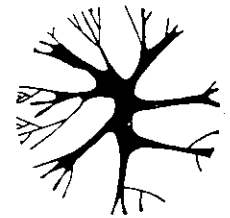


RESEARCH TRENDS IN RELIGIOUS COMMUNICATION



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Media Education: The Way to TV Stewardship

For many, media education seems an unnecessary and possibly costly addition to the really essential courses of reading and writing. Moreover, there is a general lack of agreement just who is responsible for media education — parents, schools, informal associations, the churches ... or all of them? And, even granting that responsibility to one group, e.g. parents, how are they to give to their children what they themselves lack? This Supplement hopes to give encouragement and information. The successful expansion of media education in Australia, the ability of the IAK in German-speaking countries to integrate media education with interpersonal communication, the internationally used Educommunication and Television Awareness Training programmes, and the work with children and media education in France and Latin America — each demonstrates a fruitful approach of the churches to media education. As the role of the media in our lives increases, so does the challenge to make them not a curse but a blessing.

Australian Media Education

Kelvin B. Canavan, F.M.S. *Mass Media Education Curriculum Guidelines for Primary Schools (K-6) and Secondary Schools (7-12)*. (Sydney: Catholic Education Office, P O Box 145, Broadway, 1975).

Two aspects distinguish the media education programme developed by Kelvin Canavan: 1. that it has grown from one used by the Catholic schools to one used widely in other Australian schools; and, 2. it has developed to the point of offering teacher training courses to help implement the programme.

Kelvin Canavan became convinced of the need for mass media education throughout his career first as a primary grade teacher and later as Inspector for Schools with the Catholic Education Office. He introduced media study into English studies and fostered interest in media education among his fellow Marists and other educators. Chosen in 1971 to design a mass media education curriculum, he surveyed about 50,000 students and 1,000 primary school teachers on their use of the media. The survey results made teachers and parents receptive to the mandatory introduction in 1972 of a new subject into the primary school curriculum. Its success urged the Episcopal Committee for Mass Media to request Canavan to prepare a comprehensive Kindergarten to Grade 12 curriculum. Work on a Master of Science at Cornell University helped him design curricula on the mass media as a separate or integrated subject. Today the most widely used mass media education programme in a cross-section of Australian schools grew from his work.

The curriculum responds to a growing realization of the importance of mass media in Australian life, parental inability to help their children use the media with discrimination, and Church responsibility to foster such education. The curriculum takes seriously the schools' task of preparing students for a media-shaped life.

For Kindergarten to Grade 4 students the aim is to respond and react to what they see on television. This will predispose them

to the development later of appreciative and critical attitudes towards TV. Students in Grades 5 to 12 are trained to respond and react to what they view on TV and film, read in the press, and listen to on the radio. The ultimate goal of such media education is to develop discriminating truth-seekers who use media wisely, listen appreciatively, critically and responsibly.

Students have three general objectives in studying TV, film, press, and radio: knowledge, skills, and attitudes. Each student should know the role and operation of the national TV, basic film elements, and the relevant Church documents — the *Decree on the Media of Social Communication* (1963) and the *Pastoral Instruction on the Means of Social Communication* (1971). Essential skills include the ability to analyse advertising, rate programmes for enjoyment and enrichment, evaluate media offerings in terms of previously acquired knowledge, and form opinions after weighing input from various media sources. A successful course will instil a continuing desire to view TV and film critically, synthesize the information the media offer, become more sensitive to issues TV presents, and relate one's media experience and judgement to the demands of conscience, faith and Christian morality. Curriculum methods vary widely for each age group, but all require student activities to foster confident and intelligent media use. Exercises move from basic discussion starters — What did you watch on TV last night? — to more complex work, such as comparison of TV news items between several stations, or examining the contrast between ethnic stereotypes on TV and students' actual experience of ethnic people. Students may also examine which sections of their community are best served or neglected by the available radio stations. Teachers have 464 suggested learning experiences to adjust to the teaching situation. The 252 behavioural objectives, such as 'being able to revise judgements in the light of new evidence in the press', guide teachers towards what to seek in the exercises. The fundamental approach is through the pupils' current media habits.

