

The State of mediaeducation

The New Mexico Media Literacy Project

Fall/Winter 1998

Helping children through media activism

Project Expands: CD-ROM, Prevention, Trainings and Curriculum Project

by Bob McCannon

1998 promises to be a banner year for media literacy in New Mexico with many new projects underway. The New Mexico Media Literacy Project (NMMLP) has completed its new CD-ROM, *Understanding Media*. In the words of Dr. Margorie Hogan, chair of the media education committee of the American Academy of Pediatrics, "This CD-ROM is fantastic; it will revolutionize media education."

Equally important is the recent

media education.

Grants from the New Mexico Dept. of Health, the State Dept. of Education, Albuquerque Academy and the McCune Foundation have allowed NMMLP to hire Peter DeBenedittis and Rob Williams, and expand NMMLP trainings.

Dr. DeBenedittis is giving presentations to middle schools, using media literacy as a substance abuse prevention strategy. NMMLP has provided "Dr. D." with multimedia presentation equipment similar to that of Bob McCannon, and Dr. D can be booked through Dan Jaecks, Project Coordinator, at 505.828.3129.

Rob Williams oversees NMMLP's new curriculum project which hopes to publish a multi-disciplinary media literacy curriculum, complete with scope, sequence and activities guide.

Rob is a distinguished teacher, scholar and musician. He co-authored NMMLP's *Activity Guide* as well as the Teacher's Guide for NMMLP's video, *Just Do Media Literacy: Students, Experts, Issues, and Examples*. Rob also wrote the guide for the excellent video on advertising, *The Ad and the Ego*, about which Neil Postman has said, "It should be required reading."

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“ NMMLP's new CD-ROM is fantastic; it will revolutionize media education. ”

expansion of NMMLP's personnel which expands media literacy resources in New Mexico. NMMLP is implementing media literacy as a substance abuse prevention strategy in middle schools throughout New Mexico. NMMLP is also starting a curriculum development project and, of course, continues its regular trainings and presentations both in and out of the state.

Add the Project's upcoming Catalyst trainings at both of New Mexico's film festivals, and 1998 will greatly enhance New Mexico's

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NMMLP is grateful to Albuquerque Academy, the NM State Board of Education, the NM Dept. of Health, the McCune Foundation, the Albuquerque Community Foundation, the Albuquerque Chamber of Commerce, and many private entities for their generous support. Circulation of this newsletter is 8,000.

From the Director

Welcome! In this, our fifth year of operation, we have adopted a new newsletter format. I hope you enjoy it. Also, this is our largest newsletter ever. It is also our most overdue, but finishing the CD-ROM, traveling, starting our many new initiatives, and preparing for our upcoming "mega-events" slowed newsletter production.

This issue details those initiatives and upcoming events, some of which require your help. Please join with us and continue to grow media awareness and activism.

As I write, 1997 is fading into 1998. It was a busy and productive year. Here are some major events:

- **Looking Back:** In addition to running over two hundred presentations and workshops, NMMLP ran four extended "catalyst" trainings. These four-day media education workshops have become very popular. We have trained about 200 "Catalysts" from NM and 100 from twenty-six other states.

- **Catalyst Training:** Each training utilizes the unique multimedia database that has been in development for eight years and has culminated in our new CD-ROM, described on page 5.

The training is led by me; Dr. Peter De Benedictis (media and substance abuse); and Rob Williams (curriculum and research) in an interactive, intense and invigorating manner.

Each workshop also involves our catalyst graduates as well as special guests. Here are highlights of our catalyst events of last year:

- **Taos Talking Picture Festival Training:** Taos was the scene of our April "catalyst" workshop.

Attendees came from New Mexico and ten other states.

A high point was the presentation of famed media "hoaxer" **Joey Scaggs**. Joey amazed everyone, describing how he has tricked national, state and local news outlets with fictional "news." His disturbing and hilarious description accompanied video of "stories" that were broadcast by gullible and desperate news departments.

Incredulously, we watched as CNN and NBC camera crews bumped into one another in a race to get the story of the "Solomon Project" (a supposed megacomputer that gave the "correct" O.J. Simpson verdict).

Amazed, we saw the "Porta-Confessor" (a bicycle-powered confessional booth placed in front of the Democratic National Convention, complete with actors as priest, confessors and politicians.

Scaggs conducts 2-5 hoaxes per year. With the use of disguises, he has hoaxed some reporters more than once! In over twenty years of successful hoaxes, a disturbing message comes through. Few journalists ever make even one single phone call to check their stories!

More good news is that **Joey Scaggs** will be in Albuquerque for our May Catalyst training.

Another highlight at Taos was NMMLP catalyst **Consuela Gonzales** who has founded a high school devoted completely to media literacy, community service and technology. Consuela generated great interest in her school's curricula and programs.

Video Machete, a group of inner Chicago youth showed their marvelous videos documenting police corruption. As usual, Taos featured panels of film makers and media analysts-this time discussing movie violence and product placement.

- **Next year's Taos catalyst training** takes place April 14-17, and the film festival continues through the 19th.

- **The International Family Film Festival** becomes the second major film festival to emphasize media literacy and responsible film making. Our superb catalysts led discussions of the festival's films.

Many magic media literacy moments took place, such as the **world premiere** of *Wild America* with **Mark and Marty Stouffer** and their family discussing the movie—a story about their family in a theater packed with families!

An incredible event was Academy Award winner, **Sally Field**, leading a discussion after *Places in the Heart*. She told why complex movies with subtle endings like PITH are now almost impossible to make.

Mary Badham and Philip Alford discussed *To Kill a Mockingbird*, racism and the characters they played (Scout and Jem) in a theater packed with kids and parents. What a wonderful time!

Academy award winner **Mary Steenbergen** discussed the plight of kids after the showing of *What's Eating Gilbert Grape*. The 1998 catalyst training in conjunction with the International Film Festival will run May 26-29, and the festival runs another two days.

We had another first at the Albuquerque Academy catalyst training when Dallasite, **Jenny Gass**, became our first *student catalyst*. Jenny added much to a group from NM and six other states.

Locomotives and trains were the theme of the **Gallup Film Festival** which also included a strong media literacy component.

Thanks for the help, 1997 was great and 1998 will be fantastic.

Best wishes,
Bob McCannon

New Resource: *Media Matters*: The National Media Education Campaign of the American Academy of Pediatrics

Culminating more than 25 years of addressing the impact of the media on children and adolescents, the American Academy of Pediatrics (AAP) has developed a national media education campaign targeted to pediatricians, parents, and youth. The primary goal of the *Media Matters* campaign is to help parents and children understand and impact upon the sometimes negative effects of images and messages in the media through the development of critical thinking and viewing skills.

