

BOOKS

Food and Nutrition Posters Nutrition and Fitness Manual Resources on Food, Nutrition and Culture

Nutrition Information Service
Ryerson Polytechnical Institute.
Reviewed by Barbara Nelson.

The Nutrition Information Services of the Ryerson Polytechnical Institute Learning Resources Center has produced a number of publications summarizing available references and resource materials in the subject matter areas relating nutrition to food, culture and health. The materials are produced on a non-profit basis. Three of those publications are:

1) **Food and Nutrition Posters: A Guide to Sources** by Roxane Buckle, Rosemary Berardi and Donna MacDonald, 1983. Cost — \$5.95 (\$5.00 prepaid)

Any educator has heard the saying, "A picture is worth a thousand words". This publication provides a listing of posters which are available for reinforcing visually the presentation of a variety of nutrition topics, e.g. basic food groups, breakfast energy, breast milk is best, bridging world wide cultures. It includes the sources and costs. Teachers of home economics and health classes would find this reference extremely useful in selecting support materials for lessons and in enhancing the physical appearance of the classroom and the school while presenting an educational message.

2) **Nutrition and Fitness Manual: A Summary of Research and Resources** by Donna MacDonald, Roxane Buckle and Rosemary Berardi, 1983. Available separately, cost — \$6.95 (\$6.00 prepaid) or as a part of Nutrition and Fitness Kit. Cost — \$9.95 (\$9.00 prepaid)

This publication provides an introductory reference to the role played by nutrition and fitness in the achievement of a better health status, covering topics ranging from curriculum guides for elementary school children to dietary regimes used by professional athletes. A summary of current knowledge and recommended background references (including curriculum guides, teaching aids and audiovisuals, periodicals and organizations) will aid educators involved in teaching this topic to acquire current research summaries and resources which have been scrutinized and recommended by experts in the field of nutrition.

3) **Resources on Food, Nutrition and Culture** compiled by Donna Mac-

Donald, 1983. Cost = \$4.95 (\$4.00 prepaid).

A comprehensive listing of references for the topics of Food Customs and Culture, General Nutrition and Ethnic Cuisine, developed to accompany a slide-tape presentation aimed at immigrant women, entitled "Eating Right". (script is included in publication). The material should be useful in planning foods and nutrition programs for individuals and groups from other countries, and in high school home economics and social studies classes which study theories of the inter-relationships of food, nutrition and culture.

Other titles of publications may be received by correspondence with:
Library Publications Office
Room L284
Ryerson Polytechnical Institute
50 Gould Street
Toronto, Ontario M5B 1E8

Robert Nisbet

History of the Idea of Progress
Basic Books, New York, 1980.
Reviewed by Peter Osted.

... "the idea of progress holds that mankind has advanced in the past — from some aboriginal condition of primitiveness, barbarism, or even nullity — is now advancing, and will continue to advance through the foreseeable future."

This very readable book deals with the philosophic idea of progress as it has manifested itself through the ages. As educational technology normally assumes "progress" as a given, it is useful to explore the concept, as does Nisbet, in some depth.

The first part of the "history" traces the topic from Hesiod (8th century BC) to the Enlightenment of the 18th century. Nisbet liberally quotes philosophers and thinkers of Greek, Medieval, Renaissance, and Reformation periods, to substantiate his arguments. The result is a kind of Bartlett's familiar quotations about progress.

In the second part of the book, Nisbet describes the blossoming of the idea of progress during the enlightenment of the 18th century and the industrialization of the 19th century. He covers writings and concepts of many well known philosophers, thinkers and revolutionaries of the period, following standard historical chronology. The final chapter deals with the present and presents a bleak scenario for the future, based on

20th century developments in philosophy and especially the decline of faith and religion.

Nisbet's use of innumerable quotations makes his book seem very authoritative and useful. On the other hand, there are no references given for any of the quotations. These appear throughout the text, often just barely introduced by the author, and are not further identified. One needs to be very familiar with all of the authors, often mentioned only by name, in order to identify or further examine Nisbet's sources.

Nisbet rereads or interprets mainly to fit the ancient philosophers into the mold of the linear idea of progress. He wants to show progress, or the idea of progress, to be a linear progression, and the alternative view of the ancients of a cyclic or circular model is manipulated to fit into the linear model. Nisbet goes to some lengths to justify this manipulation, and admittedly through the use of liberal quotations, manages a very convincing argument.

When dealing with Christian era writers, and, contemporary writers, the linear model of progress becomes much easier to justify. In the latter parts of the book, the flow of argument is much smoother and more agreeable. Here he deals with progress in the context of Freedom, Power, the persistence of progress, and finally with what he perceives as the slowdown of, and disbelief in, progress.

The epilogue, which is perhaps of most interest to educational technologists, is concerned with the future, which Nisbet sees as very bleak, unless there is a resurgence in faith and hope for the future. This, he feels may already be starting.