A recent survey indicates that media study is now an accepted part of the total curriculum in the Sydney Catholic primary schools

(K-6), where over 90% of students received mass media education in 1981 in Grades K-2, and 96% in Grades 3-6. This success is due to many causes: frequent articles on the need for such education, successful experimentation leading to solid curricula, liaison with teacher training colleges and university research departments, and production by the Australian Broadcasting Corporation of suitable classroom TV programmes. Further success is hindered by the unmet need for teacher training. This is due to teachers' failure to appreciate the importance of the media in their students' lives, lack of required skills to teach such courses, and limited in-service training opportunities.

A Media Education 'Family'

IAK (International Arbeitsgemeinschaft für Kommunikationspädagogik (International Workshop for Communication Pedagogy) c/o H Hinse, Postfach 21 06 23, D-6700 Ludwigshafen, W Germany).

At the annual IAK summer ecumenical workshop for about 200 adult, communication, media and religious educators, most of them graduates of earlier IAK workshops, one theme unites the work of special interest groups meeting on intra-, interpersonal and mass media communication. First designed in 1964 by the late Franz Zöchbauer of Graz, Austria, the IAK training programme has been continued by his wife, Karin, and Henk Hoekstra.

Whereas before the concern was to understand and use the individual media correctly, since 1973 the stress has been to situate the media in intra- and interpersonal communication, which gives mass communication its foundation and roots, or at least should. At first IAK training sessions gave a group of 12-14 an intensive 3-5 week training each year in the whole spectrum of communication education through group encounter techniques. The second training model, from 1975-77, featured one theme for the week-long session. This model is imitated in the annual meetings. For example, directing a discussion on a topic and learning how to teach others to conduct similar group discussions, or focussing on how the media manipulate unwary viewers and learning how to teach others to be alert. So far lack of funds has prevented a third training group. The IAK, however, has found a happy balance between interpersonal and mass communication study. See Resources for IAK materials under Hoekstra.

Educommunication

UNDA, International Catholic Association for Radio and TV, Rue de l'Orme 12, B-1040 Brussels, Belgium. *Rapport à l'UNESCO Concernant le programme et d'expérimentation portant sur l'Educommunication.* (Brussels: UNDA, 1980).

A chief asset of the Educommunication approach to media education is its insistence on the study of *all* the media and on its understanding of media education as much an integral part of basic education as reading and writing. Moreover, its very adaptable lesson structure permits it to be used in various contexts, from the formal classroom to the informal group.

UNESCO contracted with UNDA to provide a French translation of Sirka Minkinen, *A General Curricula Model* (Madrid: Llorca, 1978) which she had written for UNESCO. UNDA was also to work out an adaptation of her model to developing countries. In fact, Minkinen's work seemed to Jacques Dessaucy, Assistant Secretary General of UNDA, to be too intellectual, because it proposed many fine ideas without concrete ways for implementing them. He also found it too general, inasmuch as it was conceived for all countries and ages to use, whereas distinctions should be made between infants and adults, and between those in the developed and developing lands.

The term *Educommunication* arose out of a brainstorming session at a 1977 colloquium and was immediately taken up as an apt summary of all the various terms: education for the media, initiation

into the means of communication. It is comparable to 'alphabetisation' used in speaking about print literacy. And just as people of every country and social standing require print literacy, so all, exposed as they are to the media, require the ability to 'read' the media well and 'write' with the media effectively. Every form of the media which influence people now should be studied in Educommunication.

The objective of Educommunication is to foster awareness about media impact on social, cultural and political life. Each should grasp how the media function, what are their goals, restraints and limitations, and how they get their effects, for better or worse. What is sought is not a strictly academic approach but a more pragmatic stress, which permits Educommunication to avoid the opposing schools — the moralistic, the artistic, the semiological, etc.

