

LITERATURE

Heinrich, Robert, Michael Molenda, and James D. Russel. **Instructional media and the new technologies of instruction.** New York: John Wiley and Sons, Inc., 1982, 375 pages.

Reviewer: Barbara Kelly.

With a number of authoritative writers in the field of educational technology retiring, this new textbook, designed for teachers at all levels of the education system and in business/industry, organizational and institutional learning settings, fills a void.

Because the media of instruction frequently are also the mass media, the authors consider first the role of mass media in contemporary culture and the broad instructional contexts of using media. Their original "ASSURE" model of instructional planning is explained in reference to the domains of educational objectives.

Visual literacy is examined, from the viewpoints of interpreting and producing visual media, with extensive treatment of the most popularly used audio-visual formats.

The equipment and technique necessary for effective media presentations, and for scientifically-based teaching-learning activities such as simulation/gaming and programmed instruction, receive thorough treatment.

The book concludes with an examination of some trends in society and education, and speculation on their impacts on the use of media and technology.

Eminently readable and practical, the book uses chapter outlines, chapter lists of performance objectives, clear illustrations, concrete examples of media applications and audio-visual materials, "how-to" details of various media production and operation procedures, appraisal checklists for each media format (with permission for photocopying these), tips on audio-visual showmanship, and flashbacks on the development of instructional media. Appendices describe indexes and catalogues that identify media purchase and rental sources, and list free and inexpensive materials.

An Instructor's Guide for the book, published separately, contains suggested course structures, detailed chapter outlines, transparency masters, and sample test items.

Teachers in training, practicing teachers interested in increasing the effectiveness of their teaching and in new developments in instructional technology, administrators, and teachers who are beginning graduate study in the instructional media/technology field will find this book very helpful and stimulating.

Phipps, Jay. **The electronic classroom: A CEA report.** Toronto: Canadian Education Association, 1982, 39 pages.

Reviewer: Diane Worsley.

In the Introduction to **The Electronic Classroom**, Phipps states two purposes of the monograph. The first is that he has attempted to provide a non-technical explanation of the uses of technology in the classroom and the need for planning. His second is to focus on the lessons learned through the use of educational television technology and the similarities between the introduction of television and the computer.

Divided into two major sections, the monograph deals with educational television, including videotape, videodisc and interactive video, and computer technology in education. A third brief section deals with the future of technology in our lives and is a conclusion to the monograph rather than providing any guidelines for administrators or teachers.

In the section "Educational Television", Phipps examines some reasons for television's apparent failure as an educational medium, citing poorly produced programming, failure to make full use of the uniqueness of the medium, teacher at-

titude and lack of planning. Guidance in establishing a production unit is provided. From videotape a natural progression is made to videodisc, its potential uses, and to interactive video technology.

"Microcomputers and Education" provides a brief history of the computer and the technology surrounding the development of the microcomputer. More important, is a discussion of the goals for the instructional use of computers and a discussion of the barriers which have existed or do exist to the effective use of microcomputers.

Short, concise and intelligible, this monograph should be required reading of administrators and teachers who are concerned about the use of technology in the classroom.

Short Notes

Microcomputers in secondary education: Issues and techniques

edited by J.A.M. Howe and P.M. Ross
London: Kogan Page Ltd. and New York: Nichols Publishing Co. 1981 \$23.50

A review of the impact of microcomputers on secondary education in Europe and the United States from a series of symposia sponsored by the British Educational Research Association. □

FILM



Scene from the NFB production **Ted Baryluk's Grocery**

Photo Credit John Paskievich

Ted Baryluk's Grocery

Reviewed by Terry Kolmeychuk

For the past twenty years Ted Baryluk has operated a corner grocery store in the Point Douglas area of North End Winnipeg. Business is good and he enjoys his work. Failing health, however, has now forced him to seriously consider retirement.

His hope is that Helen, his daughter, who has helped him run the store will take over the business. Her goals and interests, however, lie elsewhere. She wants to leave both the store and the neighbourhood.

Point Douglas has always been a place of beginnings and endings. It is to this part of the city that the immigrants and the poor always come. In turn their educated sons and daughters move away to "better" neighbourhoods.

The Ukrainian, Polish and other peoples who make up much of the

population of the area, are now mostly older people. Native Indians have now moved into Point Douglas in search of the same improvement in their lives that brought the immigrants from Eastern Europe.

Much of this area's diverse population passes through Ted Baryluk's grocery.

The film uses a simple but remarkably effective technique of combining black and white still photographs with sound recordings of the people who deal with Ted Baryluk and his daughter as customers, friends, and neighbours. The result is a beautiful rendering of a father's relationship with his daughter and a fascinating characterization of an area and its inhabitants. Humorous, angry, generous, poignant by turns, the film brims with universal human concerns.

The film was made in Winnipeg by John Paskievich, who did the photography and Mike Mirus who did the sound. Paskievich first had the idea for the film in 1977. Working with

Mirus, he took about 2000 black and white photographs of the store and recorded about 200 hours of sound.

For a long time the producers were unable to persuade the National Film Board to fund the production. The NFB programming committee turned it down three times before accepting it in 1981.

A major complaint raised by the Board was that the film had such a local flavour that it would not appeal to anyone unfamiliar with the territory.

The fact that the film became Canada's sole entry at this year's Cannes International Film Festival belies this belief. Although it did not win its short features category, it provides evidence that local immediate things can have a universal significance and appeal.

The film produced by the Prairie Production Studio of the National Film Board, is available from NFB offices across Canada. It is 10 minutes long, and is available in English and Ukrainian versions. □

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