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easy to come to terms with a 'motive force' that is invisible in action, unlike the satisfying spectacle of, say, a car engine or a hydraulic pump in operation.

True, more and more people are being trained to operate computers and computer terminals. But there is a huge difference between training and education. Training implies learning a task by rote. Education allows a leap beyond the bounds of the mere task at hand into a broad understanding of how the systems work, their potential and limitations.

To many people working in the computer industry and in schools and colleges the answer seems to be a planned course of computer education presented in such a way as to be

understandable to all from the outset. Individual instruction manuals for specific machines cannot provide a balanced overview that relates one type of computer to another. Nor will they point out the pitfalls inherent in the multiplicity of machines available, or advise you fully on how to make the most of your purchase. After all, what sort of manufacturer is going to give free publicity to his rivals' products?

Following a properly planned home study course, perhaps backed up by a weekly session at an Adult Evening Institute (many of which offer introductory courses in computing and computer programming), is a convenient and inexpensive way to a sound education in computing.

The object of such a course should not simply