

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton [partial] (2 pages)	03/04/1994	b(6)
002. bio	re: John Wright [partial] (1 page)	06/22/1995	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19577

FOLDER TITLE:

Children and Television [1]

2013-0436-S

rc1242

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Put in Expansion File: HRS memo on
Children & Television

Children & Families: Children's Television

Objective:

To improve the quality of Children's Television and give parents the tools to guide and monitor what children watch.

Accomplishments:

Leadership on Improving the Quality of Children's Television

- White House achieved voluntary commitment of industry of 3 hour/week quality children's television; FCC later issues rules on 3 hour/week (9/97)
- Launched Family Critical Viewing Project (2/97)
- Hosted White House Conference on Children's Television (7/29/96)
- Led V-Chip roundtable discussion with the President, VP and families (2/96)
- PBS Event at the White House (6/26/95)
- Participated in Children NOW Conference on TV violence via satellite (3/4/94)
- Sesame Street appearance (10/14/93)
- Columns: V-Chip (2/29/96), support of public TV/children's viewing habits (8/13/95)

Future Focus:

Consider ways to promote industry commitments to facilitate informed choice on the part of parents when choosing video games, television shows, etc. for their children

Monitor the development and introduction of the V-Chip

Promote the expansion of 3 hour/week rule and of quality children's educational programming

[Handwritten signatures and dates: 12/97]

Hollywood Radio & Television Society

April 25, 1994

HOLLYWOOD RADIO & TELEVISION SOCIETY BREAKFAST

DATE: Tuesday, April 26
TIME: 8:45 am
LOCATION: Regent Beverly Wilshire Hotel,
Los Angeles, CA
FROM: Liz Bowyer

I. PURPOSE

To give remarks to a group of entertainment executives on the intersection between popular culture and social policy, particularly as it relates to violence and health care, at the Hollywood Radio and Television Society Breakfast.

II. BACKGROUND

Hollywood Radio and Television Society (HRTS)

The HRTS is an organization of West Coast executives from the allied fields of the networks, TV and radio stations, major studios, independent producers, advertisers, cable, legal firms, major publicity agencies and talent agencies. HRTS membership includes the presidents of all four television networks (all of whom will attend the breakfast) and heads of all the major studios.

The HRTS was chartered in 1947 as a non-profit corporation of the state of California. The organization's primary function is keeping its members informed on issues affecting the entertainment industry, which it does through "Newsmaker Luncheons" and annual International Broadcast Awards. The Society is non-partisan, and does not get involved in advocacy causes.

Newsmaker Breakfast

Eight times a year, HRTS sponsors "Newsmaker Luncheons" at the Beverly Wilshire Hotel. In order to accommodate your schedule, HRTS is changing the event and holding a "Newsmaker Breakfast" for the first time. The Newsmaker Luncheons are traditionally some of the largest in-gatherings of the Hollywood creative community, and there is almost always a waiting list to attend. Past speakers include Ronald Reagan, Jesse Jackson, Lee Iacocca, Peter Ueberroth and Mayor Richard Riordan. HRTS once had Oliver North speak at a Luncheon, and got hundreds of letters in protest from members.

In addition to the typical questions you would expect from this type of audience,

there is a possibility that the following topics may arise:

- Cable rates and regulation [memo prepared for the Vice President attached]
- Violence and television [memo prepared for the President and transcript of his TV Guide interview attached]
- HIV/AIDS and the Health Security Act [fact sheet attached]

The International Broadcasting Award

After your Q & A session, Peter Tortorici will present you with an honorary International Broadcasting Award (IBA), given annually to individuals who "have contributed to the betterment of radio and television". The IBA is the HRTS's highest honor, and is presented annually to the creators of the world's best television and radio commercials, the President of HRTS, and beginning this year, to the HRTS Advertising Executive of the Year. You are the only award recipient at the breakfast; the other International Broadcasting Awards will be presented some time in June.

The IBA trophy is nicknamed the "Ollie" in honor of Ollie Crawford, who retired in 1993 after serving 27 years as HRTS Executive Director.

The award will be presented to you by Peter Tortorici (tor-ter-EECE-ee), President of HRTS, and recently named president of the Entertainment Division at CBS. CBS announced last week that the current president, Jeff Sagansky, will step down and Tortorici will replace him.

III. PARTICIPANTS

Head Table

HRC

Peter Tortorici, President, HRTS; President, CBS Entertainment Division

Jon Feltheimer, Vice President, HRTS; President, TriStar Television

Thomas Carter, The Thomas Carter Company

John Emerson, White House Personnel

Linda Bloodworth Thomason

Harry Thomason

2 others (unconfirmed)

Audience of approximately 1,000

IV. SEQUENCE OF EVENTS

- HRC proceeds to Bordeaux Room
- Meet & Greet with Board of Directors (10 minutes)
- HRC proceeds to Main Ballroom
- Peter Tortorici escorts HRC to her table
- Peter Tortorici delivers welcoming remarks and intros HRC

- HRC delivers 15 minute remarks
- HRC takes Q &A (approx. 15 minutes)
- Peter Tortorici presents HRC with an honorary International Broadcasting Award
- HRC departs Breakfast and proceeds to suite

V. PRESS

Open press.

VI. REMARKS

Prepared by Lissa Muscatine.

**HOLLYWOOD RADIO AND TELEVISION
SOCIETY'S BOARD OF DIRECTORS 1993-94
(MEET AND GREET LIST)**

Mr. Chris Albrecht
Senior VP, HBO Original Programming
President, HBO Independent Productions

Mr. Thomas Carter
The Thomas Carter Company

Mr. Robert Crestani
Exec VP, Head of TV, West Coast
William Morris Agency

Ms. Diane English
Executive Producer/Partner
Shukovsky/English Entertainment

Mr. Jon Feltheimer
President
Tristar Television
Culver Studios

Mr. Richard Frank
President
Walt Disney Studios

Mr. Sandy Crushow
President
Fox Entertainment Group

Mr. Dennis Holt
President and CEO
Western International Media Corp

Mr. Warren Littlefield
President
NBC Entertainment

Ms. Fran McConnell
Senior VP, Creative Affairs
Warner Television

Mr. Dennis Miller
President
Turner Pictures Worldwide

Mr. George Nicholaw
Vice President, General Manager
KNX Newsradio

Mr. Mark Pedowitz
Senior VP Business Affairs/Contracts
ABC

Ms. Ruth Slawson
Ruth Slawson Productions

Mr. Peter Tortorici
Executive Vice President
CBS Entertainment

THE MAJOR STUDIOS AND HEALTH CARE

1. The major studios pay into union funds which pay for health insurance of the employees in the industry. Agreements are collectively bargained.
2. There are several different funds/unions involved; Screen Actors Guild (SAG) is one: writers, directors, and technical people all have their own.
2. The studios pay based on the amount of money earned by the individuals they employ. It is well-recognized that the high earners are, in fact, helping finance those who make less or work less frequently.
3. In order to get the benefits an individual must have at least a certain amount of money in income. If they make less than that amount the union still gets the money from the employer —but the individual gets no coverage.
 - Under reform something would have to change here, as all individuals would have to have coverage. Employers or the union, in the contract, would have to be responsible for coverage. Presumably, the employers might balk at paying twice —once to a union, and once to an alliance.
4. The union plans appear to be generous in terms of carrying individuals who may be unemployed. Providing an individual has received more than the threshold amount in income in the past year, they may be able to receive full benefits for another year even if they are not working. The union plan pays for these benefits —the studios do not keep paying for these individuals.
5. According to a SAG representative, the studios have been generally supportive of universal health care and health care reform. There have been some tough negotiations in recent years over health care. Studios have been concerned about rising costs and eligibility. They have tried to get the union plans to reduce the numbers of individuals eligible for benefits. That would reduce the costs of the program overall.
6. Under the HSA the union plans could continue on their own or enroll their members in the alliance.
7. In a new system there will have to some new definitions of employment, part-time employment, etc., for special industries like this one, where someone can earn thousands in a day, and nothing for weeks. There will also complications with residuals, i.e., money earned in later years. These complicate the questions of who pays how much for whom, until when, etc.. The HSA allows for regulations to be developed to deal with these unique circumstances.
8. The Screen Actors Guild (SAG) is generally supportive of the President's efforts, but has preferred the single payer approach. They have not endorsed our plan.

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FROM CBS MEDIA RELATIONS

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PAGE.002

CBS ENTERTAINMENT

CBS MEDIA RELATIONS, TELEVISION CITY, #7800 BEVERLY BOULEVARD, LOS ANGELES, CA 90026

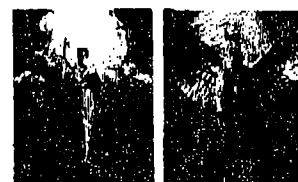
*April 1994***PETER TORTORICI****President
CBS Entertainment,**

Peter Tortorici was named President, CBS Entertainment, in April 1994.

Tortorici had been Executive Vice President, CBS Entertainment, since August 1991 -- the scheduling architect of CBS's three successive primetime season wins as CBS became the Network where both the creative community and the audience felt most welcome and enriched. In that post, he was involved in all areas of primetime programming, with particular emphasis on scheduling, series development, current programs, specials and the acquisition of feature films.

Tortorici joined CBS Entertainment in December 1987 as Vice President, Planning and Scheduling, and was named Senior Vice President, Program Planning, in January 1990. Before that, he had been Vice President, Programming, CBS Sports (1987), with the responsibility for the development, acquisition and scheduling of all CBS Sports broadcasts, and Vice President, Program Planning and Development, CBS Sports (1983-87).

Before joining CBS, he worked in production at ABC Sports and had been a trial attorney for the Appellate Division of the Supreme Court in New York City. Tortorici holds a B.A. with honors from Ohio State University and is a J.D. graduate of St. John's University School of Law. He is married and has two children.



COLUMBIA TRISTAR TELEVISION

a SONY PICTURES ENTERTAINMENT company

JON FELTHEIMER

Biography

Jon Feltheimer, president, Columbia TriStar Television, a Sony Pictures Entertainment (SPE) company, was born on September 2, 1951 in Brooklyn, New York and grew up in Roslyn, New York. He graduated with honors from Washington University with a B.A in economics.

Mr. Feltheimer was named president of Columbia TriStar Television in February, 1994. He previously served as president of TriStar Television, a post he assumed in October, 1991, upon SPE's acquisition of certain television assets from New World Entertainment Ltd., concurrent with the reformation of TriStar Television.

Currently, Mr. Feltheimer oversees all areas of operations of Columbia Pictures Television and TriStar Television, as well as SPE TV's international productions, interactive television operations and the production of the top-rated syndicated programs, "Jeopardy!" and "Wheel of Fortune." He also oversees the management of SPE TV Group's distribution deals with Brillstein-Grey Entertainment, HBO Independent Productions and the Group's joint ventures with Franklin/Waterman Entertainment and documentary producers Trans Pacific Films.

Columbia TriStar Television's slate includes NBC's "Mad About You" and "TV Nation," ABC's "Phenom," CBS' "The Nanny," "704 Hauser" and "Good Advice" and FBC's "Married...With Children," as well as two of daytime's most popular serials, NBC's "Days of Our Lives" and CBS' "The Young and the Restless." Feltheimer is also nurturing Columbia TriStar Television's sizeable development slate which includes some 60 network series and long-form projects. In January '94, TriStar Television and Showtime Networks Inc. entered into an agreement to co-develop, finance and produce original motion pictures over a three year period.

