

AMTEC 82 — Still Headed in the Right Direction

By John J. Chalmers

The AMTEC 82 conference in Winnipeg marked the first decade of the formation of the Association for Media and Technology in Education in Canada. For 10 years, with a membership still under 500, spread across 5,500 kilometres of country from Victoria to St. John's, this small organization has held together as the only organization of its kind in Canada.

While AMTEC itself is now 10 years old, the seeds were sown at the beginning of the 70's when educators scattered across the country felt that the time had come to get organized on a national scale. The need was seen at the first Canadian Educational Communications Conference in Edmonton in 1971. A second C.E.C.C. was held in '72 and by then the gestation period of two years was completed. AMTEC was delivered due to the mating of the Educational Media Association of Canada and the Educational Television and Radio Association of Canada.

Those were exciting times. Money seemed to be no problem, and the audio-visual field was growing in school boards

and post-secondary institutions throughout the land. Those of us in AMTEC were speaking enthusiastically about being on "the leading edge" of education. Indeed, we felt we were in on the beginning of something new, something important.

Today, that spirit still exists at the very root and heart of AMTEC. The organization has matured and solidified into a professional and collegial association still unique in the country. But times have changed! For one thing, those of us who were there at the start are all 10 years older, and how quickly the years have flown! But how has AMTEC changed?

As an organization, AMTEC has matured. It has moved from a concern about increasing the use of hardware and software in the teaching process to planning instructional design and implementation of policies and programs for the betterment of education. Yet neither AMTEC as an organization nor its members as individuals have lost the sense of youthful exuberance about their work which we all had 10 years ago.

The theme of the '82 conference, *Resources in Context*, was an indication of the

concern for the wise and planned use of all resources contributing to the effectiveness of education. No longer do we debate the merits of 16mm projectors vs. local television production, the advantages of audio cassettes vs. reel tape, marvel at the versatility of the overhead projector and wonder whether librarians and audio-visual people will share the same bed. Instead, we seem to be more concerned than ever, not with the physical aspects of A-V communication, but the human aspects of learning.

In serving as conference evaluator for AMTEC 82, I was motivated to look at the Winnipeg conference and to consider the growth and development of AMTEC itself over its first decade. Three areas which I had occasion to consider were *commitment, financing, and purpose*.

I have absolutely no doubt that a strong commitment to AMTEC has existed since the organization's earliest days. Without commitment, AMTEC would never have been formed and would never have survived. This spirit is seen particularly at the time of the annual conference, when a volunteer committee works for at least a

year to plan and stage the annual major production of AMTEC. In the early days, the conference was planned from one year to the next and a site for a conference was selected only a year in advance.

Today, conferences are planned at least two years in advance and scheduled even further than that. Committees are at work now for AMTEC 83 in Montreal and are already organized and planning for AMTEC 84 in Kelowna. At one time I would have been concerned that a smaller centre like Kelowna could successfully hold the conference, but having seen Truro hold a fine conference in '81, I know that AMTEC has reached the point where it could locate the event anywhere in the country and make a success of it.

Commitment to AMTEC is seen in at least three areas.

1. *Membership* — Each year, new names are added to the roster, and the number of long-time supporting members grows. However, if membership is to continue increasing, the benefits to members will have to be made clear. It isn't enough to sell membership. We must also sell a reason for belonging. With a reason to

belong, commitment will continue.

2. *Employers of the membership* — From the beginning, the employers of AMTEC members have freed their staff to attend meetings and conferences. Hidden costs of secretarial support, copying machines and mail rooms have also been picked up by educational institutions across the country. Because most AMTEC members earn their pay by working in the public sector, AMTEC probably wouldn't exist without employer support, so employers must be kept aware of AMTEC benefits to them.

3. *Commercial sector* — The generosity of the commercial sector which supports AMTEC had contributed largely to the success of annual conferences. This is seen particularly in the social aspects which are so vital to AMTEC conferences. In grants, fees and sponsorships, our colleagues in commerce have contributed greatly to AMTEC.

The combined commitment of membership, employers and business continues to make the AMTEC conference the best professional bargain in the country. In spite of tremendous inflation over the past

John J. Chalmers, M.Ed., is a director of public relations with the City of Edmonton, who spent over 20 years in education, including some 15 in educational media and technology.

Television and Children A Bibliography: 1975-1981

By Carmen Luke

The average child starts watching TV at three months old. At age 2, children are watching 4-5 hours daily. From 4 years on their daily ration includes adult entertainment programs. Once children start school, their daytime viewing stops, yet their overall viewing time drops only insignificantly. In other words, what they miss during the day is compensated by additional viewing at night. U.S. statistics show that 18 million children are still watching at 9 p.m. and 1 million are still watching at midnight.

