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CONTENTS

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CJEC

EXCELLENCE.

Memo



Alberta Educational Communications Corporation

DATE Wednesday, August 11, 1982

TO Linda Harmon, Marketing Officer
Communications and Marketing

SUBJECT ADVERTISEMENT -- CANADIAN JOURNAL OF EDUCATIONAL COMMUNICATIONS

As our new Marketing Officer, how's this for a starter...can you work up an ad for the next issue of CJEC?

I think AMTEC members would be interested in our video programs; some may even want to buy them! Here's a selection you might highlight in the ad -- they give a good idea of ACCESS variety. In no particular order:

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THE PERSONS' CASE -- One hour feature; high school, adult; Judge Emily Murphy's struggle to have Canadian women declared persons.

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I don't know how you'll fit it all in but try to stress quality in the ad. Quite a few of these programs have won awards. Perhaps you could say something about excellence -- the common denominator in our programming.
Thanks

Chris Jones
Associate Director, Communications and Marketing

P.S. CJEC'S DEADLINE IS THIS FRIDAY. GOOD LUCK!

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CONTENTS

FEATURE ARTICLES

AMTEC '82: Still on the Right Track
John Chalmers 4

Television and Children: A Bibliography
Carmen Luke 4

COLUMNS

From the Media Periodicals
Pat Wright 10

Mediography: Media on Computers . . .
Nancy Lane 11

News
Joe Connor 18

Computer News
Rick Kenny 18

Reviews 22

Awards 17

FICTION

Fiction in Educational Communication 14

The Movies Come to Gull Point
Will Bird 14



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EDITORIAL

Hello. My Name is Denis.

Hello. My Name is Denis. If you are a regular reader of CJEC then you probably already know that I am your new editor. So this is my first editorial. Which I approach with some trepidation, but coupled with excitement and eagerness to take on this new challenge.

It would be a truism to begin by saying that educational media/technology is at a crossroads today. . . but nevertheless, it is a truism which needs restatement. Perhaps the most significant feature of our field right now in 1982 is the fact that a clear dichotomy has arisen between what Wilbur Schramm has called the "big media, little media" syndrome. Until now, educational technology has been primarily concerned with the "little media", that is, those hardware/software/process elements with obvious direct implication for the classroom teacher. These little media. . . films, slides, graphic media, audiotapes. . . could be understood, manipulated, produced and handled by Everyman (and almost, one is tempted to add parenthetically, by Every teacher.)

But the "big media" are different. This

term connotes the so called "high technology" and is usually spoken in conjunction with the concept of the "information society." Unlike as with the little media, the average educator is out of touch with this high technology. The manipulation, production, and understanding of high technology is no longer within the reach of Everyman, who is being bombarded with too much, too soon. Future shock, in Toffler's apt phrase.

The implications run deep and strong, and at least one objective of CJEC over the next few years must be to attempt, on the one hand, to demystify and highlight appropriate educational developments in high technology, and on the other hand, to maintain a clear perspective and balance with the role of the little media as well. Yet it is not a simple thing to talk chalkboards and videodiscs; posters and informatics all simultaneously, without losing a sense that they are all part of the same baseline.

And to seemingly complicate the issue further, we need to be reminded that mere software and hardware are not what educational technology is all about. A



complete definition of educational technology needs to follow the line of thinking of Ivor Davies when he proposes three alternative views of our field, and of David Mitchell's philosophic analysis in the *Encyclopedia of Educational Communications Media and Technology*.

With the above in mind, I am eager to introduce you to our first issue. I say "our", not meaning "me", but to point out that indeed CJEC is developing a core of contributors, writers, and evaluators, some of whom are listed on the table of contents page. (We need more yet. Can you help?)

Our lead paper for this issue is a prose version of the conference evaluation speech presented at the conclusion of the AMTEC '82 conference in Winnipeg, by John Chalmers. Normally a conference wrap-up makes for pretty dull reading, but this one is an exception. Mr. Chalmers is something of a resident historian of AMTEC, having been actively involved in the organization for all of its ten years. His comments read, not as an evaluation of Winnipeg's conference, but as an overview of AMTEC's progress over a decade.

It is an important paper which should provide hope, inspiration, and direction for all AMTEC members.

Our second major paper comes from Simon Fraser University. Carmen Luke provides a massive, yet selective annotated bibliography on the topic of children and television. And we must reiterate what was just said for Mr. Chalmers paper, namely, an annotated bibliography is not usually exciting reading. But again, the information has been so meticulously gathered and annotated, that I am sure you will agree that the paper will provide for many AMTEC readers an invaluable resource. Due to the length of this paper, we have determined to present the remainder of the bibliography in the next issue.

Our final paper is not really a paper, but it is an exciting addition to CJEC. Because it is precisely, to borrow from Humphrey Bogart, ". . . the stuff that dreams are made of. . ." This is a short story exploring the impact of media innovation within a small Newfoundland town in the early decades of this century. We thank McGraw-Hill Ryerson for permission to

reprint this classic Canadian story.

And in between, we have book reviews, film reviews, a news column, a computer news column, and a "Mediography" column.

A word about our advertisers. Advertising costs money, and advertisers need to put their visibility where they obtain evidence of some return. CJEC and AMTEC need this corporate support, so it is a two way street. Please support our advertisers, and tell them that you read about their products in CJEC! They need your feedback if we are to expect their continued support.

Finally, a few comments on the final "look" of this issue. I hope it continues in the tradition of excellence set by Richard Lewis. I hope it provides something for all AMTEC members. I hope it will be a journal not to be immediately shelved for posterity, but rather that it will be a journal to be referred to again and again for its news, its papers, for information.

And now, its time for you to read, to browse, and we hope, to enjoy. □

Notes for the Guidance of Authors

The Editor is always pleased to receive for consideration articles on aspects of educational technology, media use and research likely to be of interest to readers. Topics of interest include: computer assisted instruction, learning resources centres, communication, evaluation, instructional design, simulation, gaming, and other aspects of the use of technology in the learning process. Two primary forms of contributions are welcomed: refereed articles, and notes and non-refereed articles. It is important that contributions conform to the notes below.

Notes and Non-Refereed Articles

1. Contributions for this category are welcomed from all members. Writers are encouraged to use a familiar, casual style. Jargon should be avoided.
2. Contributors to this section surrender to the editor the responsibility of final copy edit. Articles will not be returned for author approval prior to publication.
3. Contributions to this section do not require additional notes or references. If

these are included they must adhere to the style guidelines for refereed articles.

4. Include your name, position, institution and mailing address.
5. Type contributions on 8 1/2 x 11 paper using a 60 stroke line, and double-spaced. Do not break words at the end of a line.
6. Non-refereed articles should be from one to five pages in length. Notes of upcoming events or other news should be 1 paragraph in length.

Refereed Papers

1. Manuscripts should be 5-20 double spaced, typed pages.
2. Include an abstract of about 100 to 150 words.
3. The author's name, position, institution, and mailing address should be on a separate page.
4. Authors should send three copies.
5. Contributions are accepted on condition that the material is original and the copyright vests in the Association for Media and Technology in Education in Canada. Contributors must obtain all necessary permissions and pay any fees for the use of materials already subject to copyright.

6. Type contributions on 8 1/2 x 11 paper, using a 60-stroke line. Do not break words at the end of a line.
7. Main Headings should be centered and typed in upper case. Secondary headings should be typed at the left-hand margin, using upper and lower case underlined.
8. All tables, diagrams, figures, or photographs should be submitted in camera ready format. Diagrams, tables, and figures should be provided on separate sheets of paper. The position of each item in the text should be indicated as follows:

Table 1 about here.

9. References in the text should employ the author/date format (eg: Kowal, 1982). All references should be listed at the end of the paper in alphabetical order. The American Psychological Association Style Manual (2nd edition) should be referred to by all authors to ensure consistent reference style.
10. Spelling should conform to the Merriam-Webster Third New International Dictionary.

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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 on page 12]

decade, it costs no more, even relatively less, to attend a conference now than 10 years ago.

However, the AMTEC executive and the membership itself face the challenge of having to reward membership with advantages that make the support continue. These benefits must be made clear to employers and the commercial sector in order to rely on their support as well.

Three sources, at least, also exist for financing of the organization

1. *Membership* — The basic source of annual fees and conference fees. Wise management by the executive has resulted in money in the bank, but is it enough? Should AMTEC operate on a break-even basis or try to accumulate funds for financing of worthwhile projects?

