

The Second Spring: Media Education in Canada's Secondary Schools

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Abstract: Media Education in secondary schools has begun to develop in the western Canadian provinces. There is also some interest being shown in the subject in the Atlantic provinces. Quebec has its own stand on Media Education. In Ontario - where more than one third of all Canadians live - Media Education is very much alive. The Ontario government has mandated the teaching of media within the English curriculum for grades seven through twelve. There are a number of resources available for teachers and the Association for Media Literacy provides information, workshops, summer schools, a newsletter, and in-service training in media.

Resumé: Cet article suit le développement des programmes d'étude des médias à travers le Canada. L'étude des médias dans les écoles secondaires a déjà commencé à se développer dans les provinces de l'Ouest et les provinces de l'Atlantique se montrent intéressées par le sujet. Le Québec, pour sa part, a sa propre position sur la question. En Ontario par contre, on retrouve plus d'un tiers de la population du Canada, l'étude des médias est très active. Le gouvernement ontarien a décidé d'inclure l'étude des médias dans son programme d'anglais de la septième à la douzième année. De nombreuses sources d'information sont à la portée des enseignants et l'Association for Media Literacy (AML) leur apporte un soutien pédagogique d'aide d'ateliers, d'une école d'été, d'un bulletin d'information et de stages de formation en étude des médias.

INTRODUCTION

In 1922, Lewis Selznik, the Hollywood producer, is reported to have said: "If Canadian stories are worthwhile making into movies, then companies will be sent into Canada to make them." Selznik's dismissive words encapsulate a not uncommon attitude among some Americans to their northern neighbours. Canada, in this view, is not a place where interesting things happen; all the good stories come out of the USA.

But in one area, at least, this presumption is manifestly untrue. The interesting stories in secondary school Media Education in North America are Canadian stories.

From the late 1960s until the mid 1970s, the Americans developed a series of secondary school Media Education projects that showed great promise. Unfortunately, most of these projects were short-lived for any number of reasons. At present there are only a handful of significant Media Education programs in the USA

In Canada, by contrast, secondary school film courses blossomed in the late 1960s and the first wave of media education began under the banner of "screen education." An early organization called CASE (Canadian Association for Screen Education) sponsored the first large gathering of media teachers in 1966 at Toronto's York University. Participants came from across the country. Largely as a result of budget cuts and the general back-to-the-basics philosophy, this first wave died out in the early seventies. But in the 1980s and 1990s there has been a new and stronger growth of secondary school Media Education, particularly in the province of Ontario.

Canada is a vast nation — the third largest in the world now that the Soviet Union has broken up — with a relatively small population of about twenty six million. In fact, there are more people in the state of California than in all of Canada. Canada's ten provinces and two northern territories each have their own education system. With responsibility for education resting in the hands of the provinces, there are differences in how each province deals with Media Education.

The Provinces of Western Canada - British Columbia, Alberta, Saskatchewan, and Manitoba

British Columbia does have provision for some optional use of media courses, but there is no mention of it in official Department of Education documents other than one optional course at the senior level on Writing for Journalism. Some secondary schools teach television production courses as a preparation for a career in the media and a few of these schools have indicated that they would like to add a Media Literacy component to such courses. But there is no educational training which would provide teachers with a background in Media Literacy.

Yet in the summer of 1991, a group met in Vancouver to form a Media Literacy Association. Members of the group included representatives from secondary school teachers, university professors, the National Film Board of Canada, MEDIA WATCH (a women's group), The Knowledge Network (British Columbia's educational television station), Canadian Filmmaker Distributors West, and a magazine called ADBUSTERS. The Association was officially launched in the spring of 1992. Its aim is to develop and implement educational strategies that will foster and promote understanding of how mass media products are created, and how they influence Canadian society.

Teachers and education officials in the province of Alberta are also very interested in Media Education. Since 1982, *Viewing* has been one of the strands that is required across the curriculum. Unfortunately there are no teacher training courses or other support materials and few teachers actually teach about the media. There is hope for the future due in part to the strong interest of both the public and Catholic school boards. Early in the 1990s, groups such as the

University of Alberta, The Society for Instructional Technology. The Alberta Association for Curriculum and Development, and the National Film Board of Canada held several conferences on Media Education. This is a beginning but, like British Columbia, there is along way to go in Alberta.