Prior to his appointment at TriStar Television, Mr. Feltheimer was president & CEO of New World Entertainment, where he oversaw the company's domestic and international distribution as well as its divisions New World Television, Marvel Productions and Learning Corporation of America. In this capacity, he greenlighted the production and development slates now active at TriStar.

Mr. Feltheimer joined New World in 1983 as senior vice president, playing the pivotal role in the launch of the company's TV division. He was promoted to several key positions within the company, including president of New World TV where he was instrumental in the development, production and sale of critically acclaimed and award-winning network television projects.

(more...)

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Feltheimer...page 2

Series produced under his aegis include the "The Wonder Years," "Tour of Duty" and "Crime Story" as well as critically acclaimed long form product such as "Sins," "Elvis & Me," "Penalty Phase," "Echoes in the Darkness" and "In a Child's Name."

Prior to joining New World, Mr. Feltheimer was a partner & personal manager in the entertainment management firm Feltheimer/Knofsky.

Previously, he was a registered investment broker with First Investors Corporation.

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4/94

THE FEDERAL COMMUNICATIONS COMMISSION'S
NEW CABLE RATE RULES:
TALKING POINTS FOR VICE PRESIDENT GORE

1. What Happened. ^{Beginning of April,} ~~Last week~~ the FCC released orders, rules and forms implementing its February 22, 1994 decision to cut cable rates an additional 7 percent. Last week's releases modify previous rules that implemented a 10 percent rate reduction.
2. Unanimous Vote. The vote on the decision, which occurred in February, was unanimous. Chairman Hundt, Commissioner Barrett (who is a President Bush appointee) and Commissioner Quello (whose most recent reappointment was by President Bush) all voted in favor of the decision.
3. Summary of Decision. In brief, the Commission directed cable operators that are not subject to competition to look back to the rates they had in effect on September 30, 1992, subtract 17 percent and adjust those rates forward in time to take account of factors such as inflation and the costs of new programming. As of May 15, 1994, cable operators are to reduce their rates so that they are charging subscribers no more than the amount calculated in this manner.
4. Transition Relief. Not all cable operators will have to implement the full 17 percent reduction right away. Cable operators with very low prices and small operators will be allowed either to cap their rates or, in some cases, make less than a 17 percent reduction while the FCC collects more information about these operators' costs. The FCC will then decide on the basis of this cost data whether it would be appropriate to require these operators to reduce rates by the full 17 percent.
5. Congressional Intent. The FCC's new rules are faithful to the intent of the Cable Act of 1992, which gave to the FCC the tough but essential mission of curtailing the exercise of monopoly power in the cable industry. The FCC regulates only those systems that are not subject to competition and intrudes into ratemaking only to the extent necessary to correct for the absence of competition.
6. Dislocation is Inevitable. It is impossible to erase the effects of years of monopoly without some dislocation in the affected industry. The FCC is not insensitive to the impact -- the significant impact, in some cases -- that its new rules will have on the industry and on individual operators. That is why the rules provide for a transition mechanism for certain operators, and for streamlined rate reduction procedures for the smallest operators. It is also why the rules and the forms contain the amount of detail that they do. It was the FCC's intent to capture as accurate and complete a picture of a cable operator's business as possible before further regulating the industry.

7. **The Industry has Opportunities for Growth.** Despite this inevitable dislocation, the FCC is convinced that the cable industry can maintain its vibrancy and continue to thrive in a regulated environment that restores to consumers the benefits of competition. Lower prices provide cable operators an opportunity to improve market penetration and to persuade existing subscribers to purchase additional services with the dollars they save.

8. **Incentives to Growth.** The new rules build in incentives for cable operators to improve their services by expanding their channel capacity and program offerings. For example, operators wanting to upgrade their systems can file under a streamlined cost of service or a special incentive upgrade program. As to programming, the rules have been improved to allow cable operators to add programming on a cost-plus basis.

9. **Deals Fell Asunder for Business Reasons, Not Because of FCC Rules.** The FCC has taken heat lately because its February decision was alleged to have undone the TCI - Bell Atlantic deal, and its recent release of the rules is alleged to have upset the Southwestern Bell - Cox deal. Only the principals in those transactions really know what happened, but there is significant evidence that the business terms of those deals undid them. Ray Smith recently acknowledged in a speech before the National Association of Broadcasters that the FCC's rules were not the cause of his deal's demise.

10. **Information Releases are Manageable.** The industry has also complained that the FCC's releases were too voluminous for operators to digest and implement. The FCC's orders were lengthy, but this was necessary in order to supply enough detail about the reasoning of the decision to withstand judicial scrutiny. However, to implement the FCC's mandate on rates, an operator need only look at 14 pages of rules. The forms for compliance with rate regulation total 15 pages for initial compliance and 6 more to adjust prices periodically.

11. **Customer Friendly Rollout.** The FCC has taken numerous steps, consistent with the principles of the National Performance Review, better to serve the customer -- in this case, the industry, local governments, and consumers. For example, the FCC has prepared summaries of the releases for each of its customer groups and is making its staff available through a satellite teleconference and seminars in different locations around the country. The FCC has released the forms on computer disk spreadsheets to ease the administrative burden upon operators. It has made all of its releases available on Internet to maximize access to them. The FCC has also added staff, fax lines and phone lines to assist operators and others with questions about the rules, and is conducting aggressive outreach to operators to fine tune the rules.

THE WHITE HOUSE

WASHINGTON

March 16, 1994

MEETING WITH BROADCAST AND CABLE NETWORK PRESIDENTS

DATE: March 17, 1994
LOCATION: Vice President's Ceremonial Office
TIME: 9:30 - 9:55
FROM: Jody Greenstone

I. PURPOSE

To acknowledge the commitment of the broadcast and cable networks to air your anti-violence PSA's, to acknowledge the other positive steps the industry is taking, and to discuss how the Administration and the networks can continue to address crime and violence in an affirmative manner.

II. BACKGROUND

PSA's and Anti-Violence Programming Initiatives

The broadcast and cable presidents are coming to Washington to support the launch of your anti-violence PSA campaign. (Note, that the cable presidents attending are representing the larger cable industry.) They have all committed significant high visibility air time to the campaign. (Howard Stringer of CBS plans to announce at the meeting that CBS will air the PSA's during this weekend's NCAA tournament.) In addition, the broadcast networks, in particular, have longstanding, ongoing commitments to a variety of other public service campaigns. For example, NBC has put millions of dollars into their own public service campaign called "The More You Know About Violence Prevention," and ABC has substantial commitments to literacy, AIDS and anti-drug PSA campaigns. Moreover, many broadcast and cable networks are undertaking serious anti-violence programming initiatives -- examples include CBS and FOX's airing in April of a special on "Kids Killing Kids" and MTV's launch of a comprehensive anti-violence campaign called "Enough is Enough." The networks believe that these existing PSA and programming efforts (many of which involve much greater commitments than the airing of your PSA) should also be acknowledged. A summary of each network's major public service and anti-violence initiatives is attached.

TV Violence

As you know, the broadcast and cable industries have been under intense public and legislative pressure to reduce TV violence. There are eight bills currently pending in

Congress ranging from Holling's "Safe Harbors" to Markey's "V-chip." In response, in February, the cable industry adopted "Voices Against Violence," a set of initiatives to address TV violence which include outside monitoring, a rating system and viewer discretionary technology. The broadcast industry also agreed in February to their own outside monitoring, but did not endorse a rating system or viewer discretionary technology. Both cable and broadcast networks are using parental advisories and the broadcast networks note that there has been a vast change in the nature of their programming over the years from more violent action/adventure series to sitcoms and news magazines.

While this meeting is not intended to address legislative efforts, the Administration's position on legislation will be foremost on their minds. If it is raised, I suggest you reiterate the answer you gave to TV Guide -- that you prefer the industry voluntarily deal with TV violence (as they have been doing) and channel their brilliance, creative energies, and power for good to this cause. You noted, however, that we probably could draft a constitutional bill. You should be also be aware that the Attorney General plans to reach out to the industry (as well as to other interested parties like citizens' groups) to challenge them to live up to their recent agreements and to do even more to get violence off TV and positive programming on.

Call to Action

As you did in your remarks at the Creative Artists' reception in Hollywood, this meeting gives you an opportunity to ask the industry to continue to use its extraordinary capacity to do good to help change our culture (i.e. as they have successfully done before by reducing drunk driving fatalities by 25%, by encouraging the use of seat belts, etc.). Moreover, at several points in your TV Guide interview you questioned whether the White House should be more involved in organizing and directing a strategy to address further affirmative actions the industry could take. This meeting provides an opportunity to hear how the industry believes it can address violence most effectively and to explore the possibility of a greater role for the Administration.

III. PARTICIPANTS

The President

The Vice President

ABC:

Thomas S. Murphy; Chairman and CEO

Mark MacCarthy; Vice President of Government Affairs

CBS:

Howard Stringer; President

Martin Franks; Senior Vice President, Washington

Z

DISNEY Channel:

John Cooke, President

FOX Broadcasting Company:

Lucie Salhany; Chairman

Preston Padden; Executive V.P., Affiliate Relations, Senior V.P. Government Relations, News

MTV Networks:

Tom Freston; Chairman and CEO

NBC:

Robert C. Wright; President and CEO

Richard (Rick) Cotton, General Counsel

SHOWTIME Networks:

Winston (Tony) Hill Cox; Chairman and CEO

McAdory (Mack) Lipscomb, Jr. (Violence representative for Showtime)

USA Networks:

Kay Koplovitz, Founder; President and CEO

MPAA:

Jack Valenti

WHITE HOUSE:

Jose Cerda

David Dreyer

Jody Greenstone

IV. PRESS PLAN

No press coverage

V. SEQUENCE OF EVENTS

- You and the Vice President will meet guests in the Vice President's Ceremonial Office.
- You will open the meeting with the attached Talking Points.
- Discussion
- You and the Vice President will depart for the Ad Council PSA Announcement in Room 450 OEOB.
- Guests will be escorted to the Announcement.

VI. REMARKS

Talking Points attached

Attachments: Summary of Broadcast and Cable Network Initiatives
Talking Points
TV Guide interview

SUMMARY OF MAJOR BROADCAST AND CABLE NETWORK INITIATIVES

Broadcast Network Initiatives

- In February, ABC, CBS, NBC and FOX agreed to independent monitoring.
- **ABC**
 - **"Read More About It,"** a major PSA campaign on literacy. In addition, ABC has substantial PSA commitments to AIDS and anti-drug campaigns.
 - **"Kids in the Cross-Fire"** with Peter Jennings and Janet Reno, aired in November from a Washington junior high school. The show focused on ways to reduce violence in schools and on the street.
- **CBS**
 - Ad Council PSA's on substance abuse and AIDS.
 - **"Kids Killing Kids/Kids Saving Kids"** deals with kids and handgun violence and is scheduled to air on April 26 simultaneously on CBS and FOX.
- **NBC**
 - **"The More You Know About Violence Prevention,"** comprehensive PSA campaign to raise the awareness of violence, especially among adolescents.
 - **"Lives in Hazard,"** a one-hour special on gang violence produced and narrated by Edward James Olmos to air on April 8.
 - **"America the Violent: Fed Up and Fighting Back"** took a week-long look at violence in America Jan. 23-30 in news and entertainment programming.
- **FOX**
 - **"Stop the Violence,"** a PSA campaign revealing the tragedy of guns in the schools and neighborhoods of America.
 - **"Roc"** and **"90210"** special episodes have dealt explicitly with the issue of handgun violence.