As it is never satisfactory to teach students only to read but not to write, so Educommunication trains students to express themselves in the same media they receive from writing an article after reading one, making a radio programme after thousands of hours of listening. The pedagogical value of making media is that it is only thus that students learn the really crucial lessons, such as the objectivity of the news, the constraints of reporting. It is not enough to talk about them. When students make a news report, for example, they learn first-hand what they had heard but could not realize until they actually got involved in making one themselves.

The ten lessons have been tested in several parts of the developing and developed world with varying success. Countries include Gabon, Mauritius, Niger, Rwanda, Mexico, India, Italy and Malta. August 19 to 29 there was an Educommunication meeting in Mali of organizers and trainers on trainer formation for all French-speaking Africa. English-speaking Africa is planning a similar meeting for 1984. Korea, in the new climate, is making a second attempt to adapt Educommunication to its situation. The most successful adaptation seems in fitting it into existing academe courses; this approach seems the best way to foster the rapid and global spread of Educommunication.

Television Awareness Training

Television Awareness Training. (Media Action Research Ctr., Inc., 475 Riverside Dr, Suite 1370, New York, NY 10027).

Television Awareness Training (T-A-T) features 1. a media education package of readings and films easily adaptable to the classroom or home use, and 2. a method of identifying and training T-A-T local leaders. Its easily multiplicative programme has led to its growth in the USA and some international adaptation as a powerful tool to wake up TV viewers to their responsibility as viewers and to broadcasters' duty to the public.

T-A-T is a flexible curriculum designed to help viewers recognize how TV's messages influence them, use TV more creatively and responsibly, and promote a TV system which serves the public's and not only private companies' interests. The resource materials include a 300-page text of 12 lessons and 19 background articles, nine films, a leader's training manual and a design for study in settings which can be varied to last one hour to major workshops of eight 2-hour sessions. The lessons cover TV and violence, values, children, human sexuality, and news.

T-A-T's two-level trainer formation programme insures a supply of competent trainers. A preliminary, intensive workshop orient religious leaders of every denomination, school and community leaders, parents and all citizens concerned with TV's effects on human values. The second, more variable set of T-A-T sessions is for participants from all walks of life who meet in a variety of possible settings of the T-A-T series of 12 lessons.

Frank discussion is part of T-A-T's success. The brief personal testimony in each lesson sets the tone. Another key feature is doing the exercises, from a personal inventory of TV-viewing habits to a theological reflection upon the false gods and commandments TV proposes. The worksheet on 'TV and Theology', for example, asks the participant to identify the idols programmes invite allegiance to.

T-A-T has been adapted to the needs of other countries. For example, Tony Nancarrow of Australia has published *Television: A New Look for Viewers, a Guide for an Individual, Family or Community* (Malvern: MediaCom, 1982).

MARC has also developed an explicitly Christian media education programme, *Growing with Television: A Study of Biblical Values and the Television Experience*. It offers materials for all ages from infant to adult. Each of the five levels has a separate edition of *Leaders Guide* and 12 single-sheet lessons. Sessions consist of a reflection on one aspect of TV, such as TV advertising and Christian values; a brief scriptural passage; and personal application and homework for the next session.

France: Children Discuss TV

Chrétien-Médias (19, rue de l'Amiral d'Estaing, 75116 Paris).

Work in TV education for young children has led to the conclusion that the discussion of TV, which media educators assume as helpful, is in fact essential for a child's mental development.

As the national office for the French bishops, Chrétien-Médias is involved in every aspect of the media. Héleine Mandoux, formerly in charge of Service Enfance-Media, explored how to provide media education for children. She found that the very programmes parents and teachers most detested as violent, martial and breeding stereotypes were precisely what children loved most. For example, the cheaply made Japanese science fiction cartoons appeal to children but repel adults.

