part process? Why not have the reviewer suggest or question or criticize and have the proposer respond and then have a decision. Occasionally, large requests go through such a process, "the best and final offer." Some variation on the current procedure might both help us to figure out what it is and might even increase the teaching function - both teaching the reviewers and teaching the proposers.

Conclusion

Our conclusion is simple: the problem with funding and with this particular event is a part of our general problem of how to do science and how to insure that diversity survives in a central enough way that change will represent progress.

We need to know what the propose-review-decide-reconsider process is and what procedures could be experimented with to render it more successful. No

References


"Correct understanding of reality is impossible without a certain element of representation, without a stepping-back from reality, from those direct, concrete, unitary impressions by which reality is represented in the elementary acts of our cognition."

L.S. Vygotsky (p. 453)

talk with reference to such an ability by, for example, not only repeating the phrasal break, but also treating the recipient's failure to move after the initial phrasal break as the noticeable absence of relevant action. (p. 64)

Goodwin's work is also important for those who are interested in speech act theory. His discussion of a short sequence during a conversation in which three participants are teaching a fourth one how to play bridge makes a strong argument in favor of multifunctionality of single propositions. Goodwin shows that the illocutionary force of an utterance as projected by the speaker's words and intonation can change in the course of the utterance itself. Thus, an original offer of information to someone who does not know the rules of bridge is changed into a request for verification for someone who instead knows how to play. More importantly, the same sequence also shows that while reorienting her utterance to make it suitable for a new recipient, the speaker is also able to maintain the relevance of her talk for the original addressee:

"It is thus inadequate to talk simply of this utterance as having an addresser:...[it] provides the participation, not just of multiple recipients, but of recipients who differ from each other significantly in ways relevant to the talk in progress." (p. 152)

This monograph is clear and well written. The long introduction (pp. 1-54) provides an interesting synopsis of prior studies of natural speech, in addition to a useful discussion of the transcription conventions. These and other features make Goodwin's book inviting for those who are not familiar with conversation analysis as well as for the old fans.

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During the school year 1982-83, members of the Laboratory of Comparative Human Cognition together with members of the Center for Cross-Cultural Studies at the University of Alaska coordinated an unusual experiment in cross-cultural communication. Students that integrates high technology tools into an age-old hunting and fishing culture. The relevance of this experiment is raised early in the paper; "... computers provide the potential for an interface between the old and the new."

Barnhardt then profiles the impact of the computer communications network on four teachers and the principal of a school in Wainwright. These teachers' interest in computers spanned the spectrum from 'computer enthusiast' to 'mildly interested.' The impact of such networks on rural education is also examined in the context of Wainwright.

Barnhardt argues that "Computer communication is indeed a powerful tool, but it can be poorly used and possibly bad." Issues of the reactions of teachers and administrators to change, challenges to existing power relations, and the need for changes in people's concepts of schools, teaching and learning are all found to be constraints on the use of this new instructional medium. Although she points to the potential for an "accumulation of power at the central level," Barnhardt concludes that computers can and will continue to be a useful tool for decentralization.

The report concludes with a challenge: "We are at a crossroad in the process of developing educational networks, and we need to be certain that the networks we develop will help to enrich and diversify the schooling process rather than limit and control it."

References

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This book examines the cultural experience of black children and discusses its effects on thinking, learning and school performance. Hale's book contains what is perhaps the most comprehensive review of material related to the intellectual development and academic achievement of black children since Silverstein and Carter's "Black children: Their social development in the United States" (1980).