Cable Network Initiatives

- In February, the cable industry adopted **"Voices Against Violence."** This set of initiatives includes independent monitoring, a rating system and viewer discretion technology.
- **MTV**
 - **"Enough is Enough,"** a comprehensive anti-violence campaign patterned on the "Choose or Lose" political awareness and voter registration campaign. It will include special programming such as forums, MTV news coverage, anti-violence PSA's and local market activities.

SUGGESTED TALKING POINTS FOR MEETING WITH NETWORK AND CABLE EXECUTIVES

- Thank you for being here today for the launch of the Ad Council's anti-violence PSA's. And, more importantly, thank you for the commitments you have made to air the PSA's. I realize you all have longstanding serious PSA campaigns of your own and I appreciate the special effort you made to help this important message break through.
- I did these PSA's because I wanted to use whatever influence the President has with children to try to change the psychology that so often leads to mindless, reactionary violence.
- We all know that violent crime and the fear it provokes are ripping this country apart. But it's not enough to change our laws, we have to change our culture.
- I've always believed that television has a great capacity to do good; that it should entertain, it should inform, but also, when society is overwhelmingly on the side of certain objectives, it can also instruct and be used to change people's behavior, to change attitudes. You know better than I do how TV helped increase the use of seatbelts and decrease drunk driving fatalities.
- It's clear that the industry has been taking its responsibility seriously. Your efforts to use parental advisories, establish independent monitors and produce anti-violence programming are important. But, our challenge is great. We must do everything we can to rebuild the frayed bonds of community. TV can reach audiences on an ongoing basis that a President can only dream about.
- Open up for discussion re:
 - Industry's views on best way to use TV to address crime and violence.
 - Administration's role to promote affirmative actions.

THE WHITE HOUSE
Office of the Press Secretary

Internal Transcript

March 3, 1994

INTERVIEW OF THE PRESIDENT
BY T.V. GUIDE

The Oval Office

12:44 P.M. EST

Q Thank you for having us in.

Q Mr. President, I've seen the PSAs, and they're very strong; they're terrific. I'm wondering if you can tell us why you decided to do that and what you expect to come about as a result of those.

THE PRESIDENT: When did I mention this? Last November?

MR. GEARAN: November.

THE PRESIDENT: In November we were having a meeting --getting ready for Meet the Press, actually -- and I was going to do this interview for Meet the Press's 40th birthday. And we were talking about the -- I'd just been to Memphis not too long before, spoken to the ministers in Memphis about this whole issue of family breakdown, violence and everything -- and I just said, I wish we could do some public service announcements. I wish we could do something that would maybe identify whatever influence the President has with the children and the future and try to change the psychology that leads us so much to this mindless, reactionary violence. And so we contacted the Ad Council and it all happened.

I've always believed that television had a great power for good; that it should entertain, it should inform, but also --when society is overwhelmingly on the side of certain objectives --it can also instruct and be used to change people's behavior, to change their attitudes.

Q I noticed that it's focused on children; there's a young girl in the PSAs. Was that a specific intention of yours -- to target children with regard to helping them through this problem?

THE PRESIDENT: Yes. Because I think you've got to get these kids to learn to define nonviolent ways of dealing with their problems. And you've got to get them to not only change their own behavior, but begin to change the culture in which they live; and I really wanted us to focus on kids.

Q What pushed you over the edge, if I may, on children? I'm thinking of some events last summer, but I want to hear it from you.

THE PRESIDENT: Well, of course you remember what happened last summer, and I've just been very moved by all these kids who have been shot in and around their schools, and going to and from school. I was in California and I did a town meeting, this young man told me about how he and his brother wanted to change schools because their school was too dangerous and then his brother was shot in front of him, registering for school.

I was just in Chicago this week at a little meeting we had on violence as a public health problem. And I talked to a woman whose 22-year old son was killed by his best friend, just impulse killing. I talked to another man who had to tell a woman that her son had been killed by his big brother, fighting over a television channel -- which one they were going to watch. All these things have just made a really deep impression on me. I know that the problem is not confined to children, but I think that young people watch a lot of television, they're at an impressionable age; I think we can still reach them. And they've got to find ways to work out their differences, their frustration, their anger, their desires, that don't resort to violence; and I think it is a cultural change.

I know that everybody's always using this example, but the impact of the public campaign to get people to wear seatbelts, or the impact of the public information on smoking leading to a reduction in smoking -- I mean, I think a lot of these things are big cultural issues, and people really have to collectively decide to change their behavior if we're ever going to solve these problems. I don't think -- a government program or mandate won't do it.

Q Do you see yourself in the mainstream of that sort of anti-drunk driving, pro-seatbelt, and this is sort of the beginning? That's so big -- violence.

THE PRESIDENT: Well, but in this case -- and there are other examples, if I might be -- good and bad on the drug issue. I mean, the more we have these ads telling people that drugs kill you and are bad for you, the more kids don't use them. If we ease up a little bit, drug use starts going up again. So I think that violence is a big thing, I know that; but violence has some pretty concrete manifestations to young people. I mean, most of these violent issues that are there for them involve going to and from school or getting in fights with people that you know; they just do.

So if we can just at least get them to become sensitive to that and to cooperate. We're trying to put a lot more police on the street, we're trying to develop community policing. We have to have willing kids, we have to have people involved. There have got to be ways that they -- we also need -- one of the things we've got in our crime bill is a little money that will help schools and other community organizations to set up programs to teach young people alternative ways of resolving their conflicts and dealing with their frustrations and their angers. But first you've got to have a willing heart -- people have to be able to imagine that it can be done, that it can be different; and that's what we're trying to do up here.

Q Mr. President, in December, you were sort of jawboning the entertainment industry to clean up its act. You said that, "television unintentionally sets what the chain reaction of even more impulsive behavior and the inability to deal with conflict." So you were talking to the industry there. Could you elaborate on what you told them? And have you detected any alteration or the effect of your jawboning?

THE PRESIDENT: Well, I think a number of them -- I think there has been an effort among a lot of the networks to reduce the raw and indiscriminant violent content of their programming. And, of course, they agreed, I think, last month, to have an independent monitor of that. And I was very pleased by that.

What I hope now is that the energies of the industry will also be turned to some affirmative efforts. I know Dr. Winston, the fellow that developed the seatbelt thing, he's working on that "squash it" program.

Q That's right, how do you feel about that?

THE PRESIDENT: Well, I think it's intriguing to me. I mean, I understand the networks may be reluctant to incorporate some things into their scripts that they think is going to mess them up. But I'd like to see them really take it seriously and work through it and see what can be done about it.

I just think that the power of example is a very powerful thing. It's more powerful than just people preaching at you. And when people see it unfold in the drama of television, or even if it doesn't amount to anything more than advertising, I think it's really worth doing.

Q There are nine or ten bills pending in Congress with regard to this general subject. I wonder if you have any feelings about the legislative possibilities of amelioration here. Is it -- can it be done effectively through legislation? Is that a way to go?

THE PRESIDENT: Well, I would prefer that we do it voluntarily, that we all do it as a national cause, without legislation; just because I think if anybody could ever complain about the unfettered freedom of expression, it would be a president -- particularly after all the stuff that I've experienced in that regard. But I still would prefer it if we could have no legislation and we could work to just channel the brilliance and the creative energies and the power of the entertainment industry to try to deal with these things. They're cultural in nature, and they -- people need to really want to change the way they live their lives and do their business.

Q Of course, Attorney General Reno did make a statement in that regard saying that she thought that some of these things might be constitutionally sound. Is there anything that you could say about that?

THE PRESIDENT: Well, we might be able to draft a bill that would be constitutional. I just don't know what my preferred approach would be. And I think that I have seen some evidence that entertainment people are taking their responsibilities quite seriously here. I think there has been an effort to reduce the violent content of some programming. I know there's been a willingness to support this PSA that I did. I think the establishment of an independent monitor who can now kind of keep us in touch with ourselves.

A lot of what happened, I think -- in the entertainment industry on television with the mindless violence and a lot of the other things that happened that I don't think are so good -- it wasn't just an isolated experience; it was sort of the slow cumulation of changing the way things happen. And I think there was no consciousness of that. I think this idea of having a monitor who can at least describe changing patterns and actually quantify instances of things

that might have a cumulative destructive impact is a good beginning. I'd just rather see it done that way than by some law.

Q Let's take a step back for a second. Does t.v. violence actually inspire societal violence in your view?

THE PRESIDENT: Well, first of all, the answer is, I don't know; I don't know that anybody knows. But I can tell you what I think. What I think is that any given show is more a reflection of what's going on than a cause of it; but that because there are so many young people today who spend too much time in front of televisions and have too few other things to do, and because their parents permit that to happen, or because they don't have parental supervision, I think that the cumulative impact of it over time is to make people almost subconsciously more prone toward violence and more willing to accept it -- have a lower pain threshold about it, a lower acceptance threshold.

Q This is a kind of intuitive deduction on your part, rather than based on some study that you've --

THE PRESIDENT: It's what I think. Yeah, and there have been studies that suggest this, of course. And every time a study comes out, I try to assimilate the findings and listen to the arguments. But I frankly think that the common sense conclusion is that you can't say -- with rare exceptions -- you couldn't say a specific show would cause a specific conduct. It's the cumulative impact of all this programming pouring into home after home after home where there is too little family structure, too little organized life around learning and other activities; so that it fills a vacuum in a way that is not constructive. I think that's what's going on.

Q How does your feeling about the violence and the children dovetail with the feelings you expressed in Memphis about what the black community is doing to itself? Is this all of a piece?

THE PRESIDENT: Absolutely. Absolutely it is. I mean, you see this -- those ministers in Memphis, they feel often that they are the collective dam holding back the deluge. Because too many of those kids are growing up without other kinds of structure and order and guidance and direction in their lives, so that the t.v. is basically hitting them in a chaotic atmosphere. It's almost like when you see these pictures of people on space flights and they're floating around, you know, they're not anchored, they're not moored. And it makes them far more vulnerable.

Q So it's our black youth are particularly victimized by this problem.

THE PRESIDENT: Yes, because blacks are, in our country, are more likely to be unemployed, are more likely to live in neighborhoods, are more likely to be exposed to gun violence and to danger. So they are particularly vulnerable to the cumulative impacts of it because of the other problems that they face in their lives.

But it is a problem that is also affecting others. To give you another problem -- out of wedlock births are growing rapidly now among white teenagers and Hispanic teenagers. Those children, in turn, will be more likely as they grow up to be subject to extended periods without a lot of supervision. They will see more of whatever it happens to be on television. They will be more likely to be out in an environment that is somewhat more disorderly, and

therefore they will be more vulnerable to the cumulative impact of this. All this is -- you can't see this television issue in isolation from what's happening to the family, what's happening to our communities, whether there is work, what's happening in the schools and whether there is schooling, and whether there is parental supervision over these kids. All this stuff is related.

Q Speaking of parental supervision, do you have any guidelines for your own daughter about what she ought to watch, or what she should not?