2. *Commercial sector* — It has always been there in terms of grants, sponsorships and display fees, but if dollars are tight in the 80's, that kind of support may decrease.

3. *Employers* — Possibly a source worth exploring in terms of grants from larger organizations and institutions who have supported AMTEC in terms of staff time.

The purpose and objectives of AMTEC are clearly spelled out in the constitution, but implementation of them will be dependent upon:

1. *Consistency* with the objectives of the constitution, and

2. *Ability* to carry them out.

Unlike other professional educational

organizations, AMTEC will never have 25,000 members, its own headquarters building and a large highly-paid staff. AMTEC is likely to remain a small organization with volunteer labor to carry out its work.

One function which is completely successful each year under those circumstances is the annual conference, which is the biggest and most visible activity that AMTEC undertakes. The conference is probably the most important thing AMTEC does all year and it serves a purpose consistent with the constitution in bringing the membership together to focus on the issues of the times.

In doing so, the conference continues to involve the local planning committee as the conference moves around the country from city to city, providing an opportunity to build membership in pockets across Canada. With the support of the AMTEC professional literature and publication of the *Canadian Journal of Educational Communication*, the work of AMTEC can be maintained year-long with the executive entrusted to keep things going.

For me personally, AMTEC has been my Number One Conference for 10 years. It is the most valuable one I attend and it provides an occasion to renew old contacts, make new ones, and keep up on developments in edmedia, with the added advantage of having friends throughout the land. The conference provides the opportunity to continue that friendship.

In looking at the AMTEC 82 conference,

I thought it might help to provide some perspective by considering also the 1971 Canadian Educational Communications Conference, which I had the opportunity to chair. Our keynote speaker for that conference was Dr. Charles Seipmann, professor emeritus at New York University, a man who had spent some 50 years in broadcasting, educational media and teaching, having begun his work in those areas with the BBC in his native England.

In 1971 Seipmann told the assembled future members of AMTEC, "We live in a world so new that it's hard to grasp; yet, unless we grasp it, the game is up. We're running a race against time and it's a question whether intelligence and moral insight can master the instruments of science that science has brought to play and into being in our time. And the media are perhaps the most decisive of the advances in science as they have introduced decisive changes into our time."

Seipmann's comment was appropriate for 1971. We were at the beginning of a new decade and felt that something exciting would happen. CTV had just aired a new television series, *Here Come The Seventies*, and producer of the series, Doug Leiterman, was another major speaker at that conference. We were beginning to realize the potential of media as a force in education.

As Seipmann said, in speaking of mass media, "They have forced us to a new perspective. A unique aspect of our time

is the pace of change. The world around us is literally changing under our eyes at a pace that is bewildering."

In 1982 at Winnipeg, Dr. Ivor Davies, associate dean and professor of education at Indiana University, indicated that educational technology is still in a state of change, but not just in terms of introduction of technological developments. The change now is in the management of people and the planning of learning, what he calls the Knowledge Revolution, which in terms of behavior is beyond anything as merely technical as the Industrial Revolution.

"To play the game well, a new set of skills is required," said Davies. As technology changes, people change, he says. The implications for AMTEC members working in the fast-changing field of educational technology are obvious: if we don't change, or haven't changed in the 10 years since the formation of AMTEC, we are behind the times. It isn't just hardware that gets outdated.

In the decade leading up to the formation of AMTEC, the field of educational technology had moved from conventional media — film, records, filmstrips, reel tape, and so on — to the "newer" media. They included closed circuit television, cable tv, various forms of information retrieval, audio cassettes and widespread popularity for overhead projectors.

In the decade since the formation of AMTEC, the changes have been more dramatic. These have included a move from 1" b/w television and several formats of 1/2" reel b/w television to standardization on one "new format" 1/2" reel video recorder, followed by the introduction of a standard color TV 3/4" cassette and two new incompatible 1/2" color cassette television formats. There is more satellite transmission of television broadcasting, more AM and FM radio stations, use of fibre optics and laser beams, more cable TV and micro computers. There are new uses for television ranging from video disc to video games and from video text to computer-generated graphics.

Along the way, we've seen some innovations fall by the roadside, although they seemed like good ideas at the time. Remember the 1/2" b/w television cartridge, EVR and Synchronex? Probably not! For some time the newsletter of the Alberta Society for Media in Education has been running a cartoon series on "101 uses for that 1/2" reel-to-reel video recorder". The applications range from ballast in your automobile trunk for winter driving to powering a dentist's drill!

Today we have Telidon, touted by its promoters as the best videotex system in the world. Not only have the 80's mel-

lowed, so have I, and I'm still waiting to be convinced. I have no question about its potential, but until it is in the hands of a significant number of users, I don't see it as a universal answer to information storage and retrieval. The library is still a bigger and more interesting source of information, and I can get more out of a newspaper — and faster!

Twelve years ago, Charles Seipmann told future members of AMTEC that, "television has fallen short of its potential and its genius in our exploitation of it". That was a fault of man, not the medium. But the AMTEC 82 conference made it clear that there are new uses of television and that the tv screen has a new look — including Telidon — which would indicate that the potential of the medium is still being discovered.

Two years before the formation of AMTEC, Seipmann warned that, "A problem of adjustment to the time scale and the pace of life is now not only a problem of education, but of human psychology. The question can be raised as to whether we can tolerate the intake that modern mass communications brings to us."

There is even more information compiled now than there was then. How do we store it, call it up when we need it? How do we learn about the management of knowledge?

Seipmann spoke of the overwhelming mass of information with which we are confronted when he said, "We are bombarded with messages to an extent that it is almost impossible to sort them out and make sense of them. So we've reached a paradox of living in communications' Golden Age and conceivably having to conclude that the age of mass communications at its peak has brought with it a problem that forces us to keep the messages away at arm's length for sheer protection and for sheer sanity."

At AMTEC 82, Ivor Davies told us that, "Educational technology is not concerned with hardware or software — it is best looked at not as a process or product, but as a set of criteria to be reached — a quality of human performance which reduces the probability of error."

Ten years ago our major concern was improving *teaching* and coping with the accumulation of information. Today the concern has shifted to improving *learning*. "We must align the organization structure with institutional goals in order to maximize instructional, faculty and personal resources," said Davies, "that is, put our resources in context."

The context of resources, he said, is management. Davies echoes Seipman's comments about acquiring a new set of skills when he says that if we are to continue in media, we must be better



Dr. Ivor K. Davies, AMTEC 82 keynote speaker.

managers.

The management of learning was also stressed by Lt. Col. Bill Watt, CO of 426 Training Squadron at CFB Trenton, in his theme address to AMTEC 82. He presented his views in what he called "Training Technology — A Tactical Scheme". The word tactical is perhaps a term that we might expect from someone in the military, but as Watt explained, by tactical he means "adroit planning". His presentation emphasized the importance of planning to learning, particularly in the field of training technology, which can often be fraught with confusion, he said.

"It is not enough just to believe in your idea; consider the options, because that is what will be asked," he told AMTEC, particularly at a time of budget planning when funds are being requested.

Or, as Ivor Davies said, "The critical importance of decision-making is that there is no one best way. Our profession demands educated and sensitive choices where technology and people are involved."

Davies warned us that, "We must distinguish between making judgments and decisions. We have to make decisions in context, with the least disadvantage and the most advantages. Two factors in decision-making, said Davies, are 1) tasks and objectives, and 2) people involved. Thus we must choose our resources in the context of these two considerations. But too often the teacher is left out of the decision-making, and educational technology changes peoples' roles — for the learner, the teacher, and colleagues.



Bell & Howell birthday cake at AMTEC 82. Left to right: AMTEC president Lou Wise, Don Thorne (B & H), Austin B. Delaney (President Bell & Howell, Canada), Sid Davey (Bell

& Howell), and AMTEC past presidents Ann Davidson, Gar Fizzard, Mel Binks, and Fred Johnson.

In Bill Watt's tactical scheme of adroit planning, good decision-making is basic to the process he outlined in media selection, defining problems, defining goals, consulting, innovating, and finally, selling ideas. One thing that apparently hasn't changed in the last 10 years is that those of us in the edtech field are still having to sell our ideas! However, we can be encouraged by Watt's comment that, "Selling is nothing more than a process of education." If we can use the principles of learning to educate, we should be able to use them to sell education.

One characteristic of Watt's use of media, which was perhaps unique at AMTEC 82 is that he uses high technology to teach high technology — in several military applications, including pilot training. In outlining what he called the Training Technology Spectrum, he identified eight steps or levels beginning at what he called conventional instruction (i.e. chalk and talk), and moved through computer assisted instruction and ended at "high fidelity full simulation!"

