



On Behalf of

THE COMMONWEALTH RELATIONS TRUST

Commonwealth Relations Trust Travelling Bursary: Call for Applications

Canadians working in educational media are fortunate this year in being able to apply for a bursary from the Commonwealth Relations Trust, which was established by a private donation in the 1930s to promote a common understanding and a unity of ideals between the United Kingdom and other countries of the Commonwealth, through the extension of human contacts and first-hand experience of current conditions. AMTEC has been asked to sponsor an annual award for educational broadcasters which pays for a three-month study visit to the U.K., beginning in the spring of 1986. Other bursars visiting the U.K. will be broadcasters, adult educators, trade unionists, and librarians from several Commonwealth countries.

The Bursary will provide:

- a) one adult return fare, by the most direct and economical means, to the U.K.;
- b) allowances for local travel and other out-of-pocket expenses;
- c) daily maintenance allowance on a generous scale for a period of three months from date of arrival.

Candidates should:

- a) offer assurances that they will not suffer financial loss as a result of taking up the award, but will continue to receive a salary;
- b) be communicators in their profession and in a position to influence opinion in their field of endeavour;
- c) have a reasonable level of education in order to make the best use of their stay in the U.K., and be able to act on their own initiative;
- d) not have been previously to the U.K., except for a short holiday visit.

Applications should include:

- a) a short statement of the applicant's proposed objectives in applying for a bursary, what she or he hopes to obtain from the experience, and what they feel they can contribute to the aims of the Trust;
- b) the special area or areas of study to be pursued;
- c) any known contacts in the U.K.;
- d) previous travel abroad, including any visit to the U.K.;
- e) address to which correspondence should be sent;
- f) a full curriculum vitae, including education and work experience, with dates.

The award winner will be expected to prepare his or her own program, obtaining advice about whom to visit, well in advance of his or her arrival in the U.K. by the end of April, 1986. A ten-page report must be submitted on conclusion of the visit.

If you would like to apply for this award, please forward the documentation described above to:

Merrill Fearon
Chairman, AMTEC Committee for the
CRT Bursary
c/o The Provincial Educational Media Centre
7351 Elmbridge Way
Richmond, British Columbia V6X 1B8

Deadline for Applications:

Friday, May 23, 1986

BOOKS

Greenfield, Patricia Marks. *Mind and Media Effects of Television, Video Games and Computers*. Cambridge, Mass.: Harvard University Press, 1984.

Reviewed by Patricia Dolan Lewis

Research based, yet written for the non-scholarly reader, *Mind and Media: The Effects of Television, Video Games and Computers* is one of the latest books dealing with media and the developing child.

Author Patricia Marks Greenfield includes standard research on television, film, radio and print; then expands the topic into the newer areas of video games and microcomputers. The continuing theme among the diverse media is their effects on a child's cognitive and social development.

"Television and Social Reality", (chapter 4), one of the major effects issues today, is a short but up-to-date analysis of current research. Sex-role stereotypes, representation of minority groups, consumer behavior and behavioral influences are all considered. The focus of the chapter, however, is on positive effects of television viewing and techniques to make television a positive experience.

If *Mind and Media* has a weakness, it is this stated objective: to consider media from a positive perspective. Studies which show positive effects, critical viewing techniques which have positive results are emphasized in the research presented. Although the reader may recognize that these studies were selected to support the author's fundamental premise, one may underestimate the negative effects of the media. One may also over-estimate the effects of literacy programs or critical viewing skills.

Literacy, whether it is film, television or computer literacy, involves understanding the symbolic code of the medium. This point is illustrated very well in the chapter on visual skills and television viewing. It makes one point of particular significance for the newer media. Children with more sophisticated viewing skills learn more when watching television or film. Unlike print literacy,

Patricia Dolan Lewis is adjunct instructor at Madonna College, Detroit Michigan.

which children generally learn in skills, visual literacy is learned independently. To become TV literate, most children deduce the symbolic code of the medium by watching programs. Obviously, if children are to learn efficiently and comprehensively from older as well as newer media, they should be taught basic symbolic codes for interacting with the medium.

The information on computer and video games is generally more speculative than the material on the much-researched field of television. For the computer illiterate or the video game avoider, it is an easy-to-read introduction to the subject. The additional attraction of video games is considered, but the conclusions are a bit superficial. Based on small informal surveys of computer game players. Greenfield concludes that time on the computer is time away from television. This she says is good because the computer is often an interactive medium. Violence in media is discussed, but the limited amount of research inhibits serious discussion.

Educators will be particularly interested in the comments on word processing and multimedia education. The section on children using word processing provides some striking examples about the usefulness of the technology in composition classes.

Barcus, F. Earl. *Images of Life on Children's Television*. New York: Praeger Publishers, 1983.

Reviewed by Patricia Dolan Lewis

Based on the assumption that children learn values, sex roles and social patterns of behavior from television, Barcus has presented the theoretical and procedural framework for an extensive content analysis of children's television programming. The book also presents the results from an analysis of 50 hours of network and independently owned station programs geared to the child audience.

Essentially, *Images of Life on Children's Television* provides a framework and guidelines for further study. The results section focuses on three areas of analysis. First, Barcus con-

siders how the sexes are portrayed with particular emphasis on recognition and respect as factors for evaluating the portrayal. Second, the author considers the portrayal of minority and ethnic groups. Finally, he reviews the portrayal of the family and kinship relationships on television. In addition to presenting the results of the current study, the book includes summaries of the research relevant to the particular topic.

Many scholarly articles present the results of content analyses, however, few of the articles explain the procedures used to define and code the data into various categories. Reading this book will assist the researcher in developing and implementing a content analysis because it helps to clarify the distinctions between groups and codification procedures.

Content analysis is an obligatory procedure in evaluating the effects of television on the child. It is obligatory because it provides the specific data on what the television is actually showing. Attempting to imply effects of television viewing without first determining the program content is certainly dubious. Compiling content analyses, however, is a long, expensive project. Reading *Images of Life on Children's Television* will reduce the initial planning necessary to implement content analyses in children's television.

CJEC Editor co-author of new textbook on Videotex

Harper and Row (New York) has just published the *VIDEOTEX AND TELETEX HANDBOOK* by Paul Hurly, Matthias Laucht, and Denis Hlynka.