THE PRESIDENT: We used to when she had more free time. But we don't really anymore because she has so much homework at night. In other words, it's not necessary. I've been impressed; she shows great discipline. Last night, for example, I was watching the Arkansas-LSU game, and yesterday school was cancelled here, so she had worked a lot -- a major portion of the day -- but she still had a little more to do and she wouldn't come down and watch the game until she had finished her work.

The schools can help a lot; if all of our kids had more homework, they'd have less time to do this. I mean, my daughter, literally, I just -- it is not a problem anymore because of the bulk of her homework.

Q Does it bother you that in a study that we did, the children's cartoons were among the most violent forms of programming on television? And that seems to be correct.

THE PRESIDENT: A lot of people are talking about that and the video games being worse than the mainstream programming.

Q Are you saying that cartoons are worse than mainstream programming?

THE PRESIDENT: I don't know, we don't watch as many. I used to watch cartoons every Saturday morning with Chelsea and the ones that we watched weren't so violent. But I think I would say the same thing -- I think it's something that they ought to look at because especially when you're dealing with young kids, where the compass may be even less firmly anchored, you don't want to inadvertently send out the wrong signals. There are ways to thrill young people, young children with adventure, and even with danger, without being overly violent.

Q That raises a question that I would like to ask. You've said at least on three occasions that I'm aware of in the last two years, that there ought to be -- you've exhorted the entertainment community to join with you in writing the future or forming a pact to improve things without compromising artistic integrity; you always put that caveat in. In Los Angeles you went so far as to say, you don't have to stop entertaining, titillating, frightening, or thrilling -- which covers a whole lot of work thereabout -- and could still somehow face the realities that young people live with. Now, it's always a kind of a balanced thing which, I reckon, sort of leaves us in the middle and I don't see any movement. So I don't understand what remedies you really believe in.

THE PRESIDENT: Well, I just prefer not to have legislative remedies. But you asked me if we could have one that was constitutional, I think we probably could. But I'm just saying that I think that these -- if you look at, there have been great changes in behavior over

time in our society; some have been bad, some have been good. Two things that are clearly good is smoking has declined markedly, more people are wearing seatbelts – that's good. From time to time, drug use has declined markedly. There are cities in our country where crime has declined markedly.

So I guess what I'm telling you is, behavior can change. I believe that sustained efforts by people in the entertainment industry to think about what they can do in the way of public service advertising, what they could do about program content, what they could do outside of all that just as role models and famous people would make a difference. And I was impressed, like I said, I think the appointment of the monitor is a good thing. I believe there will be a fall-off in mindless violence in network programming. The question is, now what affirmative action should we take beyond this?

I don't know, maybe the White House will have to organize and direct that strategy, maybe, to get more real involvement community in an affirmative way. We'll have to organize it out of here and effect it – I haven't given much thought to that. But I do think that they can make a huge difference.

Q From where you sit, it sounds like you're willing to go a lot less far than Attorney General Reno was when she made her comments in the fall in front of the Hollings committee, is that right?

THE PRESIDENT: Well, I thought what she said was that it was a terrible problem and they ought to do their part; she would prefer not to have legislation, but she didn't think all legislation would be unconstitutional. I agree with that. But I don't detect any marked eagerness on her part to have a legislation in this regard because I think she believes there will be a response.

Q The FCC Chairman, Reed Hunt*, said something comparable; and that's it – that if the entertainment industry doesn't clean up itself, that he thinks the FCC would, in fact, take some action. Did you give him any specific marching orders on that point?

THE PRESIDENT: No, didn't even know he said it. (Laughter.) It's a big government, I can't keep up with what they all say.

Q The creative community frequently sort of clothes itself in the First Amendment when called upon to reduce media violence. They say, well, it's an infringement on our rights. But what about the rights of viewers – children, specifically? Do the First Amendment rights of the creators of programming take precedence over the rights of citizenry, specifically children, with regard to violence?

THE PRESIDENT: Of course, the problem with that is that the children's rights – we've always permitted greater restrictions on what children were exposed to; we've always had special rules for children in our society, and I think we still should.

The problem is that the t.v. is in the home, and the presumption is that the parents should be the intermediary between the television and the children. Basically, the parents ought not to let the television raise the kids. And I say this – I don't watch a lot of t.v., but I'm an ardent channel surfer, I love to sit there – and I learn a lot about America surfing the channels, a lot. I learn a lot about people who are different from me and lives that are

different from mine and attitudes that are different from mine. I think television can be an enormously positive force. But I think that the -- let's face it, I mean, one big problem here is that too many kids have unrestricted access to the television, undisciplined by their parents and unoccupied by other competing considerations that would be either more interesting or more immediate, like homework. I mean, that's -- I think that is a huge problem.

Of course, a lot of it is unavoidable. You have all of these working parents, a lot of these parents are single parents -- they have to work, their kids are going to be home. So maybe there are some -- I know there is some discussion even of a technological fix, where there ought to be some chip where the parents could rule out some programs or rule out some networks.

Q How does that appeal to you as a parent?

THE PRESIDENT: Well, I think that -- I don't understand all the technology and the details; a lot of times in a deal like this, the devil's in the details. But, in general, for a parent that has to be out working, that has certain problems -- philosophically, I don't have a problem with that; because that's a matter of a parent controlling the access to programming in the home and I think that's okay.

Q Senator Hollings also -- that's Congressman Markey -- Senator Hollings has a notion that there should be kind of a safe harbor where violent programming would be in periods of the day when children would not be expected to be watching in large numbers. Does that idea appeal to you at all?

THE PRESIDENT: Yeah, of course, to some extent, the media does that anyway in other ways. The networks organize their programming on certain nights and at certain times of the night based on what audiences they're trying to target. I guess the problem would be is if you think the target audience that would be large is the kids and the people that shouldn't watch it. I think there's something to be said for that. Again, I don't know -- I can't imagine how you would legislate that, but I think it's something that ought to be considered by the networks -- when people are exposed to certain things.

It's just like me -- I mean, you take the person my age, my life is reasonably well-formed and occupied with other things. And whatever I see on television, because I'm likely to be not only occupied, but preoccupied, is likely to have a far smaller impact on me than someone whose life is not formed and not busy with other things and, you know, not where the imagination is not even driven by other things. I just think that there's something to be said for allocating these programs to a time when people will be more likely to be entertained and less likely to be destructively influenced by them. I think that's okay.

Q As far as the creative community is concerned and what it can do, have you discussed this with Linda and Harry Bloodworth-Thomason at all?

THE PRESIDENT: Yeah, we've talked about it a little bit. And when I was out in Hollywood, you know, at that fundraiser, that's what I talked about. But, as I said, I haven't -- to be fair to them before I criticize them -- if it's my responsibility to organize a response from them, that's something I haven't done yet; but, I do think it's really worth thinking. What I found out -- there was a whole bunch of really gifted people who would like to make a

contribution to resolving a lot of these problems -- the violence problem, the teen pregnancy problem, kids without enough to do problem, and all these things are related. My hunch is that we could get major, major impact out of the entertainment community toward dealing with these problems if it were properly organized and focused completely voluntarily.

I mean, this country basically holds together because most of the time most people want to do the right thing. I don't think anybody -- I won't say anybody -- most people who put all these violent programs together did it because they thought it would be popular, would be well received, people wanted to watch it. And I'm sure they never thought that they would be promoting the kind of anti-social behavior they were depicting. For a lot of us, we had the reverse impact -- we see this kind of stuff and we say, God, I would never do anything like that, I don't want to be that, that's not the kind of person I am. This stuff only has that kind of impact, I am convinced, on people who don't have enough other things, including structure and direction, in their lives. And when they are just weighted down by it, it has an almost numbing desensitizing effect. When you just pile hours and hours and hours a day on it for years, then I think it has an impact.

Q Yes, and of course, the kids in the inner cities, who have fewer recreational opportunities and whose parents are not at home, do exactly what you say. That is, they watch television in vastly greater quantity than the population at large.

THE PRESIDENT: And this is not just the entertainment community's fault. Why don't they have recreational opportunities? Why shouldn't that be a responsibility of the public? Why shouldn't people in inner cities or in poor rural areas, for that matter, have access to parks and basketball and baseball and all those things. This is not -- we don't want to take a completely negative attitude toward this. I mean, a lot of this stuff, after all, is the natural development of human nature given a certain set of circumstances. And if these kids had more other things to do, who knows how different their lives would be?

Q They certainly wouldn't watch television as much.

THE PRESIDENT: No. But, I mean, I think that's something we need to think about. Not only just toning down t.v., ratcheting up alternative forms of recreation. You know, it's amazing what things schools have had to abandon in big cities because of their budgetary problems. Jesse Jackson was in the here other day, we were talking about this very issue. And he said -- and we were talking about the rise of African American baseball players coming from the Caribbean, for example, or Central America, and how at the same time, baseball is a dying art in a lot of our inner cities because there were no more gloves, no more balls, no more bats, not more coaches, no more uniforms, no more leagues, no more places to play. And the place that gave a lot of our immigrant kids a shot to make it through baseball -- how it wasn't even there. I just think that -- I can't tell you how important I think that is.

And we talked about this a lot in connection with the crime bill. You have got to give children something to say yes to. You can't put them alone in an apartment, nobody there, nothing to do, no money to go do anything else, no activities down at a local YMCA or a local boys or girls club, or a local school athletic event and say, now, don't turn on the television and see all those violent crimes and be influenced by it -- sit there and stare at the wall; and without homework to be done and somebody to help with it and all that. There are just no alternatives. That is the reality. The fundamental reality, I am convinced, is not this or

that or the other particular program -- it is the accumulated impact of this. So that there is a synergy there that can be very destructive, but it's not fair to put it all on this or that program.

Q Mr. President, a slightly other topic -- you're in the middle or beginning of a health care reform battle, depending on how we look at it. And it has become, in the last few months, a battle of the airwaves. If you take yesterday's polls seriously, you are losing that battle.

THE PRESIDENT: Because I don't have any. We haven't been on the airwaves, we don't have any money.

Q Are you going to get on?

THE PRESIDENT: Well, -- there's no way -- the President doesn't have a \$20 or \$30 million budget. These people have made it clear they'll spend \$100 \$150 million, whatever, to keep the system the way it is -- which is the most expensive, least efficient system in the world and the only advanced country in the world that doesn't give everybody health care security -- and, basically, with a lot of misinformation. There should be some ads actually starting today by some groups that are allied with us pointing out what's in it.

If you notice what the poll showed, though, it shows you the destructive power of advertising. The support for my plan peaked last year at the State of the Union and this year at the State of the Union and in the middle when I gave my speech to Congress. Those are the three peaks in the support for health care. The support for the elements that are, in fact, in my health care plan hasn't changed a whit. You know, 70 percent of the people believe that everybody ought to be able to get health insurance through their place of work, the employer and the employee ought to contribute. So, that's something the organized interest groups are fighting against. Over 70 percent of the people believe we ought to have reforms in the health insurance markets.

So the things that the interest groups don't want, that are animating all this advertisement, there's still overwhelming public support for. The plan goes down in support because they fill the airwaves with all this stuff characterizing the plan in ways that make people think, oh, I'm going to lose choice in my doctor, or the quality of health care will go down, or something else that has nothing to do with the plan.

That's the most interesting thing. So the plan -- the support for my plan goes up and down, depending on whether people know what's in it. And the less they know about what's in it and the more they are misinformed, the more the support goes down.