The terms aren't important here. What is significant is the underlying principle — recognizing the type of learning situation which is important to the circumstances, and then followed through to performance measurement.

Another point to be learned is that we in AMTEC still have much to gain from the experience of others, perhaps particularly the military, where objectives and performance criteria appear to be much better identified than in many other learning situations. It was obvious at AMTEC 82 that there is still a need and a willingness to discuss, and that the annual conference provides an opportunity and a setting for that to occur.

This need was obvious in many sessions, including one presented by AECT president Dr. Woody Miller, who reported on his results of a survey he conducted among past presidents of AECT to find out what they consider to be major concerns in the field of instructional technology. Somewhat surprisingly, they appeared to be also the concerns of a decade ago.

Some related to financing and indicated that budget control, accountability, and cost-efficiency are important to our field. Other past presidents still felt that problems of attitude, awareness, identity and parochialism have not left us. Others said that we need to embrace our strengths, focus on professional role, improve research and continue to work towards the improvement of instruction.

Miller's advice was that we re-examine our own professional role, work together, support our national organization, write and share our ideas. The AMTEC annual conference and the pages of the *Canadian*

Journal of Educational Communication can make those things happen. Like other speakers, Miller emphasized the importance of planning when he quoted a former AECT president who was fond of saying, "Any road will get you there if you're not sure where you're going".

The final theme speaker at AMTEC 82 was Dr. John Kennedy of University of Western Ontario's School of Business Administration. In speaking on "Creativity in Resource Planning" he outlined the importance of planning, and in so doing explained the political of educational technology, which is so often dependent on donor support. AMTEC people probably recognize "donors" by another name — politicians. Many of us work in the public sector where decisions are ultimately made by politicians, not necessarily for educationally sound reasons!

Kennedy identified planning as "systematic thinking about the past, present and future to focus resources" and explained some of the special problems we find in not-for-profit organizations. These characteristics include increased complexity, a short donor time horizon, and volatility in government donor support.

Kennedy made us realize the importance of political, social and technological trends in our field. He warned of the dangers of ignoring the importance of either our donors or our audiences. Likewise, he said that misreading complex relationships can be deadly. Or, as Bill Watt put it, "Beware of goal shifts".

However, Kennedy identified two bene-

fits of good planning and three things that even good planning can't do. Good planning 1) creates unity of purpose — which leads to more power in getting things done, and 2) gives better results better communicated to donors, which leads to better funding.

Three things that good planning can't do are 1) reduce rigidity, 2) reduce the need for creativity, and 3) it doesn't always lead to success, but it starts you in the right direction.

What is critical, concluded Kennedy, is that no matter what resources you have, it's what you do with them that really counts, or as the theme of AMTEC 82 indicated, putting your resources in the context of the learning situation.

There are four general conclusions which I reached at AMTEC 82. First, there is an underlying need for information sharing and contact that is basic to the purposes of AMTEC. It was there as a reason for forming AMTEC 10 years ago and is still important today. Members still support the organization and challenge themselves with the contributions that they can make to the field of educational technology and to education itself.

Second, AMTEC continues to have a broad appeal to teachers at all levels, to administrators, subject matter specialists, colleagues in the field, and related areas from government, public health, agriculture, adult education, the military and elsewhere. That would seem to indicate that if the executive wants to embark on a membership building campaign, the

possibilities are wide open to increase and strengthen numbers.

Third, we are more subject than ever to political influence, and therefore planning for programs and budgets is of continued importance. AMTEC people should be assertive, not subservient; leaders, not followers. We must be people managers, not just learning technologists, in order to stay on the leading edge of education. People on the leading edge are still often few in number, so we must keep our edges sharp in terms of competence, accountability and results, and that adds up to good planning.

Fourth, AMTEC in its first decade has matured in many ways, and for 10 years has been moving in the right direction. We have moved from a concern about how to teach better to how to learn better, from how to store information to how to retrieve information, from how to use resources to how we can place them in context.

The maturity of AMTEC at its annual conference can be seen in other ways that indicate signs of growth. For example, the Media Festival is no longer just a competition, it is a showcase of fine educational productions. In Winnipeg this year, the Media Festival published a resource book of entries and the showcase aspect provided a forum for producers and purchasers to get together. It set a new standard and format for future Festivals.

The 10th year of AMTEC was also a remarkable and distinguished year for publishing. Accomplishments in this area include a revised constitution, a new name and a new thrust for the association journal in the field of professional literature, and most remarkable of all, advance publication of the conference proceedings.

So if you didn't get to the conference, a good part of AMTEC 82 can come to you! When registrants picked up their conference kits, they received a 284-page book, *RESOURCES IN CONTEXT*, containing papers, abstracts or descriptions of most sessions at the conference, 35 to be exact. They ranged from well-researched papers on learning theory to case studies in the use of media, from timely issues to descriptive accounts, and from what's new to how it works.

The lead article by keynoter Dr. Ivor Davies on educational technology and the Knowledge Revolution is alone worth the modest price of \$12.50 for the book. It's a worthy addition to your professional library and may be ordered from con-

ference chairman Gerry Brown, AMTEC 82, 1180 Notre Dame Avenue, Winnipeg, Manitoba R3E 0P2.

In preparing my comments as conference evaluator for AMTEC 82, I looked once again at the comments of Charles Seipmann, who spoke to us the first time we gathered. I wanted to see what statements he made that are still relevant today, and I was heartened by some of his concluding remarks. They were given at a time when AMTEC was not yet conceived, but when we knew that something exciting was about to happen.

He shared with us three lessons which he had learned in 50 years in education. I still find encouragement in his first two lessons:

1. *The world cannot be changed overnight by the skillful and imaginative use of mass communications. Don't break your heart because you can't change the world quickly, but over the long haul, your efforts will ultimately become fulfilled.*
2. *Be patient and be reconciled to patience or else you'll become desperately disillusioned. It takes a long time to educate a human being.*

We in AMTEC approach our joint interests with evangelistic zeal, but it occurs to me that missionaries before our time have been burned at the stake when others failed to share their beliefs. AMTEC 82 warned about coming up with the right answers to the wrong questions, and when we have been answering the question, "What should we be doing?", maybe the question that should receive our attention is, "What are the benefits?"

If the benefits are known, the purpose of AMTEC may become self-evident. Perhaps that is why I find Charles Seipmann's third lesson so comforting and so heartening:

3. *Stick at it. Stay on the cutting edge and don't be discouraged by those who don't go along with you. Get reconciled to being lonely — the crowd is behind us. But the consolation is the company and comradeship of fellow pioneers who share the beliefs you do in making the world a little better with the combined and fruitful partnership of educational technology.*

That was said in 1971 and still makes good sense today. But let's give the final quote to the '82 keynote speaker, Ivor Davies, from his lead article, "Educational Technology: A Context for Theory Building in the 1980's", as published in

the conference proceedings, *RESOURCES IN CONTEXT*.

"Educational technology has many meanings," he wrote, "but the one associated with machines must be abandoned." He stated:

A new revolution... is underway. The age of the Industrial Revolution is giving way to a Knowledge Revolution. This change has profound consequences not only for teaching and learning, work and leisure, but also for family and society... At such a time it is essential that we reaffirm the central place of the human intellect and spirit in all our professional activities.

After 10 years in AMTEC, the crowd is a little bigger, the company is a little stronger, life in educational technology is a little less lonely, and we can see not just where we have been, but know better where we are going. It all adds up to a lot of reasons to stay with an organization that can now look back with pride and forward with the confidence that for 10 years it has been moving in the right direction. □



William Norrie, Mayor of Winnipeg, signing proclamation for Manitoba Educational Media Communications and Technology Week. Standing: Lou Wise (AMTEC president), Gerald Brown (AMTEC 82 conference chairman), Tom Rich (AMTEC vice president).

If you missed AMTEC 82 in Winnipeg, here is your opportunity to read all major papers.

RESOURCES IN CONTEXT

Proceedings of the AMTEC 82 Conference

June 6-9, 1982

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From the Media Periodicals

This column is designed for those AMTEC readers who like to keep up with the media-related literature. The following quick reference list provides an author-title information for six key journals in the educational media and technology field over the past six months. Ed.

By Pat Wright

BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY, Jan. 1982.

