
BUILDING A MEDIA CENTER



For Homicide Prevention and Community Development

After 10 years in fashion design and marketing, I developed a strong awareness of the impact that media can have on customs and beliefs: particularly the acquisition of language in action, street culture, personality identification and social development for young people. I realized that drawings, music, animation, movies, and news can create a cushion against the pain of harsh realities, or they can create stereotypes in shocking disproportion to the truth - detrimental to healthy psychological development. I realized that very few people understood what I saw, and yet I wasn't quite sure how to describe all of the issues. So how could I let the world know that I thought we were heading for a major communications problem? Who would I talk to?

I presented my findings to Professor Melvin H. King, Director of the Massachusetts Institute of Technology Department of Urban Studies and Planning Community Fellows Program. He offered me a graduate fellowship to research and reflect on the answers to these questions. This is the summary of my thesis, the foundation on which Eworkstyle Institute is based.

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TEN-YEAR BRIEF

Overview:

I began developing a community based information technology project in 1984, after spending 10 years in marketing, advertising and news. The idea back then was to teach urban poor community residents how to dismantle stereotypes and critique mass media using multi-media technology (word processors, tape recorders, cable access TV, film and photography). During that period, the incidence of black on black crime was extremely high. Social activists thought violent movies, lack of historic cultural reference and low self-esteem were major factors in youth violence. The projects I focused on were about teaching teens to express themselves with language and media rather than weapons and vandalism.

The conclusion wasn't arbitrary as a result of working in marketing and news media targeting youth audiences, I had studied a variety of scientific reports. Aside from being an audience with purchasing power based on conspicuous consumption (wearing their money on their backs); the reports showed the following. Teens had watched some 22,000 accumulated hours of TV with a rate of 80% violence compared to 11,000 hours of classroom time. Movies that glamorized gang lifestyles had earned billions and by 1990, and that same year 148 homicides occurred in Boston. Youths who committed homicide were drawn to that extreme as the result of an argument and at the point of extreme hostility, had no dialectic skills to diffuse the situation. And lastly, incarcerated youths with an 11th grade education on average had 4th grade reading skills.

Compounding the situation, researchers found that broadcast and communications media heavily influenced the decisions of movers and shakers who were opening and closing the doors of civil, political and economic opportunity.

My immediate conclusion was that youth should be trained in communications media to develop their energies toward a directed sense of community development, which could be broadcast as an educational\stereotype-changing model. However, economic factors also showed that their parents and adults in general, needed similar assistance. Adults not only needed to create more communicative home environments, they also needed to ensure their family's participation in an economy that was very quickly becoming communications based.

At the time, money was being poured into youth programs, but the economy was going through an economic shift. Housing costs had tripled and college degrees became an overnight requirement in a primarily working class city population. Boston's regional suburban communities were on the rise because of inexpensive land and tax relief while; inner city workers were feeling the hit of a quickly shrinking industrial base. So as parents were becoming jobless and homeless, their children became homeless, regardless of scholarship or opportunity. The outlook for young men was bleak, some 5% of male youth turned to crime – and all young people were blamed for their panic. Boston was very slowly becoming a center of service and finance based on an economy that was beginning to emerge nationwide.

I concluded a well thought out broadcast and communications media curriculum interlaced with technology training and entrepreneurship models that addressed social, economic and political problems could begin to give “at-risk” people the skills needed to stay professionally contemporary, regardless of sector. I decided to spend the next few years gathering the insight needed to make such a program work. I interviewed thousands of children, teens, adults and elders to get their opinions on how they thought political and economic decisions were made; how news & historic information was gathered and images were portrayed; and what would make reading, writing and learning about broadcast and communications media interesting and fun. Together we searched for and experimented with positive, fun and effective multi-media solutions that demonstrated how the real pride, integrity and *many* struggles of the spirit, heart and culture could come through to the world in a way that impacted community economic development. In 1991, I received a graduate

fellowship to the Massachusetts Institute of Technology (MIT) Department of Urban Studies and Planning Community Fellows Program, which allowed me to develop a thesis "Building Media Center." The thesis was the catalyst for building a technology center modeled after a newsroom and advertising agency where community residents could view, touch and learn 'hands-on' the field of broadcast and communications media via computer technology. I was having a lot of success, but my timing on this issue was a conundrum. When I brought the model as a beta test to a variety of community-based organizations, the administrators had no idea what I was talking about. "Help people view, touch and learn 'hands-on' the use of broadcast and communications media via computers? Computers are too expensive and precious and the idea of kids, parents and unemployed people using them to learn to broadcast and communications is absurd." Additionally, community based organizations couldn't afford computers for the people they felt needed them such as their admin staff.

I needed to demonstrate the plausibility of my thesis outcomes with a series of conferences that focused on sustainable community development. In order to get people to participate, it had to be something that they wanted, so the venue would be needed through the eyes of sector professionals in human services, business, and local and state government. My short-term goal was to be pro-active about changes in the economy by facilitating public discourse on the trends that impact everyday life to share 'best practices' as well as find amenable ways to distribute much needed resources. What I needed was to assist community organizations using an event showcase for their target market in a way that was crucial to their needs. The event(s) also needed to be well documented and large enough to be compared with regional and national innovators so that it would create a publication outcome and training tool.



Above: the first Stand Down in Massachusetts, and one of 5 in the United States at the time.

In 1993, I was asked to organize a statewide event with Veterans Benefits Clearinghouse to establish the first "Stand Down" in Massachusetts. A Stand Down is a three-day outdoor event held across the United States, designed to reintegrate homeless veterans into society. I used my media center thesis as a model to demonstrate the power, necessity and use of broadcast and communications media by creating an all-out public relations and marketing campaign. The nine-month result was, eighty organizations loaned us 200 volunteers, we raised over \$250k and set-up a full military encampment at Rotch Park in Boston's prestigious South End. The model was a success, but people were bewildered about how it all came together. When they asked me to continue the event for the following year, I enabled them to do it on their own.



Stand Down was an important benchmark in my career. It allowed me to use all of my skills in market research, project development, event planning, multi-media communications and strategy implementation to demonstrate how a regional event could come together.

By no means was this a one-person show; 80 volunteers participated from organizations in every sector of city and state government; corporate food and service; labor unions as well as community based agencies. We even had great news coverage from print, radio & TV.

For Stand Down '93, I coordinated, oversaw and managed 80 organizations, and 200 volunteers, to raise over \$200,000 in "in-kind" donations, and \$43,000 in cash contributions within nine months. In 1996, they asked me to help revive the event and I had twelve weeks to do the same work. Luckily, I had duplicated all Stand Down innovation, marketing and event implementation materials onto my laptop. I loved the people, the process and the results, but was really driven to complete my own vision.



Above: we combed the state for support, stopping only for photo ops with officials.

While I served WFXT TV Fox 25 as Interim Director of Public Relations my duties were coordinating the station's quarterly reporting and PR/marketing projects including: the development and implementation of a news room; public information needs; press releases, public service announcements and the weekly broadcast bulletin board "Town Crier." I went to Fox to learn how an international multi-media communications organization is run from the bottom up and I did.

However, I was most proud of my position as secret ace hitter for the Fox charity baseball team. I learned to play baseball as child from family friends who played for the Red Sox. Yes, there was a time when I wanted to become a professional baseball player.



By 1995, I incorporated my consulting company into a non-profit 501c3 teaching and learning organization with the State of Massachusetts and retired from the corporate sector by leaving the position of Director of Public Relations for WFXT Fox 25 Broadcast Station.

What began as an activist's stand to teach community empowerment by way of teaching the tools of marketing, advertising and media in Aug. '84, developed into 47 media based projects and incorporating a "Media Center" in Feb. '95 with the state of Massachusetts. The first projects were developed with raw skills and talent such as picture pages of famous black people for pre-schoolers to color; there was also a hand made magazine written and illustrated by third graders. However, as word processors, computers, radio, television and technology developed and became affordable the art and graphic design projects took new shape into newsletters and television shows, written and produced by middle school and high school aged children. Most of the projects were funded in part by community-based agencies.



I had the opportunity to meet the honorable Shirley Chisholm when she was invited by President Clinton to serve as Ambassador to Jamaica.



Above: the editors of a short-lived community newspaper The Urban Beat was one of two local community newspapers I volunteered with to help them get off the ground.

What was most interesting about these times was the rate of homicide was escalating in part by the down-turned economy and in part by the news “advertising” youth behavior. Many factors played a role in the way the projects evolved: myths and truths about youth literacy; questions around youth wanting to learn; other questions around youth’s ability to learn; models for developing youth leadership interest; processes giving voice to youth opinions; youth expressing parent participation and for youth and adults job readiness training and lifestyle activities were some of them. This thesis focuses on youth understanding and taking to task the way media was broadcasting their behavior.

Introduction:



Above: Teens from one of the first writing and radio news projects funded by the Boston Health Commission in partnership with the Eliot Congregational Church.



After I left WILD radio, I became relatively well known for coordinating, producing and hosting more than one-hundred talk shows for the Boston and Dedham Cable TV Stations. Most were live "call-in," talk shows designed and packaged in a series' that aired bi-weekly. The concept was to examine the changing face of disenfranchised communities in Metropolitan Boston.

One day, I received a call from a principal at the Thompson Middle school who informed me that his 6th grade teacher and class had submitted an application to participate in a video contest sponsored by Panasonic. The equipment had arrived and they didn't know how to use it. Naturally, I gave it my best. I let the 60 participating children decide what they wanted to produce. They wanted a news show that called to task the adults whom they felt were showing poor judgment in the way violence was being handled in their neighborhoods. I showed them how to produce, direct, write and host the news. They called the show "Kid Witness News." And that's just what they did. They interviewed witnesses among them who had seen violence; they hosted the show and also produced the commercials. They won second place the first year and first place the second year in Panasonic's USA contest.

Aside from television, radio, and agency projects; 15 workshops were held, 11 of these in the African-American and Latino communities of Boston and four in neighboring Cambridge. Out of these projects and workshops came the ideas and subjects for curriculum, print media and television productions. These early workshops became the foundation to provide an uninhibiting intellectual arena, using rhetoric and social philosophy in communications, as an approach toward introducing youth, mentors, executives, entrepreneurs and residents to formal and informal public discussion around citizenship. Debating social and political perspectives with mentors was a privilege and a mental challenge for youths participating. They were very thin skinned, but were able to develop a thicker skin, by exploring intellectual precision through mentors. Mentors also gained insight into youth ideals and learned to communicate more sensitively around issues attributed to third party broadcasting. And executives, entrepreneurs and residents were able to address issues creatively and rather than in embattled emergency mode.