Teachers interested in Media Education have more support in the neighbouring province of Saskatchewan. There Mick Ellis, the Audio Visual Consultant for the Saskatoon Board of Education, and a group of Saskatoon educators founded Media Literacy Saskatoon (MLS) in January of 1988. MLS has as its goals:

- to establish and maintain communication among educators;
- to advocate for the development and integration of media literacy in educational curricula;
- to influence educational policy makers;
- to provide professional support; and
- to maintain contact with Canadian and international media literacy organizations.

This support group for teachers of media has developed three programs - Telemedia, Newsmedia, Kidmedia - for use in the schools and has written a unit of study in Film and Literature for the senior English course. They have also developed a Media Literacy curriculum that extends from primary through to the end of secondary school. This is in line with their belief that Media Literacy should be integrated with any and all aspects of the school curriculum from the earliest years of school to its completion.

In 1991, MLS became an official special subject council of the Saskatchewan Teachers Federation (STF). This allows access to all teachers in Saskatchewan through the STF Bulletin, provides an instant sort of respectability, and allows the funding of inservice and a conference through an annual \$600 grant. The first annual conference was held in October of 1991 with 45 in attendance including representatives of three mass media businesses in Saskatoon.

Media Literacy Saskatchewan publishes a quarterly newsletter for its members called MEDIA VIEW which contains practical information, bibliographies, reviews of books and audiovisual resources, and lesson ideas. Saskatchewan has six categories of common essential learnings which are to be incorporated in all courses of study offered. Two of these learnings are Communication Skills and Critical and Creative Thinking. Using these, the MLS is currently working on a proposal which would integrate Media Studies throughout the primary and secondary curriculum. The proposal approaches the topic of Media Literacy through Appreciation, Analysis and Production.

The primary and secondary Language Arts Policy in Saskatchewan requires Media Literacy be further integrated into the curriculum. Not only is it part of the common essential learnings but it is also one of the supporting domains of the basic Language Arts structure. There is also room for Media Literacy as a locally developed option in Grades 10, 11 and 12 (ages 15 to 18).

As yet, very few schools offer such courses possibly because there is no teacher training in this area. However,MLS is working hard to interest more schools in the possibilities for Media Education and to offer some inservice programmes. There is a great deal of interest from teachers and the future looks bright for Media Education in Saskatchewan.

Manitoba has an official provincial policy on Media Education. Language Arts teachers are encouraged to integrate Media into their teaching in the Early and Middle Years by examining the messages coming from television advertising. Secondary school teachers are asked to investigate the media as part of their English courses. Other possible vehicles for teaching about the media include school and student initiated courses. Senior history courses can deal with television's view of the Third World and Grade 9 (14 year olds) Canadian Studies courses look at the images of Canada presented on television.

However, many Manitoba teachers do not feel capable of dealing with the media in class and hence do not do so. There are no regular courses available to train them. In 1992, the University of Manitoba offered a summer school in media education for teachers. Thus while an official educational policy is in place which would permit a great deal of Media Education, there is little practical support for teachers wishing to teach media studies.

This situation is changing. The Manitoba Association for Media Literacy (MAML) was founded in October 1990, the result of a Special Areas Group (SAG) Conference sponsored by the Art Educators Association of Manitoba. At that time several individuals interested in Media Education met with Neil Andersen and John Pungente, SJ, executives of the Ontario-based Association for Media Literacy (AML). The outcome of that meeting was the formation of MAML which has an affiliation with the AML, providing MAML with access to the considerable resources AML makes available to its own members.

The role of MAML is to promote the aims of Media Education, in particular to assist individuals to examine the role of the media in society. Specifically, MAML wishes to provide individuals with an opportunity to:

- develop the skills, knowledge, and attitudes necessary to interpret the ways in which media construct reality;
- develop an awareness of the social, cultural, political and economic implications of these constructions and their pervasive value messages;
- and
- develop an appreciation and aesthetic understanding of the media.