Children watch 30 hours of TV a week. That amounts to roughly 18,000 hours by the time children leave school at 18. By comparison, twelve years of schooling amount to 12,000 hours in the classroom. Undeniably, children spend more time in front of the screen than with teachers or textbooks. For generations of children, TV has become the parental surrogate, modeling codes of conduct and explaining the world.

Existing research tells us that amount of viewing, as well as 'quality' of the programs impact on children's attitudes and worldviews. Some studies report that heavy viewers perform less well at school than light viewers. Creativity and im-

agination of elementary school age children are said to be negatively effected by heavy viewing (Singer et al., 1980; Zuckerman et al., 1980). Heavy viewers of all age groups are more likely to believe that what is seen on TV is 'true'. Young children in particular show an inability to distinguish between "TV reality" and social reality. (Morison et al., 1979). Preschoolers are in the heaviest viewing group, along with non-working women, the elderly, and (U.S.) blacks.

Studies consistently suggest that, indeed, TV has become a form of universal enculturation, a more powerful agent of socialization than school, family or religion. In light of this evidence, the negative reaction of teachers and parents is not surprising. Many educators and researchers consider TV an important focus of research only insofar as television poses a threat to existing instruction and curriculum, and traditional family activities.

In the 1950's, as television sets proliferated in households, TV was seen initially as a way of uniting the family in shared activity, much as the radio had brought families together for an after dinner broadcast. Today, 98% of North American households own a TV, and approximately 50% of those households own two or

more sets. To researchers these statistics indicate the TV viewing is not the shared family activity that it used to be but, rather, that viewers watch in isolation (Moody, 1980). For the child audience, viewing has become a solitary and private activity, unmediated by parents. Many consider the privatization of social activity indicative of TV's depersonalizing effect on family relations and discourse.

Today, the quality of programs is viewed with increasing skepticism by the public in general, and parents and educators in particular, who deplore the increasing amount of TV violence. Yet few are aware that the greatest number of violent, aggressive acts occur during children's prime viewing time — the Saturday morning cartoons (Dominick et al., 1979), and commercials (Schuetz et al., 1979). Most parents do not watch Saturday cartoons with their children, nor restrict viewing time by less than four hours daily (Gadberry, 1980).

For the past two decades, educational and media researchers have tried to assess the cumulative effects of habitual TV viewing on children's attitudes, behaviours and social relations. More recently, in the period covered by this bibliography, researchers have examined the effects of unmediated and mediated

viewing. Studies have shown that when parents watch with their children, discussing content and demystifying TV reality, children do become more critical viewers (Singer and Singer 76; Dorr et al., 80). Repeatedly, parental attitudes to TV are shown to influence children's viewing habits — the quality and quantity of what is watched. Since children's viewing occurs primarily in the home, parents are in a more influential position than teachers to clarify, supervise or restrict viewing.

The inordinate amount of time children spend watching TV in 'isolation' has led some researchers to question whether the cumulative effects alter cognitive processes. Whereas some would argue that there is no conclusive and reliable evidence that TV is harmful to children, many claim that TV not only has reorganized family 'space' and family activities, but has effected the way individuals apprehend and process information (Salomon, 1979; Olson, 1981). Much like the advent of print in the 16th century, the audio-visual revolution is seen to effect our senses and information processing skills in a qualitatively and quantitatively different mode from the traditional print format. It is suggested that processing information from an audio-visual medium requires more

"shallow" processing skills than those required for decoding print (Salomon, 1979; Cohen and Salomon, 1979). Comprehending text requires that the reader transform print into meaningful images. TV, however, provides immediate meaning through the realism of pictorial images and speech. The kind of mental elaborations required for understanding information coded in speech and moving imagery are considered to be more shallow than those required for retrieving meaning from print.

There are obvious differences between the two media in coding information and in the different mental skills required for decoding that information. However, there is no conclusive evidence to support popular speculation that children's apparent decrease in reading and writing ability is related to increased and unmediated viewing. Whereas it would appear that children spend more time with TV than with text, again, researchers have not established proof of the 'displacement theory' which postulates that televiewing displaces reading. Morgan (1980) found that heavy viewers read as much, and in some instances more than light viewers; yet the quality of reading

Carmen Luke is a graduate student in the Faculty of Education at Simon Fraser University. Recently she served as co-organizer of a national policy conference at Simon Fraser University entitled *Children and Television: A Challenge for Education*. The conference was held in Vancouver, March 31-April 2, 1982.

(Continued from page 5)

material heavy viewers select which "reflects common TV programming", is substantially different from what light viewers read. Given this finding, can we assume that if children's viewing is directed to quality programming, that they will select quality reading material?

