The authors have tried to describe communications from a Canadian perspective "in a manner that puts the interest of Canadians to the forefront." Such being the case they avoided referring to research from other nations, which defined "their national realities...as-if-universal." They have thus achieved a textbook that is neither American nor British, but truly Canadian.

Reviewed by: John R. Fisher
University of Alberta

*Human-Computer Interaction: A Design Guide*
M.K. Jones

*Interactive Video, Educational Technology Anthology Series, Vol.1*

Both of these books come from the same publisher and consequently complement each other. *Human-computer interaction: A design guide* is focused on the issues of designing computer systems that respond to the ways that individuals model processes, perceive relationships and conceptualize specific software. The *Interactive Video* anthology, while it contains a number of specific articles concerning the possible uses of interactive technologies, is restricted to a discussion of interactive video.

The first book is applicable to the design of electronic mail programs, hypertext, computer conferencing software, interactive CD-ROM disks, and just about any other computer-based program that requires an intelligent, easy to use and understand way interface.

The Jones book emphasizes human-computer interaction as it applies to the design of any human-computer interface. The author suggests that the intended audience is professional designers. This includes software developers as well as those who work with them. The book covers three topic areas: user models of a computer system, designing visual displays and designing dialogue displays. The discussion of the user models covers browsing, wayfinding, progressive disclosure and related topics as they apply to the user's perception of where one is within an interactive system, where one is coming from and where one is going. An example might be the user who goes into his or her communication program using their personal computer, then goes into a network like Datapac, then into another network or computer system. For the novice user it is not always clear which system or software is on the screen at the time. Thus a number of techniques can be used to clarify what is going on at any particular time and in any system.
The language of the book is suitable to a discussion of the language of computing systems, human information processing, physiology and psychology. Bit-mapped displays, multi-tasking, windowing, and voice synthesis and voice recognition are among the kinds of terms discussed. What makes the book interesting is the author's treatment and integration of a number of different areas which pertain to the overall goal of designing interactive systems. Thus typography and readability issues rub shoulders with the uses of colour to guide the user.

The fact that the author tries to include as many of the new and anticipated developments in computing technology without spending all his time mentioning manufacturer's names and trademarks and illustrating his point with outdated technologies is refreshing. So while the book is up to date and oriented to the general reader, it still runs the risk of being dated in a few years. (I keep thinking that my Macintosh has all the features that Jones discusses!) However, for the time being the book is a good introduction to a variety of design problems and likely solutions applicable to many different systems.

*Interactive Video* contains 30 articles which have appeared in Educational Technology Magazine between 1984 and 1986. The average length of the articles is 5 pages, including a bibliography. Aside from two introductory articles, the book is divided into four other sections: interactive technology, design and production of interactive video, research and evaluation of interactive and emerging video. The two introductory articles do not introduce the anthology as such, but rather present broad overviews of the technology. The reason why there is not a general introduction to the anthology seems to be related to the fact that the subject matter is focused and well-defined.

The five articles in the section on interactive technologies discuss the conceptualization of interactive learning processes, instructional design and elements of interactivity in micro-based instruction. The design and production section includes 12 articles that offer much the same material as the Jones book above. Only the emphasis is specifically on interactive video.

Part four covers the research and evaluation dimensions of interactive video with an emphasis on effectiveness, comparisons and validation. Finally the section on future trends highlights CD-ROM and CD-I (Compact disc-interactive).

Each of the articles has its own bibliography. A quick check revealed that few of the articles shared the same references. Consequently this anthology provides the reader who wishes to delve further into the literature with a useful and diverse collection of articles on different aspects of interactive video. As well the last article of the collection is an annotated bibliography of major works.
The emphasis in all the articles is to promote a better understanding of what the technologies are capable of doing, how they might support learning activities and under what conditions and costs. What theory there is in the collection is concentrated on educational matters. Thus, the interested reader will not find many references to Gordon Pask or Doug Englebart's work. Englebart wrote *Augmenting Human Intellect* in 1962. It was and still is a farsighted vision of how computers might be used to augment human information handling capacities.

While the anthology articles are primarily concerned with discovering realistic uses of interactive video and mapping the limitations of the technology, the authors are equally concerned about whether or not the technology is an effective educational tool or merely another shiny hi-tech gadget. It is precisely this educational focus that sets these articles apart from the deluge of articles on multi-media technologies or information machines found in popular computing magazines like Byte or MacUser.

Taken together the two books from Educational Technology Publications provide a broad overview of some of the general problems involved in designing, producing and evaluating educational applications of computer-based technologies as well as highlighting some practical solutions.

Reviewed by: Geoffrey Gurd
University of Montreal

*Interethnic Communications: Current Research*
Young Yun Kim, ed.
*International and Intercultural Communication Annual, Vol.X,*

Over the past decade, volume titles of the *International and Intercultural Annual* of the Speech Communication Association reflect the development of this field in themes related to communication theory, methodology and applications. This anthology is the first to draw together research in interethnic relations focusing entirely on communication, a process defined for the purposes of this book as "sending, receiving and interpreting verbal and non-verbal messages...between members of different ethnic groups within societal boundaries." The range of interdisciplinary work in this volume suggests both the importance of studying interethnic communication and the limitations of dominant research approaches.

This anthology contains 11 articles which apply largely empirical research methods drawn from psychology, sociology and anthropology to specific cases of (with one exception) interethnic communication in the United States. The first four articles analyze differences in message-decoding patterns in interethnic exchange, focusing on the implications of different patterns of cognitive and affective