The nation's pediatricians have long understood that some media can be a public health risk factor, and we believe that it is imperative

that this recognition be shared with parents and their children. The AAP is particularly concerned about mass media images and messages and the resulting impact on the health of vulnerable young people, in areas including violence, safety, sexuality, use of alcohol, tobacco, illicit drugs, nutrition, and self-concept and identity.

The *Media Matters* campaign is testimony to the AAP's belief that the world of our children is dramatically influenced by the media, and that professionals and parents have an enormous stake in guaranteeing that the media's influence on our nation's youth be positive. The Academy has traditionally support-

ed the media and those who create the media, and will continue to do so.

The campaign covers all print and broadcast media, including television, motion pictures, videotapes, computer and video games, the Internet, newspapers, magazines, billboards and other forms of outdoor advertising, promotional products, music lyrics, and music videos. Issues in the media are violence, gratuitous sex, graphic language, illicit substance abuse, and commercialism.

For more information on the *Media Matters* campaign, please contact Lisa Reisberg, Director of Education at AAP (847) 981.787.

Manufacturing A New American History

By Norman Solomon

This year, thousands of youngsters have gotten involved in "the ultimate multimedia exploration of the American experience."

Virtual history is here -- wrapped

"... the only software your kids will ever need to study American history!"

in a red-white-and-blue package that bears the venerable imprint of American Heritage magazine and promises "the only software your kids will ever need to study American history!"

A single CD-ROM disk now provides hours of music, videoclips, audio narration and "3D virtual reality

walkthroughs." It all comes under a lofty title: *The History of the United States for Young People*.

These days, adults are often pleased to see children sitting at computers and learning with a few keystrokes. The scene is so modern, so 21st century!

But what are the kids learning?

If they're studying, say, the Vietnam War, the computer tells about the escalation of U.S. "air strikes" and then explains: "By the end of the 1960s, bombing raids had become an almost daily occurrence." But the CD-ROM wizardry never gets around to the human suffering caused by those "air strikes" and "bombing raids."

The narrative slant presents Washington's war makers as well-intentioned champions of democratic values. Ironically, kids who use the

glitzy history disk to learn about the war in Vietnam are encountering the same distortions that many of their parents and grandparents rejected 30 years ago.

Such virtual history may not be any worse than the usual textbook kind. But it can be quite a bit more insidious.

A grisly visual image -- a row of human skulls -- appears on the screen when "the South Vietnamese were unable to stop the North Vietnamese advance. In April 1975, communist forces captured Saigon." But the picture of skulls suddenly disappears when other words arrive: "In 1969, President Nixon secretly ordered the bombing of communist bases in Cambodia."

Evidently, in cyberhistory, communist bombs cause ghastly horrors while the effects of American bombs

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New Resource: NMMLP CD-ROM, *Understanding Media*, is Released

by Peter DeBenedittis

Eighteen months and \$100,000 in the making, the nation's (world's?) first CD-ROM teaching media literacy has just been released.

After two months of beta testing by selected testers who gleefully went through *Understanding Media* with their finely toothed combs, NMMLP is now offering what is hopefully a pristine and bug-free CD.

What's the excitement about? If you've seen one of Bob McCannon's presentations using the development version of the CD, you know—over 75 videos that can be deconstructed frame by frame or in slow motion. Almost 200 still images are carefully chosen to demonstrate media literacy principles.

The thesis of the CD is that consumption of media always involves both good and bad consequences, indeed, a spectrum of tradeoffs. It is assumed that wiser consumers enjoy more freedom as a result of their skill.

In addition to short movies defining and describing media literacy, the CD has five main sections: Helpful Hints, Tools of Analysis (both General and Specific), Technology, Cultural Issues, and Classroom/Family.

Each section has dozens of specific teaching points backed by as many as five examples of media per point. Every one of the over two hundred media examples are deconstructed.

They use **Sample Questions** and **Possible Answers** that teach media literacy principles and issues as well as stimulate independent

thought and discussion. **Over four hundred pages of text** are to be found in the deconstructions

An entire college level course on media literacy could be taught from the CD (and already has been by Bob at the University of New Mexico)!

Not only is the CD a tremendous teaching tool, it can be used for presentations as well. Included on the disc is a presentation making index which is a system of 'Instant Menus' that will allow the owner to instantly access all examples. The index is hot-linked, allowing users to go directly to the screen they are looking for.

Thus with a single mouse click you'll be able to move from screen to screen in the order you select. Navigating the CD has been made easier too. Located under the eye on the main screen is a complete index of topics and media examples.

The CD addresses a **wide range of interests**. Entire sections are devoted to news, democracy, media techniques, beneficial media, judging media, body image, violence, parenting, activism, relationships, men's and women's issues, value formation, commercialism, persuasion techniques, the uses and abuses of technology, and much, much more.

Prevention specialists will be pleased to find more than 50 media examples on creating addictive lifestyles (with 20 specifically on tobacco and alcohol).

Reactions to the CD-ROM have been universally positive. **Jane Healy**, author of *Endangered Minds* and the upcoming *Virtual*

Minds said that the CD is, "the most dramatic tool for presenting media education that I have ever seen. Every parent and teacher should have one."

Dr. Margorie Hogan, Chair of the American Academy of Pediatrics' media education committee, has used the beta version of the CD for teaching pediatricians, and she notes that, "This CD-ROM is fantastic; it will create a revolution in media education."

Bob Verardo, high school teacher, beta tested the CD by teaching a full semester elective

“... the most dramatic tool for presenting media education that I have ever seen. Every parent and teacher should have one.”

with two classes totalling fifty students. He says, "It is an invaluable tool. The ability to go frame by frame is wonderful, and the variety and depth of the subject matter fascinates the students."

Media Education Director, **Consuela Gonzales** points out that the CD "is so beautiful that it entrances students."

Fine Arts teacher, **Mindy O'Connell**, likes the balanced nature of the Possible Answers.

The CD will run under both Windows and Apple operating Systems. Cost: \$59.00. Order yours today. See the order form on page 8.

The Ratings Rant, V-Chip Gyp, and TV Violence Shuffle; What are the Real Issues?

By George Gerbner

The much-ballyhooed television program rating game is on. Signs like TV-K and TV-M have been flickering on the upper left corner of your screen since January 1, 1997. Maybe you haven't even noticed. But the debate about these ratings will soon become much more visible...

It is dawning on many people that the age-based movie-style rat-

“... is an uninformative scheme that deceives the public and protects the industry from parents.”

ing system is an uninformative scheme that deceives the public and protects the industry from parents.

