

It would be a missed opportunity if school programs contributed little more than an appreciation for the dazzle of technology without helping students learn to take it in hand and make it their own. Surely few would want the computers to go the way of the television set, an artifact of a magnificent technology that is largely used for banal and uncritical purposes.

If computers don't go the way of the TV set, are they likely to go the way of the language laboratory instead? Prob-

ably not. They play an increasingly fundamental role in too many aspects of society. It does seem clear, however, that with regard to information technology, as with every other aspect of the school curriculum, educators who fail to design curriculum that is meaningful and useful to their students are likely to face apathy or rebellion. In assessing how to treat information technology in the curriculum, therefore, the first question to raise is not, "Can it be done?" but instead, "Is

it worth doing?" Although the technology may be new, the fundamental question is not. □

Reference

Cleveland, Harlan. *The Knowledge Executive: Leadership in An Information Society*. New York: E. P. Dutton, 1985.

Alex Molnar is associate professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201.

Suggested Readings

HENRY KEPNER

Burnham, David. *The Rise of the Computer State*. New York: Vintage Books, 1984.

A frightening, yet thoughtful, presentation on the potential of computers to destroy individual privacy, this book raises the reader's awareness about the need to set safeguards on information access and use.

Inose, Hiroshi, and John Pierce. *Information Technology and Civilization*. New York: W. H. Freeman & Co., 1984.

This perceptive report on the anticipated impact of information technology on society was prepared originally for a Club of Rome annual meeting. Giving equal attention to potentialities and problems, it emphasizes how information technology may affect learning, the arts, government, and individuals.

Kepner, Henry S., Jr., ed. *Computers in the Classroom*. 2d ed. Washington, D.C.: National Education Association, 1986.

Examining the key issues in the use of computers in instruction, this book focuses on their varied uses across the disciplines. The computer is presented only as a tool for education, not as a solution to all educational problems.

Logsdon, Tom. *Computers and Social Controversy*. Rockville, Md.: Computer Science Press, 1980.

This book offers in-depth sections on the issues of electronic privacy intrusion, computer fraud, electronic fund transfer systems, automation, machines that teach, artificial intelligence, and the geopolitics of computers.

Nora, Simon, and Alain Minc. *The Computerization of Society*. Cambridge: The MIT Press, 1981.

Written as a report to the President of France, this book presents a vision of how a new technology can reshape society and discusses why the political system must respond to the new economic and social life that result.

Norman, Adrian. *Computer Security*. New York: Chapman and Hall, 1985.

In a discussion of the new issues of computer misuse, computer crime, and computer vulnerability, the author argues that problems are larger than technical security; they include human failures. The author recommends positive ways to manage computer risks.

Office of Technology Assessment. *Information Technology and Its Impact on American Education*. Washington, D.C.: U.S. Government Printing Office, 1982.

This wide-ranging report emphasizes the stresses placed on social institutions, such as public schools and libraries, which traditionally have

borne the major responsibility for providing public education and information services. Changes in education and access to information are considered, and projections about federal involvement in schools and libraries are presented.

Rothman, Stanley, and Charles Mosmann. *Computer Uses and Issues*. Chicago: Science Research Associates, 1985.

A good resource for the introduction of computers, this book emphasizes computers in educational settings and devotes sections to resulting technical and social issues.

Schug, Mark, and Henry Kepner. "Helping Students Deal with Computer Issues in Social Studies." In *Georgia Social Science Journal* 16 (Winter 1985): 5-15.

This article outlines the major components of computer literacy for all students, giving special attention to helping students in social studies programs understand the individual and social questions raised by the growth of computer use.

Henry Kepner is professor of mathematics and computer education in the Department of Curriculum and Instruction, School of Education, The University of Wisconsin—Milwaukee, P.O. Box 413, Milwaukee, WI 53201.

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