To accomplish its goals, MAML sponsors presentations and workshops for educators, parents and members of the public at large; assists in the development of media literacy programs for Manitoba schools; provides in-service opportunities for Manitoba teachers; and publishes DIRECTIONS, a quarterly newsletter.

Atlantic Canada and The Territories - Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, The Yukon, The North West Territories

There are no official government documents supporting secondary school Media Education in any of the four Atlantic provinces nor in the two territories—The Yukon and the North West Territories. Some teachers in these places are working on their own to introduce Media Literacy into their courses—usually in English.

With the beginning of the 1990s there has been a renewed interest in the subject and the Nova Scotia Teachers of English invited Barry Duncan, President of the Ontario-based Association for Media Literacy to speak at one of their annual conventions. And in the fall of 1992, the Association for Media Literacy Nova Scotia was formed.

Central Canada - Quebec and Ontario

Over half of Canada's population lives in the two central Canadian provinces of Ontario and Quebec. Quebec's Ministry of Education has given approval for the teaching of some secondary school courses in Media Literacy in both French and English schools. There is a Communication element to the Language Arts courses. Such courses are mainly taught in and around Montreal. There have been a few Media Literacy text books written in French. The latest was written by Jacques Piette, a professor at the Universite de Montreal, and published in the fall of 1992. The author has given a number of courses on Television Literacy in French speaking schools in both Quebec and Ontario and is speaking with government officials about a further implementation of Media Literacy.

In 1991, the Montreal-based Centre for Literacy, which maintains an open resources collection with materials related to every aspect of literacy, began to receive a large number of requests for resources on media literacy. The Centre made a commitment to increase the media component of their collection and to organize workshops and other activities on media education. A similar development has taken place at the Centre Saint-Pierre, a French language popular education group.

Another step in the development of Quebec Media Education took place in September of 1990. At that time a group of French and English speaking secondary teachers, university academics, and others interested in Media Literacy met at the Protestant School Board of Greater Montreal to form the Association for Media Education in Quebec (AMEQ). The group meet monthly and all meetings are bilingual. Their primary purpose is to promote Media Literacy in Quebec by:

- developing a network of those interested in Media Literacy;
- sharing what is happening and what has been successful in Media Literacy in various schools and school boards both in Quebec and outside of the province;
- encouraging a dialogue on such issues as objectives, implementation, and

evaluation of media programs in Quebec; and assisting teachers with in-service training and workshops.

Lee Bother, co-president of AMEQ, is working on a media guide for the Ministry of Education which will replace the 1982 guides and will incorporate deconstruction as well as construction of media.

In Ontario, where over one third of Canada's population lives, Media Education is thriving. In 1987 Ontario's Ministry of Education released new guidelines that emphasize the importance of teaching Media Literacy as part of *the* regular English curriculum. At least one third of a course in both intermediate and senior division English must be devoted to media study. And in Grades 7 and 8 (12 and 13 year olds), ten percent of classroom time must be dedicated to some form of media studies. In addition students may choose a complete media studies course as either an optional credit or as one of the five English credits required for secondary school graduation. Ontario is the only educational jurisdiction in North America to make Media Literacy a mandatory part of the curriculum.

The decision by the ministry was the result of several factors. The concern of many public groups about the proliferation of violence and pornography in the media resulted in pressure to have the school system respond in some constructive way. Many parent groups, concerned by the increase in television viewing among the young, insisted that schools have some responsibility to teach media literacy skills.

At the same time as the new English studies guidelines were being developed, teachers were surveyed about classroom practices. While only a minority taught media literacy programs, more than eighty percent indicated that they would do so if there were resource materials and in-service training. Informal lobby groups consisting of teacher federations, the Association for Media Literacy, and home and school groups, submitted briefs to the Minister of Education asking that media literacy be an essential part of the school curriculum.