Above: 6th grade "camera men" on a Kid Witness News shoot from the Thompson Middle School contest. Below: I was the first woman mentor for the ABCD CLUB (Career and Life United in Boston) Program. The CLUB provided mentoring, education and training workshops for 22 Black & Latino Males with 11 male mentors. CLUB members led the way for ex gang members to become intellectuals by participating in a number of television production projects on topics they felt their peers should understand. A few of the shows we produced included "How Young Men Make Decisions," How Young Women Make Decisions" and "Who's Being Incarcerated and Why."



Left: A proud moment meeting famed actress Esther Rolle best known as the mom on the hit '70's TV show "Good Times." Ms. Rolle, was an Emmy award-winning actress intent on shattering stereotyped images of African-Americans by striving to present good role models. Rolle left "Good Times" after three seasons because she felt the J.J. character, who began getting mixed up in shady schemes as the show evolved, was a poor example for black youths. She was persuaded to return a year later and in 1990, Rolle became the first woman to receive the NAACP Chairman's Civil Rights Leadership Award, which honored her work in helping raise the image of blacks.

Outlined in this paper are the hard facts behind the projects, including the participants, sponsors, dates and time involved in developing the projects as well as the perspective for the evolution of the Media Center. In the early days, there was difficulty in maintaining the continuity of funding for each project. Each project had limited grantor support and generally lasted from 6 weeks to 9 months. Thirty six percent (36%) of the projects averaged between 30 and 100 participants. Although organizational affiliations were primarily non-profit: The themes of the research, curriculum, workshops, publications and television shows were connected by threads that kept the focus on the development and impact of multi-media and communications control. Incorporating the Media Center was the answer to institutionalizing the evolvement of 47 projects into an entity that could serve as a sustainable funding resource, while preserving the contributions of 3,355 individuals.

UNDERSTANDING FEEDBACK

The Direction Information Took

Setting the Stage

Between 1984 – 1991, I studied a variety of scientific reports that proved my concerns were real. These reports demonstrated: teens were watching some 22,000 accumulated hours of TV with a rate of 80% violence compared to 11,000 hours of classroom time. Movies that glamorized gang lifestyles had earned billions by 1990 and that same year 148 homicides occurred in Boston. Youths who committed homicide were drawn to that extreme as the result of an argument where at the point of extreme hostility they had no dialectic (the art or practice of arriving at the truth by the exchange of logical arguments) skills to diffuse the argument. And finally, incarcerated youths with an 11th grade education had 4th grade reading skills.

With my background in advertising and broadcast media, my natural conclusion was that youth trained in communications could spend their energies toward a directed sense of community development. However, economic factors showed that parents needed similar assistance - not only to create a communicative home environment, but to ensure their participation in an economy that was very quickly becoming communications based. To complicate matters further, social scientists were finding that media heavily influenced the decisions of people opening and closing civil, political and economic doors of opportunity.

I also found that media can be used to correct these problems if changes were made in the way information was gathered and images portrayed. So during these years - with the help of thousands of children, teens, adults and elders, I searched for and experimented with positive, fun and effective multi-media solutions that demonstrated how the real pride, integrity and *many* struggles of the spirit, heart and culture could come through in a positive way that impacted community self-interest and economic development.

I needed to study and get feedback on methods for teaching youth and adults language literacy, so I created a number of multi-media experiments that turned into projects. I brought these project concepts to several community based organizations and schools where they were accepted and repackaged into proposals designed to address a number of additional community needs including:

- promote positive self-awareness to facilitate more harmonious relationships both within and between diverse ethnic and age groups.
- analyze, assess and address problems of people of color and other specific groups to evaluate the effectiveness of programs being implemented within various political and societal sectors
- enhance or facilitate delivery of youth/adult services in various organizations by focusing on areas of agency-client interface and requiring improved understanding and communications.

Workshops

Each project was small and focused enough to be immediately implemented or granted funds to serve a target group already in place. From their limited original scope the multi-media projects expanded into the general area of advocacy for the economic development of low-income citizens. Most of the multi-media projects were created with the support of the Boston Public Schools, various pilot programs, and community based organizations as described below:

1986 - The Hubert H. Humphrey Occupational Resource Center (now Madison Park/Humphrey Center High), in collaboration with the Graphics/Media Departments Impact II Teacher Thomas Johnson's Networking Grant. The Humphrey Center had a population of primarily African-American and Latino youths from Roxbury, Dorchester and Mattapan. We produced a newsletter designed to promote the work and interests of the youth to promote reading, writing, illustration, photography, graphic design and pre and post-production publishing.

1988 - Joseph Curley Elementary School an experimental project with "Special Needs" third grade teacher Athena Karloutsos. These students were primarily African-American and Latino children who were reading on the first grade level. We produced a 20 page magazine where each child had a section they wrote and illustrated on topics they decided were important to other children their age. The magazine was created by hand reproduced on a copy machine. The magazine was designed to get these children to understand that their futures are directly connected to and informed by their ability and interest in reading and writing.

1989 - Boston Preparatory High School (an alternative education school designed for youth from grades 8-12 who had "dropped-out" of school, returned to school and were in the process of receive high school diplomas). This experimental project was approved and given guidance by Headmaster, Gus Anglin. We held a school-wide seminar on the topic of The "Dilemmas of "At-Risk" Youth." The seminar was designed to look to these youth for answers on the social ills affecting all youths, chart and implement the best ideas and suggestions, and to measure hope and give inspiration from peer to peer.

1990 - Thompson Middle School, in collaboration with Kid Witness News (sponsored by Panasonic), a video production competition among 15 middle schools across the USA. Violence had escalated to weekly shootings in local neighborhoods. A number of teens had been superficially and mortally wounded and some of these children had seen the incidents. The Thompson Middle School sixth grade student body was primarily African-American and Latino children who lived within the radius of gang territories they had to navigate each day. These children decided they wanted to produce a news video (with commercials) designed to show the older kids and the adults why they should stop violence. The video was called "Kid Witness News," and the sixth graders were the producers, directors, news anchors, reporters, camera people and the designers, actors and music producers in the commercials. They won second prize in Panasonic's national contest.

1990- Eliot Congregational Church, in collaboration with the Medical Foundation's Substance Abuse and Violence Prevention program and its Umoja Demonstration Project grant. A number of African-American and Latino, 14-17 year olds were "Stopped and Frisked" at random as a matter of Boston Police policy trust gone awry. There were several issues at hand: a) gang violence was in the daily news, yet only 5% of the youth population were involved; b) teens were asking for "real" metal detectors in their schools, similar to those that are used in court houses and air ports "for important adults;" and c) teens felt that adults didn't care about youth and therefore, intelligent or not, they had no voice. When researched, we saw these trends noted across the United States so we

created a multi-media project with minimal resources: a word processor, a boom box and a photographer friend, Donalexander Goss. With the word processor we taught the youth journalism methods and produced a newsletter on substance abuse and violence designed to create self-esteem for readers. Each writer had a column in the newsletter with their photograph and best understanding of the problems and solutions. Then using the boom box we created news announcements in 30 and 60 second sound bites to be used on radio to promote the newsletter.

1991 - ABCD/CLUB Program, Boston, MA: Career and Life United in Boston - served African-American and Latino males 17 - 25 yrs. old with mentorship, education, training & careers. A number of African American and Hispanic males had come out of prison or were on the verge of going to prison and needed recidivism intervention. They had similar issues to teens, however were now adult age and had no matriculation process for successful citizenship. The program was designed to bring professional African American and Hispanic males to mentor the younger men. While this was a good idea, a number of problems with misunderstandings in communications were taking place because of generational differences in language acculturation. To shift the focus, we set up a variety of multi-media workshops using accessible computers to create a series of tools used in the field of communications for the younger men to express, share and develop their perspectives.

1992 - MIT, Eighteenth Annual Martin Luther King, Jr., Celebration, "What Messages Help Youth Realize Their Dreams?: Media, Music, Models and Microchips." Gang violence had escalated into three dimensions: 1) corporations were not investing development capital into communities with issues of violence and these communities were deteriorating rapidly; 2) youth in major cities were being subliminally blamed for gang violence by adults in general, driven by news media, and 95% of youth were victims of that blame; and 3) many adults had lost faith in the ability of youth to be trusted with anything resulting in youth having difficulty in securing work, walking into stores without being followed and having no real help when they were harassed by police abusing their authority. We decided to get youth and adults together on these subjects in an atmosphere where no-one was to blame and only solutions were discussed. We chose a medium with no feelings to focus on as the topic of discussion, then currently popular and trouble provoking was the movie "New Jack City." We asked "Are We Living in a New Jack City?" One hundred people from all walks of life and age groups showed up to have an open discussion. During the first half of the seminar we watched the movie, which was a disturbingly accurate account of the times. Then we set up a panel of urban "at-risk" youth to address questions from the audience on the analysis and implications of the movie and whether or not "we" are living in a "New Jack City."

Experimenting With Actionable & Innovative Solutions

The original thesis work began to come together in 1992. However, it took another two years to process and synthesize it into a thesis format. The original writing was primarily directed toward grappling with ten years of research and placing it into one usable working text, from which other works could be garnered. Between 1992 and 1994, the information highway had become a household word and computer technology an everyday tool in many working poor and middle-class households. Suburban and urban elementary and middle schools had computers for their students and in general these schools were trying to find a way to harness the proliferation of new tools and materials. Globalism programs were being designed to teach the teachers, so they could teach students, marking the USA's next step in an ever-changing process of economic evolution.

During those two-years there also were great strides in mass media in the USA. Major corporations had merged television, telephones and computers to get on-line services and

audiences to readily communicate via drafting text, sending faxes, and using telephone conferencing. The broadcast media industry was readily and quickly producing animation and film on computer, some life stories were being played out in dramas before they were acted out in life. Heads of government were using one-hour meetings via teleconferencing to make political and financial decisions about the lives of hundreds of thousands of people, without their knowledge or participation. And the general public was being informed by way of television, radio and newspapers the next day. A fourth cyberspace world was developing where real estate was being purchased, roadways were being built and those who had access were traveling the inroads and highways for longer and longer periods of time. Of course, those who owned the real estate got to vote on how it was built upon, used and accessed.

We were talking about the combination of intergenerational, intercommunity civic engagement that might lead to adaptation by other communities experiencing similar problems with such things as Asthma and other health/environmental issues. Public awareness campaigns and ongoing civic engagement between cities could create natural segues ripe for regional dialogue on broader health, education, civics, economics and other applied humanist issues across different states. I thought eventually such excitement would have to connect regionally, particularly when looking at environmental policy, health issues and economic engines. If more than one region participated, then there would be a global synergy to create out-of-the-box thinking suddenly owned by the participants with solutions adapted to the needs of participants involved. What worked could be framed into curricula and what didn't could be sent back to the drawing board. This plausibility was more than just fantasy - support for such dialogue was being discussed which meant creating local partnerships, regional collaborations and on-line grass roots strategies to connect underutilized resources were already being put into place.