Presently, there appear to be few definitive answers to many of the questions raised by researchers. Measuring hours watched, classifying who watches what, or tabulating the number of commercials viewed per year, gives us only limited insight into long term social and cultural effects, and into how individual behaviors, attitudes and cognitive processes are affected. Furthermore, TV cannot be considered exclusive of other technological and social changes which are equally instrumental in bringing about changes in our social relations, in what we do and in what we think.

In the 1980's our view of TV's influence will probably change drastically. As computers, pay TV, and home videos become available to more and more people, we will spend even more time in front of the screen at work, at school, and at home. Looking at the research data of the past two decades, it is evident that perspectives on the nature of TV, the nature of the child, and the relationship between both, have changed. Yet, when compared to the growth and development of the medium, development in research approaches and methods have not kept pace.

The research of the 1960's reflected a view of the child as a passive, unreflective viewer. In the 1970's, TV moved into the classroom. The advent of educational TV (ETV) led to public and academic recognition of TV as a positive means of transmitting educational knowledge. During the past decade, as in the 1960's, the relationship between TV and the child has been viewed as a linear, cause-effect interaction. In an effort to isolate causes, program content, advertising and TV's production techniques have been measured, analyzed and critiqued. Likewise, the consequences of TV viewing on children have been measured by a variety of criteria to determine how the child's cognitive and behavioral development is influenced by TV. This approach is evident in the majority of studies which pre-test children, expose them to a controlled viewing situation, and then post-test for results. Post-tests measure observable behaviors, verbal responses and performance on written test instruments. The post-exposure observation and measurement of, for instance, number of aggressive acts performed, reflects a methodological approach which assumes that TV is a 'stimulus' to learning, to behavioral, cognitive or attitudinal change. Implicitly, the child is defined as a highly persuadable response mechanism.

More recent research, however, indicates a dissatisfaction with this behaviorist model. Increasingly, researchers are recognizing that this mechanistic approach of previous models cannot accommodate the situational variables which influence the information processing abilities of children. The external (home) variables influencing the viewing situation, the child's individual abilities, and experimental site and method, constitute a highly complex set of relationships which empirical research has so far failed to address.

The current trend, then, is towards a more process-oriented, interactive explanation of the televiewing experience (Rice and Wartella, 1981; Salomon, 1979; Wackman and Wartella, 1977). That is, the child is seen as an active participant viewer who brings to the viewing situation background knowledge derived from prior social experience and prior televiewing. Background knowledge is seen to interact with individual and age-related cognitive abilities, and task perception. How the child perceives, why and what he is watching is said to influence substantially the level of attention paid to content, and the 'quality' of learning that takes place (Salomon, 1979). Task perception, in turn, varies with the degree of adult involvement in directing the child's viewing. To understand differences in task perception compare, for instance, an unmediated 4 hour viewing spree with teacher mediated viewing of ETV in the classroom.

This shift to an interactive view of TV and the child has renewed interests in the need for implementation of critical viewing skills curricula (Singer et al., 1980; Moody 1980). In Ontario, the Ontario Educational Communications Authority (OECA) has implemented such programs at elementary and high school levels in several districts, which have been received with enthusiasm by teachers and the communities. Yet in other provinces, like British Columbia, little attention has been paid to the necessity of teaching about and through TV in the public schools.

Researchers and educators are recognizing what the public perhaps knew long ago: TV is here to stay. Reluctance to accept TV as a source and form of legitimate and cultural knowledge has thus far prevented many teachers and researchers from a critical understanding and use of the medium. Instead of measuring negative effects to support a rejection of TV, media researchers today are looking for ways to deal with a social phenomenon which is already deeply integrated with daily experience. For educators, the task is to recognize that TV influences children in profound and fundamental ways. Since we teach children to understand and function in the world, then we cannot neglect to teach them about TV — what it teaches, how it teaches, and what role it plays in their lives.

Annotated Bibliography

Adler, R.P., Lesser, G.S., Meringoff, L., Robertson, T.S., Rossiter, J.R., and Ward, S. *The Effects of Television Advertising on Children*. Lexington, Mass., Lexington Books, 1980.

This book reviews the most recent research on the effects of TV advertising on children. A detailed appendix evaluates 26 key studies concerning TV advertising and children. A comprehensive bibliography includes all research cited, policy statements, reports of key hearings, theoretical articles and books, and an exhaustive list of secondary references. This book is the most comprehensive and current volume on empirical research of TV advertising and the effect on the child audience.

Arnove, Robert T. "Sociopolitical Implication of Educational TV." *Journal of Communication*, 1975, 25(2), 145-157.

This article suggests that educational technologies will "heighten and intensify existing tensions and contradictions" in schools. Arnove points out that the educational use of TV in developing countries has not been aimed at the most disadvantaged groups. He sees the need for policy legislation to ensure community control over ETV and thus minimize the transmission of socio-culturally dominant value structures.