She would bravely show tapes of such programmes to parents and teachers and point out 'good conquering evil' was common to folktales and the greatest literature. She insisted that watching TV was a way for the children to order their images, and not their concepts, as an adult would. Children who watch TV unattended by an adult cannot develop conceptually nor can they later read as well as they could: they suffer from a disequilibrium caused by a mass of undigested images which need the mediation of discussion with an adult to be processed properly.

The power of TV is strongest where mothers are uneducated and fathers are labourers. Children using TV the least have college-educated parents. Thus teachers are responsible for compensating for home deficiencies by encouraging children to talk about TV experiences. To some this seems a waste of time. But in fact it develops their sensibility, reasoning, memory of details and

appreciation of time sequences. Mandoux also raises the question that catechetics must face: How is one to present a suffering Christ, although now in glory, to children whose cartoon heroes are immortal from week to week as they dispatch an endless supply of criminals?

Latin America: Plan DENI

Since 1960 the Latin American Secretariat of OCIC (Office Catholique International du Cinéma) has coordinated a programme of film and television education for school children in seven countries: Peru, Bolivia, Paraguay, Brazil, Uruguay, Dominican Republic and Colombia. Special features of the Plan DENI are 1. a method of instruction in the language of film and television adapted to the mentality of children and 2. the involvement of children in the production of their own films and sound-slide montage.

The method of Plan DENI, originally designed in 1968 by anthropology professor, Luis Campos Martínez of Quito, Ecuador, later incorporated many approaches of Language Total developed by Antoine Vallet and A. Faurie in France and adapted to the Latin American context by Francisco Gutierrez in Costa Rica.

Plan DENI operates with one or more directors in each country who organise courses for primary school teachers. The teacher training varies considerably from country to country, but usually it consists of a yearly course of a week or ten days, followed up by monthly meetings of the teachers involved. The office of SAL-OCIC in Lima, directed by América Penichet, coordinates the activities through a newsletter and brings together the directors for occasional continental meetings (Lima, 1974; Rio de Janeiro, 1975; Lima, 1978; with a fourth meeting planned for January, 1983). In the 1978 continental meeting more than 40 short films and sound-slide productions of the children were shown and the method analysed. The participants also drew up a comprehensive pedagogical theory based on the common experience over seven years.

Plan DENI varies considerably from country to country, but generally it works through the primary schools as part of the formal instruction or as an extracurricular activity. In Uruguay there are an average of 30-40 groups following the model of the "Cine Club"; in Bolivia, the programme works through the schools of Fe y Alegria in poorer neighborhoods. In Brazil, Plan DENI also is working more in the favelas, but also now produces a weekly television programme for children through educational television as a means of developing critical viewing skills. Increasingly, Plan DENI is directed toward poorer sectors and is applying methods of critical analysis.

For further information contact América Penichet, SAL-OCIC, Jiron Estados Unidos 838, Lima 11, Peru.

Resources and Bibliography on Media Education

American Council for Better Broadcasts. *Knowing Your TV Self: The First Step to Becoming a Critical Viewer.* (ACBB: 120 E Wilson St, Madison WI 53703, USA). Brief and practical exercise in TV awareness.

Elvira Arcenas. *Curriculum e MM: Guida per la programmazione dell'educazione ai mass media nella scuola e nei centri educativi.* (Turin: Societa Editrice Internazionale, 1981). Curriculum developed to respond to the need to give educators a practical means to teach mass media education which would contribute to the integral development of the young in a Christian vision. Curriculum spans ages 3-16.

Associazione Italiana Ascoltatori Radio-Televisione (Via Federico Cesi, 44, Rome, Italy) is active in successfully introducing media criticism courses into schools through questionnaires to find students' favorite TV programme (cartoons for primary years), then showing it in class and leading a sample discussion/debate/evaluation so teachers become converted to the value and methods of such courses. Also publishes course booklets, such as Zita Lorenzi, *Educhiamo alla televisione* 6 vols 1976, concise discussion guides for citizen awareness of TV's social impact and for responsible use of it.