The political process that drove through the rating system was orchestrated by Jack Valenti, president of the Motion Picture Association of America. It included “consultations” with parents’ and children’s advocacy groups. I attended one of these meetings as President of the *Cultural Environment Movement*, a coalition for equity and fairness in media.

All organizations present urged him to design a system that provides reasons for the ratings such as sex, violence, foul language, etc., so that parents can make informed decisions. But Valenti made it clear that, like it or not, his age-classification movie-style rating is the system we get.

Next, we saw the picture of Jack Valenti in the White House, where President Bill Clinton praised him

for developing the ratings a year before it will be programmed into the now legally mandated V-Chip, an electronic device that is supposed to block unwanted programs.

The system, however, has four fatal flaws:

- First, it *ignores what public opinion polls* and public-interest groups have demanded: information about the reasons for the ratings rather than only age classes.
- Second, it *confuses the choices* made in movies with the very different decisions of television. Television is watched more by the clock. To monitor your child’s viewing you have to be a full-time television watchdog. Opening credits (when the ratings flash on) are not the decisive choice points.

- Third, *producers rating their own programs results in inconsistencies*. For example, “Tonight Show with Jay Leno” was given a TV-14, but “Late Show with David Letterman” a TV-PG.

- Fourth, ratings designed by the industry and programmed into the V-Chip is like letting the fox (no pun intended) guard the chickens.

Ok, let’s get real. Our children are growing up in homes where television is on an average of seven hours a day and tells most of the stories. Before they go to school, which used to be the first time they encountered the larger culture, they are integrated into a television view of the world. *That is not the view of creative people with something to tell*. It is the view of a handful

of global conglomerates with something to sell.

That radical change has altered the socialization of children and transformed the mainstream of the cultural environment. Our Cultural Indicators (CI) research project has monitored those changes for the past 30 years. We found prime time television saturated by an average of five scenes of violence per hour. Over twenty scenes of violence per hour fill Saturday morning children’s programs.

Violence, whether serious or humorous, is essentially a demonstration of power. It shows who can get away with what against whom. We found that, in general, women, children, young people, poor people, disabled and Asian Americans are at the bottom of the television violence “pecking order.”

We have also found that those who watch more television in every group express a greater sense of

“Our Cultural Indicators (CI) research project has monitored those changes for the past 30 years.”

apprehension, mistrust, and insecurity than do light viewers in the same groups. *We call this the “mean world syndrome.”* Viewing violent television cultivates fears and dependencies that make some groups more vulnerable than others to exploitation and victimization. Ultimately, therefore, marketing mayhem contributes to domination and repression.

Can the ratings now in place

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Four Fabulous Upcoming Events: An Amazing Half Year of Media Education!

By Bob McCannon

April, May, June, and October of 1998 are going to be the richest seven months of media literacy events that have ever taken place in the U.S., so dig out your check-books and get ready to ENJOY!

• **Catalyst Training at the Taos Talking Picture Festival:** In April NMMLP will again offer its unusual four-day training in conjunction with the Taos Talking Picture Festival. See page two for a capsule description of last year's TTPF Catalyst Training. Look to page seventeen for vital details.

This April, we will be able to offer mileage and free tuition to NM residents for this training.

• **Catalyst Training at the International Family Film Festival:** In May NMMLP will again offer its unusual four-day training in conjunction with the Taos Talking Picture Festival. See page two for a capsule description of last year's FFF Catalyst Training. Also, note that we will be bringing the incredible **Joey Scaggs** to FFF training after his great success last year. Look to page seventeen for vital details.

This May, we will be able to offer mileage and free tuition to NM residents for this training.

• **The National Media Education Conference:** Sponsored by several organizations, including the American Academy of

Pediatrics and the Center for Substance Abuse, this conference will delve deeply into media literacy as an answer to our media-related public health problems. See page sixteen for vital details.

• **Our third National Conference: "Culture, Education and Media: Vital Solutions"** In October we will host our 3rd "conversation" at Albuquerque Academy. This unique type of conference will feature twenty nationally famous presenters such as: Neil Postman, Mihaly Csikszentmihalyi, Jane Healy, Bill McKibben, Robert McChesney, and Ken Burns.

See page seventeen for more information on this unique event.

Dreamworlds2: It has Helped to End My Nightmares

by Jeanne Shannon

While attending NMMLP's Catalyst Training in Taos, I saw Sut Jhally's *Dreamworlds2*. Even while I was horrified, I was also enlightened by this video. *Dreamworlds2* clarified my experience and the confusion teens and young adults feel about the issues of sexuality and relationships.

The video compiles many popular music videos. The "desirable" women were constantly portrayed as sexy, willing, half naked, writhing animals who tempt men. The music video women mean "Yes" when they say "No". The sexual relationships were portrayed as male-dominant, degrading to women and possibly leading to vio-

lence against them.

Millions of youth daily watch, these violating messages about relationships. It's no wonder that we have appalling statistics about violent crimes committed against women in this country: 1 in 3 women are attacked, 1 in 4 raped, more women are killed by their husbands than by strangers, etc.

When I was 22 years old, returning to my office after lunch, a stranger attacked and tried to rape me in an underground parking structure. It was a vicious, violent, brutal act. It was ugly. My adrenalin was pumping wildly as I fought to protect myself from being sexually violated.

Once I successfully fought off my attacker I had to endure trips to

the hospital and the police department where the men in charge suggested that maybe "I'd asked for it" because I was wearing a mini-skirt,

“Dreamworlds2 clarified my experience and the confusion teens and young adults feel”

wore my hair a la Farrah Fawcett, and was "good looking!" Not only had I experienced trauma, I was told that it was my fault!

This was very confusing. Fashions then, as now, market short skirts and fluffy manes of hair. Media messages told us, then, as

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Resources Available from NMMLP

Understanding Media _____

This is a **CD-ROM** that runs on both Windows and Mac platforms. It has over 70 video and over two hundred examples of media. See complete discription and story on page five. **\$59.**

Just Do Media Literacy: Students, Issues, Experts & Examples _____

This is a professional **video** with real kids in real classrooms, deconstructing ads and movies. It also features timeless quotations from experts in education and medicine—discussing the central issues and skills that media literacy teaches.

