

zoology, from Gestalt psychology to Piaget, touching base with the academic, the methodological, and the educational as they radiate from geography.

The matter of visual perception, however, in this day and age, is dominated by television and, from the educational point of view, as well as evaluations of that technology, pro, contra, and neutral. With the combination of TV visual with TV stereophony, one is strongly tempted to refer to James J. Gibson (1904-1979), an American experimental psychologist whose work in visual perception was carried on at Cornell. Gibson was more inclined to use the real world rather than the laboratory for his experimentation thereby putting himself literally in the same environment as the practising geographer, the world of 3-D. His suggestion that unless the head is held in an unnaturally still position and the eyes fixed on the same object, the visual field is alive with change or "transformation." Does that sound like a familiar position for TV viewers?

In geography in general and cartography in particular, the transference of these 3-D data to a 2-D surface, i.e., a map, the current cartographic practice in education, may well be self-defeating in this new age of electronic technology. Somewhat ironically, more attention is paid to Gibson's work today because of its relevancy to computer vision. Gibson is referred to ten times in this work. It might have been a better seam to hew in this day and age of computer imagery, familiarity, and variety as found amongst today's pupils than the music and auditory relationship. That relationship, certainly from the point of view of this reviewer, had all the appearances of an interesting point made during after-dinner conversation but little real contribution to geographic education – especially cartography.

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Richard A. Fiordo, Editor.
COMMUNICATION IN EDUCATION.
Calgary, Alberta: Detselig Enterprises (1990).
403 pp, \$21.95

As the preface of the book states, *Communication in Education* was designed "... to apply communication studies to the training of teachers and instructors generally." The editor (Fiordo) has assembled twenty-nine essays or articles, written by himself and colleagues in Calgary, that are concerned with educational communication.

There are two parts to the book. Part A contains six sections:

1. An overview of communication principles and research related to the field of education. The emphasis is on interpersonal and intrapersonal communication (7 essays and articles);
2. A discussion of values in educational communication, professional codes regarding public communication, and interpersonal values and social standards (5 essays);
3. An essay each on gender and intercultural issues in educational communication;
4. Explanation and discussion of the organizational concepts and principles that apply to communication within educational systems and communities (3 essays);
5. A discussion of verbal and nonverbal communication in educational settings (4 essays);
6. Explanation and discussion of educational communications technology (2 essays).

Part B is a collection of six essays that relate to topics or issues raised in Part A.

A Canadian text on communication in education is a welcome addition to the literature on the subject. Several essays take into account the intended audience – the teacher/instructor-in-training. Fiordo's "Formal Codes in Educational Communication" provides interesting and relevant case material excerpted from the Alberta Teachers' Association Code of Professional Conduct. Licker's "Communication in Educational Organizations" includes realistic vignettes from daily school communication.

Communication in Education appears to be a collection of readings forming the basis of a course the editor teaches, and, I imagine, as used by him, the collection would, indeed, provoke thoughtful and interesting discussion about many aspects of communication in education. However, the book fails to communicate effectively with its intended reader. It provides no context in which the separate essays may be considered, nor any continuity from essay to essay. It would have been helpful to the intended reader had the editor provided his rationale for the collection and its organization, how he saw the book being interpreted and used (a preface or foreword is the usual vehicle), and a brief introduction to each essay indicating how it may be considered in relation to the book as a whole and to the preceding/succeeding essays. It is unfortunate that Fiordo did not follow this fairly common practice.

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