Stanley J Baran. *The Viewer's Television Book: A Personal Guide to Understanding*

Television and Its Influence. (Cleveland, OH: Penrith, 1980). Entertaining and brief challenge for viewers to change from being unaware, inactive and complacent to being questioning, sophisticated and responsive. Digests the most relevant arguments for viewers to plan and watch TV, always sensitive that TV does more than entertain. Thus, active, discriminating and well-informed viewers can derive more enjoyment from TV.

Eckhard Bieger SJ. *Praxis der Medienpädagogik: Grundlagen und Konzepte für die Unterrichtsplanung (How to Conduct Media Education: Principles and Concepts for Planning Instruction).* (Dusseldorf: Schwann, 1980). For training teachers, urges learning both by making media programmes themselves and by close study of the actual media students are most influenced by-comics, popular magazines. Favours use of feature film as integral part of media education course. *Spielregeln für Kursleiter: Wie plane und leite ich Kommunikationskurse (Groundrules for Course Leaders: How I plan and conduct Communications Courses).* (Gelnhausen: Burckhardtthaus, 1981). How to help students reflect on communication experiences within the group, but not for the sake of learning the group dynamic: the group as microcosm of that basic communication which mass media relies upon for effect.

Paul Borgman. *TV: Friend or Foe? A Parent's Handbook.* (Elgin, IL: D. Cook 1979). Points out common problems parents have with their children's use of TV and offers do's and don't's for each age group.

Boston University Public Communication School, attn. Donis Dondis (640 Commonwealth Ave., Boston, MA 02215, USA). *Critical Television Viewing Skills* for post-secondary and adult level, gives specific ways to sharpen critical skills, develop visual literacy and train teachers of these skills. Office of Education funded.

Judith M Buddenbaum. "Media Awareness Education Programs: Analysis of an LWF Survey" *LWF Documentation*, No. 9 (October 1981). A survey to determine the need for and standing of media education programmes among 182 organizations the Lutheran World Federation serves. General agreement on the pressing need for media education courses, especially on TV and on the new media. Churches are partly responsible and should work ecumenically to insure media education programme continuity, conduct workshops for leaders, provide local level materials, produce media awareness material for distribution through the mass media, disseminate results of media research, and encourage efforts to create syndicated columns, articles, programmes and public service announcements about mass media on the mass media.

Catholic Communication Campaign (CCC) (United States Catholic Conference, 1011 First Ave., Suite 1300, New York, NY 10022, USA). At recent regional workshops 250 Catholic media professionals studied how to promote the 1982 CCC, an annual one-Sunday collection for Church media apostolate. Mary Lou Schropp presented "Media Mirror" materials, a pilot CCC-funded 10-unit high school media literacy curriculum examining TV from a Christian perspective, tested in five dioceses.

The Catholic Communications Inst. of Ireland (Veritas House, 7/8 Lower Abbey St, Dublin 1, Eire) since 1967 has been giving media training at the Communications Ctr (169 Booterstown Ave, Co. Dublin). Veritas Publications offer a Media Education Series by Joseph Dunn, in 12-page pamphlet form on one topic each, e.g., *The Growth of TV*, *The TV Interview*. Especially notable is the Communication Ctr's *Newsday* for students, who in one day put a TV news programme together: an effective way to learn the media's secrets.

Centre d'Animation Saint-Pierre de Montréal, Inc., attn. Guy Marchessault, (1212, rue Panet, Montréal, Que H2L 2Y1, Canada). Conducts project, "Formation du Public des Médias" aimed at demystifying the media world, awakening the critical conscience, fostering feed-back and self-expression through the media. Unique in catering to a working class clientèle. Since 1975 about 600 participants in ten 3-hour sessions on TV ads, entertainment and news, about 3000 in single 3-hour sessions and 500 in the 3 to 6-hour expression-by-media sessions. High degree of satisfaction and concrete results as participants get actively involved in improving TV by letters, articles, and meeting authors and producers.