Globally, women around the world were politicking for their right to control their bodies, and in the process positioning themselves to participate in the control of and access to information about themselves and their cultures. People around the world were still being exiled and/or assassinated for speaking their minds, and reminiscent of the African-American slavery period – so successful communication was still a life or death issue. Access to global interconnectivity and global information was vital because it was saving lives. For instance, our process of learning about the AIDS virus was an example of what happens when a society is ill informed and/or misinformed. Thousands of lives across the country and around the world were lost before anyone knew what to do and thousands more were infected because they did not have the information they needed fast enough.

Within the borders of the United States, there were tremendous struggles with racism and extremely biased media reporting. We had yet to solve our old issues with cultural understanding or misunderstanding and our lack of tolerance and inclusion. Demonstrating this were huge pockets of land where communications redlining was commonplace - leaving the under-served further oppressed. In under-served communities, the poor and the entrenched underclass did not have access to technology and in some places they could not afford telephones, television, radio or newspaper. Most of them were paying 30% of their income to taxes, yet the blatant lack of these technologies demonstrated and affirmed their low importance by those responsible for 'green lighting' those same technology service installations.

With any great advances, humankind has to eventually face drawbacks that are naturally created when so many historical problems are left unsolved. And such was the case with the mushrooming progress of high technology. The disenfranchised were without the economic information and communications resources to position, control, or describe themselves. In fact, they were wondering what was going on as they struggled day-to-day just to survive. This chasm grew to the extent that a new disenfranchised population

emerged which President Clinton labeled the “Outer-class.” This all happened during a booming American economy. From the perspective of many social scientists, it seemed that technology was creating a larger, faster growing gap between the middle-class and the under-class. Social scientists were trying to convince American corporations, government and others that the growing gap between the classes was a detrimental disenfranchisement that would ripple across all sectors and classes of people. Governments began to listen when the use of communications technology evolved into corporate reengineering which eliminated middle and upper management in most major US companies. Technology innovation and migration had moved the United States from an industrial country into a service provider country. One computer could take the place of 3 to 50 people, depending upon the technology. Computers didn't need salaries, healthcare, vacations, or sick days. Most major companies were laying-off thousands of middleclass workers all across the United States. The City of Boston, Massachusetts, USA alone lost 50,000 jobs during that period. For the first time in almost two hundred years, the middle class was disenfranchised and so the question was asked, "How do we keep disenfranchised people self-sustaining?"

- My answer was already in place, we teach business basics such as communications, team building, report writing and preparing presentations through computer skills because all people need to be competitive on the domestic and global frontiers. However, most administrators were unconvinced.

Developing a Thesis Abstract

I've devoted four chapters in this text to examining the effects of communications technology on work and lifestyle. This edition will give you basic information on how media relates to self-development, and/or disenfranchisement. The question is two-fold; “How can the disenfranchised can take advantage of their potential competitiveness through understanding information accessibility,” as well as “How the utilization of information processing can mean the difference between empowerment and disenfranchisement.” With the assistance of these examples, you'll be able to better understand communications from its subtleties to its all-pervasive influence.

Solutions hold true to the vision of the first draft with proactive processes for mediators, advocates, street-workers, and agencies to build a middle ground for those considered disenfranchised. This middle ground was centered on strategically empowering participants to optimize their personal skills capacity. We did this by sharing psychological insights and partaking in the growing technology through a variety of workshops teaching about communications language and multi-media technology.

As we addressed more adult issues, we acknowledged their time constraints and created opportunities to reformulate some of the original twelve-week workshops into much shorter seminars which were implemented for mothers returning to work, ex-offenders, and youths at-risk of homicide. Parents wanted help with target objectives such as:

- Youth returning to high school, adults getting their GED
 - Acculturation of, admission to and assistance with attending college
 - Reintegration into the labor force with sustainable skills
 - Entry into the business world via micro-enterprise
 - Using the media to assist children and peers through outreach
 - Public awareness campaigns on substance abuse and violence prevention

We needed to know if our Roxbury sampling held true in other cities and neighborhoods. So we expanded the focus groups to a larger demonstration sample by creating a cable

television series called "Networking for the Future." We then showcased the series live with Cablevision of Boston, Continental Cable of Dedham and a number of local radio and newspaper outlets which gave us audiences in Metro Boston, Metro Dedham, Metro Newton and Metro Waltham including their twenty-seven additional cities and towns. We were nominated for a cablevision Public Affairs Program Conti Award. Overall during the period from fall 1984 through spring 1991 more than one thousand youths and adults had participated in workshops, interviews, seminars, youth campaigns and speak-outs based on media literacy and multi-media production. The mediums used were computers, radio and cable television. What I was most proud of was my facilitation of these experiences, the productions - for the most part - were the topics, issues, concerns of the people, I had just given them mediums and modes of expression.

What emerged was a total of six file-cabinets of documentation charting a public kaleidoscope of perspectives and solutions that had a number of core themes. There was also, an intuitive nagging that something was being collectively said. But how could it be extracted from all of that paper? I sifted through all of it and narrowed the six cabinets down to about a foot-and-a-half stack of research and then I asked people I respected if they would help me make sense of it all. Retired State Representative, life-long community activist and professor, Melvin H. King was instrumental. I called Mel with my problem; he invited me to lunch to discuss it. I showed him the foot-and-a-half stack of research and asked, "Can you look at this and tell me what I have?" He smiled and responded, "Why don't you come to the Community Fellows Program and do it yourself?" By the fall of 1991, I received a fellowship to Massachusetts Institute of Technology (MIT) Department of Urban Studies and Planning Community Fellows Program. I used the year of fellowship time to analyze what all of the people in those projects in that foot-and-a-half stack of paper were saying.

Where to begin addressing the issues started out as a problem because the experiences were still very real and calling my constant attention, while the climate of violence had escalated to minute-by-minute focus in the daily news that year. My studies identified five major interrelated areas of concern as expressed by youths and adults from the communities where the research took place:

1. Cultural Insensitivity
2. Children were taught homicide
3. Dialogue Means Homicide Prevention
4. Advocate for Better Reporting
5. Media Representation

In order to include those areas of concern, I decided to merge two topics. Since social scientists had already concluded the lack of language communications skills an issue in youth violence. My project discovery, multi-media productions a tool to get people to remove their emotions and talk objectively about issues, could be the process toward solution. The name for my thesis was "Building a Media Center for Homicide Prevention and Community Development," it was awkward, but I stuck with it. My thesis was to demonstrate practical methods, insight and ideas on how to build a media center that could:

1. Create a forum for dialogue by disenfranchised citizens on issues pertinent to them.
2. Give voice to disenfranchised peoples concerns over their socialization using media.
3. Examine and counteract stereotypes in mass media using computer technology.

Who Will This Help?

Who will this help? What scale could be effective? Since the American population is so vast, a narrower group was targeted to focus on particular areas of growing concern. The

group African Americans were 12% of the US population. African Americans were chosen because of their highly visible media status, and varying and opposite paradigms. For instance, this population generated over \$216 billion US dollars annually, yet widely printed white owned media in the United States suggests that black women were in despair and "Welfare" dependent. Still, volumes in American publications and television advertisements revealed how desperately white organizations craved their endorsement for financial gain.

Previously unexamined, substantiative material pulled together for this paper breathed new life into an only partially understood and inadequately researched race, gender, culture and community. And also offers new perspectives on the activities of blacks from various ages and income brackets. Countless black owned newspapers and periodicals wrote about black women and enabled us to trace more accurately their astute and unrivaled development. First as mothers, wives and co-workers in the slave fields during the seventeenth century and into the eighteenth century, and later as soldiers, politicians, and other professionals in thriving black families and communities throughout the nineteenth century. Black publications portrayed them as toughing it out, surviving downsizing, having a strong faith and resiliency, overcoming tremendous odds.

A newly discovered market of black families in the late nineteenth century linked black women's political activities to Anglo-American political development. Bostonian Artist, Historian, Dr. Allan Rohan Crite, had written and delivered talks on his papers entitled "Abortion Issue," a pivotal source of information which closely tied black women to an advocacy role for disenfranchised white women fighting American's white male political and economic monopoly. And numerous publications across the United States showed the philanthropic role of black women's social contributions. In short, black women may have been one of the most innovative, historically hard working and dynamic American groups in this country.

Background Review

In 1984, I began using media literacy and production projects to provide immediate communications skills and marketing products in the form of self-esteem training, speech training, research, writing, and reporting to several Boston Public Schools and community groups. They supported these media projects primarily because the projects focused on promoting their evolution, client cultural development and marketing experiences. Projects were generally organizational growth and development, and/or student/client self-development.

What I have done is devise strategies, define issues, and shape images that separate the difference between empowerment and disenfranchisement. The technical quality of my work has been developed with and supported through, the Community Fellows Program, MIT Department of Urban Studies and Planning. However, the more recent substance of my message comes from a ten-year study of the minority men, women and children that make up the Roxbury and Grove Hall neighborhoods of Boston. This issue of self-development has been important because it is what grows the value of human capital and what drives America as a country. The United States has gone through several economic revolutions in its society: a) the agricultural revolution, where the US made most of its money farming and selling its crops; b) the industrial revolution, where the US made most of its money in industry - and we are facing a third revolution; c) the technology revolution, where computers replaced people in industry; d) the information revolution where information became the gross national/global product; e) the service industry revolution, where the US will make most of its money providing services for people primarily using

media and technology. Each revolution has literally put the previous economy out of business, and has laid-off hundreds of thousands of people who could not keep up with the trends. What happens to people when this magnitude of social change takes effect? Who recovers and who suffers? How can we help those who suffer to reinvigorate their competitive ability?

Most of the men and women interviewed during this study, generally brought home under twenty thousand dollars per year, and were taxed at the same rate as people earning one-hundred thousand dollars per year. They paid approximately thirty-percent of their income to taxes, and more than half of the balance to rent. That afforded the family very little in the way of extras. By the time the telephone, lights, gas/oil, and household items such as food and cleaning supplies were purchased, there was nothing left. Many had a deficit large enough to warrant another income and thus held two jobs. That group class was economically considered part of the working class and/or working poor. The parents generally worked a second job and their children (between 8th and 12th grade) were often torn between going to school and assisting their mother and/or father. We discovered that in single parent families, the responsible children took on the role of the missing parent and too often these were the situations with children who dropped out of school. They went to work to ease the burden of the parent(s) and time and again, did not get back to developing their own reading and academic skills. Additionally, youths had limited social experiences and therefore frequently lacked in language skills and social graces. With all of these factors taken into consideration, it was easy to see how the youth's individuation process was cut or postponed. Without realizing it, these young people were creating the same cycle for their lives that their parent(s) had created. At some point the youths became aware and then depressed, panicked and/or angry- it is at this point emergency intervention was necessary as desperation and lack of skills would inevitably lead to bad decisions.