- Hargie, O.D.W., "Research paradigms and theoretical perspectives in microteaching".
Barker, P.G., "Some experiments in man-machine interaction relevant to computer assisted instruction".
Beauchamp, K.G., "Schools computer education in Australia".
Romiszowski, A.J., "A new look at instructional design. Part II. Instruction: integrating one's approach".
Harris, N.D.C., and Bailey, J.G., "Conceptual problems associated with evaluation of educational technology courses".

EDUCATIONAL COMMUNICATION & TECHNOLOGY JOURNAL, Spring, 1982.

- Petersson, Rune, "Cultural differences in the perception of image and color in pictures".
Bruffee, Kenneth A., "CLTV: collaborative learning television".
Winn, William, "Visualization in learning and instruction: a cognitive approach".

MEDIA AND METHODS, March, 1982.

- Elliott, David L., "The electronic poet: using computer haiku in the poetry class".
von Altendorf, Alan, "Classroom video use: a case for leaving the cameras switched 'on'".
Ellison, Judith, "Career write-on".

MEDIA AND METHODS, May/June, 1982

- "Tex: classroom guide".
Stanek, Ron Willett, "A teacher's guide to the paperback editions of the novels of S.E. Hinton".
Robin, Lisa, "S.E. Hinton knows how to write for the young and the restless".

EDUCATIONAL TECHNOLOGY, April, 1982.

- Eisele, James E., "Instructional computing: teaching problem solving with computers".
Burdner, Harvey J., "Light on: the decline in science education".
Bork, Alfred, "Computers and learning: don't teach BASIC".
Hasselbring, Ted S., "Remediating spelling problems of learning-handicapped students through the use of microcomputers".
Diekhoff, George M., and Diekhoff, Karen Bembry, "Cognitive maps as a tool in communicating structural knowledge".
Menis, Yosef, "Educational technology research: substituting closed-circuit television for the science laboratory".
Lehave, Stephen and Braman, Gary, "The Atlanta slaying: telecommunications research supplies new findings".
Proger, Barton, B., "Some heresay about linking routine decision-making, planning, and program evaluation".
Babbs, Patricia W., "The accidental revolution and higher education: administration fiddles while computers doze".

EDUCATIONAL TECHNOLOGY, May, 1982.

- Spitzer, Dean R., "Training technology: instructional design made simple".
Merrill, M. David, "Doing it with authoring systems".
Forman, David C., "Training today: self-paced training materials".
Braden, Roberts A., "Instructional design: a topical inventory".
Ragan, Tillman J., "The oldest medium".
Moore, John F., "Institutional television and technological change: new approaches and opportunities".
Braden, Roberts A., "Using motion pictures as a resource: a new option brought about by television and interactive computers".
Jurgemeyer, Fred H., "Programmed instruction: Lessons it can teach us".

EDUCATIONAL TECHNOLOGY, June, 1982.

- Hortin, John A., "Introspection and visual thinking for the instructional technologist".
Jay, Timothy B., "The future of educational technology".
Diem, Richard A., "Education and computer technology: some unresolved issues".
Grossnickle, Donald R. (et al), "Profile of change in education: a high school faculty adopts/rejects microcomputers".
"Developments in learning psychology; implications for instructional design; and effects of computer technology on instructional design and development: an interview with Robert M. Gagne".

INSTRUCTIONAL INNOVATOR, March, 1982.

- Anderson, Charles, "Digital video: how it works, what it can do, and when it's coming".
Zaks, Rodney, "When your computer fails: a handy guide to basic trouble-shooting".
Clement, Frank, "Digital made simple".
Thompson, James, "The little computer that could".
Sanders, William H., "Going digital".

INSTRUCTIONAL INNOVATOR, May, 1982.

- Condon, Joyce J., "Education can win big in cable TV".
Long, Sandra M., "Transforming our society: an interview with Donald L. Ritzer, inventor of the PLATO computer system".
Sharkan, William and Goodman, John E., "Improving the climate for educational technology".

PROGRAMMED LEARNING AND EDUCATIONAL TECHNOLOGY, Feb. 1982.

- Vazquez-Abad, Jesus, Winer, Laura R., and Brassard, M.L., "Systems analysis in small educational systems: a case study".
Romanowska, Maria, "Audiovisual media in Polish elementary and distance education — some problems and perspectives".
Kabanova, O. Ya, "The teaching of foreign languages".
Reshetova, Z.A., "The technology of the formation of practical abilities and skills".
Volodarskaya, I.A., "Teaching the general methods of geometrical transformation".
Salmina, N.G. and Sorbina, V.P., "Teaching a general approach to problem solving".
Gabay, T.V., "The current state and prospects of automated teaching systems in the USSR".
Talyzina, N.F., "The theoretical bases of the elaboration of teaching programmes".
Cryer, Pat, "The acceptability and dissemination of materials to support staff development in universities and polytechnics in the United Kingdom". □

VOLUME 12, NUMBER 1, 1982

Mediography

The feature heading "Mediography" is not a recognized word in Webster's. The closest term is "bibliography." But most bibliographies are print oriented only. We have therefore coined the term mediography to refer to a media bibliography which counters this imbalance. Ed.

Media about computers

By Nancy Lane

Described below are a number of media programs about Computers. Except for "Computer Glossary", all are post-1978 productions. Most of these media programs have been previewed and evaluated favorably by University of Manitoba faculty.

COMPUTER GLOSSARY Motion Picture, Eames (Visual Education Centre), 1973, 10 mins., sd., col.

This delightful film by Charles Eames is still an excellent introduction to the world of computers. It defines and illustrates computer terminology and the world of the computer.

THE COMPUTER PROGRAMME Videorecording, BBC, 1982, 25 mins. ea., sd., col.

This new series of 10 introduces the world of computers to the beginner of any age. Titles are: "It's Happening Now", "One Thing After Another", "Talking to A Machine", "It's On the Computer", "The New Media", "Sound and Moving Pictures", "Let's Pretend", "The Thinking Machine", "In Control", "Things to Come".

THE COMPUTER SERIES Videorecording, University of Manitoba (Thomas Howe), 1978, 23 mins. ea., sd., col.

This series, with Professor M. Laucht, examines computers and their uses in everyday activities. Titles are: "What Is A Computer", "Computers and the Blind", "Computerized Supermarkets", "Everybody's Computer".

COMPUTERS AND THE FUTURE Motion Picture, Time Life (Marlin Motion Pictures), 1981, 30 mins., sd., col.

An exploration of the impact of computer technology on our future life—on the way we live, work, and play. With futurologist Peter Swartz. From the Media Probes series.

COMPUTERS, SPIES, AND PRIVATE LIVES

Motion Picture, Time Life (Marlin Motion Pictures), 1982. 59 mins., sd., col.

This new NOVA program looks at another aspect of computer technology—the infringement of computers into the individual's private life. Described in detail are the computer banks which store this "private" information, as well as computer thieves. Also examined are "telecom" and "smart cards".

FOR YOUR INFORMATION

DON'T BOTHER ME I'M LEARNING Motion Picture, McGraw-Hill, 1981. 24 mins., sd., col.

This program illustrates the use of the computer as a learning tool in the classroom. Interviews with teachers, parents and children are included.

HOW DOES A COMPUTER WORK Motion Picture, Video Arts (International Telefilm Enterprises), 1982. 15 mins., sd., col.

This program looks at another aspect of computers—their role in business, "The Computer in the Office" proves that a well utilized computer can be a valuable asset for any company.

LITTLE COMPUTERS: SEE HOW THEY RUN Videorecording, EDSC (Thomas Howe), 1979. 15-20 mins. ea., sd., col.

This series of 8 programs introduces the workings of the computer, computer terminology, and computer technology. Titles are: "Meet the Computer", "Inside the Computer", "CPU and Memory", "Mass Storage Devices", "Character I/O Device", "Making Things Happen", "Data Communication", "Speech, Music and Graphics".

THE MIND MACHINES Motion Picture, Time Life (Marlin Motion Pictures), 1979. 57 mins., sd., col.

This film illustrates the concepts of artificial intelligence and how these concepts will find practical application in the future. The film depicts computerized chess programs, computerized medical diagnosis and computer controlled robots.

NOW THE CHIPS ARE DOWN Motion Picture, BBC, 1978. 50 mins., sd., col.

An examination of the silicon chip and its effects on society. This program looks at how the chip is made, why it was invented, its uses now, and its projected uses—science fiction fantasies which seem to be now occurring.

THE ROBOTS ARE COMING Motion Picture, BBC, 1979. 50 mins., sd., col.