Atkins, Charles, and Heald, Gary. "The Content of Children's Toy and Food Commercials." *Journal of Communications*, 1977, 27(2).

The authors examine pre-Christmas Saturday a.m. message strategies and presentational techniques of advertising on national network TV programs.

Atkins, Paul A., and Elwood, Harry. "TV News is the First Choice in Survey of High Schools." *Journalism Quarterly*, 1978, 596-599.

This study of 200 high school students found that 52% of the students preferred TV news to other media news. The majority (57.2%) marked "believability" as the primary reason for their preference. Students spent in excess of 30 minutes on TV news daily and 1-5 minutes on newspaper news.

Brown, Ray. Ed. *Children and Television* Beverly Hills, California: Sage Publications, 1976.

This selection of papers and essays provides a broad overview of current research and theories on the social and cognitive relationship between children and TV. The book is sectioned into three parts:

- the influences on children's television habits,
- the characteristics of children as an audience, and
- the effects of TV on children

The contributions deal primarily with a British TV audience and British programming.

Burt, D.L. "Education and Technology." *Journal of Education*, Summer 1977, 24-26.

This article supports the pre-technology thesis for educational use. Burt suggests that an educational system based on the application of systems theory would create a more humane schooling structure. Teachers, technologically assisted, could individualize instruction and increase interactive time with students. Schools would be decentralized and learning could take place at home or schooling centers through multi-media terminals.

Burton, Sydney G., Calonico, James H., and McSeveney, Dennis R. "Effects of Preschool TV Watching on First-Grade Children." *Journal of Communications*, 1979, 29(3).

This study found that first-graders who watched a lot of TV in their preschool years earned lower grades than those who watched less. Insecure children were likely to be heavy viewers; heavy viewers were found to choose each other as friends. Preschool TV viewing patterns are seen as reliable predictors of academic success and choice of friends among first-graders.

Childers, Perry R., and Ross, James. "The Relationship Between Viewing TV and Student Achievement." *Journal of Education*, 1973, 66(7), 317-319.

This study examined the televiewing habits of 100 elementary students in relation to IQ, GPA, and achievement on standardized tests. A nonsignificant relationship was found between televiewing hours and IQ/GPA. The authors indicate that quantity and quality of televiewing are not predictors of pupil achievement.

Coates, Brian, Puser, Ellison M., and Goodman, Irene. "The Influence of 'Sesame Street' and 'Mr. Rogers Neighborhood' on Children's Social Behavior in the Preschool." *Child Development*, 1976, 47, 138-144.

This study was designed to assess the influence of these two programs on children's social behavior in the preschool. Children were observed before (baseline), during (treatment), and after (posttest) exposure to the programs. It was found that children with low baseline scores significantly increased:

- social contacts with adults and children, and
- positive reinforcement to other children following exposure to both programs. Children with high baseline scores did not significantly alter their social behaviors.

Cochran, Lida M., Younghouse, P.C., Sorflaten, J.W., and Molek, R.A. "Exploring Approaches to Researching Visual Literacy." *Educational Communication and Technology Journal*, 1978, 28 (4), 243-266.

The authors suggest that literacy is a cultural phenomenon and must be studied with techniques and analyses appropriate to cultural processes; too often research assumptions are embedded in causal and correlational context. Also, phenomenological descriptions of media characteristics are seen as inadequate. Instead, visual literacy must be regarded as a process of adaptive human interaction between individual abilities and a dynamic, visual environment. The authors propose a triadic interaction within the domain of visual literacy:

- symbol systems and their function within constraints relative to cultural forms,
- individual abilities, and
- developmental processes (perceptual/conceptual strategies).

Cohen, Akiba A., and Salomon, Gavriel. "Children's Literate TV Viewing: Surprises and Possible Explanations." *Journal of Communication*, 1979, 29(3).

This study examined literate viewing (LV) levels in U.S. and Israeli 4th and 6th graders, LV is defined as a measure of the ability to extract information from TV, retain that information and subsequently recall it. It was found that Israeli children had a higher LV level than U.S. children. Israeli children had access to only one channel, whereas U.S. children had access to several channels and more hours of programming. The authors suggest that TV's symbol systems require lower amounts of mental elaboration and lead to 'shallow' processing of information. Heavy televiewing may mean minimal mental elaboration which, over time, may predispose towards 'shallow' processing and inhibit qualitative (deep) processing (LV). The depth of processing, rather than amount of viewing, is an important factor that moderates the effects of TV.

Cohen, Dorothy H. "Television and the Perception of Reality." *Education Digest*, March 1977, 11-13.

The author suggests that the management of information on TV leads to "sensory overload" which creates perceptual and conceptual difficulties for young children. TV portrayal of 'real life' conventionalizes and stereotypes human behavior and social roles, and generates misconceptions about the real world for young children.