Aside from the working class and working poor, other individual and family income levels in our early studies fit into the following categories:

- 1) Those who tried every thing they had learned about participating and working in society legitimately, became disenfranchised - had given up and were socio-economically labeled underclass;
- 2) Those who tired of trying legitimately - decided to try illegitimately had gone to jail, and were socio-economically labeled outer-class, also considered disenfranchised and;
- 3) Those who had worked all of their lives and stabilized themselves in the American dream and were once socio-economically labeled middle-class, however were in the process of losing it all with the conglomerate mergers and mass layoffs and becoming newly disenfranchised.

Findings in this thesis were based on how media had become a tool that generated capital through the proliferation of misinformation creating socialization and disenfranchisement. Recommendations were based on the outcomes. This thesis reviewed the overall consideration of broadcast media as socializers, and specifically, four areas of media and its effects on behavior.

- 1) Media's Effects on Socialization: to consider the vastness media's effects.
- 2) Media's Effects on Self-Worth: to consider the impact of media.
- 3) Media's Effects on Mass Disenfranchisement: to consider the future of media.
- 4) Media's Effects on Homicide: to consider how to greatly reduce homicide.

The Issue of Stereotyping

Of the many questions to research foremost was, "How do people go about removing stereotypes and reinstating family, cultural and academic values fast enough to create inclusion?" In orthodox American culture, one of the most precious values is that of tolerance and universal inclusion. As a matter of fact, so unquestioned is the acceptance of the sheer, basic Americanism of this tolerance; that it may be said to occupy a blind spot in the national conscience. To allege that the national culture has assigned only the most marginal and limited roles to: women, African-Americans, Native Americans, Latino's and others, is to provoke spontaneous denial. However, to demand practical application to the principal of tolerant inclusion is often to be regarded as threatening. The breakdown of old culturally-based supports has led to a situation where too many youths are ignorant of their own identities and are incapable of appreciating the value of others.' The result is fear, suspicion and violence. Just how does a group acquire a social identity? Take for example the so-called underclass. Without the benefit of a competing self-generated sense of identity, a subordinate group will often tacitly accept the label carelessly given it by the dominant society. To the extent they acquiesce to the stereotypes imposed upon them, making the stereotype a self-fulfilling prophecy.

While organizing my body of research, the communication gap between the media and the masses was ever widening. Stereotypes were cinematically given validity as people bought the myths, and based funding and research on solutions to problems in the black community on false information. With the stereotypes exacerbated, people became angry and disillusioned about social change. The anger and disillusionment was interpreted as lack of intelligence and belligerence, giving validity to the stereotyping, thus the cycle became perpetuated.

Two issues peaked in 1992, when Dr. Frederick Goodwin, Director of the National Institute of Mental Health, announced a \$400 million public "Youth Violence Initiative" conference by comparing inner-city youths to violent male monkeys. And, declared the way to tackle violence was not by gun control but by changing the environment they live in and targeting individuals who are considered "at-risk." The "Youth Violence Initiative," a federal centralization of studies on violence was gearing up to target 100,000 black children nationwide; as biologically prone to violence (Boston Globe, Reprint, 2-8-1993).

However, Dr. Peter Breggin, A Harvard trained psychiatrist, who had done pioneering work in monitoring and exposing the proposed "Youth Violence Initiative," set an enviable precedent with his speech in a Harlem auditorium before 500 people. "The government will force these school children to take drugs designed to keep them calm." He continued, "The problem does not lie in the brain or genes of little black children, it is an obscene idea to go into cities and screen individuals for violence on the basis of biological markers. Kids don't have conditions, they live in conditions;" (Boston Globe, Nation Section, 10-19-92). Breggin's words set an admirable example for future researchers and the resurgence of interest in black biological studies.

Meanwhile, Klaus Miczek, who headed the Psychopharmacology Lab at Tufts University, served on the National Research Council panel in 1992. In his published a report on the future of violence Miczek stated: "There is no unique marker that identifies violence-prone individuals. This is where things stand after years of searching for variations in brain chemistry and structure, hormonal differences, or inherited genes that might in combination with social circumstances, foment violence in certain people (Boston Globe, Health Sciences Section, 2-8-1993).

The following year, Mike Barnicle, a major newspaper columnist and radio personality wrote an article called "Where Beasts Prowl the Streets," (Boston Globe, Metro Section,

10-7-93). In that article, he talked about: "a young black male on the hook for the murder of a Boston policeman." He used the article to describe his feelings about the black community, its women and children. The following sentences are quotes from close of his article: "The area is black. And its future is symbolized by the babies of all these young women with no husbands, no job, not much education and inevitably, no life." He continued to write. "These kids are not going to grow up to be Colin Powell. They will not be Michael Jordan, either, or some other warm black role model who makes whites feel good about themselves." And he ended with: "They are going to be our worst nightmare: an army of sociopaths who are a threat to themselves, to those closest to them and, inevitably, to the richer, white world beyond the borders of their miserable existence."

Like Goodwin, Barnicle's comments almost totally embrace W.W.II propaganda about blacks having tails. His description of the black community, its women and children depended on his animosity and a limited evaluation of a 5% criminal element in the community. Neither man showed any belief that black disenfranchised children could grow into contributing citizens.

The fact that a major newspaper published, Barnicle's portrayal on the black male "beast" allowed the stereotype to gain considerable validity. The article failed to give much needed, crucial support to the non-criminal majority of the black community. And, Barnicle's narrow interpretation of young black women as having "no life" to live is grossly misrepresentative due to an over dependence on his use of zealous media propaganda to disseminate his personal prejudices.

Media's Effects on Self-Worth

According to federal census, on an average day 10,501 new babies were born in the United States. Massachusetts⁷ These babies, regardless of their circumstances - must learn the process of survival under the tutelage of their parents. However, the 1989 Commonwealth of Massachusetts' Special Legislative Commission Report on Children in Need of Special Services demonstrated the number of children in Massachusetts, ages five to thirteen left home without adult supervision each day, while parents work, was estimated at a rising 130,000. The report stated that this was due to the lack of affordable childcare across class groups. Even in the best of circumstances, overworked parents were relying on their children to find entertainment or to occupy themselves. Children between the ages of five and thirteen were too young to stay outside by themselves without being monitored and it was against the law to leave a child under the age of sixteen alone. So television became the dependable indoor tool for keeping children from being bored. With this dependability, television also became the part-time parent taking over a portion of the child's socialization process. TV taught little girls "lady-like" behavior, according to the sexually explicit commercials and soap operas and it taught young boys a value of violence and moral irresponsibility with shows based in bloodshed and surreal "reality."

Even today, broadcast and internet media show youths (and others) how they should be living. It is seen overtly and subvertly on television, in newspapers, magazines, in movies and on billboards sponsored by the automobile, real estate and clothing companies. They show it in holiday celebrations, social occasions, professional situations and in many other places. In fact, "how the successful behave" is frequently sponsored by companies pitching the virtues of cigarettes, drugs and alcohol. Across the broad spectrum of programming in the time slots dedicated to youth, young people are shown what to wear, how to wear it, what to own, how to get it, and what to think of those who can't afford it. They are also shown who has worked for it, and who hasn't - currently and historically; as well as what to think of the "shirkers" and how to treat them, all in the name of

entertainment. This process of teaching a child\youth\adult culture, nature, survival and quality of life techniques is called socialization. And, the media's socialization process can create great frustration, and anger for young people who do not understand its superficiality and it's a growing problem with new immigrants.

Youths finding their individuation process is inevitable as they grow older, and many times when they compare what media says they should be - with who they actually are, they go after what media says they should be in a mad rush to assimilate into media's market driven, "on-stage" society. From there they loose their individual identity to the group interpretation by sociologist's previews, news interviews and judgment reviews. Youths look for clues about how to "belong" anywhere they can find them, and the most available clues about their group's age, gender behavior and cultural identification, are bombarded at them by broadcast media in commercials, violent television shows and in multi-rated movies.

Dr. Wornie L.. Reed wrote the following observations in the Trotter Review, February 1990. "The media are generally seen as functioning as an agency of socialization in two ways. On one hand, media reinforces existing values and attitudes. For example, attitudes a person may have regarding another racial group are reinforced when similar values and attitudes are expressed in the media, implicitly as well as explicitly. On the other hand media may function as a source of norms and values. In other words, the media may provide the initial definitions of social phenomena. One student argued that where local cultures offer no solid guide for what is good or bad in a particular situation, the media may reach a person directly and carry heavy weight in such a value definition."

During my early research with the process of self-identification and self-worth among youths, there was conflict between the youths who try to assimilate with the media projections and the youths who tried to be individualists. Each group was searching for an identity that could give them a sense of worth in this world. However, both groups were constantly being monitored by news media, which publicly debated their every move, putting them at odds with each other and then broadcasting the results. The impact of this kind of "reporting" could clearly be seen at Madison Park Vocational Technical High School. At the time, teen students from seventeen Boston Public High Schools attended Madison every week for training in a variety of professional industry trades. The local newspaper, "Boston Herald" was made available to the students as they entered the front doors each day. Before the students, particularly the males, could say good morning, they would grab a paper, open it to the city section to see if they knew whom was "heralded" in the news. Time and again, when asked what was the big deal – they said it was the way to live forever in the recorded history of mankind. With this kind of voracious attention to outside stimuli, how could one group of teens learn from another? The adults (teachers, parents and other observers) questioned their behavior on many levels. But then, they were unsure of how to approach the situation. Eventually the newspapers were taken away in the school, but that just delayed the behavior until after school. There was also no attention given to the concept of follow-up discussions to see who could police the conflicts between disagreeing fractions in order for them to come to more agreeable terms. Under such circumstances, in what way could "real" society critique and hold broadcast media accountable?

There were more questions that went to the core of the needs of under-served students' families. The most compelling was "How do we get people economically viable and keep them self-sustaining?" After all was said and done, the experts agreed that the circumstances surrounding poverty drove the youths' negative behaviors. To answer some of these questions, I looked to empirical research. 1990 studies showed the average youth dropping out of the Boston Public Schools with an eleventh grade education had fourth grade reading skills. My research revealed that African American and Latino youth lost their excitement for academic materials because they were

continuously taught their invisibility as contributors to American society, and were thereby taught their socio-economic labeling of lower class. The result was that they became developmentally paralyzed, e.g. rather than to do anything else wrong, they choose to do nothing, and in its own contradictory way, doing nothing showed they really did care.

At the time, I needed to know if others came to the same conclusion on their invisibility in the school materials and if so, when it started for them. So I asked a number of senior citizens who were immersed in academia to give their opinion and feedback. Dr. Allan Rohan Crite, Artist/Historian born 1910 had this to say. "I remember when I was in elementary school and I was asked to look at my history, I read and read the history books they offered me and I couldn't find any reflection of myself. So I went to the libraries and bookstores and continued to read and I found that I was literally invisible. There was no trace of me in history. I guess that is why I have dedicated my life to documenting the evolution of people of color through art."

