

# **MEDIA LITERACY: A Handbook for Educators, Parents, & Community Members**

## **Preface**

### **Making a Difference**

Media literacy has been defined as: "the ability to choose, understand and question, evaluate, create and/or produce and respond thoughtfully to the media we consume. It is mindful viewing, reflective judgment."

With careful thought, discussion and consideration, the Independent Schools Association of the Central States (ISACS) Issues and Social Concerns Committee recognizes the responsibility our schools have in providing leadership to bring about social change--the impact of which could extend far beyond the walls of our own independent schools. The reputation for excellence and the strength which our schools enjoy in the communities we serve demand that we assume the responsibility and leadership to do all we can to ensure a quality childhood for all our nation's children. The first effort of this committee has been to focus on the impact of media violence on the minds of our young people and the role education can play in helping young people become more informed media consumers.

Initiating this effort with a community-based project in Columbus, Ohio, we developed the primary focus as media literacy. Our goal was to create a model and guide for other independent school educators. This model is discussed more fully on successive pages of this guide.

Together, we can make a difference in the lives of our students and communities. That difference can begin with you, as a leader, educator and role model. The boards of our independent schools include community leaders who, by linking with committed educators, have the potential to bring about greater awareness by society of the impact media plays in shaping values.

We welcome your reactions to this guide. Let us know about your efforts, projects or lessons that have positively affected your students in the area of media literacy. Write to ISACS Issues and Social Concerns Committee, 1400 W. Maple Ave., Downers Grove, IL 60515.

ISACS is indebted to the leadership of Patricia Hayot, Head of School, Columbus School for Girls, and the chair of the ISACS Issues & Social Concerns Committee, for her leadership in the development of this issue, the creation of a model program to address the issue, and the writing of this monograph.

All of our futures depend upon the skills and values of the children.

## **Background**

I've come to see that more and more we use the media to teach children that violence is a way of life. By the time they're teenagers, using violence to resolve conflict seems very natural to them. As a result, it shouldn't surprise us that some of them end up using violence as a way to deal with their problems.

Deborah Prothrow-Stith, M.D. assistant dean, Harvard School of Public Health, interview with Media and Values (Fall 1993, no. 63, p. 6).

### Research Links Violence to Watching Violence

Child advocates understand that today's global culture is being shaped by the mass media in ways that we never thought imaginable. While there is much reaction by politicians and some by cable network stations, the public remains relatively uninformed about the decades of research linking violent attitudes and behaviors with long hours of viewing of television violence. Unlike Canada and the United Kingdom, where media literacy is a central part of curricula, the topic has yet to be integrated into our programs for young people.

Impact of Mass Media Goes Beyond Information: George Gerbner, dean emeritus of the Annenberg School for Communication at the University of Pennsylvania, has produced some of the most thought-provoking research to date on the impact of mass media on our global culture. He has spent nearly 30 years researching this area and writes that...

...For the first time in human history, most children are born into homes where most of the stories do not come from their parents, schools, churches, communities, but from a handful of conglomerates who have something to sell.... Media are coalescing into an integrated cultural environment that constrains life's choices as the natural environment defines life's chances.

(Prospectus: Cultural Environment Movement.)

Facts on the Media and Violence: On television, over 65 percent of major characters are involved in violence each week.

Seven out of 10 prime-time programs contain violence.

Regular entertainment programs average 150 acts of violence and 15 murders per week.

Crime/action series are 17 per-cent of U.S. domestic shows, but 46 percent of exported programs.

### Who Gets Killed?

Overall, 130 characters are killed for each 100 killers.

Of African-Americans, 154 are killed per 100 killers.

Of Latino characters, 200 are killed per 100 killers.

Of Asian-Americans, 400 are killed per 100 killers.

Overall, older people, women and minorities are disproportionately victimized and white males in the prime of life play the least price for violence, being most likely to kill with impunity.

Source: George Gerbner.

## Violence & Youth: Psychology's Response

Summary Report of the American Psychology Association Commission on Violence and Youth (August, 1993). Reprinted with permission from Center for Media Literacy, Phone: (800) 226-9494.

**Exposure to Violence in Mass Media:** There is absolutely no doubt that higher levels of viewing violence on television are correlated with increased acceptance of aggressive attitudes and increased aggressive behavior.