But there is no way in the world I can match and pay for advertising time. I think they've already spent \$30 million on the airwaves.

Q Is television almost an enemy at this juncture? Television was your ally during the campaign, now you're in office -- is it possible to govern in an electronic age with complex issues on the table?

THE PRESIDENT: Well, let me just say this, it's hard to govern in an electronic age if you're in and the guys that are out have more money than you do to advertise. That's the

only problem. I mean, because what's happening is the organized interest groups now will go to Congress and they'll see: now don't require employers and employees who don't have health insurance to buy their health care because look at the support for the President's plan is going down; don't get tough on the insurance industry and stop them from charging the old more than the young, or stop them from kicking people off if somebody in their family has been sick. But the truth is that the support for that is still overwhelming and hasn't changed. It is the characterization of the plan which we don't have the money to answer which drives the support down.

But what I think is that the Congress knows that and we'll still get a decent health care plan out of this. But it changes everything. For example, we'd be lynched around here if the Congress appropriated \$50 million for me to buy television ads with taxpayer money to take up for my health care plan. On the other hand, we have no protection if that happens against us. And yet, the health care system can't be reformed if I had to please interests that would give me as much money to reform it as those that are attacking us.

But I can't whine about that; that's just part of the way we live. But it's a real challenge in government, though, to get fundamental change in this kind of environment.

Q Last question. Does television not only drive but distort foreign policy decisions? You know that that argument is about – Somalia, Bosnia?

THE PRESIDENT: The answer is, to some extent, yes on both. It also tells people about the world in ways they wouldn't know about it and that's good. But if you look at – if you take Somalia, for example, there was a lot of television in Somalia, and none in Sudan, none in Burundi, none in Angola – where arguably the human loss was just as great.

Q Does it tie your hands, in fact, some days?

THE PRESIDENT: Well, it could. And also – but policy makers have to remember that when it come to foreign policy, it's a double edged sword. That is, television will get you into Somalia and get you out of it, arguably. People will say this is a terrible thing in Bosnia, and then say it's even more terrible if you go in and the Americans suffer losses. So I tried to get the best of it. That is, having CNN at points of conflict and all that, but we can't let that dominate our foreign policy. We can't make decisions based on it, because we have to know that while the American people may have their awareness heightened of certain things at certain times, we still have to proceed very deliberately based on what our fundamental interests are as well as what our humanitarian concerns are, and what our resources are; what our ability to achieve our objects are. So, it's not a sound basis for making foreign policy – what happens to be gripping the news at night.

Q Is global TV your primary source of information about the world? Does it compete favorably with your morning intelligence briefing? Do you get as much of the screen as you get from all other sources combined?

THE PRESIDENT: I wouldn't say as much as all other sources combined, because I not only get a morning intelligence briefing and a lot of memos during the day, but I also read articles and talk to people. So I spend so much time on foreign policy I wouldn't, but most Americans do. Most Americans get much more now from global television than they get from

anything else. And on balance, it is a plus because they know more about the rest of the world, and that's good because it made it possible for us, for example, to pass NAFTA; say that we can't run away from the world, we have to compete and win, we've got to be involved in it. And again, I say, this is a plus that is the flipside of the minus on the violent programming.

I think if you do what most Americans do and you watch the evening news every night, and then you maybe see CNN a little during the day or whatever, the accumulated impact of it is not necessarily to have you have an opinion on any specific issue, but at least to know down deep in your bones that we are part of the world now, we cannot withdrawal from it, we must be engaged in it. And that's a very, very important insight. So there's a case where the accumulated impact, I think, has been a very positive one for America.

Q? Thank you, Mr. President.

END1:19 P.M. EST

The Health Security Act

AIDS/HIV CARE

An estimated 1 million people are infected with HIV in the United States. While the epidemic has continued to affect the gay community, it is also increasing among heterosexuals, persons of color, women, and adolescents. The Health Security Act will provide essential comprehensive health and prevention services.

Insurance Without Regard to Health Status

- Persons with HIV or AIDS will always be able to enroll in any health plan and receive the comprehensive benefits package at the same community rates paid by everyone within their area. The Act outlaws "pre-existing condition" exclusions, and prohibits plans from charging higher premiums for individuals with poor health status.
- The comprehensive benefits package will be portable, ensuring that people with AIDS and other chronic diseases always keep their coverage regardless of when they work or whether they change or lose their jobs.

No Annual or Lifetime Limits

- The Act guarantees comprehensive health coverage with no lifetime limits; Americans with serious, chronic disease will have the security of knowing that their medical needs will be met without bankrupting them.
- The comprehensive benefits package includes coverage of: prescription drugs, home-care options and long-term care; and reasonable limits on how much patients can be required to spend out-of-pocket each year.
- The Act will limit how much patients spend out-of-pocket each year to \$3,000 per family and \$1,500 per individual.
- The package provides a rich mix of primary care and specialized services, and the capacity to respond quickly to emerging medical developments that AIDS persons living with AIDS need.

Enhances Current Research, Education and Prevention Efforts

- The Health Security Act will support the existing structure and spirit of Ryan White programs for high HIV-prevalence cities and states, and community-based clinics, providing outpatient care, prevention, and substance abuse treatment.
- The Health Security Act will expand funding for research, education, and prevention efforts related to the spread of HIV; it will also continue funding for the Ryan White Care Act.

Supports New Public Health Efforts

- The Health Security Act will provide new resources for public health, aimed at helping people living with HIV or AIDS who frequently develop other infectious diseases such as tuberculosis. The clinical treatment of AIDS must include the referral of infected individuals into care programs as early as possible.
- By building new capacities and strengthening the nation's core public health functions, the Act will enable communities to reduce the spread of the HIV virus.

April 1, 1994

October 13, 1993

SESAME STREET TAPING

DATE: October 14, 1993
LOCATION: Children's Television Network Studios
TIME: 9:45 am
FROM: Kim Tilley, Amy Nemko

I. PURPOSE

To shoot a cover for TV Guide (with Big Bird); to tape a segment of Sesame Street that encourages healthful practices among young children; and to tape a 25th Birthday greeting for Sesame Street.

II. BACKGROUND

Sesame Street: Overview

This fall marks Sesame Street's 25th birthday celebration. Your segment will air as part of the season opener. The Children's Television Workshop believes that your participation will underscore the importance of educating children and celebrating the joy of childhood. The Children's Television Workshop began using television via Sesame Street to educate preschool children and has since expanded their programming to other programs and magazines. [NOTE: Barbara Bush taped an episode of Sesame Street on October 19, 1989, in which she read to preschoolers; the segment aired January 12, 1990. Mrs. Bush was the first First Lady to appear on Sesame Street; Amy Carter also taped an episode during her father's presidency.]

Other Sesame Street Programs

The Sesame Street Preschool Education Program (PEP) Initiative is a pilot program attempting to bring educational services into hard to reach areas, such as those with migrant populations. PEP uses Sesame Street programs, storybook reading, and activities to encourage enjoyment of reading among 2-5 year-olds. Hope, Arkansas hosted a two-day training workshop for the program last March at the Hope Migrant Educational Service Center.

III. PARTICIPANTS

Muppets

Big Bird

Rosita [NOTE: Rosita is the first bilingual muppet - character profile follows]

Children's Television Workshop Executives

Joan Ganz Cooney, Founder of Children's Television Workshop & Sesame Street

Michael Loman, Executive Producer, Children's Television Workshop

Emily Swenson, Vice President, Children's Television Workshop

CTW Staff and Crew

Judy Blume - prominent author

Mingson Marie Chou

Barbara Eng

Elana Halberstadt

Cheryl Henson

John Higgins [NOTE: John has been extremely helpful in providing information to us]

Christine Lietz

Mark Magner

Carolyn Miller

Ellen Morgenstern

Amy Paulsen

Lisa Sherman-Cohen

Reese Stone

IV. SEQUENCE OF EVENTS

- Greeted by Joan Ganz Cooney, Emily Swenson, and Michael Loman;
- Proceed with Michael Loman to photo shoot for TV guide [HRC w/ Big Bird];
- Sesame Street taping [Big Bird Nest area];
- 25th Birthday Wish Taping [steps where Gordon and Susan live];
- Official photo w/ Ganz Cooney, Swenson, and Loman [Big Bird Nest area];
- If time available, photo w/ staff, cast and crew [Big Bird Nest area];
- Interview with Judy Blume for TV Guide;
- Escorted to limo by Big Bird [Open Press].

V. PRESS PLAN

Taped for future broadcast; CTW crews only.

VI. REMARKS

Scripts for Sesame Street taping and Birthday Wish taping follow.

TITLE: A HEALTHY TALK

PRODUCTION #: 25-0742 **SHOW/ITEM #:** WILD **TIME:** _____

WRITER: NORMAN STILES **DIRECTOR:** _____ **AD** _____ **PA** _____

AUDIO IN: _____ **AUDIO OUT:** _____

VIDEO IN: _____ **VIDEO OUT:** _____

PROD. DATES: _____ **VT 1:** _____ **VT 2:** _____ **CASS:** _____

_____ **VT 1:** _____ **VT 2:** _____ **CASS:** _____

_____ **VT 1:** _____ **VT 2:** _____ **CASS:** _____

_____ **STEREO 8 TRACKS** **P/B:** _____ **RECORD:** _____

GOAL(s): HEALTH PRACTICES

SCENIC: NEST AREA

CHARACTERS: MRS. HILLARY CLINTON, BIG BIRD, ROSITA

MUSIC: SOFT BUTTON

MRS. CLINTON, BIG BIRD AND ROSITA ARE IN THE NEST AREA BEHIND THE NEW LOW BRICK WALL.

BB: (TO CAM) Hi! I'm here with my friend Mrs. Clinton...

MRS. CLINTON: (TO CAM) Hi!

BB: ...and Rosita...

ROSITA: (TO CAM) That's me! Hola! Hello!

BB: And, we're going to show you and tell you some things you need to do if you want to be healthy and strong.

ROSITA: (TO CAM) Yeah. This is going to be great!

BB: Ready, set, go!

MRS. CLINTON: (TO CAM) If you want to be healthy and strong you need to eat your vegetables and drink your milk.

SESAME STREET

- 2 -

SHOW WILD

A HEALTHY TALK (CONT)

BB/ROSITA: Vegetables! (PANTOMIME EATING IMAGINARY HANDFULS OF VEGETABLES FROM IMAGINARY PLATES, COOKIE-MONSTERESQUELY) Broccoli! Yum! String beans! Yum! Green Peas! Yum! (PANTOMIME HOLDING UP A GLASS) Milk! (PANTOMIME DRINKING WITH GUSTO) Glub, glub, glub, Abhhhh! (THEY LOOK TO MRS. CLINTON)

MRS. CLINTON: (TO CAM) Visit the doctor for regular check-ups.

ROSITA: (TO BIG BIRD) Open up and say "abhhhhh!"

BB: (BENDS DOWN TO ROSITA AND OPENS HIS BEAK WIDE) Abhhhhh!

ROSITA: (PUTS HER ENTIRE HEAD IN THE BEAK AS SHE EXAMINES THE INSIDE) Okay! Now I will listen to your heart now. (PUTS EAR TO HIS CHEST) Bum-bum, Bum-bum, Bum-bum.