Made for parents and teachers, *JDML* features some very neat kids and Wally Bowen, Brandon Centerwall, Hugh Downs, George Gerbner, Jane Healy, Charles Johnston, Jean Kilbourne, Bob Kubey, Bob McCannon, Robyn Quinn, Deanna Saucedo, Jerome Singer, Dorothy Singer, and Kathleen Tyner. The video comes with a discussion guide. **\$39.**

Media Literacy: Introduction, Basic Concepts, and Activities _____

Introduction and general tools for deconstructing media, **119 classroom activities**, activities with discussion guides to Bill McKibben's popular book, *The Age of Missing Information*, & Neil Postman's *Amusing Ourselves to Death* & a bibliography & other resources. **\$10.**

Tomorrow's Technology: the Opportunities, the Threats _____

2 hr. video broadcast during our "Teaching Around Television" Conference (1994) with experts such as Hugh Downs, Geoffrey and Renate Caine, Kate Moody, Kathryn Montgomery, Bill McKibben & others. **\$29.**

NMMLP Newsletter

This is a quarterly publication of major events and pertinent articles and perspectives (international circulation of 8,000. **Free** to U.S. addresses: (donation asked). International: **\$5.** _____ Some newsletters and print resources are available at our web < <http://www.nmmlp.org> >

NMMLP Membership (from the catagories below): Type _____ Amount _____

Name _____ PH: _____ **Total checked =** _____

Address _____

City _____ State _____ Zip Code _____

Make Checks payable to: NMMLP, 6400 Wyoming NE, Albuquerque, NM 87109

Memberships Available

The New Mexico Media Literacy Project is a "real" non-profit organization which is supported by tax-deductible gifts of many private groups and individuals. All salaries of the project are paid by Albuquerque Academy, the main supporter of the project through the Academy's Outreach program.

However, NMMLP must raise a a healthy chunk of its budget. Thus, any donation you make, materials you buy, or presentations you support (All honoraria are donated to the Project.) keeps the newsletter printed, runs trainings, and makes it possible for NMMLP to go to some schools for free.

| | |
|--------------------|----------|
| Memberships | |
| Supporting = | \$15.00 |
| Sponsor = | \$25.00 |
| Patron = | \$50.00 |
| The Poob = | \$100.00 |
| The Opps = | \$500.00 |

New Mexico Media Literacy Project Services: Presentations, Workshops and Inservices

By Dan Jaecks

We receive many requests, and, should you have one, I am the person you will talk to first. Bob, Peter, Rob and many of our catalysts do presentations, workshops and inservices.

How successful are NMMLP events? Well, one criteria is that we keep getting asked back to places we have been. Bob is about to make his fifth trip to Dallas and fourth to Los Alamos.

Many write comments on our evaluations similar to Charlene Greenwood, Director of Library Services for the fifteenth largest school district in the country, "It was the best keynote and workshop that I have seen in over twenty years." We also have a packet, with comments, if you are interested.

We have someone who can present on any of the 34 media issues that NMMLP emphasizes. Our presentations present a balanced view of media, are humorous and powerful. Peter specializes in presentations to middle school students, using media literacy as a substance abuse prevention strategy.

NMMLP parent, faculty and community workshops, depending on length, involve various amounts of participation and hands-on activity.

Bob, Rob and Peter present with multimedia systems that can fill an auditorium. They also do workshops on how to use our new CD-ROM in the curriculum and teaching with the CD.

They all must be booked well in advance, as they have full sched-

ules. To give you an example, this Oct./Nov. Bob did keynotes or workshops in nine states and seven New Mexico cities.

Cost is based upon a sliding

“... the best keynote and workshop that I have seen in over twenty years.”

scale, depending upon need and size of the event. NMMLP can do this, because Bob donates his honoraria to NMMLP.

*Dan Jaecks is
NMMLP Coordinator*

Media Education - Key to Avoiding Public Health Risks

By Marjorie Hogan M.D.

Research has shown that some media can be a public health risk factor to children and adolescents. The images and messages mass media convey can result in aggressive and/or risk-taking behavior. Media messages, both direct and indirect, can lead to other negative attitudes about sexuality, nutrition, self-concept and identity, as well as use of tobacco, alcohol, and illicit drugs among young people. For example:

- Television sometimes conveys unhealthy messages about food, nutrition, and weight and has been associated with obesity.

- More than 1,000 studies attest to a causal connection between media violence and aggressive

behavior in some children, desensitization to violence, and for some heavy viewers, a belief that the world is a scary and hostile place.

- Tobacco and alcohol advertising appears to increase children and adolescents' risk of smoking and drinking by conveying themes that appeal to young people, such as healthfulness, action and adventure, and physical attractiveness.

Overall, many media images seriously conflict with realistic guidelines for health. The health-related messages media often impose on youth, may conflict with what is actually necessary to live a healthy lifestyle.

Media Matters, the Academy's new national five-year campaign targeted to pediatricians, parents,

and youth addresses the media's effects on youth, from a public health perspective, using media education to help stem the potential negative effects of media messages.

Educational efforts are important to help children develop criti-

“Overall, many media images seriously conflict with realistic guidelines for health.”

cal thinking and viewing skills concerning advertisements and portrayals in the media, including alcohol and tobacco use.

When children understand that media is constructed to elicit a spe-

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Chisme From Around the State



Santa Fe News: Recently, a presentation by **Peter DeBenedictis** was held at the Santa Fe Indian School on teen substance abuse and the media. Recent High School graduate **Felicity Englund**, along with Catalyst **Alana McGrattan** held a presentation for the "Professional Women's Group of Santa Fe." Felicity highlighted the quilt she made that includes over 2,000 fashion labels, and Alana spoke on media literacy. Did you miss seeing the quilt? Just check out the new *Just Do Media Literacy* CD and you'll be able to see Felicity and her quilt. The **Santa Fe Media Literacy Network** is also circulating videos, such as *Dreamworlds2*, *Pack of Lies*, *Slim Hopes*, and *Teaching Around Television*. For more information contact Co-Chairs Anna Lalopa (505) 473.0637 or Alana McGrattan (505) 989.6322.

Down south, the **Southern New Mexico Media Literacy Coalition** is busy. **Hidie Smylie** of Sierra Middle School has her students studying advertising, journalistic writing for production and broadcast, student publications, and video production. Hidie's is at <hsmylie@lcp.k12.nm.us> .

Catalyst **Ellen Saige** has been busy with her second graders during a week long study of cereal advertising. Ellen's school also participated in Turn Off TV back in April. Ellen's email is <esaige@aol.com> **Sherry Hulsey**, a Media Literacy catalyst at Oate High School, is teaching media literacy to her Mass

Communications Classes. Sherry's students are also involved in video and news productions. Sherry's email address is <cmcdonal@lcp.nmsu.edu>

SNMMLC's co-chair **Frances Campbell** is busy holding workshops about media literacy. She recently presented to teachers in El Paso, TX and had another workshop in Alamogordo for the Extension Service.