Coldevin, Gary O. "Satellite TV and Cultural Replacement Among Canadian Eskimos." *Communications Research*, 1979, 6(2), 115-134.

This article on a study which assessed the acculturation shifts of Eskimo high school students and Eskimo heads of households in relation to satellite relayed "southern" TV. Interviews were conducted prior to Anik I installation and after 1 1/2 years of TV exposure. It was found that TV had become the principal leisure activity for all samples; TV was seen as a major information competitor with schools; national and international "awareness" was greatly accelerated. TV generally replaced traditional, cultural activities and provided messages (e.g. occupational mobility) and information of limited utility for indigenous northern cultures.

Collins, Andrew W. "The Developing Child as Viewer." *Journal of Communication*, 1976, 25(4), 35-43.

This study found that TV's effects were mediated by age-related differences in comprehension and evaluation. Children under 7-8 years do not have the cognitive ability to perceive relevant order in complex information. Children's failure to comprehend implicit cues and to make appropriate inferences about subtle interrelationships of scenes within plots, inhibits understanding. Linear sequencing, such as cause/effect and motive/consequence relationships, is difficult for young children and causes confusion. The authors suggest that young viewers fail to derive meaning from much of what they watch. The impact of this failing has serious implications given the large amount of time children spend televiewing.

Comstock, George, Chaffee, Steven, Katzman, Natan, McCombs, Maxwell, and Donald Roberts. *Television and Human Behavior*. New York: Columbia University Press, 1978.

This volume covers a wide selection of recent (mid 70's) research on TV content, the TV audience, and the varying effects on a diverse audience. Empirical studies and statistical evidence is provided throughout. The list of references is an extremely useful and comprehensive guide. Although the book addresses the social factors and relations in which TV and its audiences is embedded, the underlying perspective, and most of the research cited, is predominantly psychological. (Continued on page 21)

HAPPY BIRTHDAY . . .

Happy 75th birthday to Bell & Howell from CJEC and from all of AMTEC. We appreciate your major contributions to the field of educational media in all your varied divisions, and wish you the best for the future. In particular, AMTEC wishes to take this opportunity to thank Bell & Howell Canadian offices for their continual support of our organization, for their regular advertisements in CJEC, for their participation at AMTEC conferences, and for their up-front commitment to the improvement of education through technology. In the words of Charles Brackett, 1954 president of the Academy of Motion Picture Arts and Sciences, upon presentation of an Academy "Oscar" to the company, "Without Bell & Howell, the movies of today would still be the movies of yesterday."

Thank you Bell & Howell, and Happy Birthday!

A network of AMTEC members across the country provides CJEC with items they feel will be of value to the readership. We hope all our readers will join that network and share significant news with your peers across Canada through CJEC. We are particularly eager to hear from provincial media associations and newsletters. Much of this issue's material came from a number of Alberta educational media groups through Charles Bidwell. Please send any news items for inclusion in the next issue of the CJEC by Nov. 15th to: News Editor, CJEC, c/o Denis Hlynka, Faculty of Education, University of Manitoba, Winnipeg R3T 2N2.

Contributors to this issue's news column included Joan McLaren, Terry Kolomeychuk and Charles Bidwell. □

(Continued from page 18)

American and Canadian educators for consideration.

For more information, contact Saul Rockman, AIT, Box A, Bloomington, Indiana, 47402, (812) 339-2203.

A French Microcomputer Centre

The French government has set up a World Centre for Microcomputer Science and Human Resources under the direction of Jean-Jacques Servan-Schreiber, former leader of the Radical Party. A number of prominent researchers have joined the project including Nicholas Negroponte and Seymour Papert (of LOGO fame) from MIT. The centre will have three goals:

- a) The development of a truly personal microcomputer. Servan-Schreiber predicts the production of a book-sized machine incorporating a keyboard and a flat display and costing \$100-\$200 (U.S.) within a few years.

- b) To search for ways to provide people displaced by robots with resources to help them find other jobs.
- c) To help set up pilot projects in microcomputer uses in Third World countries.

"Nielsen"-like Ratings For Courseware

TALMIS, an information service connecting various segments of the educational courseware industry, has begun to produce and distribute a continuous series of Nielsen-like ratings for microcomputer courseware. Volunteer elementary and secondary teachers are rating the courseware. TALMIS is then synthesizing the information and publishing it in a regular newsletter. The information collected is intended to be used by educational software publishers to determine which of their products best meet educator's needs and how to improve future offerings. Educators wishing to make use of the ratings for purchasing and other decisions can obtain the newsletter by subscription. Contact TALMIS Courseware Ratings, 115 North Oak Park Avenue, Oak Park, Illinois, 60301, U.S.A.