...Children's exposure to violence in the mass media, particularly at young ages, can have harmful lifelong consequences. Aggressive habits learned early in life are the foundation for later behavior. Aggressive children who have trouble in school and in relating to peers tend to watch more television; the violence they see there, in turn, reinforces their tendency toward aggression, compounding their academic and social failure.

...In addition to increasing violent behaviors toward others, viewing violence on television changes attitudes and behaviors toward violence in significant ways. Even those who do not themselves increase violent behaviors are significantly affected by their viewing of violence in three ways:

Viewing violence increases fear of becoming a victim of violence, with a resultant increase in self-protective behaviors and increased mistrust of others.

Viewing violence increases desensitization to violence, resulting in callused attitudes toward violence directed at others and a decreased likelihood to take action on behalf of the victim when violence occurs.

Viewing violence increases viewers' appetites for becoming involved with violence or exposing themselves to violence.

...The effects of viewing violence on television can be mitigated. Children can be taught critical viewing skills by parents and in schools so they learn to better interpret what they see on television. For example, children can learn to distinguish between fictional portrayals and factual presentations. In addition, children can be taught to recognize ways in which violence is portrayed unrealistically (e.g., when it is portrayed without any negative consequences). Children also can learn to think about alternatives to the violence portrayed, a strategy that is particularly effective when an adult viewing the violence with the child expresses disapproval of violence as a means of solving problems and then offers alternatives. The availability of such protective measures for some parents, however, does not absolve the film and television industries from their responsibility for reducing the level of violence portrayed on the screen.

## **Creating a Media Literacy Coalition**

### **The Columbus Center for Media Education: A Model**

The Columbus Center for Media Education (CCME) was established in 1994. The effort was initiated by the head of school at Columbus School for Girls in Columbus, Ohio. Serving as a model for other independent school communities, the following provides background information on how CCME was developed conceptually and practically.

With the goal of introducing every child in Franklin County, OH to the principles of media literacy, the primary focus of CCME is television, as 95 percent of American families own at least one television. The objective was to create an expanded view of literacy--media literacy-- that recognizes the role and impact of the mass media in transmitting cultural values.

Today's young people bring to classrooms the images resulting from watching thousands of hours of television and listening to enormous amounts of pop music. Their media perceptions condition the ways they look at themselves, their education and world. Their concepts of drama, heroes and conflict resolution are largely pre-packaged from the mass media.

CCME members began by creating a broad-based task force of professionals and young people representing the fields of education, medicine (especially pediatricians and family practitioners), juvenile justice, clergy, media and business.

Then, members met with George Gerbner who had been conducting research in the field of television media for nearly three decades. He worked with the group to identify key concepts and to explore, in general terms, the mission and goals of the committee.

Next, members were asked to generate goals specific to their own profession and to define ways these goals could be achieved. In addition, the committee examined the 30-year history of legislative and public action efforts in response to the quality of the media, particularly television. This resulted in reaching a consensus on the CCME's mission statement and goals, which are outlined hereafter.

**A Model for Collaborative Action:** Dedicated to increasing general awareness and understanding of the impact of television violence on our community's young people, CCME members recognize that television's ubiquity is both a weakness and strength. Understanding that television is one of the most influential teaching tools, the team focuses on providing parents, caretakers and children with training and skills for interpreting, analyzing and countering violent television messages and images.

During the first two years of the existence of CCME, the group agreed to focus on the educational and health-care professionals and organizations. The key to the long-term success of CCME depended on creating alliances with existing, strong organizations.

More specifically, the goals of the CCME are to influence positively the following groups:

Young People - Ages 4-11 & 12-18 by...

Establishing a K-12 media education curriculum.

Involving youth in development of intervention techniques.

Parents and Primary-care Givers by...

Developing a summary of research.

Monitoring television viewing.

Watching television with children.

Discussing alternatives to violent responses.

Encouraging community intervention.

Developing media violence materials and handouts.

Educators and Health Professionals by...

Providing training programs.

Establishing methods for intervention by working with the Central Ohio Pediatric Society and Columbus health-care professionals.

Distributing research or PSAs to parents, caretakers, medical personnel, schools, clinics.