An examination of the invention of robots—what they are doing now and the projected effect of "smart" robots on industry and on daily activities.

THE SILICON FACTOR Motion Picture, BBC, 1980. 40 mins., sd., col.

These programs examine microelectronic technology.

- No. 1. "What's It All About" — on the silicon chip and its application and implications.
- No. 2. "Sink or Swim" — on silicon chip technology and the implications in industry.
- No. 3. "And What of the Future" — on the effects of chip technology in jobs, on how people live, on the "work ethic" itself. □

(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:

- a) the influences on children's television habits,
- b) the characteristics of children as an audience, and
- c) 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:

- a) social contacts with adults and children, and
- b) 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:

- a) symbol systems and their function within constraints relative to cultural forms,
- b) individual abilities, and
- c) 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)

Fiction in Educational Communications

The Canadian Journal of Educational Communication does not deal in fiction, but in facts. CJEC is a journal of the social sciences, combining the field of education on the one hand with sociology and communication on the other. CJEC is a forum for the best that is being written, researched, and produced in educational communications and technology in Canada.

And yet... was it not D.H. Lawrence who once wrote "Being a novelist, I consider myself superior to the saint, the scientist, the philosopher and the poet." Aesthetic philosopher Arthur Berndtson continues the point:

A painter sees colors better than does a physicist or a psychologist, and he consults no science in deciding how to unite colors on a canvas. A novelist probes the particulars and currents of human nature more fastidiously than does a psychologist and projects them into words by a process that cannot be duplicated in the laboratory. . . These methods rest upon a broad base of ordinary experience, which precedes experiment, and of common reason, which precedes measurement."

And what about the educational technologist? Do we operate too much in the cognitive domain, forgetting the affective? In this technological society, are we too prone to insist on precision, target population analyses, unambiguous behavioral objectives, systematic formative evaluation? "Surely," argues educator Elliot Eisner, "there needs to be a place for metaphor, poetic statement, the non-operational comment or insight, the descriptive assertion that one cannot measure. Why should we limit ourselves to one mode of discourse? Where is it inscribed that scientific propositions and logical analyses are the only legitimate ways to express what educators have experienced?"

Our proposal is simple: We wish to selectively reprint classic fiction which has, one way or another, educational media overtones, or at least metaphoric value to educational technologists. CJEC does not normally reprint. We shall however, waive that policy for this section. Although, let us hasten to add, we will welcome original fiction for this column as well. Fiction, we feel, has a place in this journal, as long as the purpose of

education includes the need to affect the soul as well as the intellect. Joseph Conrad, writing in the preface to *The Nigger of the Narcissus* explained: "My task which I am trying to achieve is, by the power of the written word to make you hear, to make you feel—it is, before all, to make you see."

A case in point is this month's story, "The Movies Come to Gull Point." The theme is the impact of a new technology, the motion picture, upon a small fishing village in Newfoundland. The story presents a microcosm of a technological impact... the like of which is not unfamiliar to those who are just discovering the potential and the fascination of the computer of our own day. A twist ending reflects the real world, namely that the characters have a total lack of understanding and a total lack of perspective of the latent and manifest impact of the technology upon them.

And now, we invite you to sit back, to put your feet up, to turn OFF your television set, and to take yourself back in time to the day that the movies first came to Gull Point. . . □

Four men were mending nets in a shack behind the fish wharf at Granny Cove. Spring had come grudgingly, but now the warm sun was melting the ice and sending steamy vapours from tarred roofs. The Cove front murmured with activity as all its men prepared for the sea.

The four worked in silence, seated on benches, half-hidden by the drab folds that hung from the cross-beams overhead, their hands flicking in and out among the meshes, tying, knotting, threading. All at once they paused and listened. There were new voices outside.

"Them's the two back from pulp-cuttin'," said Simon Holder. He was a small lean man.

"Wonder if they got their pay," said Dick Berry, a red-faced man with big bony shoulders.

The two working in the rear were young, and brothers, Ben and Matthew Crowdy, proud of being hired with Simon. Ben was only seventeen, and slim, but he carried himself as seriously as the other three.

"Ho, Willyum," shouted Berry as a man pased the open door. "Don't rush yourself. What's the word down along?"

The man came back and peered in at them. "Not much new," he said. "They're havin' movin' pictures . . ."

"Movin'!" Berry's mouth fell open. "How?"

"The man's got a machine'n engine to

drive her. He's over't Gull Point tonight givin' a showin'."

"Over't Gull Point!" Berry rose from his bench, his red face glowing. "Simon, let's go over?"

"What's he chargin'?" asked Simon.

"Twenty-five cents, but he's got good pictures. There's one . . ."

"Don't tell us," blurted Matthew. "That would spoil it. What say we go, Simon?" He had a solemn face, like Ben, but his eyes were bright.

Simon left his bench and went outside. The others followed him and they stood, gazing at the sea.

The ice was breaking up. The warm sun had been aided by a strong wind off land and a lane of black water was steadily widening along the foot of the cliffs, while smaller leads angled in all directions, opening as the pack surged and loosened. Southward, toward Gull Point, there seemed plenty of open sea.

"Risky," pronounced Simon.

"Chancy," agreed Berry, "but not too much."

"Wind's favourin', too," added Matthew.

There was a slow shrill screaming of the ice. Floes and pans were grinding together; the harsh noises never stilled.

Ben looked up. There were no clouds and the sky was a blue that seemed to reflect the endless ice.

"Looks fairish weather," he said, "but

it's comin' tonight."

"You boys got money?" asked Simon.

They shook their heads and Berry grinned.

"That makes a dollar," Simon said gravely. "That's a lot of money."

"There ain't never been," said Ben, "movin' pictures up here. I never seen any in my life."

"Bet she's open to the Point," said Berry. "We'd do fine with a lugsail."

Simon rubbed his salt-bitten chin. They four were the best in the Cove. "Git geared," he said suddenly.

"It's six mile," Simon said an hour later. They had launched their dory and were well into the wide lead but the lugsail was proving a menace. A stiffer breeze caught them and tipped the boat. He pulled the canvas in. "Mebbe we're fools."

They had lost much time. Matthew had broken a thole pin in his eagerness and they had not turned back to repair it. They had trusted in the sail, and his oars were idle.

"The wind'll be strong outside," said Berry. He was rowing and he grunted his words.

They were true enough. Once away from the shelter of the high black cliffs, the wind caught the dory and they swung along sharply. There were many wide lanes and the sea was running higher than it had seemed, and spray flung over them.

Simon steered with a long sweep and Matthew was seated next him, squatted low but ready to lend a hand. As they swayed with the dory all four seemed a jumble of sou-westers and oilskins.

They did not attempt conversation. The shrieking, jarring crashes of the ice mingled with the whistling of the breeze and drowned all lesser sounds. The rapidly-widening lane they were in became a sea of racing, tumbling water that spewed spray as it struck the dory. Simon's oilskins dripped and his cheeks were wet but his expression never changed. He was gauging every wave with the instinct of one born to the sea.

Suddenly each man braced himself for action. A loose floe hove in their path and the waves pitched it about dangerously. Simon and Berry used all their strength and skill as they managed to avoid it, but neither man spoke. Matthew was bailing instantly and they moved slowly until he had scooped from the dory the gallons of water shipped during the swinging manoeuvre. It seemed, in that short time, to become night.

The rocky point behind them had cut off the sun as it sank rapidly, and with its going the wind keened to a penetrating chill. The darkness added greatly to their risks and Matthew peered ahead.

"She's started to fog," he shouted. "She's a bank now."

The shore, hazy before, had become mist-drowned, shrouded with a thick white creeping veil. It seemed to permeate the air.

"She's come behind the same," yelled Ben.

They were half their journey and a swirling blanket of gray vapours closed about them. They would have to chance their passage ahead where the contour of the coast veered so that the slow-moving field ice might bar their way.

It was Matthew who first saw that they had entered a wide lane and were between shifting ice. He peered again.

"Keep straight on!" he cried. Short waves were deluging the boat with freezing spray. Berry rowed with quick strokes, and the roar of wind and grinding ice filled the night.

The water became smoother. Matthew reached and touched Berry on the back and at the signal the bigger man changed places with him. They were tense and watchful; only men of their experience could know the risk of a channel between rafted ice. Deep booming sounds seemed to pass over them as though they had sunk in a trough of the sea, and it grew darker.

"Look!" yelled Ben. "She's closin' in." There was a muttered undertone beneath the booming and their lane of open

water had narrowed to feet in width.