One group above all is responsible for the continuing successful development of Media Education in Ontario. This is the Association for Media Literacy (AML). There were seventy people at the AML's founding meeting in Toronto in April of 1978. The founders of the association were Barry Duncan, a secondary school teacher, now AML President and head of English at Toronto's School of Experiential Education; Arlene Moskovitch, then with the National Film Board of Canada, now a free lance producer, writer and consultant; Linda Schulyer, an elementary school teacher, who has since become a principal in Playing With Time, Inc. the production company responsible for the popular television series seen around the world — KIDS OF DEGRASSI STREET, DEGRASSI JUNIOR HIGH, and DEGRASSI HIGH; and Jerry McNab, head of the Canadian Filmmakers Distribution Center, now head of Magic Lantern, a film production and distribution center. By the end of the 1980s, the AML had over 1000 members and a track record of distinguished achievements.

In 1986, the Ontario Ministry of Education and the Ontario Teachers' Federation invited ten AML members to prepare a MEDIA LITERACY RE-

SOURCE GUIDE for teachers. Published by the government in the summer of 1989, the 232 page guide is designed to help teachers of media. It includes teaching strategies and models as well as rationale and aims. The main body of the book presents ideas and classroom activities in the areas of Television, Film, Radio, Popular Music and Rock Video, Photography, Print, and Cross-Media Studies (Advertising, Sexuality, Violence, Canadian Identity, News). The Resource Guide was preceded by the release of a video (produced by AML members) on Media Literacy for teachers. This guide is used in many English speaking countries and was translated into Japanese in 1992.

Prior to the release of the Resource Book, the Ministry seconded the AML authors to give a series of in-service training days to teachers across Ontario in preparation for the introduction of media courses. Since 1987, AML members have given over 100 in-service days and workshops in Ontario. AML members have also given presentations in western and maritime Canada, Australia, Japan, Europe and the United States.

The Ontario resource guide describes Media Education—or Media Literacy as it is known in Ontario—as being concerned with the process of understanding and using the mass media. It is also concerned with helping students develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products."¹

The government resource guide is very specific about the ultimate aim of media education. Ontario's aims closely follow those first stated by Len Masterman in *TEACHING THE MEDIA*. Ontario sees Media Education as:

"... a life skill, and the success of an educational program must be judged by the behaviour of students after they leave school. If the school can provide them with the necessary knowledge, skills and awareness, they will then be in a position to control their relationship with the media."²

There are many international influences reflected in the *MEDIA LITERACY RESOURCE GUIDE*. Several of Ontario's concepts were influenced by the work of Len Masterman, a British university professor who is one of the foremost Media Education theorists. Masterman's statement on principal concepts resulted in the development of the following eight key concepts in the guide.³

1) *All media are constructions.* Arguably the most important concept is that the media do not present simple reflections of external reality. Rather, the media presents carefully crafted constructions which have been subjected to a broad range of determinants and decisions. Media Literacy works towards deconstructing these constructions.

2) *The media construct reality.* A major part of the observations and experiences upon which we base our picture of what the world is and how it works

comes to us "preconstructed by the media, with attitudes, interpretations, and conclusions already built in." [4] Thus it is the media, not ourselves, who construct our reality.

3) *Audiences negotiate meaning in media.* Who we are has a bearing on how we process information. Each of us finds or "negotiates" meaning in a different way through a wide variety of factors: "personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background."⁸

4) *Media have commercial implications.* Media Literacy includes an awareness of "the economic basis of mass-media production and how it impinges on content, techniques, and distribution." Media production is a business and must make a profit. As well, Media Literacy investigates questions of ownership, control and related effects. A relatively small number of individuals control what we watch, read and hear in the media.

5) *Media contain ideological and value messages.* All media products are advertising in some sense—for themselves but also for values or ways of life. Our mainstream media convey—explicitly or implicitly - ideological messages. These can include all or some of the following: the nature of the "good life" and the role of affluence in it, the virtue of "consumerism", the role of women, the acceptance of authority, and uncompromising patriotism.

6) *Media have social and political implications.* Media are closely linked with the world of politics and social change. Television can elect a national leader largely on the basis of image. And at the same time involve us in civil rights issues, famines in the Third World, and the AIDS epidemic. The media has intimately involved us in national issues and global concerns. We have become McLuhan's Global Village.

7) *Form and content are closely related to the media.* Each medium, as Marshall McLuhan noted, has its own grammar and codifies reality in unique ways. And so, different media will report the same event but create different impressions and messages.