Television Professionals by...

Engaging stations, producers and advertisers in community-wide dialogue about the effects of television violence on young minds.

Securing participation of these professionals in creating alternative programming.

Concepts Behind a Literacy Program: In developing training programs for parents, teachers and other child-care givers, CCME focused on the following premises (developed by the National Telemedia Council):

All media are constructions (and can be deconstructed).

The media construct reality.

Audiences negotiate meaning.

Media have commercial purposes.

Media have ideological and value messages.

Media have social and political implications.

Media forms shape message content.

Media have unique aesthetic forms.

Excellent materials exist for those wishing to introduce media literacy curriculum material in the classroom. The final pages of this brochure include a bibliography from the Center for Media Literacy, a bibliography which includes organizations, as well as reference materials.

## Integrating Media Literacy into School

### What Educators Can Do

How can we as educators take a leadership role in bringing about change in programming policies to address the deleterious effects of media violence on our children?

1. Promote media literacy, awareness, critical viewing and reading in your community:

Collect, publicize and disseminate information about relevant programs, services, curricula, as well as research and teaching materials.

2. Involve media-oriented networks and councils, teachers, students and parents: groups concerned with children, youth and aging; women's groups, minority organizations; religious, educational, health, environmental, legal and other professional associations; consumer groups and agencies, etc.

3. Engage those who create media: Work with journalists, artists, writers, actors, directors and other creative workers. Support local and national and international media councils, study groups, citizen groups, professional groups and other forums addressing the issues.

4. Involve your students: As you or representatives from your schools begin to investigate media literacy, include representatives from students and student leadership groups. Some of the most powerful presentations have been initiated and carried out by students. Through parent newsletters and parent programs, encourage colleagues to address the topic of media and media violence with parents. Most likely, they are looking for support in creating viewing alternatives for their children.

### Children & TV: What Teachers Can Do To Help

At sharing time, do your students talk about what happened to TV characters the previous evening?

When asked to write a story, do some students respond by recounting a bloody shoot-out from last night's episode of their favorite police show?

At recess, does violent television fantasy turn into real-life behavior for some of your students?

If you have answered "Yes" to any of these questions, you are not alone! These are just three examples of everyday, TV-related behaviors that teachers observe among their students.

Some teachers also report feeling overwhelmed by the seemingly irreversible trend toward unquestioning acceptances of TV values by students and their families. The problem may seem insurmountable, but there are specific ways that you can make a difference.

Begin by acknowledging the presence of TV. ...In fact, studies show that after parents and school, TV is the most important factor influencing children's behavior. The goal is to help children (beginning in elementary school throughout high school) and their families become critical television viewers who are able to...

Question what they see.

- Compare and contrast TV with real life.
- Identify what is appropriate and inappropriate behavior for both the TV characters and themselves.

How Can You Help Your Students? During circle small group or class discussion time, find out what programs your students watch most often. Talk about...

- How real the students believe programs to be.
- What the students like and dislike about the characters.
- What TV characters use put-downs and why.
- Whether the students ever wish they were a certain TV character.
- How they can tell when things on TV are real or unreal.
- Whether the students worry about situations they see on TV.
- How truthful students believe commercials to be.

Talking about these issues also becomes a point of departure for further discussion and related issues. For example, develop a unit on real heroes. This might be in response to specific classroom behavior or just because you feel it is an important topic for your students.

An introductory discussion could include the following questions:

- What is a hero/heroine?
- Why are some cartoon or action-adventure show characters called superheroes?
- Can heroes be helpful without being violent?

Subsequent activities might include...

- Students bringing in pictures or stories from magazines, newspapers or the evening TV news about people doing something heroic or helpful without being violent.
- Students asking their families to write down a heroic act that was performed by someone they know. Then, they can illustrate the stories and share them with the rest of the class. Pictures about each story can be featured on a real superheroes bulletin board.
- Selecting one child, or more, who has been helpful or heroic recently as hero (es) of the week. (This can be another bulletin board feature.)

At the end of the unit, conduct a summary discussion to...

- Review what students have said and done. Recall specific examples of stories and artwork.
- Ask what the students think a superhero is now. Is it different from what they thought before? Why or why not?

