Center for the Study of

COMMUNICATION AND CULTURE

NEWSLETTER

THIS ISSUE: The Use of the Media for Formal and Non-Formal Education

Dear Reader,

With some risk of exaggeration, it is said that the media are a major factor in the contemporary social construction of reality. If something isn't in print, radio, TV or other media, it does not "exist" socially and culturally. To the extent that this is true, with the medium of this CSCC NEWSLETTER for our friends and associates as well as colleagues in the field of communication, the CENTER FOR THE STUDY OF COMMUNICATION AND CULTURE begins to exist.

In this first issue it seems appropriate to state why we exist -- our orientation, objectives, and functions. We hope that by focusing on the intelligent use of communications for the construction of a truly humane socio-cultural reality, we will provide a forum and a service for those of you who share this concern.

Since so many of our associates are involved in some form of education, it seems fitting to begin with a discussion of recent reports and discussions regarding the use of media for education.

Over the last twenty years there has been a great deal of innovative experience with various forms of instructional media which could greatly enhance the capacity of educators. In the REVIEW ESSAY of this issue we indicate a few of the important survey books and articles which summarize some of what we know about the potential effectiveness of instructional media. As these authors emphasize, in this pioneering phase there has been too much fascination with simply overcoming distances by radio and with the supposed magic of the flashing pictures of TV. The research also has been too much concerned with proving that it is possible to teach with radio and TV. But it is suggested that both researchers and educators must now get down to perfecting the "art" of how to instruct through the different media forms.

In the section on CURRENT RESEARCH we present a sample of some major research projects which illustrate current trends in this area of communication research. In the editorial PERSPECTIVES ON COMMUNICATION RESEARCH, views regarding more fruitful approaches in study of instructional media are presented.

Since this NEWSLETTER is intended to be a forum for discussion of current issues, we invite our readers to send in their own views.

Robert A. White, the Editor.

With the appearance of this first number of the CSCC NEWSLETTER, what has been called the Research Facilitator Unit For Social Communication continues to take on a more definite identity. The new name, CENTER FOR THE STUDY OF COMMUNICATION AND CULTURE will indicate, we hope, both the _focus_ of our concern and our _function._

Focus of Our Concern

The study of communications appears to be parallel with the use of specialized media institutions and the growth of what is referred to as mass culture. In our complex, highly differentiated societies, communication is rarely the direct voice of the wise man, the teacher, the statesman, the spiritual leader, or the spokesman of popular movements. Especially with the rise of the electronic media, much of the responsibility of communication is given to the media institutions. These decide what messages will be sent, organize the message in a form acceptable for the medium administer the highly technical and centralized transmission of the message, select the personalities who, with so much symbolism of the "star", represent the message to us, and, with calculated methods, study the reactions of audiences in order to recast the message in an ever more psychologically and socially penetrating way.

There is continuing debate over the degree and the manner in which the media institutions influence the mass culture, but there is consensus that they play an important role in defining the pattern of cultural reality. By cultural reality we mean the thought categories which filter our perception of the world around us, the way people think they should act within that perception of things, and the values which explain and justify the norms of action.

We share the concern of many that there be equitable access to the media, that the use of the media be a responsible public trust, and that the media institutions be a positive force in shaping contemporary cultural values,

We believe that the basic criterion in this discussion of the use of

communications is the "humane existence" of the human person. The process of communication with the world around us is always at the heart of our becoming human. But when the media institutions can influence so much our becoming fully human, we ask how communications can contribute to that which is close to the essentially human in our existence, the creativity and inventiveness of the human person? How does communications help to develop an individual and collective sense of worth? What is added to the defense of basic human rights, especially the right to a balance of freedom and responsibility in human expression? In what ways does communications lead us to a sense of reverence and vision before the transcendent? Where are there concentrations of social power which create dependence and exploitation and thereby threaten human creativity, sense of dignity, and basic human rights?

These questions may seem to some so general and vague that they become trite, meaningless slogans. However, we are impressed by the contribution of men such as Paulo Freire who have been able to make clear and to demonstrate practically how educational and communication institutions can contribute to the creativity, dignity, and freedom of the human person. Our concern in the study of the mutual interaction of communication and culture is to be at least a catalyst in bringing these ideals to the level of conscious action among those having some responsibility in the media institutions as well as the public which listens to and responds to the media.