Dr. Victor Strasburger, chief of the Division of Adolescent Medicine at the University of New Mexico had an article published in the "My Turn" section of *Newsweek*. The article is called "Tuning In To Teenagers." Dr. Strasburger writes about his problems trying to conduct a study of the entertainment industry's influence on teen's sexual behavior.

Recent Catalyst Trainee **Elaine Nelson** is doing media literacy. She has conducted media literacy classes for three 5th and 6th grade classes at Eldorado Elementary in Santa Fe. "The kids loved it!"

Media Literacy Takes Hold At Rio Grande High School
By Marianne Milligan-Hund

Media literacy is a brave new frontier for teachers of Communication Skills at Rio Grande HS. After NMMLP director Bob McCannon did a workshop with our English Dept., I have seen much excitement generated school wide. Bob started a fireball of

interest, and our English department now shares a common goal of wanting our students to become better consumers, more conscious choice makers, more intelligent about the effect of media on culture, and more literature and articulate in their capacity to analyze, reflect, respond to and create their own media messages.

NMMLP at the Academy serves as the NM hub for a brainstorming enterprise that produces materials, videos, booklets and students' curriculum ideas that save classroom teachers like me the time and labor, so as to not have to reinvent the wheel. *The project has provided me with armloads of ideas and handouts* ready to take to students for exciting deconstruction activities that stimulate and interest teenagers. My students respond very creatively to the curriculum. *They continue to amaze and surprise me with their commentary and reactions.* We deconstruct every form of ad. We also create various media to give students hands on experience *and the message that they have the power to be media creators.*

Our teens are engaged in analysis. This the highest goal I have as a teacher, developing critical higher level thinking skills. Now, at last, I have found an area of study where cultivating this ability is painless and fun! Rio Grande is DOING media literacy and the future has just arrived. We're thankful that Bob McCannon and his energized vision have spread to our kids and valley.

A Media Literacy Dream Come True

By Pamela E. Tipton ED.D

I received a grant from the teacher dream fund, and it provided staff development and professional resources for me to teach critical analysis skills through media literacy to my high school students.

I attended the NMMLP Media literacy Catalyst Institute in Taos, and I purchased instructional materials and professional resources to support the media literacy curriculum. I then taught an eight week unit on media literacy.

The Catalyst Institute provided information and resources to introduce media literacy. The catalyst members who attended the institute included media literacy experts from around the world. The 39 participants included pediatricians concerned about the public health risks of the media, university professors, marriage and family therapists, and professionals in the television and video field—as well as a few New Mexico public school teachers!

The participants spent two days concentrating on tools of analysis for the media and discussing current issues in media literacy, including media's view of gender, violence, tobacco and alcohol advertisers' targeting of youth.

During the final two days, our catalysts joined other participants at the Taos Talking Pictures Festival for panel discussions of media literacy, producing media as an anti-risk student strategy (*Video Machete*), Video Hoax by Joey

Skaggs, the television rating system and V-Chip, and product placement in television and movies.

We were introduced to many products, people and ideas.

The Dream Fund grant allowed me to buy a classroom set of Bill McKibben's texts, *The Age of Missing Information*.

The New Mexico Media Literacy Project has developed an activity guide to accompany this book. Another major classroom instructional tool was the video, *The Ad and The Ego*, with accompanying activities developed by the New Mexico Media Literacy Project.

Other professional resources that were purchased with the Dream Fund grant included *Breaking the News: How the Media Undermine American Democracy*, *Seducing America*, *Screen Smarts*, A family guide to Media Literacy, *Endangered Minds*, *Big World—Small Screen*, *The Beauty Myth*, *Amusing Ourselves to Death*, *How to Watch TV News*, *Teaching Around Television*, the novels *Neuromancer*, *Brave New World*, *Brave New World Revisited*, *Snow Crash*, *Ishmael*, and several current magazines full of advertisements.

Additionally, our local materials center purchased the videos *Dreamworld*, *Slim Hopes*, *The Killing Screens*, and *Pack of Lies*.

The eight week instructional unit centered around the text *The Age of Missing Information*, the video *The Ad and The Ego*, activi-

ties that extended the ideas presented in these resources, and lively student discussions.

The unit culminated with the presentation of student projects on an area of media literacy. Their options included: (1) create a poster, video, or computer presentation on some aspect of media literacy (such as Madison Avenue's view of women, cigarette advertisements, nature as viewed by the media, etc.); (2) create an advertisement for a new project; (3) a reflection (video or multimedia presentation) on the unit; (4) a book report on a novel relating to the unit; (5) debating media and public policy issues; and (6) presenting *The Ad and The Ego* to another group of students. Most of the students chose the poster. More time would have allowed for multimedia presentations and video creations.

The unit's impact on classroom instruction and student learning can be viewed in the words of the students themselves:

- "I learned so much."
- "I now notice things I never noticed before. I care about what

“When you think about it, do we need things that are advertised as often as we think we do?”

people do and how they act.”

- "I used to only think about social activities, but now I think about commercials, TV, different buildings, and how I treat other people."

continued on page nineteen

continued from page three

don't merit a blip on the screen. How's that for virtual propaganda?

If this is "the only software your kids will ever need to study American history," we're in big trouble. *The History of the United States for Young People* is any indication, the current multimedia innovations are opening new vistas for deceiving the next generation.

Vows to put computers in every classroom don't deal with a key question: Are we fixating on the latest gizmos while failing to scrutinize content? The widespread obsessions with technical glitz could amount to perpetual distractions that mesmerize children and adults alike.

The American Heritage history disk -- which adapts a big-selling school book for eighth graders --

"makes the textbook really come to life," an official who helped produce the CD-ROM told me. But the ultimate target is grown-ups: "It's really for parents to buy for kids."

No one owns America's heritage, of course. But, since 1986, a few rich guys named Forbes have owned American Heritage. Steve Forbes -- the editor in chief of Forbes magazine -- is the CEO of the privately held parent company, Forbes Inc.

Forbes ran for president last year and declared: "I want to reduce the (tax) rate further and further and further. We won't get it to zero emissions, you might say, but that would not be a bad goal." That says a lot about what he thinks of government.

Joining with Forbes Inc. to produce "The History of the United

States for Young People" is Simon & Schuster, a subsidiary of the media giant Viacom. Clearly, the manufacturing of multimedia history for young people is a very big business.

"Only through history does a nation become completely conscious of itself," wrote the 19th century philosopher Arthur Schopenhauer. "Accordingly, history is to be regarded as the national conscience of the human race."

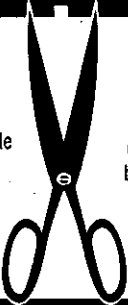
But what happens when we turn over the national conscience to the high-tech market?