MRS. CLINTON: (TO CAM) Get plenty of exercise.

BB/ROSITA: (JUMPING JACKS) One, two! One, two! One, two! One, two! One, two! One, two! Etc.

MRS. CLINTON: (TO CAM) And don't forget to get lots of rest.

BIG BIRD PLOPS HIS HEAD DOWN ON MRS. CLINTON'S SHOULDER. ROSITA DROPS HER HEAD ON MRS. CLINTON'S ARM. BIG BIRD SNORES AND ROSITA BREATHES DEEPLY AS IF FAST ASLEEP.

MRS. CLINTON: (TO CAM) Doing all these things will help you be healthy and strong.

* ROSITA AND BIG BIRD CONTINUE TO SLEEP.

MRS. CLINTON: Big Bird? Rosita? (SMILES, GENTLY PATS ROSITA AND THEN BIG BIRD ON THE HEAD. SMILES TO CAM)

MUSIC: SOFT BUTTON.

TO: First Lady Hillary Rodham Clinton
FROM: Corporate Communications, CTW
DATE: 10.13.93
RE: Birthday Greeting for Sesame Street

Thank you for visiting us on Sesame Street; we're all very excited and pleased to meet you. Below is a list of suggested greetings you may wish to consider for the Sesame Street 25th Birthday Greeting Tape.

"Happy 25th Birthday to all my friends on Sesame Street!"

"To all my friends on Sesame Street I congratulate you on 25 wonderful years -- Happy Birthday!"

"Happy 25th Birthday Sesame Street -- to your continued success!"

Thank you!

Sesame Street Muppet Characters' Descriptions – Season 24

BIG BIRD

Big Bird is an 8-foot 2-inch, six-year-old yellow feathered friend who is "every kid." Children understand and identify with Big Bird's excitement over new things as well as his disappointment when things don't work out or when he makes mistakes. They also see his willingness to try again, to correct his mistakes and, just by being persistent, find solutions to problems. He is the Muppet character who possesses the broadest range of universally felt emotions in a given situation. Big Bird most often appears in Street pieces.

ROSITA

Her full name is "Rosita, la Monstre de las Cuevas," which means "The Monster of the Caves." An exuberant, warm, expansive, playful turquoise-blue monster, she is from Mexico and is bilingual, often mixing Spanish words in her English sentences. She is very physical, using her hands when she speaks, touching, hugging, etc. Rosita appears in Street pieces.

CHILDREN'S TELEVISION WORKSHOP

NEWS

Contact: Barbara J. Eng
(212) 875-6574

CHILDREN'S TELEVISION WORKSHOP

Children's Television Workshop (CTW) was founded in 1968 to explore and experiment with television's capabilities as an educational medium. Today, the not-for-profit company has grown into a multimedia educational institution encompassing television, home video, software and magazine products as well as community outreach efforts.

CTW's award-winning programming features Sesame Street, the Ghostwriter multimedia literacy project; and the animated science and technology series Cro. Inspired by the David McCauley book, The Way Things Work, Cro debuted this fall on ABC and represents CTW's first foray onto network television in a series. The company's many past successes include Square One TV, a mathematics series; Encyclopedia, a multi-part series for HBO; The Electric Company; 3-2-1 Contact and "Extras;" Sesame Street Specials and The Wish that Changed Christmas. International co-productions of CTW programming help educate children in nearly 100 countries around the world.

The company's magazine department publishes America's top-selling preschool publication SESAME STREET and SESAME STREET PARENTS, the award-winning KID CITY, 3-2-1 CONTACT, GHOSTWRITER and CREATIVE CLASSROOM, and develops educational video, software and print products for use in elementary schools.

-more-

-2-

The CTW Home Video label, distributed by Republic Pictures, is currently comprised of Ghostwriter, Cro, Square One TV's "Mathnet," 3-2-1 Contact, "Extres," The Lion, the Witch and the Wardrobe, Basil Hears a Noise, The Wish That Changed Christmas and The Electric Company. Random House distributes 28 Sesame Street home video titles and American Friends handles the 11-title Shalom Sesame home video series.

CTW's programs are supported by extensive community outreach. Among the activities in Community Education Services are Sesame Street Preschool Educational Programs (PEP) for families and day-care settings; Ghostwriter materials such as a magazine, syndicated newspaper column and teacher's guide; comic book and trading cards used in Cro's launch this fall; science and mathematics video and activity packages for after-school programs, and extensive outreach efforts with national organizations serving America's youth.

The Interactive Technologies division at CTW develops award-winning computer software based on Sesame Street, The Electric Company and 3-2-1 Contact; Nintendo video games; interactive video; and interactive learning aids.

CTW supports its educational efforts with licensing activities on more than 5,000 products worldwide, such as books, toys, games, clothing, records and tapes. Families can also enjoy touring Sesame Street Live! productions and Sesame Place family play parks in Pennsylvania, Japan and Mexico; as well as products from U.S. and Japanese Sesame Street retail outlets and Sesame Street clothing boutiques in J.C. Penney stores.

As CTW celebrates its 25th birthday season, its mission remains constant: to educate children and young people with high-quality and entertaining media, products and outreach efforts. CTW is committed to serving children in the United States and around the world, at home, in day care or in the classroom.

###

MESSAGE POINTS

- o Since its inception, CTW has been a pioneer in educating children through the use of television;
- o In 25 years, CTW has transformed itself from a "one-product" company into an international multimedia educational institution that reaches children, parents, educators and child-care professionals;
- o CTW has compiled an unparalleled track record in identifying the educational and social needs of children and meeting those needs through innovative use of the multi-media products and outreach;
- o As the company enters its 25th year, CTW remains committed to providing quality educational and entertaining materials to all children, especially those from minority and underserved backgrounds;
- o CTW continues to explore new technologies (interactive technology, multimedia, etc.) and new uses of existing media (network television, home video, television syndication), that broaden its reach to an ever-expanding domestic and international audience;
- o CTW is ideally positioned to take advantage of the emerging technological revolution;
- o CTW is important to the well-being and education of children; we must maintain and expand CTW's high standards of educational television programming for future generations.

TO: Hillary
FR: Lisa
RE: Interview with Judy Blume for TV Guide
DT: October 13, 1993

You are scheduled to do a brief 10 minute interview with Judy Blume for TV Guide. The interview will take place after the taping of Sesame Street and the photo shoot. Judy Blume is a children's novelist who has written the books: Super Fudge, Are You There God? It's Me, Margaret and Blubber. TV Guide asked Judy to do the interview because she has featured Sesame Street prominently in her books. She is a big fan of yours and of Sesame Street.

Judy will use your interview in a feature story that will run with the cover photo of you and the Sesame Street cast for the November 20th issue of TV Guide. TV Guide is running the photo on its cover to celebrate the 25th anniversary of Sesame Street.

The point of this interview is to talk about children and children's television from the perspective of a mother. Judy views this as a mother to mother chat.

Judy will ask you the following questions:

- 1) Why did you want to take the time to be on Sesame Street?
- 2) Did you and Chelsea watch Sesame Street when she was younger?
- 3) What were your and Chelsea's favorite characters?
- 4) What are the benefits of Sesame Street?
- 5) What message does Sesame Street send to children?
- 6) What would you like to see more of in terms of tv for children?
- 7) What do you and Chelsea like to watch on tv?
- 8) How can parents help their children to be good tv viewers?
- 9) What makes good tv for children?
- 10) How can parents encourage more good children's tv like Sesame Street?

SESAME STREET

-7-

SHOW 2660

7. (CONT)

THEY EXIT TOWARDS THE NEST AREA. MARIA TAKES TO CAM.

MARIA: Captured by moon monsters?

SHE LOOKS CURIOUSLY AT GABRIELA.

MUSIC: BUTTON.

WE FADE OUT.

8. FILM: ABACUS NUMBER THREE (SF) (CAN)

17-0523-0:22

9. VTR: SONG: ON MY POND

18-0/20-3:41

10. FILM: CONSONANT SOUND C-AT

09-0153-0:26

Aired on January 12, 1990

1. VTR: MRS. BUSH READS
(READING APPRECIATION)

21-0734-4:25

KIDS:
CHRISTOPHER GERRARD
REBECCA SOOHOO
ANGEL DORIO
LUCAS FRANKEL
MIMI BLOOM

SCENIC: YARD
TALENT: MRS. BUSH, BIG BIRD, THE COUNT, KIDS
PROPS: STORY BOOK
GRAPHICS: ILLUSTRATIONS FROM THE BOOK
SFX: THUNDER
LIGHT: LIGHTNING

BIG BIRD, THE COUNT AND CHILDREN ARE SEATED AROUND MRS. BUSH, WHO IS HOLDING A STORYBOOK.

BB: (TO CAMERA) Hi! This is my friend, Mrs. Bush.

MRS. BUSH: (TO CAMERA) Hello. (TO BIG BIRD) Nice to see you again, Big Bird.

BB: Nice to see you, too. (TO CAMERA) Mrs. Bush is here today to read to us a story book I borrowed from the Sesame Street library! It's called "Peter's Chair" by Jack Ezra Keats. (TO MRS. BUSH) Right?

SESAME STREET

-8-

SHOW 2660

11. (CONT)

MRS. BUSH: That's right. I have the book right here. (HOLDS UP BOOK)

COUNT: Wonderful! I love reading!

BB: You do? I thought you only liked counting.

COUNT: Oh, no! I love reading, too! I love books! You love books, too, don't you, Mrs. Bush?

MRS. BUSH: Oh, yes. Very much. (MRS. BUSH CAN, IF SHE WISHES, SAY IN HER OWN WORDS WHY SHE LOVES BOOKS, READING, ETC., AND WHY SHE FEELS IT IS SO IMPORTANT FOR PEOPLE TO LEARN HOW TO READ)

COUNT: I agree with you 100 percent! Would you like to know what kind of books I like to read, Mrs. Bush?

MRS. BUSH: Why, yes, I would.

COUNT: Good! I like story books! That's one! I like picture books! That's two! I like mystery books! That's three! I like adventure books! Four! Funny books! Five!

BB: (CUTTING HIM OFF) Count, I don't think we have time to count all the kinds of books you like. We want to hear the story Mrs. Bush is going to read to us.

COUNT: Oh, of course. I want to hear the story, too. Go right ahead, Mrs. Bush. Do you mind if I count the pages as you read them?

MRS. BUSH: Not at all. Be my guest!

COUNT: You are too kind. Thank you.

MRS. BUSH READS.

INSERT: SHOTS OF THE PAGES AS SHE READS.

COUNT: (WHEN THE STORY IS OVER) That's wonderful storybook pages! Hah, ha, ha!

EFX: LIGHTNING AND THUNDER

BIG BIRD, THE COUNT AND KIDS APPLAUD.