A Canadian Educational Microcomputer Being Developed

In cooperation with the Canadian Advanced Technology Association

(CATA), a new microelectronics corporation, the Canadian Educational Microcomputer Corporation (CEMCorp), has been formed to develop a Canadian microcomputer aimed specifically at the educational market. Among the specifications to be met is the concept of a "family" of microcomputers which must both connect readily with each other and run with compatible software and courseware. In this respect, CEMCorp is developing a series of upwardly-compatible machines based on a "portable" operating system; that is an operating system which can be switched from machine to machine with a minimum of change. Other specifications include "user-friendly" machines, educational support materials (courseware to be developed by software producers according to CEMCorp specifications), a rich set of software including a variety of languages (BASIC, PASCAL, etc.), and utility packages such as word processors and super calculators designed for instructional purposes. The first model was expected to be on the market by September, 1982. This will be a low volume production (about 200 units) and is intended for experimental and/or research purposes. Volume production is to begin for the 1983-84 school year.

CEMCorp is inviting input from Canadians. Contact Bob McLean, Consultant on User Requirements, at (416) 962-9100. □

The Key to Successful Production Facilities... the Economical Way!

When you upgrade or build new production facilities there are two ways to stretch your budget.

One is to shop around the "catalogue stores" for the best "bargains" and install all the pieces yourself. The other is to pre-plan the facility thoroughly with a reliable expert who provides a custom job exactly suited to your requirements.

While the first method often carries a slightly lower initial price tag, the pre-planned method is invariably more cost-efficient in the long run.

At BCB we specialize in the pre-planned approach, and we go several steps further. We avoid equipment that locks you in to one particular manufacturer. We seek out high-tech suppliers who offer more features at better prices. We develop advanced technology in those areas that do not already satisfy our high standards. And we manufacture several key production components at prices well below the imports.

We design your facility with you, install it, train your operators, provide complete servicing, and keep you advised of design updates as they occur.

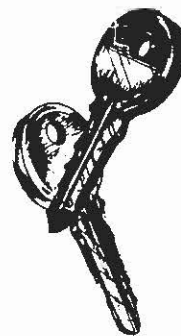
And, we take particular pride in supplying demonstrably superior equipment including the EA-3x Editing System and the System One Computer Graphics Creative System. They substantially outperform all competitive systems and they're designed to stay that way!

When we give you the keys to your facility our service hasn't ended, it's only just begun!



BCB ELECTRONICS

12295 Highway 50, Box 315, Bolton, Ontario, Canada LOP 1A0. (416) 857-0790.



(Continued from page 13)

Dohrman, Rita. "A Gender Profile of Children's Educational TV." *Journal of Communication*, 1975, 25(4), 56-65.

This study found that the most widely watched educational shows present "powerful models of sex-role inequity." Males dominate all behavioral modes; women are underrepresented. In all categories, male and female representation was disproportionate to the relationships and population percentage of social 'reality'.

Dominick, Joseph R., Richman, Shanna, and Wurtzel, Alan. "Problem-Solving in TV Shows Popular with Children: Assertion vs. Aggression." *Journalism Quarterly*, 1979, 455-463.

Problem-solving modeling on TV differs between Saturday a.m. and prime-time programming. Saturday programs portray aggression three times as frequently as on prime-time; prime-time primarily models assertion. Males primarily use aggressive behaviours (Sat. a.m. and prime-time), whereas women use primarily assertive behaviors. Aggression is generally portrayed as more successful in solving problems on both prime-time and Saturday a.m. programs. The author's study suggests that Saturday a.m. programs are far more anti-social than prime-time, and that considering the large percentage of children watching Saturday a.m. TV, these modeling behaviors have important implications for socialization.

Dorr, Aimee, S.B., and Phelps, Erin. "Television Literacy for Young Children." *Journal of Communication*, 1980, 30(3), 71-83.

This study was designed to see if young children could learn the contents of TV literacy curricula and apply them to discussions about TV reality. 187 students (K-GR.3) from mixed ethnic backgrounds were taught three curricula:

- a) industry curriculum — production, industry's economic system,
- b) process curriculum — processes and sources for evaluating TV, and,
- c) social reasoning curriculum — role taking skills.

The results showed that young children can learn specific media assessment skills and apply them to discussions about the reality of TV content.

Dubinsky, Lon. "Technology or Education?" *Journal of Education*, Summer, 1978, 28-30.

This article is a response to D.L. Burt's article (*Journal of Education*, Summer, 1977, 24-26). Dubinsky rejects Burt's proposal for technologizing Canadian education. Dubinsky suggests that educational technologies must be applied in moderation. He cautions that more technology in the classroom is not necessarily a definitive answer to current literacy problems.