An International Service

Our function continues to be an international service to researchers in the general field of communications: providing information regarding research and the institutions where research is being done; making available current bibliography in special areas of communications; establishing contact between researchers and institutions which need research; and helping to define more fruitful orientations in research. However, we are more specifically a center and a service to those researchers who share a concern for the

mutual influence of communication and culture.

A Service More Than Informational

A service to research in this area of communications should be much more than just an informational switch board. Research is never a value-free impersonal process proceeding with mathematical logic. The values and perceptions of the researchers influence the problems which they select for study, the conceptualization of theory and hypotheses, the methodologies selected, and the relationships with practitioners.

In the preface to the recent book, Culture and Its Creators, the editors, Joseph Ben-David and Terry N. Clark, state that:

"... in modern societies the meaning of relationships among individuals, groups, and societies requires continual efforts of reinterpretation. But in order to be accepted, interpretation requires authority. In the past this authority was derived from revealed or traditional religion that contained an account of man's and society's place on earth and in the cosmos. Today, this authority has been transferred to science. The only source of universally accepted beliefs about man's place in the universe, but a source that generates constant revision of those beliefs and also contributes to changing the physical environment of human society." (p.vii)

To the extent that science really does play such a role, researchers have a heavy responsibility to question their own values and the orientation of their research -- especially in the field of communication.

Our concern is that communication research be not just "behavioural science" but "human science". Thus, research must be interdisciplinary and draw constant inspiration from the search for values in the humanities, philosophy, theology, in the study of human cultures, and in the discussion of social policy.

We would hope that this Center could contribute to this type of interdisciplinary reflection. And we would hope that you would be a part of this on-going discussion, especially through the pages of this NEWSLETTER.

PERSPECTIVES ON COMMUNICATION RESEARCH........

Research Strategies for Improving Educational Media

There is growing consensus that the content and presentation of instructional media is more important for its effectiveness than the media itself (cf.REVIEW ESSAY).

This suggests that more emphasis should be placed on research which carefully studies beforehand the needs of students as well as the external structural limitations of the learning process, and research which participates directly in the design of the instructional content. This "prior and during" research is in contrast to the rather exclusive emphasis on evaluation of instructional programs which so often comes after the fact and only provides a description of effectiveness but not of process. Evaluation in the form of field experiments such as Rogers suggests (REVIEW ESSAY) would be less expensive and more productive of results in terms of better educational "software".

Much of the most innovative work in media-related educational programs is being done by smaller institutions representing a private initiative and made up of idealistic individuals committed to educational and social change. Unfortunately many of these groups do not have the technical training or the research support to make their ideals and commitment more effective. They need the support of university departments or research centers with a strong applied research interest which can work with innovative educational groups on a continuing basis.

In some cases local university departments of education or communication can perform this function, but often university personnel is committed to teaching schedules and, unless there is a special extension program, must attend almost

exclusively to professional training of university students. Consequently they do not have the time or flexibility for field experiments or for working with educational programs. This situation appears to be more characteristic of Third World countries.

The type of applied research we are referring to seems to be best carried out by local research institutes which have frequent contact with the socio-economic context of the students in the programs analysed and which can build up a long-term mutual interchange with the educational institution. Educators and researchers need time to understand the concerns of each other and build confidence. The staff of the educational institution needs the broader vision of the research group while the researchers need the contact with innovative educational groups and can do much to diffuse these innovations in a wider circle. If there is an on-going contact, the research institute can be providing

constant feedback of its findings and participate in the training of the staff of the educational institution.

The disadvantage of emphasizing applied research through smaller, local research institutes is that these are often too isolated. As is noted elsewhere in this issue, there is need for broader comparative theoretical frameworks which would analyse various cases using similar indicators and relatively similar definitions of the variables studied. One way of accomplishing this is the grouping of various research centers studying roughly similar problems within a given region into a single "task force" which attempts to coordinate their work at both theoretical and applied levels. This also provides a communication network for constant sharing of information on problems and innovations.