Alan Crite's statement made me think about the first time broadcast media directly affected my life. I remembered, when I was five years old and listening to the radio one leisurely afternoon in my parent's living room. I was waiting to hear my father's newly recorded jazz music in my Sunday dress, ready to do my best pirouette. The music stopped while the announcer gave the news: it was about the Negroes again, as it always was. Just then my mother entered the room and we discussed my search for a solution to this problem. I said to her, "I'm trying to dance and the news keeps coming on about the Negroes. They seem to know who they all are, why don't they just go get them and lock them all up?" Astounded, my mother pulled me close to her, looked me straight in the eyes and said, "Honey, you are a Negro." I was mortified. I didn't know what Negroes were, but I had learned in church that bad people were like the devil and as such had horns. So it made sense that if Negroes were the bad people and I was a Negro then I was doomed to grow horns, as I became a teenager¹; and once that happened, I would have to be a bad person for the rest of my life. My sister and I cried deeply on this subject and then had a series of intense discussions to figure out ways to get around the doom of our fate.

As I grew into my teens, the media's influence on what I thought and felt about myself came from magazines: Back then, "Look" and "Life," set the bar for other publications to rise to. These magazines' covers showed African tribes as either savage or starving, but always helpless. Later television became an information source where "Amos and Andy," "Tarzan," and eventually "J.J." showed how incompetent we can be. At times the comic relief was funny, but most often it was embarrassing. Relief came with actors such as Bill Cosby who played in "I Spy," Sidney Portier who played in "Lilies of the Field" and the first Black woman news reporter I ever saw on Television, Sarah Ann Shaw.

I followed my mother's footsteps into the fashion industry as a young adult and thrived for ten years. As a rule, popular themes of women's attire were and are constantly used in media campaigns. Typically in five-year trends, short tight dresses equaled attractive and desirable, while long comfortable dresses equaled old maid or undesirable. High "killer" heels meant diva and flat comfortable shoes meant frumpy. Most young women my age were wearing the shortest, tight dresses they could fit into paired with those "too high" heels as part of their everyday attire so they could fit in. However, by this time I knew that media's views and society's views were often a dichotomy.

1) My parents often talked about the physical changes in teens because of their hormones.

What did start to become clear was the realization of the difference between the media that has historically been used to inform the public and its impact on the socialization of the American public. The two come together with the first concepts of media, which were depicted during the earliest point of man's communication through paintings of scenes on cave walls. Eventually there were scrolls of papyrus, which evolved to paper, and animated drawings which evolved into film and television. Our socialization as human beings has been handed down from generation to generation using these forms of media to clearly illustrate our thoughts, history and values. Those who have had control of the media have had control over journalizing life. America's media paradigms generally fit within male oriented and affluent European cultural norms, and definitions of what is absolute or acceptable. People are habitually exposed to media paradigms because of their need to keep up with the latest information guidelines on: health, business and competition, politics, sports, real estate, news, law and finance.

However, behaviorally people also use media's paradigms as guidelines on food, clothing, beauty, success and values. This can be a double-edged sword. For instance disenfranchised people's realities are not within the accepted cultural norms of the affluent. When a disenfranchised person or child tries to compare their accomplishments with what is culturally acceptable among the affluent, there can be great disillusionment, depression, frustration and confusion leading to a general feeling of no self-worth. When a person has no self-worth, they are unlikely to contribute to society's worth.

"When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or to go yonder. He will find his "proper place" and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit."

Carter Goodwin Woodson, 1875-1950

Media's Effects On Disenfranchisement

Media as we know it today - uses the same ancient basis for communicating described earlier, only instead of writing in the sand we write in newspapers, books, magazines, and in other forms of print mediums. Drawings have become photographs, while the reenactments have become animated through the use of television and film including sounds and modern language. The problem is, there are two situations that have never really been addressed:

1) Adults from the community tribe are no longer telling the stories of socialization because they are working two jobs. And those who have taken on the responsibility of the socialization process are outsiders who don't have time to understand the developmental needs of the community they are reporting on or advertising to. So what is taking place is a purely market driven form of media that caters to the conglomerates who can afford to pay for it. Corporations are buying media time to impact the socialization process for capital gain. They hire experts in strategic marketing to research areas of need and then exploit those needs by blasting abstract commercials designed to manipulate ego, desire and goals to impact consumer spending. The socialization process is researched, dissected and recreated by experts in the advertising industry and sold to the community and their children in many ways disjointed but "new and improved" by high definition, digitally enhanced, 3D media. These industries are creating models for corporate profit that are impossible for under-served people to live up to and in the process of all of this coercion, creating a mass-disenfranchisement that is a direct outcome.

2) As a result, untold thousands depending on a process of nurturing socialization have been almost completely removed from it. And the media have become the new 'socializers' of the masses, giving the media more power over people than society, government and/or religion.

Understanding the impact of media and technology will help us to understand how to develop projects that empower disenfranchised groups. In addition to revamping stereotypes, we can have the disenfranchised solve some of humanity's as well as the earth's problems by participating and sharing their insights using the technology.

While cyberspace is touted as the perfect communications medium, where humans can shed all earthly boundaries (i.e. physical, sexual, racial) expert Anthony Riddle, Director of the Alliance for Community Media suggests the following. "Because one can now see who they are doing business with before they meet them, there is a greater propensity to screen and build walls around certain communities; much like the wall of communism that once held Russia in dictatorship." Other experts agree but claim the wall is developing between the "haves" and the "have-nots" and it is calling for all social, economic and cultural activities to go through the agency of a single authoritarian, the media. Most media responses avoid sociopolitical discussions by emphasizing they are an entertainment industry.

Growing bodies of researchers treat disenfranchisement problems with current media and new information technology with the same questions: Who will monitor them? Who makes sure that there are limitations on selective targeting, segregation and exclusion? As for the responsibility of the corporations who advertise, questions arise such as "Who will make sure that all ethnic groups have access to opportunities such as training, jobs and the development of companies?" Regardless of the basis, most researchers conclude, those without access or money for education cannot become the highly skilled, well paid professionals employed by any market driven society.

As economies change, industries form, merge and reformulate. Most people don't pay much attention to industry changes because the changes are so far outside of the average person's need or ability to manage. The average person just "works" at their job or in their industry, and is not aware of the regional, national or global impact that rewards their attention. For instance, in our grandparent's time, the agricultural revolution took place where the elders taught their children the skills and trades of the agricultural industry. Today industry shifts are happening within 1/20 of the time with no time for parents to hand of their skills. On the following page the chart shows the various economic revolutions that the United States has gone through since the colonists arrived in 1650. In the beginning there was time for several generations of intra family training with trades: grandparents taught parents and parents to taught children to earn a living. Observe how time has shifted from 210 years during the agricultural revolution to 30 years during the technology revolution. First machinery and then technology cut the time in half and today we have very little preparation time from one generation to the next.

When it comes to monitoring and reporting on the media – even in it's contemporary form with computers, parents often don't know how to use the technology of the day and therefore can't teach their children. Because most working class people are working two jobs, there isn't enough time to share intergenerational secrets and success at the family dining table. What's more destructive is our grandparents and parents; who are full of knowledge and experience and still youthful; are generally cut out of the process of earning because of age biases and the speed of change that drives information economy.

CYCLES OF ECONOMIC REVOLUTION IN THE USA PAST & PRESENT				
Agricultural Revolution	Industrial Revolution	Technology Revolution	Information Economy	Service Industry
1650-1860	1861-1970	1971-2001	2002-2007	2008-2018
210 years	109 years	30 years	5 years	10 years
Farming	Manufacturing	Computers	Data	Internet
Farmers: raw surplus products, tobacco, lumber, cotton	Early Machinery motor driven using gas, water, wind and electricity.	Advanced Machinery computer chip driven using electricity.	Collective global Information & advanced Communications	Regional development of intelligent communities

With so many variables to this conclusion, we have to ask ourselves, how many more people are impacted by Media's disenfranchisement. And to what extent are middle-class Americans affected, particularly those losing their jobs to computers and conglomerate mergers. Are they the next group to make up the population of disenfranchised that the predicted service industry revolution will stabilize? If middle-class Americans can't participate in society, how can those already disenfranchised?

In July 1994, The Community Fellows Program at MIT held an organizing event, called the New Technologies Workshop; Getting Access to the Information Highway. The theme of the workshop came from a coalition of consumer and civil rights groups filing petitions with the Federal Communications Commission (FCC) that revealed a pattern of "electronic redlining" in local telephone companies' initial plans to build the "Information Superhighway." The aforementioned concerns were again raised as questions to the presenters. They found that even those considered financially and professionally connected knew very little about the information superhighway. Anthony L. Pharr, a keynote speaker from Office of Communications, United Church of Christ in Washington, DC addressed the audience with the following explanation.

"A thorough understanding of the issues surrounding the convergence of voice, data, and video on one super digital highway can only come from understanding that major conglomeration's have consolidated such as: US West and Time Warner, and APC; and COX, BellSouth & Prodigy to build major technologies such as:

The Internet: requiring a computer and a modem to access worldwide information. A user has access to research and databases, teleconferencing, electronic mail, policy discussion forums, and it is presently available.

ISDN (Integrated Services Digital Networks): will permit video, voice, and digital communication (such as art and movies) over the copper wire network (telephone, cable, and computer) for about \$275.00 per month.

PCS (Personal Communications Services): the next generation of the cellular telephone will give access by means of lightweight portable phones and personal digital assistants (e.g. pocket computers) with access to voice services, fax and videotext.

Video dial tone: the next generation of cable TV is expected to compete with cable TV, to give national access to independent video programmers, also offering interactive video services, educational, medical, library hookups.”

While individuals who could afford to participate benefited from being able to contact other people easily, and some with disabilities were encouraged to work from home via different means. The issue of who had access and who didn't is became exacerbated. Not only did the problem begin with the production of this technology, it also lied in the dissemination and consumption of the technology. Americans who were stereotyped with paradigms that encouraged disenfranchisement became outcasts in the cyberspace world. Americans who had limited access or no access to basic services were, for the most part, excluded from the new technologies. Add those groups to the thousands who had been laid off by the mergers and the thousands more who had not been able to keep up with the trends in technology; and mass-disenfranchisement was becoming the price paid for the benefit of a few.

Generally, it was felt that public and private networks were going to be unsuccessful with long-term interventions in mass-disenfranchisement because of a dependence on sporadic funding, and/or a lack of community based support. However, corporations have done pretty well in trying to intercept this mass disenfranchisement by meeting some of those community wiring and technology access needs as a market demand. Be that as it may, the outcome of these experiences increased the need to form a media center training institution that could help disenfranchised people retool their skills to participate in America's service industry revolution

Media's Effects on Homicide

How do we develop media center training institutions that can also change/reinvigorate youth? We couldn't walk away without addressing the issue of homicide in a way that would diminish it forever. We had to tie the media center's core programs to youth's' neglect of their language skills, solutions toward mediation, dialectics and other problem solving techniques requiring communication. The other issue was "Just how widespread was this homicide this problem?"