Friedrich, Lynette K., and Stein, Aletha. "Prosocial TV and Young Children: The Effects of Verbal Labeling and Role Playing on Learning and Behavior." *Child Development*, 1975, 46, 27-38.

This study measured the effects of:

- a) prosocial TV without mediation, and
- b) prosocial TV in combination with verbal labeling and role playing.

73 Kindergarten children were sampled. It was found that once prosocial content from TV is learned, it is generalized to other behaviors. Verbal labeling and role playing in combination with prosocial TV greatly facilitates prosocial behaviors. It was also found that verbal labeling was more effective with girls, and role playing was more effective with boys.

Gadberry, Sharon. "Effects of Restricting First-Graders' TV Viewing on Leisure Time Use, IQ Change, and Cognitive

Style." *Journal of Applied Developmental Psychology*, 1980, 1, 45-47.

In this study six-year olds were matched for sex, age, and pretest IQ and assigned to two groups:

- a) restricted TV viewing,
- b) non-restricted viewing.

Restricted viewing halved normal viewing time and incorporated parental interaction periods (20 mins. per day) for six weeks. Results tentatively suggested that TV restriction enhanced performance IQ, increased reading time and improved 'Matching Familiar Figures' scores.

Gerbner, George, Gross, Larry, and Signorielli, Nancy. "Aging with TV: Images of TV Drama and Conceptions of Social Reality." *Journal of Communication*, 1980, 30(1), 37-47.

This study that "gross under-representation" of the elderly lead viewers to believe that:

- a) men seem to age slower than women,
- b) women are more likely to be odd, stupid or eccentric in old age, and
- c) elderly women are less "successful" at life.

This study also found that TV representations of sex roles are disproportionate to 'real' population distributions. Men outnumber women by three to one; after 45 years of age, men and women disappear from the screen. The elderly, much like children, lack influential power status in real life and are culturally devalued. The visible absence of the elderly on the screen reinforces this social phenomenon. Younger, heavier viewers have a more negative image of the elderly than older and/or lighter viewers.

Gerbner, George, and Gross, Larry, "Living with TV: The Violence Profile No. 7" *Journal of Communication*, 1976, 26(2), 172-194.

This study defines and introduces "Cultural Indicators" as a new approach to framing this progress report on long-range effects of TV content. Cultural indicators have been used in all subsequent violence profiles. TV violence is seen to heighten a sense of risk and insecurity which, in turn, is seen to increase acquiescence to established institutional authority and legitimizes the use of force. Heavy viewers report a greater sense of fear and risk than light viewers.

Gerbner, George, Gross, L., Eeey, M.F., Jackson-Beeck, M., Jeffries-Fox, S., and Signorielli, N. "TV Violence Profile No 8: The Highlights." *Journal of Communication*, 1977, 27(2).

This profile reports that violence increased "sharply" in all dramatic categories including 'family' and 'children's' programs on all three networks. Heavy viewers reported a significantly higher sense of: a) personal risk, b) mistrust, c) law enforcement, and d) suspicion. Light viewers reported less sense of danger, but this index had increased since the (1976) Violence Profile No. 7. It was also found that blacks did not show same association between TV violence and a greater sense of personal fear and risk. Yet, college educated blacks showed the same response as white respondents in the same category.

Gerbner, George, Gross, L., Signorielli, N., Morgan, M., and Jackson-Beeck, M. "The Demonstration of Power: Violence Profile No. 10." *Journal of Communications*, 1979, 29(3), 177-196.

This study reports that the 1978 index shows violence to have increased during children's hours. Fear and inequity dominate TV content. Weekend children's programming containing violence climbed to a record high of 97.9%. NBC led the networks by a substantial increase in violent content, followed by ABC. CBS showed no increase.

(Continued on page 24)

(Continued from page 21)

Goldberg, Marvin E., and Gorn, Gerald J. "TV's Impact on Preferences for Non-White Playmates: Canadian 'Sesame Street' Inserts." *Journal of Broadcasting*, 1979, 23(1), 27-31.

This study sampled 3-5 year old, white, upper middle class, (English) Canadian children in a large Canadian urban center. Regular program material (6 mins.) showed white children at play. Two CBC produced inserts (50 sec. each) showed Japanese-Canadian and native children at play. The control group was shown an animated cartoon (Yogi's Gang) without inserts. Immediate posttests showed that the experimental group increased their preference for non-white playmates. A 24 hour posttest showed a decline in preference. Controls for socio-economic background showed that 90% of lower middle class children preferred to play with white children. The authors suggest that TV may have more of an initial impact on upper middle class children in terms of positive socialization of race preference.

Gough, Pauline. "Introducing Children to Books via TV." *The Reading Teacher*, 1979, 32(4), 458-462.