RADIO SCHOOLS IN LATIN AMERICA

A comparative study of radio schools throughout Latin America has been initiated by the Latin American Association of Radiophonic Education (ALER). Although there have been many studies of individual radio school systems (RSS) and regional cultural-educational radio stations in countries such as Colombia, Mexico, Ecuador and the Dominican Republic, this is the first which will analyse potentially all radio schools of Latin America within a single comparative framework. The study will be under the general direction of Drs. Eduardo Contreras and Maria Teresa Sirvent and will be coordinated with the UNESCO office of education in Santiago, Chile. This is being financed by the International Development Research Center of the Canadian government through its Latin American office in Bogota. The project is innovative in that it will involve the RSS themselves in a self-study and will be carried out through local centers of educational research.

ALER is an association of some 35 RSS and cultural-educational radio stations, most under Catholic auspices, in 17 countries of the Caribbean, Central

and South America. The direction of ALER is through a governing board representing the major regions of Latin America and a central secretariat in Buenos Aires. It sponsors training seminars for the personnel of RSS and acts as a coordinating agency for radio schools in matters of policy and international representation.

The present project represents the second stage of a long-range, three-stage analysis over six years: (1) 1977-78, a summary of conclusions from previous studies of radio schools in Latin America by Dr. Juan Braun and the secretariat of ALER; (2) 1979-mid 1981, an analysis of the methods, organization, and efficiency of radio schools as educational systems; and (3) 1982-83, a study of the social and educational effects of RSS in Latin America.

The study is the culmination of a widely felt desire for a general descriptive picture of the radio school experience in Latin America. The presence of large rural populations, often isolated in remote mountain valleys, functionally illiterate, and neglected because of the scarcity of human and financial

resources for education has demanded an imaginative response. The radio schools have been a significant demonstration of the innovative use of mass media for educational and development purposes, but there is still not comprehensive and systematic documentation of this experience.

A Descriptive Typology of Radio Schools

Since ACPO (Accion Cultural Popular) was begun in Colombia in the late 1940's, radio schools have developed a wide range of educational and communication strategies in Latin America. The RSS vary in size from ACPO, which covers the whole of Colombia with a peak enrollment of 250,000 students, to the six or more small systems of Guatemala serving different Indian language groups. They differ in their orientation from a quite radical implementation of the "education for liberation" to more traditional primary schools. Most are serving rural populations, but increasingly they include urban lower-status groups. Most are multimedia -- radio, printed materials, some direct teaching, etc. -- but the mixture of media follows different lines. Some emphasize non-formal education while others offer formal, graded curricula preparing students for official examinations.

A principal objective in this second stage of the long-range study is to provide an analytic description of the range of objectives, ideological orientations, strategies of social change, administrative systems, combinations of media, types of curricula, training of personnel, and systems of evaluation. The governing board of ALER has asked that the study focus especially on methods of popular participation in the decision-making, the combination of media, a systematic form of detecting educational needs of adult students, critical examination of objectives, and methods of planning. The methodology of educational systems analysis will be applied to radio schools to provide a general theoretical framework for comparing systematically the different functional dimensions of RSS and to provide a general typology of radio school experiences in Latin America.

The technical director, Eduardo Contreras, is a native of Chile and a recent doctoral graduate of the Institute for Communication Research at Stanford University. He has extensive experience in communication research in Guatemala. The associate director, Maria Teresa Sirvent, a native of Argentina, has studied at Columbia University, New York and has taught at universities in Argentina. She has recently finished a study of popular non-formal education in Argentina.

Local Participation

The research strategy is somewhat unique in that it will involve local research institutes in various Latin American countries and the application of educational systems analysis by the personnel of radio schools to their own institutions. Understandably, radio schools have become sensitive to external evaluations by the research establishments of Europe or the United States because these often respond to foreign research interests and because the research teams do not remain to help radio schools implement the recommendations of the studies.

In this project each RSS participating in the study will select a local research institute which has some specialization in formal or non-formal education -- and these exist in almost every country of Latin America -- to apply the educational systems analysis. In many cases the RSS already have an on-going relationship with such a local applied research institute for continued training and evaluation, and it is hoped that this research strategy will encourage these links. The general direction of the project will train an educational specialist in the local research centers for the application of educational systems analysis and this specialist will, in turn, train a selected person within each RSS. The staff of the radio school, coordinated by the internal person trained in this methodology will carry out an analysis of the organization and efficiency of their own institution.

