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9. MULTIMEDIA EDUCATION

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22. E. S. Ferguson, "The Mind's Eye: Nonverbal Thought in Technology," *Science*, 1977, 197, 827–836.

Suggested Reading

PRACTICAL BOOKS FOR PARENTS

E. Keye, *The Family Guide to Children's Television* (New York: Random House, 1974). Like the other books for parents listed here, this one focuses on television in the United States.

K. Moody, *Growing Up on Television* (New York: Times Books, 1980). A good digest of television's negative effects.

D. G. Singer, J. L. Singer, and D. M. Zuckerman, *Teaching Television: How to Use TV to Your Child's Advantage* (New York: Dial Press, 1981). This book presents a curriculum on critical viewing skills for parents to use with young children, as well as an excellent list of sources for television-related materials. This list would be equally valuable for teachers.

FOR TEACHERS

B. Logan, ed., *Television Awareness Training* (New York: Media Action Research Center, 1977). This book, with the addition of film information and other resources available from Media Action Research Center, could be the basis for a junior high school or high school course in critical viewing skills. The book includes reading materials for students and teachers from a wide variety of sources, as well as worksheets and homework assignments.

L. Masterman, *Teaching about Television* (London: Macmillan, 1980). Using examples from British television, Masterman presents the rationale and lesson plans for a secondary school course in television studies. These lessons treat television primarily as literature, as culture, and as nonverbal communication.

RESEARCH AND THEORY

G. Berry and C. Mitchell-Kernan, eds., *Television and the Socialization of the Minority Child* (New York: Academic

Press, 1982). The authoritative book in this important area.

J. Bryant and D. R. Anderson, eds., *Watching TV, Understanding TV: Research on Children's Attention and Comprehension* (New York: Academic Press, 1983). The state of the art in cognitive research on the relationship between children and television.

H. T. Himmelweit, A. N. Oppenheim, and P. Vince, *Television and the Child: An Empirical Study of the Effect of Television on the Young* (London: Oxford University Press, 1958). The classic empirical study of children and television. Using the interview method, the researchers came up with many findings that are now being duplicated with other techniques.

J. Johnston and J. Ettema, *Positive Images: Breaking Stereotypes with Children's Television* (Beverly Hills, Calif.: Sage, 1982). Particularly valuable for its highly readable account of the development of the series *Freestyle*.

G. S. Lesser, *Children and Television: Lessons from Sesame Street* (New York: Random House, 1974). An account of all aspects of *Sesame Street* from the program's chief academic adviser.

M. McLuhan, *Understanding Media: The Extensions of Man* (New York: McGraw-Hill, 1964). The origin of the idea that "the medium is the message."

G. Noble, *Children in Front of the Small Screen* (London: Constable, 1975). An original and creative treatment of the cognitive and social effects of television on children.

E. L. Palmer and A. Dorr, eds., *Children and the Faces of Television: Teaching, Violence, Selling* (New York: Academic Press, 1980). Contributions from people representing a wide variety of academic disciplines, as well as the media.

S. Papert, *Mindstorms* (New York: Basic Books, 1980). The most influential book about children and computers. Papert's emphasis is on children as programmers, with examples drawn from his experience in teaching LOGO.

D. Pearl, L. Bouthilet, and J. Lazar, eds., *Television and Behavior: Ten Years of Scientific Progress and Implications for*

the Eighties, vol. 2, *Technical Reviews* (Rockville, Md.: National Institute of Mental Health, 1982). This follow-up to the 1972 *Report of the Surgeon General's Advisory Committee on Television and Behavior* is an excellent, comprehensive reference source.

S. Scribner and M. Cole, *The Psychology of Literacy* (Cambridge, Mass.: Harvard University Press, 1981). An account of the first empirical research to assess the psychological effects of literacy apart from the effects of formal schooling.

SOFTWARE

All software is for the Apple II unless otherwise noted, although some may be available for other computers.

B. Budge, Pinball Construction Set (Piedmont, Calif.: Budge Co., 1982).

Children's Computer Workshop, Taxi (Fort Worth, Tex.: Radio Shack, 1983).

S. Dugdale, Green Globs, in Graphing Equations (CONDUIT, University of Iowa, Iowa City, 1981).

A. Greenberg and R. Woodhead, Wizardry (Ogdensburg, N.Y.: Sin-Tech Software, 1981).

B. Jamison and C. Kelner, Lemonade Stand (Cupertino, Calif.: Apple Computer, 1979).

L. Klotz, P. Sobalvarro, and S. Hain, supervised by H. Abelson, The Terrapin Logo Language (Cambridge, Mass.: Terrapin, 1981).

W. Robinett, Rocky's Boots (Portola Valley, Calif.: Learning Company, 1982).

S. Warner, Castle Wolfenstein (Baltimore: Muse Software, 1981).

S. Warner, RobotWar (Baltimore: Muse Software, 1981).

R. Wigginton, Animals (Cupertino, Calif.: Apple Computer, 1978).