They slipped awkwardly in their seal-skin boots as each man scrambled onto the floe, but they secured footing and with desperate hurried strength dragged the heavy dory from the water. It taxed them to their utmost and no one spoke. The ice was an uneven surging field and a blurred grayness covered everything.

"She's bad," said Berry. "We should have . . ."

He did not finish. There was a crash of giant floes colliding and they were sprawled beside the dory. In an instant the night was a wilder chaos of wind and clamour.

"Watch out!" Simon's voice rose above the tumult like a cracking whip. "She's breakin'!"

The floe buckled. It rose and lowered under them. There were sudden surgings that pitched them about. They seized the dory sides and pushed landward. The roaring of surf at the face of the floe came clearly.

"Watch her!" It was a scream more than a shout. The ice was parting.

The floe rocked and settled. Water sloshed over the ice, reached them. There was another settling.

"There!" yelled Ben.

The field had opened and the sea drove into the vent with foaming fury. It poured over the ice to meet them. Then, its weight, and the driving surf, heaved the floe.

They slid backward in the wash. Ben, caught by the dory, fell, and water washed over him. He rose, sobbing with his immersion, clinging to the dory, and, as if a signal were given, they rushed the boat toward the open water. The lane had widened into a broad lead.

Again the floe surged, and the dory slid into the water. Ben leaped into it, tilting it dangerously. Matthew sprang in beside him, rocking it to a safer keel. Berry had given a great thrust forward to clear them from the ice and as he sprang he lunged against Simon, knocking him backward.

For a heartbeat it seemed they must capsize. The churning water had caught them as the dory took its plunge. Berry grasped his oars and threw his weight against the surge. Behind them, in the screaming murk, Simon was lost to view.

Ben had seized Simon's sweep and they toiled to bring the dory about. The lane was a smother of surf. Danger hovered over every move and the water boiled with changing currents.

They drove back alongside, catching, with perfect co-ordination, a minute lull at the ice edge, and Simon gauging their move, joined them. It was a risky plunge, challenging all their chances, but once more Berry's strength saved the dory and

The Movies Come to Gull Point

By

Will R. Bird

From SUNRISE FOR PETER by Will R. Bird
Reprinted by permission of McGraw-Hill Ryerson Limited.

then they had swung away and Ben was bailing.

In the thick darkness the surf seemed wilder than before but the worst was soon behind them. Then, just ahead, a pinpoint of light shone steadily.

Within ten minutes they were in calmer waters, and lamp glows began to pierce the gloom. They landed and hurried Ben, shaking and almost numbed with cold, to the nearest house.

"Us is from Granny Cove," announced Simon. "Ben were wet on the ice. Could us dry him here?"

"Sure, the stove's red-hot." A woman wrapped in a thick jacket and ready to leave for the hall where the movies were to be shown, answered them. "I'll git a rig for him to put on and his'll dry while we're gone."

Ben was shaking as with ague and tiny pools formed on the floor beside him as the warmth of the stove softened his frozen clothing. He drank a scalding mixture the women provided and his trembling ceased. He stripped his sodden clothing and Matthew ranged it on a chair back alongside the stove. Then Ben dressed in a makeshift outfit and they followed the path the woman had taken.

The building where the movies were being shown was packed with people. It was a low-roofed structure and heated by a huge box stove. There were high odours of perspiration and many faces were beaded with moisture. Children were sandwiched among their elders and every seat was taken. Simon led the way along one wall and they stood against it, tightly wedged by others who crowded after. Ben struggled from the borrowed reefer that blanketed him.

"We're lucky," he gasped, "she's jist startin'."

There were gasps and murmurings as the lamps were extinguished and the hum of a motor began. Headings appeared on the screen and a dozen voices tried to read them.

"Let teacher read 'em," bellowed a husky voice at the rear.

"She Knew She Was Wrong," a high-pitched voice shrilled in the darkness as "teacher" assumed her task. "Pretty Virginia..."

The audience had stilled. It was seeing

the incredible... mirrored eating places... ladies with bare backs and cigarettes... bewildering dances... racing cars... a bathing beach teeming with thousands. And one face dominated.

"See that one!" said Berry hoarsely. "Her's..."

"Keep shut," ordered Simon in a sibilant whisper.

They watched the heroine driving in city traffic and there were cries of admiration.

"Ho!" shouted Berry. "Look at she." He clapped his hands.

"She's won'erful sharp in steerin'," responded Simon, "but..." He couldn't express himself.

"Her smokes," objected Ben.

Another picture began and all voices stilled. It was a story of rival airmen, and the planes in action did marvellous stunting. A flight of machines gave a thrilling performance, all manner of stunt flying.

Berry tensed, his big hands gripping a seat back. Simon breathed with sharp little intakes. Ben and Matthew gave shrill exclamations, unable to restrain themselves.

"They're hittin'!"

"No-yes-there!"

"Lookit-lookit-lookit!"

A dozen voices yelled with him. The airmen were shooting earthward at dizzy speed, headed toward each other.

There was a dull grinding sound and the screen went blank.

A lamp was lighted and the operator of the movie machine worked desperately with various tools. Then he came forward.

"Sorry, folks," he said, "but the machin's broke and I've got to send the piece away. I can't show any more."

There were sighs of disappointment but no one gave criticism. They began filing from the building and the night was filled with excited voices.

Ben went to change his clothes again and the woman insisted on them stopping to drink scalding tea and to eat slices of hard bread.

"Stay the night," she urged. "I've blankets enough to fix you up on the kitchen floor."

"No," refused Simon. "The fog's cleared and she's light as day. We've got a

mortal sight of work to do, gettin' ready to fish."

Berry ate and drank hugely but said nothing. The unexpected ending of the show had given him vast disappointment.

It was breaking day as the dory swung to the wharf at Granny's Cove. The sea had been much rougher than they anticipated and they had been forced to keep near the shore line all the way. For hours there had been but the creak of boat timbers and the slap of heavy water; each was silent, and dullminded.

A slight breeze stirred the morning. It was from the west and warm. There would be a perfect day. The sunrise began in a fire of orange and crimson that merged into soft pinks and changing blues. The heavens were a mass of colour.

The light spread over the hills and reached the sleeping houses. It found iced places in the hollows and they glittered like jewels.

They dragged the dory to its landing and stood away from it. Ben was bruised and stiff. Matthew had lost a mitten and each was conscious of clothing damp with spray.

"We're back," said Simon tersely, "but it were worth it."

"Sure," agreed Berry, yawning mightily. "That girl were a prime one."

"It must be great," said Matthew, "to live where you kin see won'erful sights all the time."

The light strengthened and the sea was blue as sapphire where the sun rays reached it slantingly. Still they stood, as if each were labouring with thoughts they could not put into words. Then Simon spat and faced them.

"I don't know what youse think," he said, "but takin' all them risks to make a picture don't seem right to me."

Matthew nodded gravely. "us been thinkin' just that," he said. "It's for nothin' but pleasin' and it's queer they ain't laws to stop it."

"Sure," added Ben, "there should be a law ag'in it. They might have been killed."

There was no further comment. Smoke began to curl from a chimney. Ben yawned again. They had expressed that which stirred them most, so they turned and filed soberly to their homes. □

AWARDS

AMTEC '82 MEDIA FESTIVAL

By Sid Greenstone

The AMTEC '82 Media Festival Awards were presented in Winnipeg on June 7th. There were 58 entrants this year. The competition was keen and a challenge to judge. There were 22 awards presented: 6 awards of excellence and sixteen awards of merit. The Panasonic Award recipient was TVOntario for its production of "MUSIC BOX: BEAT AND TEMPO".