Thus, the product of this research will be not only a written descriptive typology of radio schools in Latin America, but training of local research

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institutes in this methodology, training of the radio schools in the analysis, and a continuing linkage between radio schools and local research institutes. Although this process is more complex, it develops local resources and protects the principle of local participation.

In a closely related project, Dr. Luis Ramiro Beltran, Elizabeth Cardona Fox, and the staff of the International Development Research Centre in Bogota has collected copies of all available studies and reports on radio schools and has built up a bibliography of more than 2,500 items on radio schools.

These bibliographical resources and other information regarding this research are available at ALER, Corrientes 316 (6⁰ piso - Oficina 655), Buenos Aires, Argentina.

COMMUNICATION AND SOCIAL CHANGE IN INDIA

A major study of the role of communication channels in the rural development of Indian will be carried out jointly by the World Association of Christian Communication (WACC), the Centre for Mass Communication Research at the University of Leicester and Dr. Prodipto Roy with the Council for Social Development, New Delhi. The project, which is scheduled to begin in 1979, is being sponsored and financed by WACC. Much of the initiative and planning for this study has come from the research officer of WACC, Dr. Neville Jayaweera, a native of Sri Lanka.

This study is concerned with the reasons for the discrepancy between large investments in communication for rural development in India and the impact on the life of villagers. In the view of Dr. Jayaweera, those who have worked with broadcasting have had too high expectations of what can be accomplished through mass media alone and have not understood well enough the complex factors and constraints which influence the way villagers in India think and act. There is little understanding of the precise role of various mass and local communication channels in the decision-making of villagers upon which to base a more beneficial communication investment policy.

The initial research design for the project was developed by Prof. James Halloran and Dr. Paul Hartman at the CMCR in conjuction with WACC. The final design and the actual research will be carried out by the Council for Social Development under the direction of Dr. Prodipto Roy and Dr. Paul Hartman.

A New Approach In Communication Research

The general theoretical framework challenges the presupposition that increased investments in mass media and the intensified application and extension of the mass media is the answer to the need of developmental communication in the Third World. The assumptions taken almost uncritically from Western models and from the research findings of academics who set the frame for development communication thinking in the fifties and sixties have not worked out in practice. The mass media have not played the catalyst role in most developing countries on the scale and to the extent envisaged by leading communication researchers.

Earlier models of development communication have not taken into consideration social structure, ownership of property, subsystems of communication in villages and regions, and the influence these factors have on the impact of mass media. A major objective in this research is to test empirically how factors such as social and economic stratification, class and political consciousness distort and modify, vitiate and neutralize mass media contents.

WACC and other ecumenical organizations are also concerned with the limitations of much of the religious broadcasting. In spite of millions of dollars poured into massive shortwave broadcasting enterprises, these often tend to ignore completely the socio-economic factors and concentration of social power that constitute major impediments not only to religious communication but to mass communication in general.

The research design of this project has a number of features which might be

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considered an improvement over earlier similar studies. Rather than focus on the media programs themselves, as have so many of the evaluations of educational media, the study will focus on the social, cultural and economic patterns as well as the power structure of the rural village in India. Participation in development programs and media access are considered variables in this context.

The research will be carried out in three phases: (1) an analysis of the social, cultural and communication structures of three major regions of India; (2) a questionnaire survey of some 20 villages and the analysis of the conclusions of this data; (3) year-long participant observation in a village in each of the three major regions studied to

check the conclusions of the survey.

In the past many studies of communication have not reached significant conclusions because they depended too heavily on simple correlation of data from individual interviews. One personality characteristic is presumed to be a causal factor of another personality characteristic. They have not considered the social and economic structures at the regional and village level which are limiting factors in individual behaviour. The present study intends not only to take into consideration these structural factors, but will analyse more deeply the correlations of individual questionnaire data such as education, beliefs, and media information to determine how these actually fit together in the life of villagers.

RECENT BOOKS SURVEYING RESULTS OF RESEARCH ON INSTRUCTIONAL MEDIA

JAMISON and McANANY: *RADIO FOR EDUCATION AND DEVELOPMENT*

Educators are often interested in exploring the use of radio, TV, or group media, but the literature reporting new experiences is scattered and it is difficult to assess the effectiveness of new methods in practice. Jamison and McAnany have summarized in 140 pages the findings of much of the major research of the last ten years regarding radio as a medium for education and development.

