. Pages are packed with rather small print, and the constant use of excessively large paragraphs is not conducive to easy reading. There is also a marked shortage of graphs, pictures or diagrams. In addition, the presentation of the content would have been enhanced if the articles had been grouped together according to common themes.

First impressions, then, are not good. This is a pity because the topic is a new, innovative, and exciting area of education. In fact, many of the contributing authors also engender this sense of excitement. The book covers a number of important areas (or themes) relating to the use of microcomputers in schools — types of computer-based learning, computer languages and learning, and a variety of microcomputer applications in the classroom.

The articles by Alfred Bork, Nicholas Rushby and Peter Weston provide an excellent theoretical framework for the different types of computer-based learning. Colin Baker then considers the implications of using the computer in the curriculum. These matters are relevant to all teachers involved, or about to become involved, in computer-based education. Two articles — Finzer and Resek's 'Computer languages and learning', and Abelson's 'A beginner's guide to Logo' — discuss the use of specific computer programming

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languages. Six articles describe a range of microcomputer applications within education. However, 'The ITMA collaboration' by Rosemary Fraser is of little relevance to the Australian reader, and one can become hopelessly lost in the maze of acronyms she uses. While Graham Bevis' article, 'Microelectronics in schools and colleges', is very specific to the United Kingdom, it does allow some useful comparisons to be made. The other four articles make interesting reading, especially as they concentrate on the effective use of computer technology in areas other than the traditional mathematics/science areas. Topics dealt with are: computers and the teaching of writing, microcomputers and the English teacher, computers and second language learning, and computer based learning modules for early adolescence.

While the overall presentation of this book does not lend itself to ready acceptance, much of the content is needed by teachers, who are desperately searching for assistance as the wave of computer education gains momentum. The book provides a competent introduction to the use of microcomputers in schools, but it appears on the market at the same time as a number of other books on the theme. The recommended retail price of \$25.95 does not give this book any competitive edge.

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Information Technology and Industrial Policy by Jill Hills

(Croom Helm, London, 1984) pp. 291, \$35.95 (hb), ISBN 0 7099 3701 6.

The past two decades have seen radical changes in patterns of international trade, with shifts both in the balance of trade and in political power. The international economic structure is interdependent. Exports as a proportion of the GNP have increased and there has been a marked increase of interpenetration of capital and technology. Flows of capital and technology also redistribute power. Exporting countries accrue political as well as economic power.

The central argument of this book is that governments have not ceased to protect their domestic economies with the disappearance of tariff barriers on manufactured goods. Industrial policy, in the form of tariff and non-tariff barriers, however, has been aimed at acquiring market advantage for domestic industry. Industrialised countries will increasingly rely on expanding markets in order to generate exports required to find employment in the service industries. The book aims to relate the experience of the British policy in the growth market of information technology to the broader issues of British industrial policy while recognising the role that policy plays within an international context.

The author, Jill Hills, teaches Industrial Relations at Liverpool Polytechnic and previously taught at Essex University. The book was conceived in 1977, while Hills was Hallsworth Fellow at Manchester University. The book has therefore been the result of a sustained study of its field. A review of her