Norman Solomon is a syndicated columnist who frequently writes on issues of media literacy. He is a frequent contributor to CEMNET.

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New Grants Provide Prevention Presentations

By Bob McCannon

We are grateful to the McCune Foundation and the New Mexico Department of Health ASSIST Project for awarding us grants to provide middle school media literacy presentations for substance abuse prevention.

The McCune grant provides matching funds for presentations to schools in northern New Mexico on how media promotes tobacco, alcohol and drug use. It also allows us to expand our catalyst trainings in the northern part of the state.

This grant was matched with a contract from ASSIST to provide school presentations on tobacco advertising to youth. ASSIST is funded by the National Cancer Institute and the American Cancer Society to reduce tobacco con-

sumption in America by 50%.

NMMLP hired Dr. Peter DeBenedittis (a.k.a. Peter D.), a catalyst who gave many media literacy as prevention presentations to a variety of students and adult groups last year. We think "Dr. D" or "the Doc" is great!

Preliminary tests found that 66% of the students Dr. D. sampled reported they were less likely to smoke after hearing his presentation. Even more encouraging, 8% of smokers reported quitting as result of the presentation.

Our grants call for us to present to middle and high school students in either northern New Mexico or communities currently without tobacco prevention programs. We are coordinating with the Safe and Drug Free Schools Organizazion

in the Department of Education to schedule presentations. We will also provide community activist training in sites selected by ASSIST. Contact the Doc or

“Even more encouraging, 8% of smokers reported quitting.”

NMMLP for additional information: Doc = [phone/fax: (505) 471-8437, e-mail: peterd@rt66.com].

Our plans are to give as many presentations as possible. Hopefully, if time and funding allows, we can visit your school.

Dr. D. has been nationally acclaimed for his presentations.

Review: Getting the Fish to Think about the Water

by Rob Williams

Teacher and author Neil Postman (*Amusing Ourselves to Death*) calls it "the first comprehensive documentary on the cultural impact of advertising," concluding that "it should be required viewing for every consumer." Media author Herbert Schiller (*Culture, Inc.*) describes it as "a desperately needed antidote to the ocean of commercial messages that threaten to overwhelm our senses."

"It" is *The Ad and the Ego*, California Newsreel's hour long documentary. The film balances quick cutting commercial messages culled from contemporary media with savvy segues and articulate analysis by prominent media critics, including Jean Kilbourne, Sut Jhally, Richard Pollay, Bernard McGrane, and Stuart Ewen.

Fast, furious, funny, and dis-

turbing, the film explores several cultural themes. It offers a cultural analysis of Consumer Man and Woman. If we are fish swimming in a sea of advertising, as Sut Jhally observes, our roles as media educators are to get the fish to think about the water, and this film provides an important and much needed resource to do just that.

The film traces advertising's development from its largely descriptive 19th origins through today's ads, which, as Stuart Ewen explains, eschew rational arguments for Pavlovian imagery and symbols that play directly to our emotions. Jean Kilbourne examines cultural notions of beauty, sexuality, and power, while Sut Jhally describes how ads reflect "the dream life" of our culture, attempting to invest corporate commodities with magical powers that

promise to transform the mundane lives of consumers.

Sociologist Bernard McGrane concludes that living in an advertising infused environment creates a psychology of need, massaging our anxieties, doubts, and discontents into boundless hunger for THINGS. One message you'll never hear in an ad, McGrane observes, is "You're OK." The film concludes by making important connections between the consumerism and environment. But it moves quickly, we hope that you watch it in a media literate way, stopping frequently for discussion.

For HS and college students *A&E* is a stimulating resource. CA Newsreel is at 415-621-6196.

Rob Williams has published several works on media literacy and is Curriculum Director at NMMLP.

As the Tar Wars Heat Up, Media Literacy Gains Prominence

By Peter DeBenedittis, Ph.D

More and more health workers and activists are circling their wagons around media literacy in the fight against Big Tobacco. DOC (Doctors Ought to Care) was one of the first national anti-tobacco groups to embrace media literacy as a prevention tool. They produced the classic documentary exposé on tobacco and alcohol advertising, *Ad-Libbing It*, as well as bringing the practice of making counter-ads to children with their "Deck O' Butts" trading cards.

Media literacy is now promoted by the American Lung Association and the Center for Disease Control as a strategy for tobacco prevention. The "Kick Butts" and "Smoke Free 2,000" programs are used in states across the country. Both teach kids how tobacco advertising is designed to lure them into addiction. My own prevention efforts are on pace to speak to over 10,000 students in New Mexico this year about how tobacco advertising works. I have been invited to present workshops at tobacco and substance abuse prevention conventions throughout the country.

Counter-advertising, also called anti-ads, is another growing trend in the fight against Big Tobacco's seduction of children. *Ad-Busters Quarterly* regularly prints spoofs of cigarette ads. Several of our favorite counter-ads feature pictures of "Smokin' Joe Camel"

seen in *Time* magazine, August and regularly in *Adbusters*, a wonderful source of changed advertising contexts.

“... first city whose ban on tobacco and alcohol billboards was upheld in court.”

Several states use cigarette tax money to fund professional ad campaigns that directly attack the image appeals promoted by cigarette companies. Massachusetts has produced over 60 ads, and Florida and Arizona are forging new ground by producing ads

portraying smoking and smokers as unattractive.

The Surgeon General, the CDC, the FTC, and the FDA all recognize the importance of tobacco advertising for influencing teen smoking.

The FDA went so far as to propose serious limitations on tobacco ads (asking them to limit themselves to black and white, text only ads, like the ones tobacco companies use when they ask kids not to smoke). Their regulations were struck down in court, but not because they were held to be unconstitutional. The court was very narrow, leaving the door open for future regulations by saying the FDA did not have authority to propose such rules. Since then, the state Attorneys General in their proposed tobacco settlement, as well as President Clinton, have demanded advertising restrictions.

Baltimore was the first city whose ban on tobacco and alcohol billboards upheld in court. Baltimore argued that because billboards are in public, there is no practical way for parents to prevent their children from seeing them. Since then, Chicago has also banned them. Dozens of other cities are also considering them. What is interesting about the billboard bans is that the rhetoric used by alcohol companies to oppose the bans is nearly identical to what tobacco companies used to say about their ads—how they do not target kids and how their product is safe if used as intended (which, if their ads are taken literally, tell us to drink all the time). Baltimore and Chicago did not buy it. They lumped alcohol ads together with tobacco, and banned the lot of them.