Studies had shown that youth who could not read or write did not have great speaking skills. I found that when their ability to use words was very limited and they became emotionally distraught, they had learned resort to cursing and then physical confrontation as a means of expressing themselves. Physical confrontations were too often ending up in homicide. But one question burned in my head, "If scholars approach solutions or arguments differently than poorly educated youth, then what are the differences?"

When I looked again at the education and social influences from full statistics on the number of hours per week US school age children spent watching television e.g.: Primary School children 15.5 hours, High School Juniors 17.5 hours, and High School Seniors 14.2 hours³. Other reports demonstrating the accumulated television viewing hours from preschool through high school estimating them at 22,000 hours and comparing an accumulated 11,000 hours of classroom time. And compared them to National Institute of Mental Health findings showing an average of 80.3% of all television programs contained violent acts. I could see that common threads in the socialization of young people were not just local and sporadic, they were broadcast across the country. It was just a matter of programming and threshold timing before the accumulated socialization began to show up as homicide in cities and towns across the US. I made sure to be present when Paul Bracey, announced his report on violence published by the Medical Foundation of Boston in 1990. He stated the following:

“Children learn to be aggressive, to use and abuse drugs, and employ violence to solve problems, the same way they learn racial and sexual values and norms. This learning process occurs through a number of communications vehicles, parents, schools, friends, role models, entertainment media and personal first hand experience. The people at the greatest risk of violence are the ones who watch the most television. Television viewing is inversely related to income, education and employment. Boys watch more television than do girls. Research suggests that people who are exposed to a high degree of televised violence become more prone to commit violence themselves in resolving conflicts and to accept violent behavior from others. By the time a typical adolescent graduates from high school he or she will have been exposed to 18,000 television murders and 800 suicides. And that does not count motion pictures, of which adolescents are major consumers.”

Other social scientists revealed that my focus group African Americans were a part of an economically attractive audience that was reached efficiently by mass-media, because they spent almost twice as much time with electronic media as their middle-class counterparts.⁴

I had to adapt a common sense approach to this evidence that could easily be understood by laypeople. So I used the old academic paradigm "a student's mind is like an empty bucket which has to be filled with bits of information" as a framework, but in a more modern computer metaphor. It went like this, if we compare the human mind to a computer, we could see that the human mind collects reference information much like a database - where references can be called upon at will. If television is the source of references from which poorly educated children and youths learn to respond to confrontational situations in their lives, and it's 80% violent - we can only expect that youth responses will be 80% violent.

The computer model worked, I was able to convey difficult information to young and older audiences alike. My findings in this area were simple: most youths who committed or became victims of homicide, were drawn too that extreme as a result of an argument. Youths at the point of extreme hostility who had no dialectic skills resorted to physical confrontation to be listened to or understood. Physical confrontation was actually a state of deteriorated dialogue, which had become destructive and too often resulted in homicide.

Two major findings developed as a result of this analysis:

- 1) Broadcast media had not fairly reported on or given positive recognition in esteem to people in communities of color at rates consistent with other communities in Boston so people in these communities should create their own multi-media outlets.
- 2) Most people in communities of color were concerned about the negative social identity conveyed by broadcast media feeling it was more like homicide promotion designed for community deterioration. However, these people remained committed to extraordinary performance and contributions to improve their social identity and community conditions.

How Those Findings Concluded Recommendations

The conclusions in the thesis were the catalyst for building a technology center modeled after a newsroom and advertising agency where community residents could see, touch and learn hands on the field of broadcast media communications.

The study concluded that the presence of media has a direct impact on how people in communities of color are represented, serviced and interpreted by those outside of their communities. It is for these reasons the media center concept was incorporated in 1995, to give access to production, dissemination and consumption, of media, telephone and computer technology to disenfranchised groups. The Media Center model included: a culturally astute library, the latest in multi-media technology, study rooms, television and radio studios, editing suites, a computer center, an assignment desk, and the means to telecast, radiocast, publish and otherwise produce, and disseminate information for mass audiences. This should be done in collaboration with social the public schools system, service agencies, the media, and or institutions of higher learning as a matter of discussions, networking and funding. The following recommendations address particular issues that result from youths and adults from disenfranchised communities, who have expressed areas of concern regarding perceptions evolved from mass media coverage. These concerns were expressed within media literacy workshops, and developed in print and videos, including community cable television, taped and live before the community at-large. The following quotes were taken because they best represented the collective response.

“Media and cyberspace outlets must make a conscientious effort to diversify management personnel; and require writers and editors to include women and people of color as “experts” for their research and discussions on women and people of color, according to the sexual and racial composition of the stories (Sarah Ann Shaw, Journalist, WBZ TV4).” If we look at the black community as a model, we can see that in order to show the black community as multi-dimensional and culturally diverse, mass-media needs to develop more black community contact so that it may educate itself about covering events important or sensitive to the black community. “There should also be more affirmation of black people who do good work (Elaine Ray, Editor, Boston Globe).”

“Additionally, in response to negative imagery - disenfranchised groups, such as blacks, need to take personal responsibility for the way their images are portrayed by becoming more involved with the marketing, public relations and advertising process (Laura Brown, TV Producer).” “That includes developing television productions, films and other media; financing them and showing them in time slots and distribution centers designed for their culture and lifestyles (Beth Deare, Film Producer).”

While these issues conclude finding a permanent site around which activity is concentrated to give historical and futuristic form to the ideas and concerns of the disenfranchised. The site must create a permanent capacity for those without voices in society, to deliver their collective voice through unlimited communications mediums. Journalists and reporters working with students from the community based Media Center, could provide redress to insensitive class and culturally biased media dissemination, by monitoring mass media; and assisting in teaching the disenfranchised to address media by way of letter writing, article writing, and other mediums of communication. The Media Center philosophy must occupy a moral position midway between extreme class and culturally biased points of view - through which energy toward developmental and professional diversity, along with human understanding is transmitted.

Print, Radio, Television and Computer services must be used to communicate information and/or ideas with a national audience interested in socio-developmental research. The research must be based on the experiences of and working relationships with

disenfranchised people, and social service groups. The Media Center must create an environment in which disenfranchised people can live, create and thrive for several hours every day; while training themselves through alternative education, to give physical form to their experience. The Media Center must also provide jobs (internally and externally) for those who train in its facility

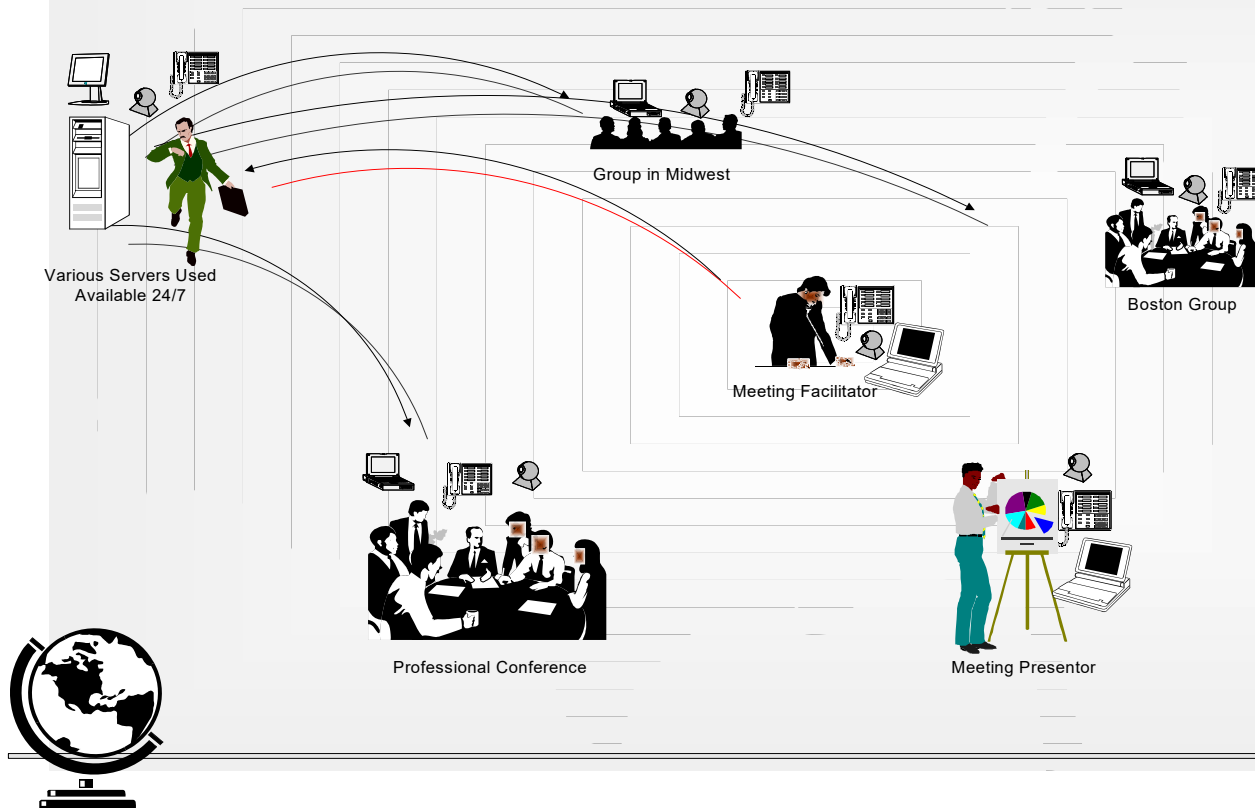
Building Media Center Project Conclusion

Eworkstyle Institute began with research in 1984, designing multi-media literacy models to help people empower themselves through their own experience and training. By 1992 Building a Media Center, the thesis foundation was written for partial fulfillment of the requirements of the Community Fellows Program Department of Urban Studies MIT. Three years later, a not-for-profit corporation called The Media Center was formed while the thesis was formatted into a proposal for the Roxbury Boys and Girls Club receiving \$47,000 from the City of Boston Trust. In 1997, the proposal was reformatted to meet the needs of the Hattie B. Cooper Center, Mandela Housing Development and Church of St. Augustine and St. Martin where it received a total \$98,500 and influenced the development of an additional 10 community technology centers which were part of a 40-site technology endowment. In 1998, a training and development site was built from the Building a Media Center formula which became an Alliance for Community Development with Roxbury Community College receiving \$280,000 for furniture technology and software whereby the college funded an additional \$300,000 toward staffing, services and infrastructure development. Several demonstration projects including classes, lectures, e-seminars and conferences were run at these sites including a summer program funded with \$43,000 from the City of Boston for 100 youth. In 2002, The Media Center was reengineered into Eworkstyle Institute and a new thesis The Feasibility of an Intelligent Community was written with the support of MIT. By 2004, the final stage of the on-line Intelligent Community was launched at www.eworkstyle.com bringing free and open access to outstanding classes, lectures, conferences, enrichment and a host of feature products and services.

