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AN ANALYTICAL BIBLIOGRAPHY OF RECENT WRITINGS ON MASS MEDIA (PARTICULARLY TELEVISION) THAT HAVE SPECIAL SIGNIFICANCE FOR SECONDARY SCHOOL TEACHERS OF ENGLISH

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

Vernal E. Allen

June, 1968

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM

Introduction to the Problem

There are countless ways television can and should be used as an adjunct to classroom teaching, and it should not be tolerated just because it is here and not likely to go away. It is an art form in its own right, presenting the humanities in a unique way, imposing certain challenges to writers, and certain limitations on them. As such, television deserves serious recognition for the cultural contributions it does make. Our students should have criteria for judging good television just as they have for literature. We, as a profession dedicated to the enrichment of lives through the humanities, are remiss if we neglect this major means of humanizing.

The problem is that there has been no single source to which a classroom teacher of English could turn for information regarding the history and effects of television and ways to use it. Researchers complain that there is no clearing house from which significant findings can be made known, even to those in the field of research. Professional sources have provided little information about ways teachers might use television. Apparently, it will be some time before pertinent information as well as curriculum plans

are available to English teachers in text books. Rather than wait for these needs to be filled for them, teachers should take the initiative and utilize the information that is available now.

This analytical bibliography lists works that will provide the necessary background information and, hopefully, the impetus for teachers to start using commercial television to improve their teaching. The items included are those that are the most important on the subject, those that are recent, those that are representative of current writings, or those that are unusual because of the writer's particular experiences or insights.

Some of the writings are based on carefully controlled audience research projects; others are based on the opinions and experiences of experts in different aspects of commercial television; some represent the professional judgments of sociologists, psychologists, and literary critics. Some of the writings are based on history, others on speculative thought, and finally, some are based on the experience of classroom teachers who have stopped bemoaning the demise of culture and have started using television advantageously.

Description of the Parts

The items have been classified into four parts and arranged alphabetically. Part I, General Background of Mass Media, consists of items that are chiefly concerned with the advent of mass media, from the printing press on. Speculations and criticisms about and effects of them are some aspects of this section that will provide perspective and a better understanding for the newest and most controversial of the mass media--television.

Part II, Television and Its Impact, provides the history of the development of television, particularly commercial television, and its impact on American culture. Writings from critics both inside and outside the industry are included, as well as those from social scientists, historians, and teachers.

Part III, The Effects of Television, consists of major reports on the behavioral effects of television, compilations of various other kinds of audience research findings, and other writings that, though unsupportable by data, suggest some possible effects of television. This section will provide the teacher with information about what is now known about the effects of television and will indicate some gaps that need to be filled by further research.

Part IV, Classroom Use of Commercial Television, contains writings that not only suggest practical and

imaginative ways to incorporate television in the classroom, but also provide the rationale for doing so.

Starring System

In each of the four parts, I have starred certain items to indicate works that I feel merit particular attention. Some of the starred items (*) are rather general, introductory works or are surveys that will help provide background information about the subject. Others (**) indicate the major works, and others (***) are starred because I believe they should be read by every English teacher.

Entry Format

Each item in the bibliography is listed by author, title, and facts of publication. This information is followed by a series of descriptors that describe the contents of the writing. A major topic covered in the work will be represented by a descriptor. Using descriptors to characterize the various writings has allowed me to extract some of the author's own terms to describe many of the selections, thus enabling me to convey, through the bibliography, some of the characteristics of the writers, ordinarily lost in the usual summarizing of the sentence annotation. Moreover, I feel that the pertinent information is more quickly obtained through the descriptors than it would be if in sentence form. I have made no attempt to evaluate a

selection by means of the descriptors. They merely classify, in random order, the subject matter of the work. The fact that I have included the item is evidence that I consider it significant; otherwise, it would be lost in the stack of the over two hundred rejects.

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