

FOCUS ON EXCEPTIONAL children

Computer Assisted Instruction: An Educational Tool

Norma Harrod and Marilyn Ruggles

An electronic revolution is going on in every hamlet and city in the USA. Humanity is being wired together while overhead more and more communications satellites are orbiting the globe. All of education is caught up in this revolution—as is every other facet of society. The parable of the blind men and the elephant draws immediate attention to the complexity and magnitude of the situation.

According to an old story, six blind men tried to decide what an elephant was like. The first man, feeling the elephant's flat, vertical side, concluded that the animal was similar to a wall. The second man touched a round, smooth, sharp tusk and decided that the elephant was similar to a spear. Grasping the squirming trunk, the third blind man said the elephant resembled a snake. The fourth man, who touched a knee, observed that the animal resembled a tree. From an exploration of the ear of the elephant, the fifth blind man was convinced that the animal had the shape of a fan, while an examination of the tail convinced the sixth blind man that the elephant was similar to a rope.

Each man, of course, was partially correct. But none of them was completely right, for each man had formed a picture of the entire elephant after observing only one part of it. Since each observation was incomplete, each description was incorrect because it didn't take into account all the characteristics of the elephant.

Listening to some people describe a computer is much like listening to the blind men describe the elephant. They tend to generalize from their own experiences. A person who uses a computer to help balance accounts might see it as a giant adding machine. Someone who has seen a computer play chess might think of it as a giant brain and attribute intelligence to it. A person who has watched electrical circuits being assembled and tested under computer control might see the computer as a machine for making other machines. And a person who has programmed a computer might see it as a mindless clod that can do only what it is told to do.

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In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Bibliography Of Programmed Instruction And Computer Assisted Instruction Volume 1**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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