SCHEDULE FOR HILLARY RODHAM CLINTON

DATE: FRIDAY, MARCH 4, 1994

FINAL*

Scheduling Desk: **Sara Grote**
 202-456-2922 **office**
 202-456-2317 **fax**
 202-483-7312 **home**
 1-800-528-7528 **WHCA#4363**

PREV RON **The White House**

10:30 am-
11:00 am

PRIVATE MEETING
Residence
CLOSED PRESS

Participants:

-HRC
-Harold Ickes
-Phil Lader
-Marsha Scott

Contact: Marsha Scott
456-7610

11:00 am-
11:30 am

PRIVATE MEETING
Residence
CLOSED PRESS

Participants:

-HRC
-Ann Stock
-Gary Walters
-Maggie Williams

Contact: Maggie Williams
456-1600

11:30 am-
11:45 am

PRIVATE MEETING W/Maggie Williams and Patti
Solis
Residence
CLOSED PRESS

11:45 am-
12:00 pm

PRIVATE MEETING W/Maggie Williams

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton [partial] (2 pages)	03/04/1994	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19577

FOLDER TITLE:

Children and Television [1]

2013-0436-S

rc1242

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, MARCH 4, 1994
PAGE 2

Residence
CLOSED PRESS

12:00 pm-
1:00 pm

LUNCH W/ (b)(6)
Residence

Contact: (b)(6)

1:00 pm

(b)(6)

[0001]

2:00 pm-
2:15 pm

PHOTO SHOOT FOR Elle Magazine
Family Viewing Room

Staff Contact: Lisa Caputo
456-2960

2:20 pm-
2:50 pm

INTERVIEW W/Meryl Gordon of Elle Magazine
Library

Staff Contact: Lisa Caputo
456-2960

3:15 pm-
4:00 pm

PRIVATE MEETING W/Sen. Bill Bradley [D-NJ]
HRC's Office
CLOSED PRESS

Participants:

- HRC
- Sen. Bill Bradley
- Lauren Ewers, HC LA
- Michael Dahl, Tax & Finance LA
- Kathleen Kenyon, Health Care LA

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, MARCH 4, 1994
PAGE 3

HRC Staff to attend:
Chris Jennings
Ira Magaziner [tentative]
Melanne Verveer

Contact: Sheila Cox
224-3224

4:05 pm **DROP BY TO** White House Operators
 OEOB 02
 CLOSED PRESS

4:20 pm **PROCEED TO** OEOB 459

4:25 pm **ARRIVE** OEOB 459

4:30 pm-
5:15 pm **CHILDREN NOW SATELLITE FEED** - "Children and
 the News Media"
 OEOB 459
 OPEN PRESS at Lucile Packard Children's
 Hospital at Stanford University

NOTE: HRC's introduction will begin at 4:30 pm.

Program:

- Geoff Cowan, Dir. of UCLA Center of
Communication Policy to intro. HRC
- HRC to deliver 20 min. remarks
- HRC to take questions from 5 selected
children for 15-20 min.
- Geoff Cowan to moderate

Participants: Approx. 130 people to attend.
[See briefing for more info.]

Contact: Vicky Rideout
510-763-2444
415-699-5542 [cellular]

5:20 pm-
5:25 pm **VIDEO FOR** National Farmers Union Annual
 Convention
 OEOB 459
 OPEN PRESS at Holiday Inn in Fargo, ND

Format: HRC to deliver 5 min. remarks

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, MARCH 4, 1994
PAGE 4

Participants: Approx. 1500

Contact: Clay Peterson, VP for Education &
Public Relations
701-282-2700
701-252-2340

6:00 pm **DEPART** White House South Portico

EN ROUTE (b)(6)

6:10 pm **ARRIVE** (b)(6)

6:15 pm **DINNER**

(b)(6)

7:35 pm **DEPART** (b)(6)

EN ROUTE (b)(6)

7:50 pm **ARRIVE** (b)(6)

NOTE: (b)(6)

8:00 pm (b)(6)

NOTE: Happy Birthday to (b)(6)

RON The White House

FORECAST FOR WASHINGTON, DC:

-Mostly cloudy becoming partly cloudy by mid day. Low 27 to 32.
High 43 to 48.

March 3, 1994

**SATELLITE FEED TO THE NATIONAL CONFERENCE
ON CHILDREN AND THE NEWS MEDIA**

DATE:	Friday, March 4
LOCATION:	459 OEOB
TIME:	4:30 pm
FROM:	Nicole Rabner

I PURPOSE

To make remarks via satellite to the National Conference on Children and the News Media on the relationship between the news media and children, and particularly how coverage of violence affects children.

II BACKGROUND

Children NOW

Children NOW is a leading nonprofit child advocacy organization in California. Founded in 1988, the organization is well-known in California for developing a "Report Card" that measures the state's performance on behalf of children. This concept has become a model for many other nonprofit organizations around the country.

Children NOW is guided by five goals which it terms the "Right Start Agenda":

- Health Care for Every Child and Family
- Early Childhood Education and Quality Child Care for Every Child in Need
- Economic Security for Every Child's Family
- Quality Education for Every Child
- A Safe and Nurturing Environment for Every Child

Children NOW is co-sponsoring the conference with Stanford University and the UCLA Center for Communications Policy. There is a strong relationship among these three institutions: Geoffrey Cowan, the Director of the UCLA Center for Communication Policy, is also a founding member of Children NOW; and Donald Kennedy, President Emeritus of Stanford, is Chairman of the Board of Children NOW. Children NOW solicited co-sponsorship from Stanford University and the UCLA Center for Communications to expand resources for the conference's organization.

The Conference is part of an ongoing effort by Children NOW to establish a national dialogue on how the news media affects the lives of children.

National Survey

Children NOW recently conducted a national survey on how news coverage affects children. Some of the major findings of the survey include:

- Children are widely exposed to the news media. Sixty-five percent of children say that they watched a television news program, and 44 percent say they read a newspaper yesterday.
- Violence and drugs are top concerns among young people. Forty eight percent say that drugs, crime, violence, and gangs are the top concerns of kids their age, and 60 percent think the media is not exaggerating those problems. Children see a negative image of themselves in the news. Sixty one percent of young people say that when they see kids their age in the news, they are involved in crime, drugs, or violence.
- Negative news has a real impact on children. More than half of all kids reported feeling angry, sad, or depressed after watching the news.

The National Conference on Children and the News Media

This conference, held at Stanford University, is the first of what Children NOW hopes will become an annual discussion on the media and its influence on children. The audience is a group of approximately 120 reporters, news executives, entertainment industry leaders, children's advocates and academics (see attached list).

The conference is organized around a series of panel discussions which focus on the following issues:

- How the news media covers violence in society, especially violence involving young people – and how that coverage may affect children in the audience.
- Where young people get their news about issues that concern them.
- How the news media covers children's issues, and how that coverage affects public perceptions and public policy.

Your participation via satellite takes place on the second day of the three-day conference.

Format

You will be introduced by Geoffrey Cowan, Director of the UCLA Center for Communication Policy. After your remarks (approx. 20 minutes) , you will take questions from a panel of five young people ages 10-16:

- Lydia Cheng, 16, a reporter for CNN's Real News for Kids, a Saturday morning news program for kids
- Madeline Blair, 11, a reporter with the Children's Express Oakland Bureau
- Luis Cruz, 18, a first year student at Berkeley and a reporter/host of a local Saturday morning talk/magazine show for teens called "Straight Talk 'N Teens"
- Shauntia (Shawn-tay) Graham, 10, a fifth grader in the Oakland public schools (Shauntia is a male)
- Suzanne Strassburg, 13, a seventh grader at the California Middle School in Sacramento

III. PARTICIPANTS

HRC
Geoffrey Cowan

Youth panel
Lydia Cheng
Madeline Blair
Luis Cruz
Shauntia Graham
Suzanne Strassburg

Audience of approximately 120

IV. SEQUENCE OF EVENTS

- Geoffrey Cowan introduces HRC
- HRC makes remarks (approx. 20 minutes)
- HRC takes questions from youth panel
- Geoffrey Cowan closes session

V. PRESS PLAN

Open Press (at Stanford University)

VI. REMARKS

Provided by Lissa Muscatine.



SCHEDULE
NATIONAL CONFERENCE ON
CHILDREN AND THE NEWS MEDIA
MARCH 3-5, 1994

Hotels:

Holiday Inn
 625 El Camino Real
 Palo Alto, CA
 Ph: 415-328-2800

Conference facility:

Packard Children's Hospital at Stanford
 725 Welch Road
 Palo Alto, CA
 Ph: 415-497-8728

Friday Dinner:

Quadrus Conference Center
 2400 Sand Hill Road
 Menlo Park, CA
 Ph: 415-854-2342

Thursday, March 3

5:00 - 9:00 pm **Registration**
 Holiday Inn Lobby

6:30 - 7:15 pm **Reception**
 "Reception Room" Courtyard, Holiday Inn

7:15 - 9:00 pm **Welcome Dinner**
 Reception Room, Holiday Inn

Friday, March 4

7:40 am **Shuttle buses for those without cars leave hotel lobby for the conference.**

8:00 - 8:30 am **Continental breakfast**
 Auditorium Lobby, Packard Children's Hospital

8:30 - 10:15 am **"Media Wars 1994: Children, Violence and the News Media"**
 Auditorium, Packard Children's Hospital

Moderator: **Tom Brokaw, NBC Nightly News**
Panelists: **Van Gordon Sauter, President, Fox News**
 Newton Minow, former Chair, FCC
 Walter Goodman, Television critic, New York Times
 Dick Ciccone, Managing Editor, Chicago Tribune
 Joe Peyronnin, Vice President, CBS News
 Angela Glover Blackwell, Urban Strategies Council
 Milli Martinez, Executive Producer, KABC-TV
 John Wright, Professor, University of Kansas
 Daniel Schorr, commentator, National Public Radio

10:15 - 11:00 am **Coffee break.**

Press availability for local media in the auditorium with Tom Brokaw, Carole Simpson, Linda Ellerbee and other conference leaders.

11:00 - 12:00 pm **"Meet The Press: Young People Question the News Media"**
Auditorium, Children's Hospital

Moderator: Linda Ellerbee, Lucky Duck Productions

Eight youth panelists will question Susan Chira, New York Times; Daniel Schorr, National Public Radio; Carole Simpson, ABC; and other news leaders.

12:00 - 1:15 pm **Lunch**
Amphitheater, Children's Hospital

1:30 - 2:15 pm **"Children's Advocate, Policy Maker, Mother:
First Lady Hillary Rodham Clinton."**

Auditorium, Children's Hospital

Speech, live via satellites, followed by questions to Mrs. Clinton from a panel of young people.

2:15 - 2:30 pm **Break.**

2:30 - 4:00 pm **"It's 11 O'Clock: Do You Know Where Your Kids Get Their News?"**
Auditorium, Children's Hospital

Moderator: Carole Simpson, ABC News

Panelists: Peggy Charren, Founder, Action for Children's Television
John Cooke, President, The Disney Channel
Linda Ellerbee, Lucky Duck Productions
Juan Williams, The Washington Post
David Neuman, President of Programming, Channel One
Pat Roddy, Executive Producer, Capital Cities/ABC
Jay Suber, Vice President, Cable News Network
Kathryn Montgomery, Center for Media Education

4:00 pm **Break.** Shuttle buses leave hospital for the hotel.

6:10 pm Shuttle buses leave hotel for the dinner location.