The author suggests that TV motivates children to read if the medium is used appropriately, yet does not teach children how to read. This article provides several instructional methods of teaching/introducing specific books via TV.

Halpern, Werner I. "Turned-On Toddlers." *Journal of Communication*, 1975, 25(4), 66-72.

This article suggests that the fast pacing of TV, particularly *Sesame Street*, generates a sensory overload which, in some instances, has produced clinical disorders such as uncontrolled overactivity, prolonged sleep resistance and irritability in children. *Sesame Street's* use of intense visual and auditory patterns rapid perceptual shifts, and a studied avoidance of time lags to ensure maximum attention, inhibit the development of cognitive transformations, which are essential to normal development. The author cautions of potential sensory "overkill" of much of TV programming.

Hezel, Richard T. "Public Broadcasting: Can It Teach?" *Journal of Communication*, 1980, 30(3), 173-177.

The author suggests that goals and objectives for public broadcasting have not always been sufficiently established in advance and that, therefore, it is difficult to ascertain

the educational contributions of such programs. Conditions of presentation and utilization, which attract and maintain the attention of the target population, have not always been included in evaluations — thus, the instructional effectiveness of PBS programs is uncertain. PBS may be only "informing the already informed."

Hornik, Robert. "Television Access and the Slowing of Cognitive Growth." *American Educational Research Journal*, 1978, 15(10), 1-15.

This study shows that home TV use does not have a significant effect on school performance. The study sampled grade 7-9 El Salvadorean children over a two-year period. Three groups were isolated for study:

- a) never owned TV,
- b) always owned TV, and
- c) recently bought a TV.

Consistent negative effects on reading improvement was shown for all three cohorts. Also, significant negative effect on general ability growth was evident among those who always owned a TV. Those who recently acquired a TV showed a drop in general ability growth. This study found a 10% loss on reading scores for all three groups, which includes a 2-3 year gain (age/development) in reading scores minus the effects of TV viewing. This finding, Hornik claims, is "awesome" but not "worrisome"

Hornik, Robert. "Out-of-School Television and Schooling: Hypotheses and Methods." *Review of Educational Research*, 1981, 51(2), 193-214.

The author reviews six conventional hypotheses used to assess TV's impact on children vis a vis schooling. Most hypotheses have focused on "measurable" cognitive outcomes and have assumed a linear-effect approach. It is suggested that this research focus on the TV/children/schooling relationship limits the kinds of questions asked and outcomes anticipated. The measurable qualities of school performance constrain methodology, and preclude a range of alternative research approaches which might more adequately assess the very complex relationship between TV and children, and their schooling.

Lazarus, Morden, "TV - Ontario: Education with a Difference." *Canadian Journal of Communication*, 1978, 34-41.

This article discusses the function and structure of the OECA (Ontario Educational Communication Authority), currently Canada's major developer of educational media.

(To be continued next issue.)

Frank E. Murphy 1902 - 1982

Frank E. Murphy was born in Halifax, Nova Scotia on November 26, 1908. He attended St. Patrick's Boys School, St. Mary's College and Nova Scotia Technical College. Later, while employed by the Department of Education, he attended Dalhousie and received his B.A. degree.

In 1934 Mr. Murphy joined the Department of Education, Province of Nova Scotia, as an employee of the School Book Bureau, becoming Chief Clerk after a few years. In 1943 he was appointed Assistant Director of Visual Education for the Department; later Director, and in 1959 was appointed Supervisor of Audio-Visual Services (now called Education Media Services).

During the war years Mr. Murphy served as film adviser to the Canadian

Legion War Services in the province and also acted as chairman of the Provincial Film Committee, National War Finance Committee. From 1943 until 1955 he was Regional Agent in Nova Scotia for the National Film Board in charge of the field staff operating the rural and the industrial film circuits. In 1944, with co-founder Mrs. Margaret Perry, well-known film maker, he organized the Halifax Film Society, serving as president and chairman of various committees during the lifetime of the society.

In the post-war years Mr. Murphy was instrumental in the formation of film councils and Film Purchase Pools throughout Nova Scotia until television made these organizations unnecessary.

He served for sixteen years as the Nova

Scotia member of the CEA/NFB Advisory Committee until it ceased to function in 1967 when its objectives were absorbed into the overall authority of the Council of Ministers of Education, Canada.

Mr. Murphy retired in 1974 after forty years service with the Province of Nova Scotia.

In 1978, at the annual conference of the Association of Media Technology in Education in Canada (AMTEC), Mr. Murphy was honored with a Leadership Award. It was presented in recognition of his efforts during the formative years of educational media, not only in Nova Scotia but across Canada.

Mr. Murphy passed away June 21, 1982, while visiting his family in Ontario.

Canadian Journal of
Educational Communication
Vol. 12 No. 2
Winter 1983
ISSN 0710-4340