Centre for Media Awareness, attn. Lynne B. Ganek (PO Box 86, Millburn, NY 07041, USA). Media awareness consultancy service, publications on TV use as constructive learning tool for parents, teachers, school administrators and community groups.

CISF (Centro Internazionale Studi Famiglia) (Via Giotto 36, 20145 Milan, Italy). *Mass Media and the Family: Proceedings of the International Congress, Milan, 25-29 June 1981.* Workshop No. 6, Education of the Family in the Use of the Media: Television Awareness Training, Ron Englund, coordinator. Ben Logan summarized T-A-T goals and methods. Workshop participants described their media education activities and approved an informal exchange of information about their activities. CISF was asked to translate T-A-T into Italian. Media education should be integrated into existing family life courses, marriage preparation and encounter. CISF should survey media for their positive pro-family effects.

John Coleman. National Dir., Catholic Communications Ctr, New Zealand Bishops' Conference National Office for Media (PO Box 9411, Wellington, New Zealand). *Educating for Mass Media: Suggestions for a Catechesis.* Concise, practical ways to implement the ideals set forth in the *Pastoral Instruction on Mass Media (Communio et Progressio)*, 1971, to the varying needs of the young of different age groups.

Far West Laboratory For Educational Research and Development (FWL) Dir., D Lloyd-Kolkin (1855 Fulsom St, San Francisco, CA 94103, USA). Federally funded, it developed *Inside Television: A Guide to Critical Viewing*, a one-semester high school course on social, political and economic aspects, and *Trainers Manual* to guide FWL network of 80 state trainers.

John Foster, et al. *Communicate!* (London: Macmillan Education Ltd, 1981). Based on BBC TV series of the same name, a coursebook in language and communication skills with units on journalism, advertising, TV news, radio, etc.

Henk Hoekstra and Karin Strobl-Zöschbauer. *Massa-media en communicatie-agogiek: Theoretische en praktische grondslagen (Mass Media and Communication Education: Theoretical and Practical Foundations)* Vol 1. (Overveen, Netherlands: N. Nelissen, 1980). Vol 2. *Trainingsboek massa-media: Informatie, amusement, reclame (Mass Media Training Book: News, Entertainment, Ads)* 1981. Vol 3. *Trainingsboek communicatie: Persoon, groep en massa-media (Communication Training Book: Persons, Group and Mass Media)* 1981. Based on IAK workshops, Vol 1 interprets mass media socio-political-cultural-economic processes from an interpersonal communication base, e.g. the tensions between information and propaganda, advertising and manipulation. Gives exercises for groups to explore how media

use affects interpersonal relationships. Vol 2 provides study aids on the purely visual (newspapers), the auditive (radio) and the audiovisual (TV) to orient to a critical encounter with the media. Vol 3 explores the relation between intra-, interpersonal and mass media communication.

Katholisches Filmwerk GmbH. *Audiovisuelle Medien für Bildungsarbeit, Unterricht, Gemeindekatechese, Gottesdienst, Meditation, Mitarbeiterfortbildung (AV Media for Education, Instruction, Christian Doctrine, Worship, Meditation, and Further Training of Teaching Colleagues).* (Frankfurt: Kath. Filmwerk, n.d.). Continually published collection of pamphlets.

KFA-CEFA (Catholic and Evangelical Film Action Ctr) Dir., J. Boesten (Nieuwe Schoolstraat 85, 2514 HW's-Gravenhage, Netherlands) publishes *F.I.D.* — *Film Informatie en Documentatie*: complete documentation and evaluation in leaflet form of each film released locally. *Media-Analyses*: in-depth 15-20 page film analyses. *Media-Film*: film, TV and AV criticism; TV ethics; media education models; book reviews. Conducts popular media courses and 2-year teacher training.