8) *Each medium has a unique aesthetic form.* Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so ought we be able to enjoy the pleasing forms and effects of the different media.

Len Masterman makes an important exhortation to teachers. "The really important and difficult task of the media teacher is to develop in pupils enough self-confidence and critical maturity to be able to apply critical judgments to media texts which they will encounter in the future... The primary objective is not simply critical awareness and understanding, it is critical autonomy." [7] Ontario students who are media literate will have the ability to decode, encode, and evaluate the media symbol systems that dominate their world.

Classroom textbooks in Media Studies were available from Australian, British and American authors, but there were no suitable Canadian textbooks. Since 1988, AML members have written Canadian textbooks for senior students — Barry Duncan's MASS MEDIA AND POPULAR CULTURE, Donna Carpenter's MEDIA: IMAGES AND ISSUES, Neil Anderson's MEDIA WORKS, Roy

Ingram's *MEDIA FOCUS*, and Rick Hone and Liz Flynn's *VIDEO IN FOCUS: A GUIDE TO VIEWING AND PRODUCING VIDEO*. The AML also publishes a twelve page bibliography on Media Education.

During 1988 and 1989, the AML collected curriculum units in media studies from Ontario teachers and published some of the best of these in *THE AML ANTHOLOGY 1990*. Edited by AML executive, Bill Smart, the first edition quickly sold out and *THE AML ANTHOLOGY SUPPLEMENT 1992* was planned. For the first edition of the Anthology, the AML executive felt the need for an all-purpose compendium of media lesson plans and units which demonstrated a variety of media genres and strategies for a variety of grades and levels. Some units were designed for teachers new to media studies, others were more sophisticated in their application of the key concepts and in their activities and production tasks.

Recognizing the importance of learning from what has been done in other countries, the AML has collected materials from around the world and organized visits to Toronto by Len Masterman from England, Eddie Dick from Scotland, and Barrie McMahon, Robyn Quin Peter Greenaway and Stephen Walters from Australia. In addition, to fulfil a need for a textbook for Grades 7 and 8 (12 and 13 year olds), two AML members - Jack Livesley and John Pungente - obtained permission from Barrie McMahon and Robyn Quin to do a Canadian adaptation of their excellent text *MEET THE MEDIA*. The Canadian edition was published in January of 1990 and is now in use in schools across Canada.

Three times a year, the AML publishes *MEDIACY*. This periodical, edited by AML executive member Derek Boles, updates AML members on what has been happening, lists new publications in the field, announces speakers and topics for quarterly events, and publishes articles on related topics. During the school year, the AML quarterly events bring in speakers ranging from media teachers to media professionals and deal with topics as varied as Multiculturalism, Race and Media and Deconstructing Television News. Each June, the AML holds an annual seminar which attracts close to one hundred teachers. Two streams are offered — one for the beginning media teacher and one for the experienced teacher.

Since 1987, the AML has also offered three courses for media teachers during summer school in conjunction with the Faculty of Education at the University of Toronto.

Media Part I introduces the key concepts of the media: how the media construct realities through the interaction of media codes, cultural practices, media industries and audience. Models of critical pedagogy and classroom organizations are presented. Students work in groups with camcorders and an editing suite as well as deconstruct a variety of media, review current resources, and design practical curriculum units. Special speakers from the media industry make presentations to the class.

Media Part II reinforces what was done in Part I and has a special emphasis on how individuals and audiences negotiate meaning, showing the implications of this for course designs and student discussions. In order to propose effective

school-wide and board-wide courses, teachers assess course frameworks developed in Britain, Australia, and several Ontario school boards.

Media Part III students develop and present an original research project based on assessing student response to media curriculum in the classroom. Refining ideas drawn from media theory, critical pedagogy, and discourse analysis, students learn appropriate research practices and look at the variety of ways for contextualizing teachable moments in the media. Students are expected to acquire the skills of conducting workshops and advising teachers at the school board level on course design.

These courses are also offered during evenings in the autumn and spring semesters and on Saturday mornings. Plans are underway for similar courses to be offered by AML members in conjunction with other universities across Ontario. Students from these summer schools have gone on to help prepare curriculum for some of Ontario's 182 school boards. Other AML members have done the same. One example is the work coordinated by Derk Verhulst and John Martyn to bring together ten eastern Ontario school boards to write a set of classroom units for these boards.