As a first step they collected 521 reports representing 79 countries of the world. This information is presented in a 57 page appendix as an annotated bibliography organized by Peter Spain in terms of authors, country, and subject.

They then selected 14 representative case studies which evaluate important formal and non-formal educational programs using radio. A number of these case studies are summarized in the book, but the complete set is published in companion volumes by the World Bank (see references).

This book is the third stage of the analysis and is admirable for its ability to organize a great deal of material in terms of two succinct schema and at the same time preserve many of

the nuances of the concrete experiences.

Two General Premises

The book has two general premises: "that radio is, and will remain for the next decade or two, the single most pervasive means for communicating with the majority of the world's population and, second, that many countries will use this important national resource to promote development goals" (p.59).

The authors begin with a brief summary of what was known about the use of radio for formal education up the period surveyed (1967-77):"radio, particularly when appropriately supplemented by visual material, can teach effectively and, for many purposes, as well as the other media" (p.30). The rest of the book indicates advances in understanding the specific educational purposes and the circumstances for which radio is likely to be especially effective.

For formal education their analysis of the data discovers three major objectives: (1) improving access to students when the conventional school system is inadequate; (2) improving the quality especially when teachers may not have adequate training; and (3) reducing costs. Four strategies for using radio to achieve these objectives are: in-school

enrichment,in-school direct instruction, extended schooling, and distance learning.

Using Radio in Development

The work of Jamison and McAnany is especially helpful for discovering ways of using radio in development (meaning principally non-formal education), an area in which there has been great advances in the last 10 or 15 years. Five objectives are suggested here: (1) to motivate, (2) to inform, (3) to provide cognitive skills, (4) work skills, and (5) change behaviour. They then analyse the relative effectiveness of four radio strategies for these goals: open broadcasting, radio campaigns, organized listening groups, and two-way telecommunication.

Since one of the major arguments for the use of radio is the reduced cost, their chapter on the cost of radio and methods of cost analysis is especially pertinent.

Some readers will question the concept of development which underlies this analysis of the use of radio. Development here means modernization, that is, the diffusion of technology from urbanized, industrialized centers. Little is said about the role of radio in achieving greater equality in the distribution of resources which is increasingly understood as the critical dimension of development. However, most of the case studies as well as the agencies financing the research were interested in modernization within existing structures, and most of the programs studied have had as objectives modernization, not social development.

This book is a good antidote to the thinking of educational and development administrators who feel that their countries must leap into prohibitively expensive and often impractical schemes of educational TV. The case studies may stimulate the creative thinking of educators in the developed countries where too often it is accepted without questioning that TV is the only medium.

If this book is clear about the effects of radio and the strategies for which it is more effective, it is less helpful in telling us the how and the why of radio's effectiveness. It makes all the difference in the world that a supplementary mathematics program used unusually good pedagogical techniques for actively involving students and maintaining interest. The program had good financing(USAID), relatively good administration, and a cadre of experienced advisors (Stanford University). This analysis stresses effects, not process, and the reasons for radio's effectiveness are treated as circumstantial.

Implementing Radio Strategies

There is a brief chapter describing the constraints in implementing the radio strategies: social and economic structures, ideological commitment, degree of political support, administrative capacity, institutional permanence, expertise of staff, attractiveness of content, efficiency in distribution of materials, and quality of radio reception. But there is no systematic analysis of these "causal" variables in relationship to the degree of effectiveness. What is the precise mix of favorable external circumstances and internal factors such as good administration, financing, and staff training which must be present for radio to be effective? These are the questions that most administrators, teachers ,and development officers will ask. The case studies and the companion case study volumes give richer information, but there is no summary integration of this information.

As the authors point out, few of the case studies have "thoroughly documented the process of implementation and the ways in which these projects met and overcame certain implementation problems" (p.117). Many of these have been evaluations carried out for financing agencies interested mainly in whether the project achieved the goals -- again, simple effectiveness. The studies exhausted their efforts in using traditional behavioural science controls to sort out non-program influences and to determine whether it was really the program which is related to the effect. The case studies were generally less concerned about what methods in the program influenced the results.

