

off—in other words, people almost feeling as if they can't feel their feeling unless they're connected. As I can't hear this all over now so it stops being (in hearing this) it becomes a generational style.

ANTHONY: Some would say most of the [university] lectures, most of the classes, most of the books are unnecessarily long and boring, and the stuff that's great you could fit in a couple of hands, and that's the stuff they should really commit to and that's the stuff they should really commit to and memorize and study. The rest of it is better short and quick and to the point. Look at haiku, it's much harder to do something quickly than it is to do something for hours. And who's to say that it's better to take your time and not be distracted?

ANTHONY: The ability to trace complicated themes through a literary work, through a poem, through a play—these pleasures will be lost to us because they become pleasures through acquired skills. You need to learn how to listen to a poem, read a [Fyodor] Dostoevsky novel, read a Jane Austen novel. These are pleasures of reading that demand attention to things that are long and woven and complicated. And this is something that human beings have cherished and that have brought tremendous riches. And to just say, "Well, we're of a generation that now likes it short and sweet and haiku. Why? Just because the technology makes it easy for us to have things that are short and sweet and haiku." In other words, it's an argument about sensibility and aesthetics that's driven by what technology wants.

I don't really care what technology wants. It's up to people to develop technologies, see what affordances the technology has. Very often these affordances tap into our vulnerabilities. I would feel better if, because technology wants us to read short, simple stories, we bequeath to our children a world of short, simple stories. What technology makes easy is not always what nurtures the human spirit.

I've been an MIT professor for 30 years. I've seen the losses. There's no one who's been teaching for 25 years and doesn't think that our students aren't different now than they were then. They need to be stimulated in ways that they didn't need to be stimulated

before. No, that's not good. You want them to think about hard things. You want them to think about complicated things. When you have the ability to easily do sherry, fabulous things, you want to believe they're valuable because that would be great. I think that we always have to ask ourselves, when technology makes something easy, when its affordances allow us to do certain things, is this valuable? What are the human purposes being served? And in the classroom, what are the educational purposes being served?

One of the most distressing things to me in looking at K-12 is the use of PowerPoint in the schools. I believe that PowerPoint is one of the most frequently used pieces of software in classrooms. Students are taught how to make an argument—to make it in bullet points, to add great photos, to draw from the popular culture, and show snippets of movies and snippets of things that [he or she] can grab from the Web, and funny cartoons and to kind of make a mélange, a potpourri of cropped cultural images and animations and to make a beautiful PowerPoint. And that's their presentation.

PowerPoints are almost simple, communicable ideas illustrated by powerful images, and there's a place for that. But that isn't the same as critical thinking. Great books are not fancied-up PowerPoint presentations. Great books take you through an argument, show how the argument is weak, meet objections, and show a different point of view. By the time you're through with all that, you're way beyond the simplicities of PowerPoint.

Computers are seductive; computers are appealing. There's no harm in using the seductive and appealing to draw people in, to get them in their seats, and to begin a conversation. The question is, what happens after that?

FRONTLINE: What about multitasking?

TURKLE: Because technology makes it easy, we've all wanted to think it is good for us, a new kind of thinking, an expansion of our ability to reason and cycle through complicated things—do more and be more efficient. Unfortunately, the new research is coming in that says when you multitask, everything gets done a