For educational technologists, the book is most valuable for its detailed analysis of the concept of progress through the ages. Too often, we tend to view technology as inevitably progressing from achievement to achievement. Nisbet forces us to question this inevitability of progress. Is Telidon an obvious progressive step beyond the home computer? Is the half inch videocassette a progressive step from the half inch reel-to-reel video? In short, is this year's model better than last year's model?

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Learning at a Distance and the New Technology. Robin H. Ruggles et al. Educational Research Institute of British Columbia (ERIBC), Vancouver, 1982.

Reviewed by Boniface N. Etuk

Learning at a distance and the new technology is valuable and timely because it supplies useful information at the time new technologies in communication have aroused great interest amongst educators.

The interest and concerns have generated much literature in the field. Publications abound. This publication is one of such summarizing the state of the art, focussing on the new information technologies used in distance education. Published by ERIBC, it centers on the situation in British Columbia, but with a survey of major applications round the world.

Issues included are: The historical background of each technology discussed, present and future trends, opportunities related to communications technologies, and ways in which various current technological developments affect learning at a distance. There are eight chapters, each prefaced by a useful abstract. The first three serve as an introduction. The next four discuss educational issues related to communication satellites, videodiscs, videotex and microcomputers. The eighth chapter focusses on "relevant issues for educators" regarding these technologies. The book concludes with a summary, a comprehensive bibliography and an index.

Each chapter is presented progressively from introduction (background) to current situations and applications, followed by recent developments, limitations, and future trends. Different approaches to distance education in many situations from occupational/craft school to post secondary/university level are presented.

The book is appropriately non-technical, and very readable. It presents useful information for those interested in distance learning with application at technical, secondary and post-secondary levels of education and in other educational institutions.

The authors define learning at a distance in terms of Keegan's (1980) six characteristics. Specifically:

1. The separation of teacher and learner which distinguishes it from face-to-face lecturing.
2. The influence of an educational organization which distinguishes it

from private study.

3. The use of technical media, usually print, to unite teacher and learner and carry the educational content.
4. The provision of two-way communication so that the student may benefit from and even initiate dialogue.
5. The possibility of occasional meetings for both didactic and socialization purposes.
6. The participation in an industrialized form of education which, if accepted, contains the genus of radical separation of distance education from other forms.

Following the definitions of terminology is a development of a general framework used to consider communications and computer technologies as delivery methods for learning at a distance. Major institutions discussed include the British Open University, Athabaska University, University of Mid America (UMA), National University Consortium (NUC).

Communications technologies currently used in learning at a distance programs are examined in depth. Learning at a distance is a concept viewed in different ways, implemented in various forms, in many countries, with different institutions relying on various media. These media include print media, radio, radio cassette, telephone, and television. Recent developments now include QUBE (Columbus, Ohio), interactive television, the Japanese Hi-Ovis, and ACCESS in Alberta. Telecourses, Slow-Scan Television, Videotape and Teleconferencing are discussed. "Media in Perspective" examines different media and concludes that no single one media is the best because of the differences of the instructional strengths, students' needs, cultural and situational content, and resource availability.

An overview of learning at a distance in B.C. discusses demographic features, and historical background which dates back to 1919 in the province. Information is provided on the principal post-secondary institutions involved in activities for learning at a distance.

In chapter four the text gives an overview of satellite communications systems: developments; principal organizations associated with satellite systems (TELESAT CANADA, INTELSAT, ITV, and ESA); types and components; implications of the space shuttle; and advantages and short-comings of the systems. Pilot projects in the world are

outlined. Canadian satellite applications in education touch on the role of department of communications (DOC), and demonstration projects in B.C., Quebec, Newfoundland, and Ontario. The impact of Hermes and Anik B satellites is discussed, concluding that with the trend towards increased home satellite reception, the public will receive a wide variety of educational programming, both national and international.

On videodiscs, information is provided regarding the technology, production of videodiscs and potential educational applications. Some discussion on the components, the types and comparison is included.

The differences between videotex and teletext are discussed from a historical background, to the development of the technologies, and an overview of the current field trials. Described are general videotex systems and the Telidon information network. An examination of major educational applications is provided, with reference to British PRESTEL, French ANTOPE, Canadian TELIDON, and the Japanese CAPTAIN systems. A sample tree structure is provided, and a comment on the future growth of videotex. The highlights on pilot projects provide opportunities for educators to establish bases for evaluations which may yield useful information for decision making.

The text also reviews early developments in computer technology, describes the systems and defines basic computer terms.

A number of issues of concern to educators is examined. These issues include sociological conditions, control of knowledge, ideology, culture, ethics and economics. These concerns provide food for thought to potential users of new information technologies for distance education purposes. These users are many, each utilising one or more information systems to serve particular purposes. And ERIBC has been timely to examine these approaches for the interest of educators, institutions, and concerned individuals.

The book is a valuable addition to the growing library of materials dealing with the new information technologies. Although the major focus is narrowly provincial, the discussion tends to be general, and should therefore interest educators across the country.

B. Etuk, from Nigeria, is a graduate student at the U. of Man.