Nearly all of the research on which the analysis is based are one-program

and one-country studies. Financing agencies (which often set the agenda) were primarily interested in this kind of project evaluation. This points up the need for broader comparative studies which incorporate within a single theoretical framework many different educational programs and document the varying external and internal factors such as social context, administrative capacity and content in each case. Then these factors are not simply circumstances but become independent variables which can be systematically related to varying educational effects.

SCHRAMM: *BIG MEDIA, LITTLE MEDIA*

Although Wilbur Schramm's book, *Big Media Little Media*, has been given wide publicity, it is worth discussing briefly because it is pertinent to the theme of this issue and because he clearly indicates the research questions in this area of communications which should no longer be asked.

It is the man of some forty years experience considering past mistakes and the most fruitful new directions for research in instructional media. The book also summarizes a great deal of what we know (or don't know) about instructional radio and TV. If he does not give us the tidy summary tables of Jamison and McAnany, we have more of the far-reaching vision of the pioneer in the field.

The book is mainly an effort to provide criteria for educational planners in the selection of media for different educational tasks. When does one select the big media -- the more complex, expensive media like TV and films, and computer assisted instruction -- and when the little media -- radio, slides, slide films, projected transparencies, programmed texts?

Schramm is emphatic in his opinion that many countries both poor and rich have made a mistake in rushing to the presumed magic of the big media without considering the effectiveness of less expensive media. The evidence shows that students learn from any media if they are motivated, interested, and if the media is competently used and adapted to the needs of the students. At any rate, most systems are using a

This, of course, requires a level of financing, administration, and cooperation among programs studied which researchers and sponsoring agencies are not always willing to invest.

In brief, this book represents something of a model in summarizing a great amount of recent research for both the practitioner and the researcher. The limitations in the material they present suggest some of the new directions research should be taking.

combination of media so that the question of whether one medium is exclusively better than another is not a valid one. It is perhaps better to speak, as do Jamison and McAnany, of selecting between different strategies in the use of the media. The evidence is quite clear that some strategies are more adequate for certain objectives than for others.

Schramm notes that, typically, most experiments on learning from the media have concentrated on measuring how much has been learned and have given minor attention if any to how it has been learned, or what aspects of the media have been responsible for its learning.

Further research, he concludes, should emphasize the content of instructional media, and by this he means that we must give more attention to the study for educational purposes of the psychological and social effects of iconic symbols. He mentions, for example, that in a study of instructional TV in primary schools in El Salvador, "it was the iconic material in the TV program that contributed most to the increase in general ability scores. McLuhan's distinction about the difference between linear and simultaneous coding was an insight that preceded the necessary hypotheses construction and research. We are only now beginning to understand some of the differences between iconic (pictures, diagrams), digital (print, spoken language, mathematics), and analogue coding (music, movement in ballet), and a comprehensive theory for the most effective use of these different coding systems has yet to emerge. Nevertheless

if we are ever to relate media to learning effectiveness for a particular task in any except the most general way (picture? print?) it will probably come about through understanding the unique strength and capabilities of the different coding systems" (p.274).

In saying this, Schramm is suggesting a quite new stage of research on educational media.

ROGERS: *COMMUNICATION AND DEVELOPMENT? CRITICAL PERSPECTIVES*

Still another relatively recent survey which indicates the widespread discontent with certain approaches to communication research (and with certain uses of communication for development) has been brought together by Everett Rogers. The nine authors with research backgrounds in the United States, India, and Latin America suggest that the basic problem is the lack of clear social change objectives in concepts of development.

Rogers concludes that the mass media have generally contributed so little to social development because they tend to side with the "establishment", and cannot be expected to alter the existing structures of society. He suggests that mass media are most effective when this responds to and works through local organization. However, one wonders if Rogers is not still working within his top-down, diffusion paradigm and is only suggesting a more subtle and powerful means of manipulation. He does not mention the importance of the intermediate media (e.g., regional and community broadcasting) or the group media which are more likely to reflect real autonomy and participation of local groups.

The proposal of Rogers and of the combined authors, Roling, Ascroft, Chege, of low-cost field experiments in which researchers work along closely with educational and development institutions to design the content and pedagogical technique means that research will contribute more directly to our understanding of the how in the use of instructional media.