### Helping Parents Understand the Importance of Media Literacy

The average American child watches four hours of TV each day--none of it in the classroom. Teaching students to become critical viewers also means heightening family awareness. Here are three simple ways in which you can begin to encourage parental involvement:

- Discuss children's TV viewing as part of a back-to-school night.
- Regularly place newspaper and magazine articles about children's viewing in the school's newsletter or in your own take-home flyers.
- Bring up issues of TV at individual parent conferences, especially if you feel that a particular child's viewing habits are affecting his or her energy level, social behavior or academic progress.

Critical TV viewing is a skill that must be taught, just like reading or math. ...Your own awareness of the problem and willingness to teach TV-viewing skills to students and their families will demonstrate that something can be done.

(This section reprinted with permission from Center for Media Literacy, (800) 226-9494.)

## **What Parents Can Do: 10 Tips for Parents...**

As a parent, provide your kids a healthier lifestyle by taking charge of the media in their lives. Limit viewing, provide choices and talk about what is being shown. Don't be discouraged if you can't manage all of them right away. Make a start!

1. Select clear limits. Set clear ground rules, such as the following: no television or video games before school, during daytime hours, during meals or before homework is done. Limit your children's daily TV viewing and video game playing time to one or two hours-or less.
2. Don't use the TV as a baby-sitter. It's very easy to tell your children to "go watch TV" when you are busy (or can't think of anything else for them to do). Using the television, movies or video games as a baby-sitter...can begin a pattern of indiscriminate viewing and game playing. And, if your children are in a day-care setting, make sure they are not watching television as a substitute for games or other activities.
3. Don't make the TV the focal point. Avoid placing the television in the most prominent location in your home and keep TV sets out of your children's rooms.
4. Offer other enjoyable activities. Once you turn off the TV, be ready with some other fun activity to take its place. Encourage reading, music-making, hobbies, sports and social activities.
5. Choose what to watch. Select the TV programs your children watch, as you would choose a movie. Decide what to watch and turn off the television afterward to discuss it with your children. Avoid "channel surfing," and never use television as background noise.
6. Ban unacceptable programs. Forbid your children from watching TV programs and movies you strongly oppose. Teach children critical viewing skills and be clear about why you avoid certain programs, movies and video games. Make sure your own actions are consistent with the values you enforce.
7. Identify high-quality programs. Teach children to be critical of overly commercial, simplistic, violent and unrealistic programming. Provide examples of what you consider high-quality programming. Watch and discuss some of these programs with your children.
8. Know what your kids are watching. Watch at least one episode of your children's favorite TV shows. Ask the kids what they like about the programs. Discuss both "good" and "bad" shows, movies or video games. This activity gives you the chance to discover and correct a child's faulty impressions.
9. Discuss media violence. Talk with your children about how TV and movie characters solve their problems. Ask your children to come up with more realistic or nonviolent solutions. Talk about the violence promoted in the video games your children play. Discuss alternative ways to resolve conflict.
10. Have a voice in local TV programming. Call or write your local stations and networks to express your approval or disapproval of children's and adult programming, as well as commercial content.

(This section reprinted with permission from the Minnesota Medical Association, (612) 378-1875.)

## What Everyone Can Do

### Voice Your Opinion

Call or write to radio and television stations and movie theaters to advise them of your decision to turn off violent programs. Similarly, call or write to thank owners when they show programming that portrays nonviolent ways of solving problems. Encourage them to address more family issues and to show positive actions by people working to improve the community.

Write the manufacturers of products advertising on programs of which you disapprove. Avoid products whose advertisers glorify physical or verbal violence. Check product packages or call your local library for addresses.

Be respectful even if you are angry: your message will be more credible. Do not write anonymously: your message is more likely to be considered seriously when signed.

### Media Contacts:

ABC: Entertainment President, 2040 Avenue of the Stars, Century City, CA 90067

CBS: Entertainment President, 7800 Beverly Boulevard, Los Angeles, CA 90036

NBC: Entertainment President, 3000 West Alameda, Burbank, CA 91523

FOX: Entertainment President, Box 900, Beverly Hills, CA 90035

### Finding Media Literacy Resources

(A compilation from resources provided by the Center for Media Literacy and the New Mexico Media Literacy Project)

### **In Print**

*Preposterous Violence: Fables of Aggression in Modern Culture* by James B. Twitchwell. Looks at the history of violent entertainment and its attractions (1989). Oxford University Press, 201 Evans Rd., Cary, NC 27531-2009, (800) 451-7556, \$30.