The awards presented by category and class, are as follows:

AWARDS OF EXCELLENCE

Category: Videotape
Class: Post-Secondary
Title: MUSIC BOX: BEAT AND TEMPO
Produced by: TVOntario (Panasonic Award Recipient)

Category: Motion Pictures
Class: Government Media Agency
Title: CAPITAL
Produced by: National Film Board of Canada

Category: Sound Slide
Class: School System
Title: OPERATION MOCKINGBIRD
Produced by: The Grey County Board of Education

Class: Post-Secondary
Title: SEEING: THROUGH THE EYES OF A CHILD
Produced by: Memorial Univeristy of Newfoundland

Class: Government Media Agency
Title: JOHNSTON CREEK EDUKIT: BRISON BY WATER AND ICE
Produced by: Access Alberta

Class: Student
Title: GEORGINA STIRLING
Produced by: Pam Hiscock, Memorial University of Newfoundland

AWARDS OF MERIT

Category: Videotape
Class: Post-Secondary
Title: MUSIC OF WESTERN CIVILIZATION: AN INTRODUCTION
Produced by: Carleton University

Title: DEVELOPMENT IN A DOWN SYNDROME INFANT FROM 12 to 24 MONTHS
Produced by: University of Manitoba

Title: CAUSE OF DEATH
Produced by: University of Calgary

Class: Government Media Agency
Title: PUTTING IT IN PERSPECTIVE
Produced by: Manitoba Department of Education

Title: MI'KMAQ
Produced by: Nova Scotia Education Media Services/CBC Maritime Region

Class: Student
Title: S-S-SNAKES
Produced by: Society for Exploring Television with Children

Class: Other
Title: NASENDOSCOPY AND THE TREATMENT OF NASAL SPEECH
Produced by: Health Sciences Campus Services, Instructional Media Services, University of Manitoba

Title: PAPER FOR SPECIALTY PRINTING SERVICES
Produced by: Pulp and Paper Institute of Canada

Title: ATRAUMATIC FACE LIFT
Produced by: Royal Victoria Hospital

Category: Motion Picture

Class: Post Secondary
Title: THE OZONE STORY
Produced by: York University

Category: Motion Picture
Class: Government Media Agency
Title: JOE'S GYM
Produced by: Manitoba Department of Education

Category: Sound Filmstrip
Class: Government Media Agency
Title: THEY ALWAYS TAKE ME FOR GRANTED: WOMEN AT WORK IN CANADA
Produced by: National Film Board of Canada

Category: Sound Slide
Class: School System
Title: WOOD SCREWS
Produced by: Elementary Industrial Arts Committee/Saskatoon Board of Education

Title: A LANGUAGE THROUGH EXPERIENCE SERIES: "BANKING"
Produced by: Tom Chan, The Winnipeg School Division No. 1

Class: Government Media Agency
Title: THE ENVELOPE PLEASE
Produced by: Manitoba Department of Education

Class: Other
Title: THE PRN PATIENT CLASSIFICATION SYSTEM
Produced by: Health Sciences Centre, Winnipeg □

By Joe Connor

The news columns of the CJEC are written with two objectives in mind. The first is to keep our readership informed of significant events and happenings in educational communications in Canada. The second objective is to provide news of tools for professional development. Books, articles, periodicals, conferences, and courses will be briefly cited to encourage you to deepen your understanding of your profession and to expand your perspective as an educational communicator.

NEWS:

PER 5 Catalogue

The fifth edition of the Professional Education Resources Catalogue of the University of Alberta, Faculty of Education is available. This catalogue lists 250 programs on videotape for professional development, in-service or pre-service work with teachers. The Faculty of Education will dub copies of these materials on to videotapes sent to them. A \$15.00 dubbing fee is charged for non-Alberta institutions.

Contact: Mrs. Pat Pasos,
Audiovisual Media Centre
B117 Education North
The University of Alberta,
Edmonton, Alta. T6G 2G5

COMPUTER NEWS

By Rick Kenny

This column originated as a result of both Microcomputers In Education SIG meetings and a CJEC meeting at the AMTEC conference held last June in Winnipeg. It is intended mainly to be a vehicle for informing members of current happenings on the Canadian computer education scene (with the occasional international tidbit thrown in!). The items in this inaugural column have been gleaned from conversations with people in the field in Alberta and from various magazines and newsletters such as The Computing Teacher, the ECOO Newsletter, and EDUBUS (the Alberta AEDS newsletter). As such, the Alberta news is the most current. Hopefully, this can be rectified in future columns with input from you, the concerned reader and contributor. Please forward news items to either:

Mr. Ron Eyre
Wellington County Board of Education
500 Victoria Rd. North
Guelph, Ontario
N1E 6K2

The National Film Board announces publications of a new handbook for teachers of English as a Second Language (ESL) to use with classes of new Canadians. *Teaching English as a Second Language with the aid of selected films* was prepared by Inger Smith, an experienced Edmonton ESL teacher. The 20 lessons in the handbook are designed to be used with existing NFB films. Copies of this teaching handbook are available from NFB offices across the country.

The National Film Board is currently producing a series of three 5 minute films specifically designed to facilitate the development of visual literacy skills among children four to eight years old. The three films, *Telling Texture*, *How Does Your Body Speak*, and *Sequence and Meaning* will have accompanying teacher's guides and a suggested list of activities.

The Encyclopedia Britannica Educational Corporation is looking for original course ware compatible with Apple, Atari, PET, and TRS-80 models II & III microcomputers. If you have original educational software, contact:

Tom Creevy, Marketing Manager,
Computer Assisted Instruction,
Encyclopedia Britannica Educational
Corporation,
425 N. Michigan Avenue,
Chicago, Illinois 60611

Authors and publishers of software for Radio Shack TRS-80 microcomputers are invited to submit listings for an educational software directory. For information, write to
TRS-80 Educational Software Sourcebook
Radio Shack Education Division
400 Tandy Atrium
Fort Worth, Texas 76102

An organization to link colleges and university media centre managers in the North West United States and Western Canada is being established. College or university media directors in British Columbia, Alberta, Alaska, Idaho, Montana, Oregon and Washington are joining together to form the North West College and University Council for Management of Educational Technology. For further information about NW/MET write:

D. Paul Morris,
Dept. of Communications Media
SS104C University of Calgary
25 University Drive, N.W. Calgary, Alta.
T2N 1N4

advantages) is two-fold: (1) to increase the amount of RAM (Random Access Memory) that can be directly accessed by the C.P.U. and (2) to speed up execution time. Since, as usual, the hardware is light years in advance of the software/courseware and since the majority of the latter has been developed for execution by an 8-bit C.P.U., more firms may well have to emulate DEC and produce more flexible machines.

AIT Launches Project Combining Micros and Video

In response to recommendations from American and Canadian educators, the Agency for Instructional Television is developing a project using the capabilities of the microcomputer and video technology to improve problem-solving skills. As well, the project is to consider policy issues related to computers in education. A grant of \$50 000 in March of this year from the Exxon Education Foundation has enabled AIT to conceptualize the project. A project prospectus is now before
(Continued on page 20)

Conferences

Interactive Telecommunications
Memorial University of Newfoundland
St. John's Newfoundland

Oct. 25, 26, 1982

The Memorial University sponsored conference will review the fields of interactive teleconferencing, computers in education and administration, videotext, electronic mail, audio conferencing, and a variety of other technologies. Principal participants include: Elliot Gold, communications consultant and president of Telespan, publisher of a monthly teleconferencing newsletter; David Godfrey, chairman of Creative Writing at the University of Victoria, expert on computers in education, and an acknowledged authority videotext; Malachy Mandville, Assistant Dean of Part Time Credit Studies at Memorial and designer of distance teaching delivery systems; Dr. Max House, Assoc. Dean of Continuing Medical Education and Clinical Affairs, Memorial University, developer of Memorial's province-wide dedicated teleconferencing system and the offshore medicine satellite system; and Judy Roberts, Assistant Director of the Royal College of Physicians and Surgeons Teleconferencing Project, developer of teleconference networks. Post conference workshops on a variety of interactive telecommunications technologies are also being offered. Contact:

Erin M. Canning,
Telemedicine Office
Health Sciences Centre
St. John's, Newfoundland A1B 3V6

14th Annual Conference on Visual Literacy, International Visual Literacy Association.
Vancouver, British Columbia,

Nov. 17 - 20, 1982

"Seeing Ourselves — Visualization in a Social Context" is the theme for the fall visual literacy conference. The 1982 conference will explore the process in film, television, still, photography, architecture and other visual media.

Keynote speakers include John Culkin, founder of the Center for Understanding Media; Freeman Patterson, world famous photographer; and John Hirsch, director of Stratford Shakespearean Festival. For further information, please contact:

Dr. Patricia Groves
Sociology Department
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Seventh Annual Canadian Conference on The Application of Curriculum Research University of Manitoba

November 25 and 26, 1982

This conference will be held at the Faculty of Education of the University of Manitoba. Dr. Naomi Hersom, Dean of the College of Education, University of Saskatchewan will deliver the keynote address on "The Application of Curriculum Research". The meeting will highlight displays of new Canadian curriculum materials, the presentation of the R.L. Hedley Research Awards, and the presentation of five Master's theses chosen from Canadian entries.