MODELS IN CONTEMPORARY PRESENTATIONS

WWW.EWORKSTYLE.COM

Once a presentation is set up: the signal goes from the presenter's computer to the various server systems. Once received by the various server systems, the signal then goes out to each person logged into the meeting location as defined by the server systems. Audio, video, photos and data must be converted into a digital signal to travel along the lines of fiber to the various server systems. Signals are then re-sent along fiber lines to registered recipients. All signals are affected by how busy the fiber lines are. Example: when the telephone lines are flooded with too many signals during an emergency situation anyone calling in can only get a busy signal such as the case with 911 and families calling their loved ones in New York. Fiber has the capacity to hold much more information than copper telephone wire however, the signal also gets crowded during peak hours. Our task has been to find a way to work with the available bandwidth regardless of time of day, or type of signal needed for a presentation.



VISUAL CONCEPT OF A VIRTUAL PRESENTATION **SIGNAL VIEW**

WWW.EWORKSTYLE.COM

Each participant will have to set up their own office place (to have their meetings\conference(s) from) which should include: a conference phone, an eyeball camera and computer with a comfortable monitor. Consultants will have to take a second step investment into their office by subscribing to a digital signal service either from their telephone or cable company. Our recommendation, if you have the servcie would be cable, the signal has twice the capacity of digital phone service. With your digital signal in place, you now have the capacity to use a variety of services at once including telephone, Internet and video over IP.

Digital Conferencing Process & Signals

1. Telephone signal: voice & fax

This signal will allow you to use realtime uninterrupted, clear voice signal during any conference call. Voice can be used alone or in a multi-media setting which includes TCP/IP for video and Internet for shared applications.

2. TCP/IP: two band signal for video conferencing

Transmission Control Protocol/Internet Protocol is a set of communications mechanisms embodied in software, that let you connect to countless networks. Each mechnism - known as a protocol is designed to perform a specific function. These protocols are divided into two categories one process and handles data (TCP) and the other accomodates transmissions (IP). Your direct impact is a back door signal is opened on your computer to recieve and send video signals.

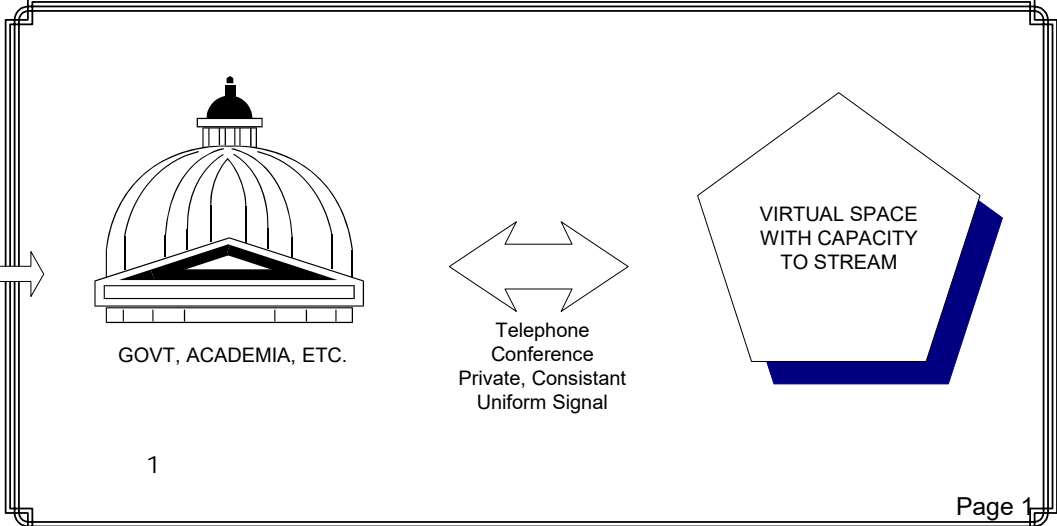
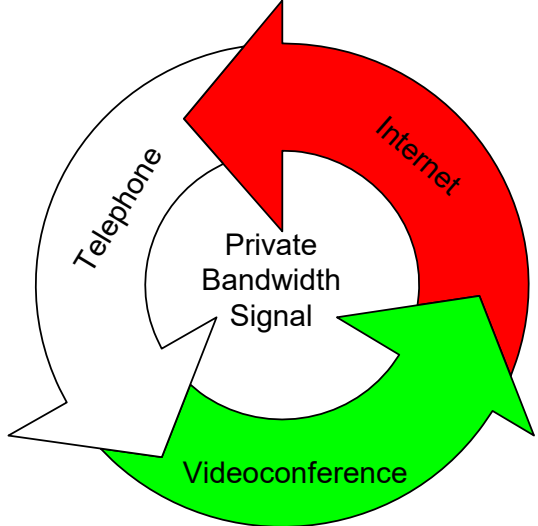
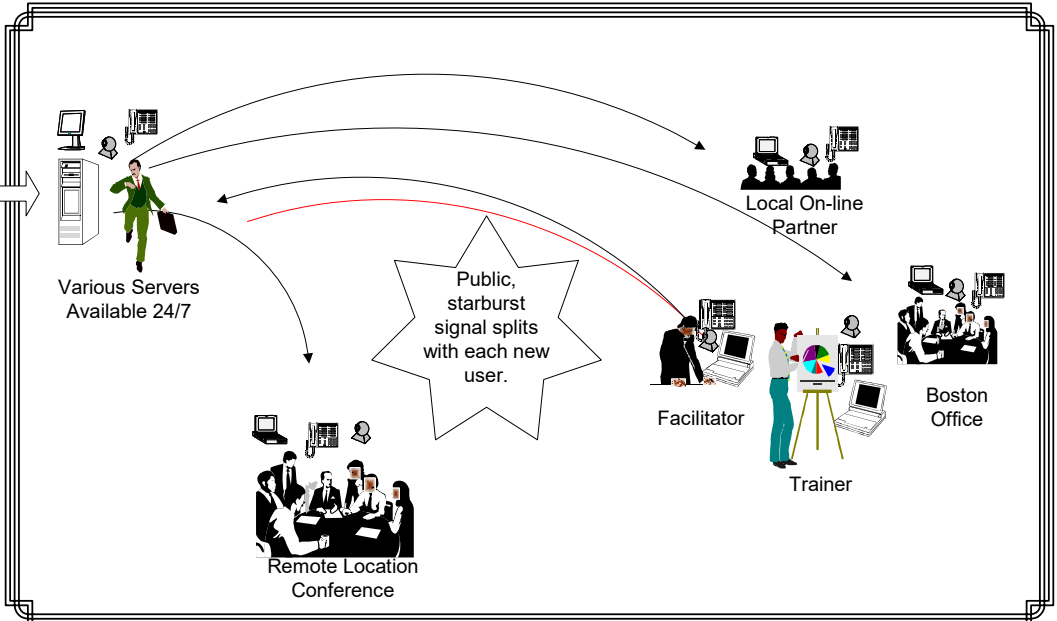
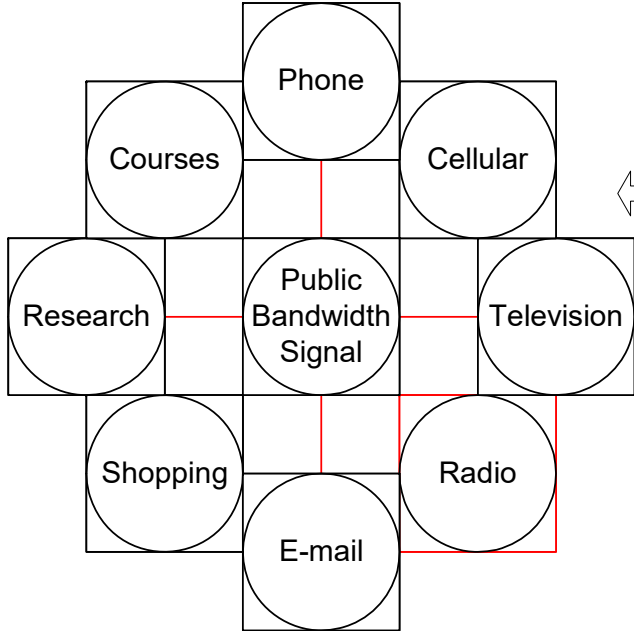
3. Internet Access: private access to a server network

The Internet has literally become virtual real estate, because access allows you to see what is on a server or several servers. Server companies have boomed all over the world whose sole purpose is to provide space for your web site. Websites take many forms ranging from a web brochure to an intracate web office accessible from anywhere in the world - our goal.

Professional/Home Office Investment

VISUAL CONCEPT OF A VIRTUAL **E**WORKSTYLE PRESENTATION

www.EWORKSTYLE.COM



End Notes

As far back as 1740, Boston was looked to for trade with ports all around the world. With nearly 50% of it's circumference on the Atlantic Ocean, Boston had become a premier shipping and trading port in North America, with a niche in packaging, purchasing and selling goods. Trade also established a wealthy class who invested heavily in other industries such as manufacturing, railroads, telephone and telegraph, utilities, insurance, publishing and banking. As the industrial revolution ended, Boston's wealthy and their workers moved from primarily manufacturing and importing to retooling as service workers. Today, Boston boasts a high concentration of jobs in finance, education, wholesale trade, transportation, public utilities, tourism and health care. All of today's jobs minimally require a modicum of technology and communications skills.

My deepest gratitude goes to the countless people who have so generously assisted and unfailingly encouraged me in this major undertaking. Readers have been spared the charting of this historically hard working proof in the form of lengthy documentation within the text, but are encouraged to peruse the sources listed in the bibliography. Periodically, explanations in the text refer to expanded material in the bibliography.

1. (USA Today, 11/29/94)
2. Massachusetts Special Legislative Commission on Children in Need of Services' report,
Latch Key Children: Who Really Cares 1989.
3. The Institute for Social Research, at the University of Michigan in 1990.
4. Urban League report "The state of Black America 1990

SUMMARY OF PROJECTS 1984 - 1994

Out of the fashion industry, I found myself reengineering my transferable skills e.g. fitness, illustration, market research to cultivate project development as outlined below.

Dimmock Community Health Center - workshop 8 weeks, 12 adults, Jan - Mar. '95; funds ended.

YWCA - 2 workshops, 16 weeks, 30 adults, Mar. - June '95; funding ended.

Joseph Lee Community School - seminar, 30 middle school students, Jun. '88; one time project.

Madison Park High School - research from Sept. '84 - July 88. Students from 10 classes, average 25 students per class over four years; (144 weeks), 1000 high school students; project done in trade for research information.

Boston Preparatory High School - seminar, held June '89. 30 middle and high school students who had dropped out of school and were being reintegrated through this special school; one time project done in trade for research information.