*Faces of the Enemy: The Psychology of Enmity* by Sam Keen. Shows how ad images and political cartoons promote hatred (1988). Harper and Row/Harper San Francisco, 1150 Battery St., San Francisco, CA 94111-1213, (800) 328-5125, \$16.95.

*TV-Interactive Toys: The New High Tech Threat to Children* by Pamela Tuchscherer. Evaluates the violent impact of TV-originated toys for children and suggests critical viewing skills to counter their effects (1989). Pinnaroo Publishing, P.O. Box 7525, Bend, OR 97708, (503) 947-5002, \$9.95.

Teaching Our Kids to Kill, Chapter 3 from *Deadly Consequences: How Violence Is Destroying Our Teenage Population and a Plan to Begin Solving the Problem* by Deborah Prothrow-Stith, M.D. Summary of media/violence issues (1991). Harper Perennial, Harper Collins, P.O. Box 588, Keystone Industrial Park, Scranton, PA 18512, (800) 331-3761, \$12.

*Media, Children and Family: Social Scientific, Psychodynamic and Clinical Perspectives*, edited by Dolf Zillman, Jennings Bryant and Aletha Huston. Part III of this in-depth reader focuses on *Effects of Violence and Horror* (1994). Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NJ 07642, (201) 666-4110, \$34.50.

From the Center for Media Literacy

For a comprehensive short course on media and violence, order *Media & Values* 2-part series on the topic. *Media and Violence Part One: Making the Connections* reviews the research and overviews the key issues; *Part Two: Searching for Solutions* offers dozens of ideas for personal and community action (1993). \$7 for both issues. Also available in quantity for study groups: 10 copies of each issue, plus discussion guide: \$65.

*Beyond Blame: Countering Violence in the Media* is a community education resource kit with video and audio resources, plus lesson plans for elementary, middle school, teen/adult and parent groups. The above resources are available from:

Center for Media Literacy

1962 S. Shenandoah St.

Los Angeles, CA 90034

(800) 226-9494, FAX (310) 559-9396

*The Early Window: Effects of Television on Children and Youth* by R. Liebert and J. Sprafkin (1988). Pergamon Press, 660 White Plains Rd., Tarrytown, NY 10591, (914) 524-9200.

*Big World, Small Screen: The Role of Television in American Society*, Aletha Huston, et al. A report of the American Psychological Association task force to review literature on the positive and negative effects of TV advertising and programming (1992). University of Nebraska Press, 312 N. 14th St., P.O. Box 880484, Lincoln, NE 68588, (800) 755-1105, \$12.

*The Question of Media Violence* by Barrie Gunter, Chapter 7 in *Media Effects: Advances in Theory and Research*, edited by Jennings Bryant and Dolf Zillman. Explores the history and effects of violence on television (1994). Lawrence Erlbaum Associates, \$29.95.

*Violence on Television: What Do Children Learn? What Can Parents Do?* Pamphlet. American Psychological Association, Public Interest Directorate, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5500, free.

*The Politics of TV Violence: Policy Uses of Communication Research* by Willard D. Rowland, Jr. Analysis of the topic up to 1980 (1983). Out of print: Look for this in your local library.

Television and Children: A Special Medium for a Special Audience. Examines children's interactions with television and the child's active role in determining the medium's impact, by Aimee Dorr (1986). Out of print: Check your local library.

### **Policy Statements**

Violence in Electronic Media and Film. A policy statement of the National Council of Churches (1986/1992). NCC, 475 Riverside Dr., #572, New York, NY 10115, (202) 870-2377, free.

Violence and Youth: Psychology's Response. A summary report of the American Psychological Association Commission on Violence and Youth, examining the psychological effects of violence in media. APA, Public Interest Directorate, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5500, first copy free, \$4 for each additional copy.

TV Violence: Fraying Our Social Fabric. Details Canada's efforts to curb media violence (1993). Contact Liberal Party Cultural Official Sheila Finestone, (613) 995-0121, free.

