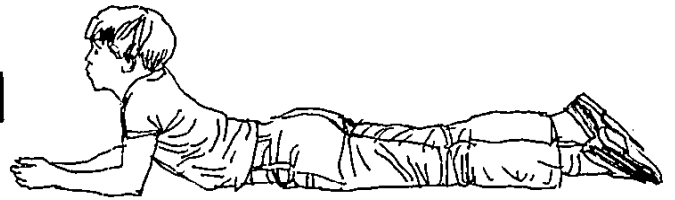




THE NEW EDUCATION



An army of critics has sprung up who are exposing an educational system that does not work and a teaching process in which no one learns. Advocates of Video Cassette believe they have the answer.

In the 1960's great advances were made in education through technology. Schools began to be outfitted with computers and

televisions. Students viewed a vast variety of subjects in semi-darkness with the entire class.

These educational advances were rejected by students. They rebelled against the dehumanization through machine.

On all levels -- elementary, secondary and college -- education has been impeded by poor teaching and financing. It has been

unresponsive to the individual needs of learners, and has become anachronistic by making limited use of the latest technological advances. What has gone wrong?

According to Stanley C. Gabor, assistant dean of the School of Continuing Education at New York University, we have clung to a medieval pattern of education where the teacher "tells it" and the curriculum is rigid. Why do we continue to follow, as Alvin Toffler points out in "Future Shock," the industrial concept of education where the student is the raw material, processed by the worker-teacher in a centrally located factory-school?

Any educator would agree that 40 students taking American History on Friday mornings between 9:30 and 11:00 a.m. in room 503 would not receive the same learning experience.

The video cassette, much like a taped television, is a more logical answer. Unlike television, the new medium gives the student individual control over the actual running of the program by providing for freeze-frame, slow motion, fast-forward and reverse. It allows instant viewer response and machine feedback for reinforce-

ment and reward in learning. By progressing at his own speed, the student supplies his own motivation, without the harmful prodding of the teacher.

According to Dr. Gabor, the video cassette frees the teacher from the mechanics of teaching

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