Jay Phipps.
THE ELECTRONIC CLASSROOM.
Toronto, Ontario: Canadian Education Association, 1982.
39 pp. $4.00.

This short monograph gives an interesting overview of educational television and micro-computers in education.

In dealing with educational television the author trots out the well-known arguments about how educational television has failed, for the most part, to deliver on its promises of high quality (educational television) production. According to the author, educational television has two roles to play: the first as a production medium; the second as a distribution medium. Still, technological advances in (educational television) production suggest that we may yet learn from our past mistakes and salvage that which is good about the medium.

With respect to the future, the author gives a brief overview of the technology of video discs and describes the difference between optical and capacitance video disc systems. In what could have become a highly technical discussion the author wisely keeps the material simple, short, and understandable for the uninitiated reader. A discussion of interactive video technology completes the section on educational television, and leaves the reader with an exciting glimpse of the future of this technology.

The second part of the monograph deals with micro-computers in education. Once again, for the uninitiated reader, there is a simple explanation of micro-computers together with a discussion of some of the goals of and barriers to the implementation of micro-computers in schools. The section entitled "Why use the computer" unfortunately falls short of giving an adequate answer. To simply argue that Socratic dialogue is best and that individual micro-computers can simulate this, is to sell far short the effects of educational micro-computing. The really significant use of micro-computers in education will not be in the area of computer-assisted instruction nor as information retrieval devices, but in their role as intelligence amplifiers. The effect of such intelligence amplifiers and its extent is only just beginning to be recognized, and is far from being understood.

The author concludes with a section on hints on buying for the potential purchaser, and invokes the spirit of Alvin Tofler to end on the futuristic note that is now requisite and expected of all educational technologists.

Strangely, for a monograph entitled **The Electronic Classroom,** little mention is made of classrooms. Nevertheless, the pamphlet is recommended for teachers and administrators who

would like to be brought quickly up-to-date with a short, readable introduction to some of the most recent advances in educational technology.

Glenn F. Cartwright
McGill University

John Hubbel Weiss.
THE MAKING OF TECHNOLOGICAL MAN.
Cambridge, Massachusets: Massachusetts Institute of Technology, 1982. 377 pp. $30.00.

The reader may initially doubt that a book dealing with nineteenth century French Engineering Education would have any relevance for a general audience. Such a suspicion simply demonstrates that we come to a study of other types of education, particularly those in countries other than our own, with a preconceived set of baggage which tends to hinder our journey. Living in North America we have our particular hangups, which in part are inherited from Britain, and which are aggravated by what we interpret as an issue between general education and specialized education.

Engineering may be interpreted as a field reserved for specialists, but the primary title, **The Making of Technologial Man,** reflects the importance of this book today at a time when technological advances multiply and we enter a new post-industrial age, which will change our society as radically as did the industrial revolution of the 1800's.

What is particularly apropos for Quebecers, living within a North American sphere of influence, is the gradual realization that there are two different models of preparing technological man. We have essentially adopted the British model, in which technologists and engineers have emerged from a striking variety of educational backgrounds, including picking up ideas in workshops and on construction sites, so as to form the self-made man. By contrast the French method, which became a model for Europe, was one where future engineers came from high social strata and followed a rigid system of formal schooling. In England, the first industrial nation, there were no formal engineering schools, and experience became the principal avenue of learning and training. For all later industrializers the process was necessarily different; for one thing, they were in a hurry to copy Britain and catch up with her new productivity. European nations had to rely far more than Britain on formal training offered in courses or schools. North America came closest to the British pattern partly because it could draw on British immigrants as a source of skilled labour.