The Canadian government is in the midst of passing legislation on a new copyright law. The AML has been very active in lobbying for the right of teachers to a "fair use" clause which would allow them freely to show excerpts from television in class.

In May of 1989, the AML brought together forty-six educators and media professionals for a two day invitational think tank to discuss future developments of Media Education in Ontario. The Trent Think Tank took place at Peterborough's University of Trent. Participants included classroom teachers, Ministry of Education personnel, Language Arts coordinators and consultants, university professors, and representatives from the Saskatoon Media Literacy Association, the Development Education Centre, the Children's Broadcast Institute, Strategies for Media Literacy (San Francisco), TVOntario and the National Film Board of Canada. Keynote speakers were Eddie Dick, Media Education Officer for the Scottish Film Council in Glasgow, and Peter Greenaway, Professor of Media Education at Victoria College in Melbourne. The results of this conference were published by the AML early in 1990.

The Association for Media Literacy organized the first North American Media Education conference, held May 10-12, 1990, at the University of Guelph in Guelph, Ontario. Chaired by AML executive, Rick Shepherd, this highly successful conference featured keynote speakers Len Masterman, lecturer in education at England's University of Nottingham and author of *TEACHING THE MEDIA*; Eddie Dick, Media Education Officer for the Scottish Film Council; and Barrie McMahon, senior curriculum officer for the Western Australia Ministry of Education and Robyn Quin, lecturer in Media Studies at the Western Australia College of Advanced Education.

When the Association began planning for the conference, they hoped to attract about 300 teachers. By the time of the conference the final count was 420 participants. Space limitations forced the organizers to turn away another 100

applicants. The participants came from eight provinces of Canada, nine American states and three overseas countries.

Participants had their choice of over 50 workshops and took part in a number of social events which gave them an opportunity to meet media teachers from other areas. During this conference, the American National Telemedia Council awarded Barry Duncan, AML's president, the Jessie McCanse Award for his contributions to Media Education. The National Telemedia Council also published the keynote speeches in their newsletter.

The success of the 1990 conference sparked a call for a second North American Media Education Conference. Once again, the AML organized this conference — CONSTRUCTING CULTURE — at the University of Guelph from May 13-15, 1992. John Pungente, SJ, of the AML executive, chaired the conference which attracted 500 participants from eight Canadian provinces, fifteen American states, and fourteen overseas countries. It was a most international mix of media educators from around the world.

Keynote speakers were Barry Duncan, President of the AML and author; Susan Cole, author and editor of Canada's NOW Magazine; and Barry McMahon and Robyn Quin from Western Australia. There were over 70 workshops and panels to choose from during this very successful conference as well as video screenings of media education resources, social events and a special closing panel.

After the conference, representatives from Canadian provinces met in Toronto to form the Canadian Association of Media Education Organizations (CAMEO). The purpose of the group is to promote media literacy across Canada. CAMEO's first president is Mick Ellis, head of Media Literacy Saskatchewan.

The Canadian Professional Media and The Development of Media Literacy:

Having access to good media resources is very important for media teachers. This is especially true in Canada where the current copyright laws complicate the situation. There are a number of such resources available although there is a considerable distance to go before Canadians have access to the quantity of material available to British and Australian teachers.

For many years Canadian teachers have used films from the National Film Board of Canada (NFB), subscribed to their educational newsletters, and taken part in their workshops. Since 1989, the NFB has issued three video resource packages which are proving very helpful for media teachers -

- IMAGES AND MEANING is an anthology of nine National Film Board productions to spark discussion and learning in media literacy courses. A small booklet gives a series of discussion guidelines for classes.
- MEDIA AND SOCIETY is especially useful dealing as it does with media in contemporary society under four main topics - Advertising and Consumerism, Images of Women, Cultural Sovereignty, and Shaping the Truth. Each topic is presented with a short, provocative introduction. The package offers a wide choice of topics in the form of short documentaries,

animated films, advertisements, and excerpts. This video package consists of 3 VHS videos containing 19 NFB films or film excerpts and a 124 page Resource Guide. The Resource Guide includes activities, interviews with filmmakers, backgrounds on the films, student handouts, articles and quotes.