Contact: Dr. Harold Grunau
Faculty of Education
University of Manitoba
Winnipeg, Manitoba R3T 2N2

AECT-NAVA

New Orleans

Jan. 21-25, 1983

Two major American educational communications organizations will hold their first joint meeting in New Orleans in January. The Association for Educational Communications and Technology and the National Audio-Visual Association are joining to present COMMTEX International at the Superdome in New Orleans. COMMTEX INTERNATIONAL will present a diverse program, major equipment and software displays, and pre-conference professional development workshops.

For information write:

AECT National Conference Office
1126 Sixteenth Street N.W.
Washington, D.C. 20036

Fourth Canadian Symposium on Instructional Technology

This is the fourth in a series of Canadian Symposia organized and sponsored by the Associate Committee on Instructional Technology of the National Research Council of Canada for the purpose of informing the academic and business communities of recent advances in computer-aided learning technology and its applications.

The symposium will be held in Winnipeg from October 19 to October 21, 1983. The theme of the conference will be "Computer Technologies for Productive Learning". Particular attention will be directed to microcomputers, advanced telecommunication techniques, videodiscs, videotex and speech generation.

Contributed papers for lecture or poster sessions are currently being solicited. For information contact

K. Charbonneau
Confrence Services
National Research Council of Canada
Ottawa, Ontario, Canada K1A 0R6

PERIODICALS

Alberta Printout

Alberta Society for Computers in Education
Dr. Nelly McEwan, Editor
Box 638 University of Alberta
Sub Post Office II
Edmonton, Alberta T6G 2E0

Alberta Printout serves primarily as the organization newsletter for the ASCE but many of its articles have significance for educators across the country who use computers.

ASME Newsletter

Alberta Society for Media in Education
Kim Frandsen, Editor
Grant McEwan Community College
7319-29 Avenue
Edmonton, Alberta T6K 2P1

An excellent omnium gathrum of media news and activities. The emphasis, of course, is on Alberta but much of the information is of value to all Canadian communicators.

New Technology

National Association of Secondary School Principles
1904 Association Drive
Reston, Virginia, 22091

An excellent newsletter prepared by the Educational Products Information Exchange Institute. Annual subscription is unfortunately only available through membership in NASSP. Copies may be available in your local University or department of education library.

Video Scene

Calder Publications Ltd.
542 Mt. Pleasant Rd. Ste. 303
Toronto, Ontario M4S 2M7

A Canadian video magazine covering the range of video from home entertainment to broadcast video. \$2.00 per issue.

Computers and the Media Centre

575 Oak St. N.
Cannon Falls, Minnesota 55099
Subscription rate \$3.00 per year (US) cash

Three issues each year, filled with information on how to assess, manage, and implement computer instruction in school media centres.

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. □

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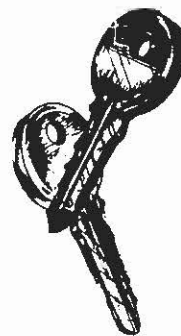
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(Continued from page 13)

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)

LITERATURE

Heinrich, Robert, Michael Molenda, and James D. Russel. **Instructional media and the new technologies of instruction.** New York: John Wiley and Sons, Inc., 1982, 375 pages.

Reviewer: Barbara Kelly.

With a number of authoritative writers in the field of educational technology retiring, this new textbook, designed for teachers at all levels of the education system and in business/industry, organizational and institutional learning settings, fills a void.

Because the media of instruction frequently are also the mass media, the authors consider first the role of mass media in contemporary culture and the broad instructional contexts of using media. Their original "ASSURE" model of instructional planning is explained in reference to the domains of educational objectives.

Visual literacy is examined, from the viewpoints of interpreting and producing visual media, with extensive treatment of the most popularly used audio-visual formats.

The equipment and technique necessary for effective media presentations, and for scientifically-based teaching-learning activities such as simulation/gaming and programmed instruction, receive thorough treatment.

The book concludes with an examination of some trends in society and education, and speculation on their impacts on the use of media and technology.

Eminently readable and practical, the book uses chapter outlines, chapter lists of performance objectives, clear illustrations, concrete examples of media applications and audio-visual materials, "how-to" details of various media production and operation procedures, appraisal checklists for each media format (with permission for photocopying these), tips on audio-visual showmanship, and flashbacks on the development of instructional media. Appendices describe indexes and catalogues that identify media purchase and rental sources, and list free and inexpensive materials.

An Instructor's Guide for the book, published separately, contains suggested course structures, detailed chapter outlines, transparency masters, and sample test items.

Teachers in training, practicing teachers interested in increasing the effectiveness of their teaching and in new developments in instructional technology, administrators, and teachers who are beginning graduate study in the instructional media/technology field will find this book very helpful and stimulating.

Phipps, Jay. **The electronic classroom: A CEA report.** Toronto: Canadian Education Association, 1982, 39 pages.

Reviewer: Diane Worsley.

In the Introduction to **The Electronic Classroom**, Phipps states two purposes of the monograph. The first is that he has attempted to provide a non-technical explanation of the uses of technology in the classroom and the need for planning. His second is to focus on the lessons learned through the use of educational television technology and the similarities between the introduction of television and the computer.

Divided into two major sections, the monograph deals with educational television, including videotape, videodisc and interactive video, and computer technology in education. A third brief section deals with the future of technology in our lives and is a conclusion to the monograph rather than providing any guidelines for administrators or teachers.

In the section "Educational Television", Phipps examines some reasons for television's apparent failure as an educational medium, citing poorly produced programming, failure to make full use of the uniqueness of the medium, teacher at-

titude and lack of planning. Guidance in establishing a production unit is provided. From videotape a natural progression is made to videodisc, its potential uses, and to interactive video technology.

"Microcomputers and Education" provides a brief history of the computer and the technology surrounding the development of the microcomputer. More important, is a discussion of the goals for the instructional use of computers and a discussion of the barriers which have existed or do exist to the effective use of microcomputers.

Short, concise and intelligible, this monograph should be required reading of administrators and teachers who are concerned about the use of technology in the classroom.

Short Notes

Microcomputers in secondary education: Issues and techniques

edited by J.A.M. Howe and P.M. Ross
London: Kogan Page Ltd. and New York: Nichols Publishing Co. 1981 \$23.50

A review of the impact of microcomputers on secondary education in Europe and the United States from a series of symposia sponsored by the British Educational Research Association. □

FILM



Scene from the NFB production **Ted Baryluk's Grocery**

Photo Credit John Paskievich

Ted Baryluk's Grocery

Reviewed by Terry Kolmeychuk

For the past twenty years Ted Baryluk has operated a corner grocery store in the Point Douglas area of North End Winnipeg. Business is good and he enjoys his work. Failing health, however, has now forced him to seriously consider retirement.

His hope is that Helen, his daughter, who has helped him run the store will take over the business. Her goals and interests, however, lie elsewhere. She wants to leave both the store and the neighbourhood.

Point Douglas has always been a place of beginnings and endings. It is to this part of the city that the immigrants and the poor always come. In turn their educated sons and daughters move away to "better" neighbourhoods.

The Ukrainian, Polish and other peoples who make up much of the

population of the area, are now mostly older people. Native Indians have now moved into Point Douglas in search of the same improvement in their lives that brought the immigrants from Eastern Europe.

Much of this area's diverse population passes through Ted Baryluk's grocery.

The film uses a simple but remarkably effective technique of combining black and white still photographs with sound recordings of the people who deal with Ted Baryluk and his daughter as customers, friends, and neighbours. The result is a beautiful rendering of a father's relationship with his daughter and a fascinating characterization of an area and its inhabitants. Humorous, angry, generous, poignant by turns, the film brims with universal human concerns.

The film was made in Winnipeg by John Paskievich, who did the photography and Mike Mirus who did the sound. Paskievich first had the idea for the film in 1977. Working with

Mirus, he took about 2000 black and white photographs of the store and recorded about 200 hours of sound.

For a long time the producers were unable to persuade the National Film Board to fund the production. The NFB programming committee turned it down three times before accepting it in 1981.

A major complaint raised by the Board was that the film had such a local flavour that it would not appeal to anyone unfamiliar with the territory.

The fact that the film became Canada's sole entry at this year's Cannes International Film Festival belies this belief. Although it did not win its short features category, it provides evidence that local immediate things can have a universal significance and appeal.

The film produced by the Prairie Production Studio of the National Film Board, is available from NFB offices across Canada. It is 10 minutes long, and is available in English and Ukrainian versions. □

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(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.

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