Beltran suggests that the most promising new directions in communications research (at least in Latin America) come from the emphasis on the analysis of local and national power structures (the control of communication channels) and from semiology. This will focus on the role of limiting external factors and the symbolic content of educational materials for real human and social development.

THE COMMUNICATION YEARBOOK, I and II

Good reviews of current trends in Intructional Communication, covering both theory and research, are found in the annual *Communication Yearbook* published by the International Communication Association. These reviews deal principally, but not exclusively, with formal education in the United States. They rely heavily on current educational theory and theories of child development as an analytic framework.

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REPORTS FROM THE FIELD

Dear Sir,

Perhaps you'll be interested to publish the following in your news bulletin, which comes to us and we find very interesting:

Christian Communicators workshop

From 13th January till 10th February, a basic workshop in AV media for Indian Christian Communicators was conducted at the Bombay Xavier Institute of Communications 22 participants from all over India took part in it as trainees, and several instructors from India and abroad explained the theory and practice of various media, from photography to TV. The workshop was fully production oriented so that everyone had to produce a complete programme on each of the AV media.

It was organised by the Galilean International Films & TV Services of India, known as GIFTS, in collaboration with both the Xavier Institute of Communications and the International Films Inc. California, USA.. The participants belonged to various Christian denominations; among the staff members there was Mr.C.Ray Carlson, president of International Films Inc. California, Mr.Michael Pritchard, a freelance film producer from London, and Mr Ken Anderson, president of Ken Anderson Films, USA..

The workshop was a truly Christian experience; it began every day at 9 am. with a prayer service conducted by one of the participants, either by sharing a religious experience, or an insight into the Word of God in the Bible, by spontaneous prayer, singing or dancing. The Christian and social justice content of AV media was forcefully insisted upon again and again by all the instructors, and in particular by Fr.Victor Affonso, S.J. who directed the whole programme, making it both interesting and relevant. On the two first days, Fr.Anthony D'Souza, S.J., Director of the Xavier Institute, gave some basic ideas and exercises on leadership and human relations for communicators. At the end of the workshop he distributed the certificates to the participants.

With best wishes and regards,

D. Cortadellas, S.J.

Institute of Communications,
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Bombay 400 001

13th Feb. 1979

Creating Contacts among Latin American Communication Researchers

In a meeting held in Caracas, November 16 and 17, 1978, communication researchers from Venezuela, Colombia, Peru, Brasil, Chile and Uruguay decided to start the Latin America Association of Communication Researchers (ALAIC).

One of the objectives of the Association is to create the conditions apt to overcome colonialisms in the field of information in Latin America. In applications of this objective ALAIC intends to be present in regional and

world debates concerning communications policies. Thus the organisation hopes to be able to contribute to the creating of a new international order of information.

The Board of Directors of ALAIC consists of :

LUIS ANIBAL GOMEZ (Venezuela) President
HERNANDO BERNAL (Colombia) Vice-President
LUIS GONZAGA MOTTA (Brazil) Secretary of Promotion

MARCO ORDONEZ (Ecuador) Secretary of Formation and Documentation
FERNANDO REYES MATTA (Chile) Secretary of Public Relations
ALEJANDRO ALFONZO (Venezuela) Secretary of Administration and Finance

JOSEP ROTA (Mexico) Coordinator of Consultative Council

Provisional Address:
Asociacion Latinoamericana de Investigadores de la Comunicacion (ALAIC),
c/o ININCO, Av. el Bosque No. 13,
La Florida, Apdo. 60.102, Caracas 106, Venezuela.

UNESCO Meeting in Panama, December 4-8

On the invitation of UNESCO, communications researchers from Latin-America discussed proposals and recommendations for the Director-General of the Department for Culture and Communication of UNESCO (represented in Panama by Dr. Antonio Pasquali).

The work of the experts concentrated on the question of how to implement the the resolutions of the first inter-governmental conference for Communication policies in Latin-America and in the Caribbean (July 1976). On this occasion a resolution was passed asking UNESCO to consider the newly created Asociación Latinoamericana de Investigadores de la Comunicación (ALAIC) as the leading organisation of communications researchers in Latin-America.

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