- ASPECTS OF THE DOCUMENTARY deals with truth, fact, objectivity and the nature of propaganda in the media. The six video cassettes or laserdiscs house an anthology of films, film excerpts, interviews, and original production material for use in senior media literacy classes. The accompanying 150 Resource Guide raises critical issues around documentary filmmaking and representations of fact and fiction in mainstream media. The package is organized in six sections: The Documentary Process, The Viewing Experience, Documentary Traditions, The Search For Truth, Many Voices, and New Directions.

Another resource is The Canadian Broadcasting Corporation's (CBC) INSIDE THE BOX, a series of six packages each of which include a video and teacher's guide. The subjects dealt with are Television Documentary, Television News, Children's Television, Drama, Television and the Consumer, and Television as an Artistic Medium.

Other materials available include the 1990 Global Television Enterprises of Toronto's three part series on television and the media literacy material purchased by Ontario's educational channel, TVOntario. In 1991-92, TVOntario also produced a weekly media oriented talk show—MEDIUM CLOSEUP. Beginning in the autumn of 1991, YTV, the Toronto based national youth channel, worked with AML executive, Neil Andersen, to produce media literacy notes for their weekly TV program STREET NOISE. Toronto's CITY TV has a weekly program, Media Television, which analyses various aspects of the mass media.

Finally, there is a Canadian Resource Center for Media Literacy. The Jesuit Communication Project (JCP) in Toronto was founded in 1984 and has a mandate to encourage, promote and help develop Media Education across Canada. The JCP has a research library of over 2,500 books and periodicals on the media, as well as numerous files on media topics and a collection of Media Education material from around the world. The library is used by teachers, students and researchers. Twice a year, the JCP publishes CLIPBOARD, a newsletter which gathers together information on Media Education happenings around the world. CLIPBOARD is sent to subscribers in 36 countries.

CONCLUSION

A study of Media Education around the world, shows that there are nine factors which appear to be crucial to the successful development of Media Education in secondary schools. These are:

- 1) Media Education, like other innovative programs, must be a grassroots movement and teachers need to take a major initiative in lobbying for this.
- 2) Educational authorities must give clear support to such programs by mandating the teaching of Media Studies within the curriculum, establishing guidelines and resource books, and by making certain that curricula are developed and that materials are available.
- 3) Faculties of Education must hire staff capable of training future teachers in this area. There should also be academic support from tertiary institutions in the writing of curricula and in sustained consultation.
- 4) In-service training at the school district level must be an integral part of program implementation.
- 5) School districts need consultants who have expertise in Media Education and who will establish communication networks.
- 6) Suitable textbooks and audiovisual material which are relevant to the country/area must be available.
- 7) A support organization must be established for the purposes of workshops, conferences, dissemination of newsletters and the development of curriculum units. Such a professional organization must cut across school boards and districts to involve a cross section of people interested in Media Education.
- 8) There must be appropriate evaluation instruments which are suitable for the unique quality of Media Studies.
- 9) Because Media Education involves such a diversity of skills and expertise, there must be a collaboration between teachers, parents, researchers and media professionals.

Australia, Scotland, and England, where many of the above factors are in place, lead the world in Media Education. Although Ontario has not had the years of experience that Australia and Britain have, it is clear that Ontario does now possess most of the factors critical to the successful development of Media Education. The past few years have seen the province of Ontario become a leader in Media Education not only in Canada but also around the world.

END NOTES

1. Duncan, Barry et al. *Media Literacy - Resource Guide*. Toronto: Ministry of Education, 1989, p.6-7.
2. Ibid. p.7.
3. "Media teachers should attempt to make a list of the principal concepts which they wish their students to understand, for it is these concepts which can provide the subject with its continuity and coherence across a wide range of media texts and issues." *TEACHING THE MEDIA*, p.23.
4. Op.cit, p.8.

5. Ibid.
6. Op.cit., p.9.
7. Op.cit., p.24.

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