Television, Violence, Children and the First Amendment: Can They All Get Along? January 1994 issue of Education Issue Update. The National PTA, 330 N. Wabash Ave., #2100, Chicago, IL 60611-3690, (312) 670-6782, free.

TV and Growing Up: The Impact of Televised Violence by the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. A classic violence study (1972). Available in your local library.

### **Magazine Articles**

What Won't They Do? by Ken Auletta. Discusses what Hollywood decision-makers see as the entertainment industry's responsibility to the public in creating programming for TV and film. The New Yorker, May 17, 1993.

Fake Blood: Why Nothing Gets Done About Media Violence by Martha Bayles in the Brookings Review, fall 1993. Discusses the media industry and government's role in and response to the current debate.

Why Blame TV? Builds a case for television, claiming that blaming society's woes on TV is unfounded and over-simplistic, by John Leonard. Dec. 27, 1993, issue of The Nation.

TV Violence, the March 26, 1993, issue of the Congressional Quarterly Researcher. A thorough and comprehensive summary dedicated to examining violence on television and its implications for our society.

On the Regulation of Broadcast Indecency to Protect Children by Edward Donnerstein, et al. Journal of Broadcasting and Electronic Media, 36, 111-117.

Applying Social Science Research to Film Ratings: The Shift from Offensiveness to Harmful Effects, Barbara Wilson, et al., from Journal of Broadcasting and Electronic Media, 34, 443-468.

Media Violence: Between Censorship and License Is the Literate Consumer by Wally Bowen. Presents the need for media literacy and how it can help young people cope with media. Education Week, March 16, 1994.

Honey, I Warped the Kids by Carl Cannon and Passing the Buck in Tinseltown by Michael Krasny, both from Mother Jones, July/August 1993. A look at violence in the entertainment media and its relation to violence in society.

### **On Video**

The World is a Dangerous Place: Images of the Enemy in Children's Television. Video with leader's guide examines stereotypes of enemy in cartoons, 13 min. (1989). Center for Psychology and Social Change, 1493 Cambridge St., Cambridge, MA 02139, (617) 497-1553, \$40.

Warning: The Media May Be Hazardous to Your Health. Analyzes how advertising objectifies women leading to toleration of violence and exploitation in media and in society, 36 min. (1990). Media Watch, P.O. Box 618, Santa Cruz, CA 95061-0618, (408) 423-6355, \$150.

On Television: The Violence Factor, Part I of On Television series. Looks at the three decades of debate about effects of violence in TV news and entertainment programs, 56 min. (1984). California Newsreel, 149 9th St., San Francisco, CA 94103, (415) 621-6196, \$49.

### **Investigative Reports**

Primetime Violence is a documentary on the debate over violence on TV, 47 min (1994). Arts & Entertainment Network, P.O. Box 2284, South Burlington, VT 05407, (800) 423-1212, \$23.90.

The Killing Screens: Media and the Culture of Violence. Dr. George Gerbner discusses the impact of violence in the media, 55 min. (1994). The Media Education Foundation, 26 Center St., Northampton, MA 01060, (800) 659-6882, \$125.

### **Organizations**

Accuracy in Media - conservative watchdog group, monitors news and documentaries, 1275 K Street NW, Suite 1150, Washington, D.C. 20005.

Cambridge Documentary Films, Inc. - offers video Still Killing Us Softly about the dehumanization of women by the media, PO Box 385, Cambridge, MA 92139, (617) 354-3677.

Canadians Concerned About Violence in Entertainment (CCA VE), c/o 167 Glen Rd., Toronto, ONT M4W 2W8, (416) 961-0853.

Center for Media Education, 1511 K Street, NW Suite 518, Washington, DC 20005. (202) 628-2620. - a pioneer in trying to promote educational Children's TV, started by Peggy Charen and now run by Elizabeth Montgomery.

Center for Media Literacy, 1962 S. Shenandoah St., Los Angeles, CA 90034, (310) 559-2944

Center for Media and Values, Elizabeth Thoman, director, 1962 South Shenandoah, Los Angeles, CA 90034. 1-800-226-9494. - publishes classroom activities, books, curricula, tapes, discs and one of the most complete (and annotated) bibliographies on the subject of media literacy.