NMMLP believes we are seeing the beginning of a trend. More and more people recognize the harm done to children by tobacco and alcohol advertising. We believe it is only a matter of time before our country wakes up to the fact that any advertising targeting children is offensive. Are the successes media literacy has had in the Tar Wars a sign of things to come? We think so so. Let's all keep up the good work.

Buy Tickets to the International Family Film Festival (IFFF) and Have a Simply Wonderful Family Time in Albuquerque

by Bob McCannon

I am going to be presumptuous enough to suggest that you do something. Take your family to the IFFF and have a truly special time in discussion with the audience.

On page two I described just a few of the very special media literacy events that took place at the IFFF, but there were so many more.

Movies are delightful experiences that can teach so powerfully. If only more were done well . . .

Many people in Albuquerque were not used to discussing films after viewing, but many magic conversations took place.

I have mentioned Sally Field, but her discussion spoke so powerfully to issues of racism and gender equality. I think of President Clinton and his race initiative; he should just show *Places in the Heart*.

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now, that we need to be good looking to attract a man. I was not dressing with the goal of being attacked. Yet women still hear now, as then, that "she asked for it," whether IT happened with a stranger or during date-rape.

Having been my experience, I care deeply about our youth and the unhealthy messages they receive. Sexual relationships cut to the core of our self-esteem and our treatment of others. So, I have been delivering media literacy education to youth and adults in Northern California.

Teens, especially young women, tell me how confused they are because of media's conflicting

Another example: many teens and several church groups came to *Pump Up the Volume*. The resulting discussion was filled with respectful learning from widely divergent views.

Still another one: one little boy asked Marty Stouffer, "Was your dad really that mean?" Marty's dad was there, and Marty explained (to the child AND his dad) how movies have to exaggerate emotion to have impact and sell tickets.

One more: after *Fly Away Home*, catalyst **Dan Marano** was able to talk for a long time with a group of children about how the movie was made, because he knew the director.

Many commented that the festival was a great opportunity to see good movies in a gorgeous, state of the art facility.

Many others talked about how

messages.

My goal is to help our youth make sensible and healthy decisions about sexual issues. Educating our youth will help them develop analytical skills that will better equip them to make informed decisions when they encounter the often confusing, contradictory, and negative media messages they receive about sexual issues.

And, after all, when 1 out of 4 of our girls and women are being raped, shouldn't we be doing SOMETHING about it?!

Some will say that I am too emotional or in a state of "moral panic," but I say let us err on the

the atmosphere at the theater was so positive and warm that people just seemed to glow.

In summary, support good movies! Remember what Sally Field said, "You must support good, small budget movies or we will lose the ability to make them."

“You must support good, small budget movies or we will lose the ability to make them.”

So here is your chance to practice media literacy as you create a wonderful atmosphere for your children.

See you at the festival!

*Bob McCannon is
Director of the NMMLP*

side of concern for our kids, reason and common sense. Let us become

“I say let us err on the side of concern for our kids, reason and common sense.”

activists who activate kids to see the bogus nature of music video values.

*Jeanne Shannon, besides
being one of our catalysts,
directs Media Wise in
Fremont, CA*

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alleviate the human, social, and political fallout of the "mean world syndrome?" On the contrary, they conceal information even about the

domestic advertising markets can support; producers and syndicators need the global market.

The dramatic ingredient best suited to the global market is one that needs no translation, that is image-driven "action." In any language, it fits into any culture. "Action" really means violence.

What they may lose domestically with violence, they more than make up by selling it cheap to many countries. When you can dump *Power Rangers* on 300 million children in 80 countries, shutting out domestic artists and cultural products, you don't have to care who wants it and who gets hurt in the process.

Mindless TV violence, then, is not an expression of artistic freedom or of any measure of reality. On the contrary, it is the product of a de facto censorship: a global marketing formula imposed on

program creators and foisted on the world's children.

Media watch groups, children's and parents advocates, and other public interest organizations should make their voices heard on the real issues. They are issues of gender equity and general diversity in media ownership, employment, and representations. They are issues of marketing-driven media monopolization, homogenization and globalization.

Citizens own the airways. We should demand that they be healthy, free, and fair, and not just "rated."

George Gerbner is Dean Emeritus of the Annenberg School of Communication and arguably the world's most authoritative media scholar.

“A well kept secret is that violence on television is not popular.”

frequency of television violence, let alone its meaning and consequences.

Can ratings at least keep viewers from flocking to violent programs? Wrong assumption. A well kept secret is that violence on televisions is not popular. We have documented the fact that violence depresses the Nielsen ratings. What drives it is not popularity but global marketing. TV production costs are climbing above what

National Media Education Conference

(Formerly the National Media Literacy Conference)

June 28-July 1, 1998

Colorado Springs, Colorado

“A Paradigm for Public Health”

The health and well-being of our children is dramatically influenced by images and messages conveyed by the media. Professionals and parents have an enormous stake in guaranteeing that the media's influence on our nation's youth be positive. This can be accomplished through media education, which includes development of critical thinking and viewing skills, and offering creative alternatives to media consumption. If our nation is to reach its goal of having a healthier, more productive society in the next millennium, we must move media education into schools, homes and communities.

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Ph: 303 756-8380 ♦ Fax: 303 759-8861
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Plan Now for Three Upcoming Media Education Events from The New Mexico Media Literacy Project

Taos, NM: April 14 - 18, 1998 - NMMLP Catalyst Training and the Taos Talking Picture Festival

- Spend Springtime in Taos: a gorgeous high mesa, cut by the Rio Grande Gorge, nestled against spectacular Sangre de Cristo Mountains.
- Learn the model of the country's most successful grassroots movement, and, if desired, spend the weekend attending the film festival.
- Media literacy with a world class festival of independent film and alternative media.
- Acclaimed NMMLP multimedia teaching method with the world's most unique media database.
- Award winning Native American films and videos at the *Oo-oo-nah* (Children's Center) - Taos Pueblo.
- Meet "Catalysts" trained by NMMLP - a complete strand of dedicated, articulate citizen activists from all types of education and walks of life - all of whom are "doing" media literacy.
- Nationally known presenters and panelists, including media critics and media makers, dialoguing about crucial media, film and technology issues.
- Complementary tickets to films and "meet the film maker" parties at world famous galleries.
- Free: NMMLP's new CD-ROM and instruction (in its use) from presenters and teachers who use it.
- NM attendees receive mileage and free tuition.