Boston Private Industry Council - workshop with Snowden International High School, 30 students, Feb. '91; one time project done in trade for research information.

Western Avenue Baptist Church - seminar, 12 youth members, Nov. '91; one time project.

Massachusetts Institute of Technology - 3 workshops, 375 youths/adults, Jan. '92, Feb. '93, and Jan. '94; each a one time project done in trade for research information.

Veterans Benefits Clearinghouse - 36 workshops training VBC to create and develop a state-wide homeless veterans' reintegration project which lasted three days in Aug. '93. This project, Massachusetts Stand Down 1993, was the foundation for future Stand Down's in Massachusetts. Stand Down had a network of 23 committees, primarily made up of 80 veterans' benefits and services agencies; funding ended.

Urban League - 2 workshops, 15 teen parents, Dec. '93 and May '94; one-time projects.

ABCD/CLUB - 6 workshops, 30 young black and Latino males, 18-25 yrs, Feb. '90 - Jan '95. Out of these workshops came the curriculum for television shows; projects done in trade for research information and curriculum development.

Publications:

My goal was to learn to write as well as I could draw as I presented my graphic design skills for an array of startup companies that couldn't afford to advertise in the big leagues. While calculating the number of participants involved in producing print media projects was a relatively easy task (362), calculating the number of people the projects reached can only be estimated (6,684 pieces disseminated). The twelve following print projects were published and disseminated in small volumes of 500 pieces, and one at 400 pieces. Most material for these publications came from the Media Center workshops and research.

Boston Greater News – advertising design, news columnist during the early stages of this publication, Jessie Jackson made his run for president and I covered the story. This opportunity also allowed me to meet every African American in press at the time, because Jesse insisted the representatives of the media be people of color.

Progressive Woman Magazine - column, published Nov. '84; one issue, lack of advertising. The goal was honorable. This publisher felt that there was no local representation for Black Progressive Women, however as the economy changed – many startups found themselves under financed.

Boston Cable Access and Programming Foundation - Dec. '84; one issue manual was published for training local community cable television producers.

Madison Park High School - newsletter, published Mar. '86; one issue, sample of work on student capacity with handling professional writing, photography, pre-press and printing equipment. One time project funded by a school grant.

Urban Beat - newspaper, published Nov. '90; one issue, lack of advertising.

Webster Engineering - 2 brochures, published Mar. '91 and May '94; publication gave supporting funds for community based projects - one-time projects.

E. J. Smith Trucking - brochure, published June '91; publication gave supporting funds for community-based projects - one time project.

Black Community Information Center - newsletter, published Apr. '92; one time publication, lack of funding.

William Joiner Center for the Study of War and Social Consequences - report, published Apr. '94; evaluating the '93 state wide homeless veterans reintegration project; done in trade for research information.

Media Center - color pages, published Aug. '84, and 3 newsletters published Sept./Nov. '89 and Feb. '90. Projects done in trade for research information.

Honorable Mention: Previous publications listed were important in terms of research, funding and outreaching audiences, but 6 projects *not* well published deserve recognition for their importance to making a historical record of social consciousness and change.

James M. Curley Grade School - magazine, published June '88; written and illustrated by 30 third grade students who were considered special needs because of poor literacy skills. These students came from extremely disenfranchised homes and struggled with literacy. Their excitement, proficiency and concern during this project *defied* their stereotype and aroused, stimulated and inspired other teachers, students and future Media Center publications. 40 magazines were distributed to students and teachers at the school. The Principal withdrew support for this project.

Allan Rohan Crite - history book, published Aug. '89. Dr. Crite took the time and effort to assemble a 133 page publication which charted the African-American experience from Africa to Boston, MA, including the slave to community evolution. This project was initiated and completed with promised funding from the city of Boston, which was withdrawn, 12 books were produced and sent to publishers without response. Project done in trade for research information.

Eliot Church - newsletter, published Jul. '91. Fifteen students, ages 13-18 yrs. wrote a newsletter for the purpose of substance abuse and violence prevention from their perspective. These students overcame violent streets paved with homicide and police harassment during implementation of "Stop and Frisk" politics, to give others coming up behind them their wisdom on survival. A loss of funding for this project limited the

publication to 20 pieces, however, the curriculum they helped create, and the original publication serves as a model for all other newsletter projects.

Media Center - print media curriculum, Apr. '91. Out of previous workshops came a simple curriculum designed to be implemented over a six-week period. This curriculum teaches students to be researchers, writers and reporters; including brainstorming, editing and production of a finished product.

Veterans Benefits Clearinghouse - newsletter, published Jan. '94. The initiation and funding of this newsletter evolved into a major, statewide homeless veterans' reintegration project that outreached 718 veterans and served 630. This newsletter was completed and 20 samples were published. The funding for this newsletter was lost, however, its implementation was key to the accessibility of the veterans' project.

Carlson Publishing - chapter in a 2-volume encyclopedia; published June '96. This chapter is a transcript of the workshop "Black Women and the Media; Solutions Toward a Social Change Agenda" held in Jan. '94, as part of the MIT "Black Women in the Academy Defending Our Name" national conference. All conference speeches and workshops are being published in these volumes.

Media Center - newsletter, published Jan. '95. This newsletter was developed and 300 pieces were disseminated to introduce the Media Center to previous supporters and potential funders; funding was limited to the success of other projects.

Radio

The WILD Am 1090 radio experience backed the model for all of my audio projects. My goal was to get young people to articulate, explain their views and listen to themselves speak. Each project was required to have a 30 second and a 60 second sound byte, or commercials that were radio advertisement length. This was actually fun for the kids as we did the sound bytes together. They rooted for each other and helped each other write the promo spots. We recorded them on a boom box with the intent of using them at the end of the project.

Audio became the medium for youths to hear themselves articulate before they presented their research to audiences in workshops, on paper or for television. Many youths had poor articulation skills, and explaining this to them was a delicate matter. However, allowing these students to hear themselves articulate, eliminated the need to embarrass them and they worked hard to improve their own verbal weaknesses.

Media Center - radio production curriculum, Apr. '91. Out of previous workshops came a simple curriculum designed to be implemented over a six-week period. This curriculum teaches students to be researchers and reporters; including brainstorming, editing and writing for radio. Students learn to produce 10 - 30 and 60 second audio spots. This curriculum assists students' concentration with getting points across in a short period of time; as well as their annunciation, dialect, and audio personality. This curriculum is valid for both radio and audio for television.

Television:

Timing was everything – there was an emerging community benefit coming out of the national influx Cable Television rates. Portions of the fees were being set aside for local community access TV. That meant there were going to be 'set-aside' funds for residents who lived in the communities that were installing cable lines. From these funds, local community access TV stations were built and courses were put on to train residents how to produce their own TV shows. Only the concept was so new that the local community

Cable TV station managers didn't have a curriculum for the classes. I was asked to illustrate drawings for the curriculum being created. My slogan was "I can draw any thing I can see." So they staged a variety of portable studio set-ups including cameras, lighting, wires, and plugs. It took a few weeks, but when I was finished, I knew how to use the equipment. However, because of my background in fashion and radio, they wanted me to host a series of shows to showcase the possibilities to local audiences by example.

200 weeks, from Sept. '84 - May '93 were spent developing and producing a variety of cable television shows. Included in these productions was curriculum designed to teach youth to create, report, and produce their own concepts for community cable television. During this period, 89 shows were produced for two audiences through Boston and Dedham Cable stations; combined potential viewer-ship was 140,000. All of these productions were designed to provide a forum for using communication as a means of homicide prevention and community development. Another 212 videos were produced from two of the shows and disseminated to supporting groups. An unexpected success of the cable television series' was the youth's self-imposed, physical change in almost every aspect of their attire. They cut their hair, trimmed their beards and mustaches, changed from street gear to semi-professional wear and in other ways literally matured in front of the cameras.

Thompson Middle School - 16 workshops were held over 8 weeks from Apr. - June '90; with 100 sixth and seventh graders. They produced a half-hour news show, including script, music, commercials, art and all behind the scenes work - one time project.

Prince Hall Masonic Temple - 60 adults participated over 8 weeks to produce a historical commemorative video. The work aired in June '90 and 200 videos were disseminated - one time project.

Dedham Continental Cablevision - 56 adults collaborated over 24 weeks to produce 24 cable television shows which aired from Sept. '90 - June '93, to a potential audience of 10,000 viewers - done in trade for research information.

Boston Cable Access and Programming Foundation - 450 youths and adults collaborated over 160 weeks (18 weeks per year) to produce 63 cable television shows from Sept. '84 - May '93 - to a potential audience of 130,000 viewers. These shows included 2 talk show series, live events and a variety of tapings on local politics, art and socialization - trade for research information.

Media Center - television production curriculum, Apr. '91. Out of previous workshops came a simple curriculum, which was designed to be implemented over a six-week period. This curriculum teaches students to be researchers, writers and reporters; including brainstorming, editing and production of a finished television product.

Media Labs:

After so many research projects, a year was taken (Sept. '91 - May '92) through the MIT Department of Urban Studies and Planning Community Fellow Program, to examine common themes to participant responses. A thesis was written, "Building A Media Center For Homicide Prevention and Community Development" which consolidated the information. The thesis argued that the storytelling process that was once solely the responsibility of the elders in community groups (and so important to the growth and development of youths) has been culturally relinquished to mass-media. It was concluded that a media center with permanent facilities for the community to produce print, radio and television would be a solution to this problem. Other conferences and workshops supported this thesis and in addition added: conglomerates in the telephone, television and other communications industries were red-lining disenfranchised communities against

receiving telephone, cable television, and fiber optic line dissemination; and nationally eliminating these communities from the many benefits of major technologies such as the Internet. These conglomerate choices were effecting which communities' children became enfranchised enough to internalize this technology, and could seek further education and training to develop and produce this technology. It also meant eliminating communities considered below middle-class from the benefits of opportunities in America's community, property, financial, political and communications enfranchisement, as well as eliminating job training and commercial investment opportunities. This added on-line computers and services to the thesis.

Madison Park High School - 80 meetings were held from Sept. '91 - Apr. '95; with 30 adults and students. Over 360 weeks were used to develop a media lab for the Commercial Design program. A grant was written and funded, 12 MAC computers, 2 printers, and a scanner is the result. Project done in trade for research information.

Roxbury Boys and Girls Club - 18 workshops, 40 adults; Dec. '94 - Dec. '95. These workshops were centered on setting up a permanent site in a disenfranchised community where youths and adults could produce and disseminate print, radio and television media as well as have Internet access. A library was redesigned, to accommodate 22 IBM compatible computers, \$18,000 worth of equipment was activated, a MAC lab installed by the Boston Public Schools was integrated - limited funding.

Projects	Participants	Weeks on Projects	Wksh/pieces distrib.
47	3,355	1,447	7,402