Langage Total, Dir., Antoine Vallet (21, rue de la Paix, 42000 Saint Etienne, France) with Albertine Faurie offers a comprehensive educational integration of the means of social communication into a rounded humanistic formation. Its goals in part are to make media formative as well as informative; train media-users to be active and creative and not passive and apathetic; use the media with a grasp of their context and methods; be able to express oneself through these media; form community through the media; seek the common good by pro-social media use.

Rosemary Lehman, *Centering Television in the Classroom: In Touch with ... Children/TV/Learning, Ltd.,* (5513 Thunderbird Lane, Monona WI 57716, USA) offers a year course using TV to promote perception in primary grades, but adaptable to all grades. 30-min video and text.

Keith Mitchell. *The Magic Box and the Silver Screen: A Christian Approach to Television and Cinema.* (London: Catholic Truth Society, 1981). Pamphlet. Argues for a balance between the two extremes of a narrow moralism based on the assumption of an inevitable conflict between art and morals and an equally unquestioning exaltation of art above human life that it is meant to serve.

Medias-Animation under M. l'abbé George (32 Avenue Rogier, 1030 Brussels, Belgium) offers regular training sessions for teachers on the understanding and use of media.

Multimedia International, attn. John Orme Mills, OP (Borgo S. Spirito 5, CP 9048. Rome, Italy) alerts Rome-based religious to the needs and challenges of the new media world by workshops and its annual publications. Its 50 institutional members affect some 250,000 religious — 1/5 of Catholic sisters, brothers and priests.

Joseph V.J Naidu and Myron Pereira SJ (Xavier Inst of Communications, St Xavier's College, Bombay 400 001, India) run a series of one-week programmes for seminarians in various stages of formation. The goals are to inform them about media developments and to discuss church media apostolate goals and methods.

John E O'Brien, SJ. *Media Literacy and the New Languages.* Seminar/workshop for Jesuit novices with Dept of Communication Studies, Concordia Univ., Montreal, 7-12 April 1981.

Rick Rogers, ed., *Television and the Family.* (London: UK Assoc. for the International Year of the Child, 1980, and the Univ. of London Dept of Extra-Mural Studies). Based on a 3-day conference in March 1980, the report concludes with tips for concrete action.

Jacob J Sraampi, SJ. *Understanding Communication Media: A Practical Attempt at Media Literacy in the Indian Context.* (Bangalore: Asian Trading Corp, 150 Brigade Rd, Bangalore 560025, India). For beginning media students, a simple yet practical approach to all the mass media with stress on how they influence people and promote development in India. Abundant examples and exercises all aimed at fostering a discerning and critical audio-visual culture.

T. Jan and Molly J. Wiseman. *Creative Communications: Teaching Mass Media.* (Minneapolis: National Scholastic Press Association, 1974). A guide to the teacher starting to teach mass media. Includes background on media influence as a justification for special attention to the media, summaries of chief data to prime the pump of teachers' own research, sample weekly course outlines, references for getting laboratory and classroom aids, and short annotated bibliography.

WNET/Thirteen, NY Public Broadcasting Station, attn. Debbi Wasserman Bilowit (356 W 58th St, New York, NY 10019, USA). Federally funded *Skills Work-A-Text* usable as part of language arts or social studies for middle graders; teaches non-judgmental critical approach to TV. *A Family Guide to Critical Television Viewing* gives exercises such as "Ten Steps Towards Critical TV Viewing". *Training Manual for Teacher Trainers, Community Leaders and Instructional TV Trainers,* a guide for workshop leaders. All available from Cambridge Printing Co., 888 7th Ave., CTV Dept, New York, NY 10106.

World Association for Christian Communication (122 King's Rd, London SW3 4TR, England) Commission on Communication Education supports a few students from developing countries in media courses abroad. Co-sponsors regional media courses, especially in Africa, e.g., at the All-Africa Conference of Churches Training Ctr in Kenya, and in Brazil with UCBC (Brazilian Christian Union on Social Communication). Fosters media education in seminaries and co-ordinates regional T-A-T sessions for leaders, e.g., in Japan mid-'83. Supports MARC research to update T-A-T.