Center for the Study of Commercialism - publishes newsletter Advice about effects of advertising on society, 1875 Connecticut Ave., NW, Suite 300, Washington, D.C. 20009-5728, (202) 797-7080.

Citizens for Media Literacy, Wally Bowen, director, 34 Wall Street, Suite 407, Asheville, N.C. 28801. (704) 255-0182. - publishes the extraordinary media literacy comic book Get A Life which is designed to help children understand the goals of Channel One. Also, has a very informative newsletter: The New Citizen.

Cultural Environment Movement, George Gerbner, Founder and Chair, P.O. Box 31847, Philadelphia, Pa. 19104. (215) 387-5202. CEM encourages and supports the development of independent local, regional and national groups worldwide, representing a wide range of social and cultural interest groups, which share CEM's goals of freedom, fairness, diversity and democracy in cultural policy-making.

Downs Media Education Center (DMEC), 454 Amado St., Santa Fe, NM, 87501. (505) 820-1129. Founders of the National Media Literacy Project. Works in New Mexico and other states.

Fairness and Accuracy in Reporting - liberal watchdog group that promotes free speech, 130 W. 25th St., New York, NY 10001. World Wide Web Page site: <http://www.igc.org/fair>

Foundation for Media Education, Sut Jhally, Dept. of Communication, University of Mass. at Amherst, Amherst, MA 01003. (413) 545-4609 - publishes Dreamworlds, Pack of Lies, The Killing Screens, The Date Rape Backlash, and others (1-800-659-6882)

INFACT - consumer action group that produced Deadly Deception: General Electric Nuclear Weapons & Our Environment, 265 Hanover St., Boston, MA 92139, (617) 354-3677.

Institute for Mental Health/Initiatives, 4545 42nd St., NW, Suite 311, Washington, DC 20016, (202) 364-7111).

Interact - offers unit "Agency" which stimulates competing advertising companies, Box 997-H911, Lakeside, CA 92040, (619) 448-1474.

Letter Exchange - a magazine for people who would like to revive the lost art of written communication. Box 6218, Albany, CA 94706-6218.

Media Foundation, 1234 West 7th Avenue, Vancouver, B.C. V6H 1B7 Canada. (64) 736-9401. - publish the wonderful Adbuster and originators of "culture jamming."

Media Research Center - publishes TV, etc., which "documents the political agenda of the Hollywood left' and Media Watch which tracts "bias in the news industry."

Media Watch - devoted to improving the image of women, published Warning: The Media May Be Hazardous to Your Health, Box 618, Santa Cruz, CA. 95061-0618.

MediaScope, 12711 Ventura Blvd., Suite 250, Studio City, CA 91604, (818) 508-2080.

National Alliance for Media Education - association for organizations, 1212 Broadway, Suite 816, Oakland, CA 94612, (510) 451-2717.

National Alliance for Nonviolent Programming. A Coalition of National and International Women's Organizations, 1846 Banking St., Greensboro, NC 27408, (910) 370-0407.

National Coalition on Television Violence, 247 S. Beverly Dr., Beverly Hills, CA 90212, (310) 278-5433.

National Coalition on Television Violence - committed to decreasing violence in films and television, Box 2157, Champagne, IL 61825.

National Telemedia Council - publishes directory of all involved in media literacy education, 120 E. Wilson St., Madison, WI 53703, (603) 257-7712.

New Mexico Media Literacy Project, 6400 Wyoming NE, Albuquerque, NM, 87109. (505) 828-3264 or 828-3129. Begun by DMEC in 1993. Since 1994 sponsored by the State Dept. of Education and Albuquerque Academy - trying to make NM the first state "where media literacy is integrated into all N.M. schools."

On Television, Ltd. - produces documentaries exploring television's role as educator, 388 Broadway, Studio 4, New York, NY 10013, (212) 925-5289.

Turn off the Violence, P.O. Box 27558, Minneapolis, MN, (612) 593-8041.

Viewers for Quality Television - supports quality prime time programs. Box 195, Fairfax Station, VA, 22039

Author: ISACS Committee on Issues and Special Concerns, Fall, '96. (Individual or multiple copies of this pamphlet are available from ISACS for a modest charge.)