Albuquerque, NM: May 26 - 29, 1998 - Catalyst Training with the International Family Film Festival

- Features our unique and original four-day "catalyst" training (and, if desired, spend the weekend at the film festival). Last year we saw many great media literacy events, like Sally Field showing *Places in the Heart* and explaining why it would not be made in today's atmosphere of global exploitation of simple endings, violence, sex and effects.
- Last year's International Family Film Festival also included another Academy Award winner, Mary Steenbergen, Ted Danson, JoBeth Williams, the Stouffer Brothers and the child stars from *To Kill a Mockingbird*.
- Attendees will be given the opportunity to lead the discussions after showings of the festival's fabulous lineup of family films.
- Acclaimed NMMLP multimedia teaching method with the world's most unique media database.
- Meet "Catalysts," trained by NMMLP - a complete strand of dedicated, articulate citizen activists from all types of education and walks of life - all of whom are "doing" media literacy.
- Complementary tickets to films and "meet the film maker" parties in Albuquerque.
- Free: NMMLP's new CD-ROM and instruction (in its use) from presenters and teachers who use it.
- NM attendees receive mileage and free tuition.

Albuquerque - October 21 - 24, 1998 Our 3rd International Conference

CULTURE, MEDIA AND EDUCATION: VITAL SOLUTIONS

Building upon the highly successful "Teaching Around Television" Conference (1994) and the "Vital Schools" Conference (1996), NMMLP will focus on "solutions" and convene twenty world class experts,* its own unique catalysts, and a hands-on multimedia strand, as well. Called a "conversation," the conference format provides unique dialogue and access to the experts. Confirmed guests include:

**Neil Postman, Robert McChesney, Bill McKibben, Jane Healy,
Mihaly Csikszentmihalyi, Bob McCannon, Joseph Lyons, and 14 others.**

* all of whom will attend for the entire conference

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M I C R O S O F T

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cific opinion or response, they become more critical of the messages they see and hear. Research shows that children are less likely to be influenced by media messages if they have developed skills to refute such messages. This can be accomplished by helping young people:

- Watch media selectively;
- Recognize persuasive appeals of ads. Understand advertisers' intent;
- Develop counter arguments to ads' appeals (e.g. "Smoking will not make me look active and healthy like the young woman in the ad, and it could give me cancer,"); and
- Understand the meaning behind visual techniques, such as slow motion and flashbacks.

To these ends, year one of the Media Matters campaign is dedicated to developing the following materials;

- A policy statement on media education focusing on the medical and public health impact of the

media and how these issues can be addressed by the medical community.

- A physician's guide to media education that includes background information, counseling tips, and a reproducible media history sheet for pediatricians to document the quantity and type of media their patients consume.
- An adjunct guide for pediatricians on substance abuse prevention through media education.
- A parents guide to media education.

The *Media Matters* campaign also includes a series of regional training workshops for AAP members and state level substance abuse prevention professionals, focusing on media education in the area of substance abuse prevention, media training and coalition building. Workshops on media education also will be offered at the AAP Spring Session and Annual Meeting.

Future *Media Matters* campaign plans include a national media edu-

cation contest for student, collaboration with other media education groups to develop and/or disseminate school-based curricula, and research measuring the effectiveness of media education on various

“Research shows that children are less likely to be influenced by media messages if they have developed skills to refute such messages.”

public health issues. For more information on the Media Matters campaign, contact Lisa Reisberg, director, Division of Public Education, (800) 433-9016 ext. 7873.

Dr. Hogan chairs the AAP Committee on Media Research and Communications.

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• "When you think about it, do we really need [things] that are advertised as often as we think we do? Do you have a car? Yes, but that is a real nice one. Are you hungry? No, but that pizza sure looks good!... We don't buy these

things when we need them, but because of what they represent."

The learning continues with this Dream Fund. Soon, I will co-present a *Media Literacy: Just Do It* workshop during the RISD Institute. That's the power of education.

Each one teaching one. And the circle continues.

Pam Tipton is a catalyst who teaches at Goddard HS in Roswell, New Mexico.

Key New Mexico Media Literacy Resources

- Albuquerque area or state wide, contact Bob McCannon or Dan Jaacks, (505-828-3129) (jaacks@aa.edu)
- Santa Fe: Alana McGrattan (989-6300) or Anna Lalopa (988-5507)
- Taos: Jean Kenin (505-758-9532) (jkenin@laplaza.taos.nm.us) or Diana Vigil (505-758-5206) (ladvdi@laplaza.taos.nm.us)
- Las Cruces: Frances Campbell (526-8011) or Sunny Conley (505-521-9381) (s0012@aol.com)
- Gallup: Jill Shenkel (782-5561) and Frank Bosler (722-0907)
- Los Alamos: Carol Turner (661-7902), Rick Grimes, (662-5281)

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Comments on new CD-ROM and Video

The CD-ROM is a media analysis teacher's dream, offering a wide array of powerful visual images, compelling questions and answers, and an arsenal of tools and techniques for analyzing media to the interested student.- Terry Birdwell, media literacy instructor in Clayton, NM.

This CD is a very effective teaching tool, we are able to call up an ad to immediately demonstrate a skill or idea. FABULOUS! - Bob Verardo, Media Literacy Instructor in Albuquerque

The video is the best of its kind! The visual examples are clear and the explanations cogent. I hope all who study media literacy have a chance to learn from "Just Do Media Literacy," because it is a wonderful educational resource.-John Splaine, author of *Critical Viewing* and *Educating the Consumer of Television*

Reflections on our mediated world:

"What I find amazing is how, more and more, everyone is being 'colonized' [via centralized media production]

– Gary Farmer, Native American actor/director & publisher of *Aboriginal Voices*
at last year's Taos Talking Picture Festival Media Literacy Conference

"Corporations are more willing to get attention...[by]...urging us to break all the rules..."

– John Leo

"...these ads urge individuals to be precisely the kind of people whom nobody would want as an employee, boss, colleague, friend, brother, spouse."

– William Bennett

The New Mexico Media Literacy Project seeks to promote modern cultural awareness, specifically the tools needed by citizens to analyze, access and produce mass media. We welcome comments, concerns and, especially, help as we try to stimulate media literacy in New Mexico and the United States. This newsletter is a quarterly production. We would like to thank all who contributed to this issue. We welcome submissions from anyone interested and involved in media literacy and especially welcome contributions from teachers, students, and parents. NMMLP's

Director is Bob McCannon. Dan Jaecks is coordinator, and the newsletter is produced by Bob and Dan. If you would like to receive our new video or its companion CD-ROM, additional copies of this newsletter, other NMMLP materials or are interested in any of our services (pg. 8), call Dan or Bob. Dan can be reached at (505) 828-3129; fax (505) 828-3320; email: jaecks@aa.edu. Bob is at (505) 828-3264. This is page Twenty. For information on advertising, call Bob. Circulation of this newsletter is 8,000.