6:30 - 7:00 pm **Reception**
Cafe, Quadrus Conference Center

7:00 - 9:00 pm **Dinner**
Quadrus Conference Center
Keynote Speech: Angela Glover Blackwell, President
Urban Strategies Council

Saturday, March 5

- 8:10 am Shuttle buses for those without cars leave hotel for conference.
- 8:30 - 9:00 am **Continental breakfast**
Auditorium Lobby, Children's Hospital
- 9:00 - 10:45 am **"Covering Kids Well: The Challenge to the News Media in the 90s"**
Auditorium, Children's Hospital
- Moderator: Sylvia Chase, ABC
Panelists: Dennis Britton, Editor, Chicago Sun Times
Bob Clampitt, President, Children's Express
John DeNatale, Senior Producer, MacNeil-Lehrer News Hour
Andrew Heyward, Exec. Producer, Eye to Eye with Connie Chung
Shirley Hufstедler, former U.S. Secretary of Education
Lois Salisbury, Executive Director, Children Now
Peter Schrag, The Sacramento Bee
Cathy Trost, Director, Casey Journalism Center
Narda Zacchino, Associate Editor, Los Angeles Times
- 10:45 - 11:00 am **Break**
- 11:00 - 11:30 am **Wrap-up session. Report from working group.**
- 11:30 - 12:00 pm **Buffet or box lunch available.**
Auditorium Lobby, Children's Hospital
- 11:30 - 12:30 pm Shuttle buses leave the hospital for the hotel.

Hotel:

Holiday Inn
625 El Camino Real
Palo Alto, CA
Ph: 415-328-2800

Conference facility:

Packard Children's Hospital at Stanford
725 Welch Road
Palo Alto, CA
Ph: 415-497-8728

Friday Dinner:

Quadrus Conference Center
2400 Sand Hill Road
Menlo Park, CA
Ph: 415-854-2342

THE FIRST ANNUAL NATIONAL CONFERENCE ON CHILDREN AND THE MEDIA
MARCH 3-5, 1994
CONFIRMED ATTENDANCE AS OF MARCH 3, 1994

<u>Full Name</u>	<u>Title</u>	<u>Organization</u>
Ms. Aileen Adams	Legal Counsel	Stuart House Child Abuse Program
Mr. Bill Allen	President	MTM Enterprises
Mr. Mike Beardsley	News Director	KXTV
Dr. Gordon Berry	Professor	UCLA Graduate School Education
Ms. Angela Glover Blackwell	President	Urban Strategies Council
Ms. Helen Boehm	Vice President	Fox Broadcasting Co.
Mr. Nick Bollman	Program Officer	The James Irvine Foundation
Mr. Don Bradley	Reporter -- Children & Family	Kansas City Star
Ms. Stephanie Brady	Senior Communications Director	Children Now
Mr. David Britt	President/CEO	Children's Television Workshop
Mr. Dennis Britton	Editor and Executive Vice President	Chicago Sun-Times
Mr. Tom Brokaw	Anchor	NBC Nightly News
The Honorable Allen E. Broussard	Supreme Court Justice - retired	California Supreme Court
Ms. Patty Burness	Executive Director	The George Lucas Educational Foundation
Ms. Peggy Charren	Founder	Action for Children's Television
Ms. Sylvia Chase	Correspondent	ABC News
Ms. Anna Chavez	Anchor	KPIX-TV
Ms. Lydia Cheng	Correspondent	CNN - Real News for Kids
Ms. Susan Chira	Reporter	New York Times
Mr. Dick Ciccone	Managing Editor	Chicago Tribune
Mr. Robert Clappitt	President	Children's Express Foundation, Inc.
Mr. Robert Cochran	Editor	Alameda Newspaper Group
Dr. Jeff Cole	Professor	University of California, Los Angeles
Mr. John Cooke	President	The Disney Channel
Ms. Rebecca Corral	Anchor/Reporter	KCBS Radio
Mr. Geoffrey Cowan	Director	UCLA Center for Communication Policy
Mr. Steve Cvengros	Reporter	Chicago Tribune
Mr. Christopher T. Dahl	President & Chief Executive Officer	Children's Broadcasting Corporation
Mr. John DeNatale	Senior Producer (National Affairs)	MacNeil-Lehrer News Hour
Prof. Sandy Dornbusch	Professor	Stanford University
Dr. Aimee Dorr	Professor	UCLA Graduate School Education
Ms. Linda Ellerbee	President	Lucky Duck Productions
Ms. Marilyn Gardner	Staff Writer	Christian Science Monitor
Ms. Janette Gitler	Director of Local Programming	KRON-TV
Ms. Soma Golden Behr	Assistant Managing Editor	New York Times

Fall**Title****Organization**

Mr. Walter Goodman	Television Critic	New York Times
Ms. Mimi Lurie Haas	President	The Miriam & Peter Haas Fund
Mr. Peter E. Haas, Sr.	Vice-President	The Miriam & Peter Haas Fund
Ms. Shelley Hebert	Communications Director	Lucile Salter Packard Children's Hospital
Ms. H. J. Heinz, III	Chairman	Heinz Family Philanthropies
Mr. Andrew Heyward	Executive Producer	Eye to Eye with Connie Chung, CBS News
Ms. Susan Hirsch Simmons	Executive Director	Miriam and Peter Haas Fund
Mr. Craig Howard	Program Officer	The James Irvine Foundation
The Honorable Shirley M. Hufstедler	Former Secretary of Education	Hufstедler, Kaus & Ettinger
Ms. Elizabeth Hummer	Production Coordinator	KGO-TV "Straight Talk N' Teens"
Mr. Sid Jacobson	Editor-In-Chief	Harvey Comics
Ms. Karen Wise Jaffe	Executive Director	KIDSNET
Ms. Marcy Kelly	President	Mediascope
Dr. Donald Kennedy	President Emeritus	Stanford University
Ms. Betty King	Director of Administration & Operations	The Annie E. Casey Foundation
Mr. Marvin Kitman	T.V. Critic	New York Newsday
Ms. Carol Kluman	Psychologist	
Mr. David Kleeman	Director	American Center for Children's Television
Mr. Jerry Krieg	Executive Producer	CNN
Prof. Dale Kunkel	Associate Professor of Communications	University of California, Santa Barbara
Ms. Wendy Lazarus	Senior Advisor	Children Now
Ms. Debra Lee	Executive VP, Gen. Counsel	Black Entertainment Television, Inc.
Ms. Deborah Leff	President	The Joyce Foundation
Mr. Michael Levine	Program Officer	Carnegie Corporation of New York
Ms. Laurie Lipper	Senior Advisor	Children Now
Mr. Theodore E. Lobman	President	Stuart Foundations
Ms. Miriam Longino	News for Kids Editor	The Atlanta Journal-Constitution
Ms. Milli Martinez	Executive Producer/ Special Projects	KABC-TV
Mr. Paul Maslin	Pollster	Fairbank, Maslin & Maullin
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Mr. William McCoy	Senior Editor	Parents Magazine
Ms. Candice Meyers	Executive Producer, Early News	KPIX-TV
Ms. Mary Minow	Librarian	
Mr. Newton Minow	Former Chair of the FCC	Sidley and Austin
Dr. Kathryn C. Montgomery	President	Center for Media Education
Ms. Donna Myrow	Executive Director/Publisher	LA Youth Newspaper
Mr. David Newman	President Programming	Whittle Communications
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Mr. Joe Peyronnin	Vice President	CBS News Primetime
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Ms. Tricia Robin	President	National Council for Families & Television
Mr. Patrick Roddy	Executive Producer - News Special Projects	Capital Cities/ABC
Dr. Robert M. Rosenzweig	Vice-Chancellor, University Relations	UCLA
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Mr. William Rust	Communications Director	The Annie E. Casey Foundation
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Mr. Van Gordon Sauter	President	Fox News
Mr. Daniel Schorr	Senior News Analyst	National Public Radio
Ms. Lisbeth Schorr	Director	Harvard Univ. Project on Effective Services
Mr. Peter Schrag	Editor, editorial page	Sacramento Bee
Ms. Adele Simmons	President	MacArthur Foundation
Ms. Carole Simpson	Anchor / Senior Correspondent	ABC News
Mr. Phil Sparks	Co-director	The Communications Consortium
Ms. Vivien Stewart	Program Chair	Carnegie Corporation of New York
Mr. James P. Steyer	Founder & President	Children Now
Mr. Jay Suber	Vice President	CNN
Ms. Lisa M. Tate	Vice President, Public Affairs	National Association of Children's Hospitals
Ms. Elizabeth Thoman	Executive Director	Center for Media Literacy
Mr. Michael Tollin	President	Halcyon Days Productions
Ms. Cathy Trost	Director	Casey Journalism Center
Mr. Stu Turgel	V. P. of Marketing & External Affairs	Lucile Salter Packard Children's Hospital
Mr. Iain Watson	Board Member	Children Now Board
Mr. Juan Williams	Author/Reporter	The Washington Post
Dr. John C. Wright	Professor	University of Kansas
Ms. Narda Zacchino	Associate Editor	Los Angeles Times
Ms. Lorraine Zippiroli	President and Chief Executive Officer	Lucile Salter Packard Children's Hospital

GEOFFREY COWAN

Geoffrey Cowan, who will introduce HRC at the National Conference on Children and the News Media, is expected to be nominated by the President as the Director of Voice of America. He is currently the Director of the UCLA Center for Communication Policy, and was a Founding Board Member of Children NOW. Mr. Cowan authored a recent book on Clarence Darrow, and is a producer of television specials.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 4, 1994

REMARKS OF THE FIRST LADY
VIA SATELLITE TO CHILDREN NOW CONFERENCE,
VIA SATELLITE

Thank you all very much. I want to thank Dr. Kennedy and Mr. Steyer, for helping organize this conference and for inviting me to be a part of it.

It is an honor to speak to such this gathering that includes child advocates, academics, journalists, and educators, as Geoff already said. I know that many of you have traveled across the country to participate in the panels over the next few days, and I want to thank you for your willingness to tackle a subject as complicated, controversial and important as children and the news media. I'm only sorry I can't be there to join your discussions in person.

As you know so well, we live in an age of great promise -- and great peril -- for our children. While we have made considerable strides in improving the health, education, and job opportunities of our young people, our children continue to shoulder burdens never encountered by children in any other civilized society before this time.

To be sure, our children today have advantages that even those of us my age didn't know: things like computers and global information networks, in some ways a more united world, and the absence of Cold War tensions. But they also have disadvantages -- disadvantages that inject cynicism, anxiety, and fear into their young lives.

On the eve of the 21st century, American children are growing up in a world where competition for jobs is more intense than ever, where health care in our country is too costly, where college tuitions get higher and higher, and where poverty and neglect are increasing instead of decreasing.

And now, adding to those burdens, comes a plague of violence, both in reality and through the perceptions that are promoted by the media, that is claiming, in realistic terms, far too many lives, but is also engendering a climate of fear because of what children see and hear every day.

American children are immersed in a culture of violence. They see violence on television. They see violence in movie theaters. They see it on the streets where they live. They see it in their schools. They see it in their homes.

In too many neighborhoods, gunfire has become a daily ritual of life. An Uzi has become a badge of honor. A bullet wound has become an emblem of adulthood. Just this last week, on Monday, I was across the country, in New York, where I visited a very large hospital in Brooklyn, a hospital that treats gunshot wounds and knife wounds every hour.

And the doctors there told me that the most discouraging part of their work is that the age of the victims gets younger and younger, and that after they finish patching up a 13 or 14-year old from a gang shooting or a drive-by shooting, or a knife fight, they anticipate they will see that same young person in just a few months or years again.

In Washington, our nation's capital, a young four-year-old girl was shot in the head when young men opened fire on an elementary school playground as a crowd watched a pickup football game.

Last summer, again in Washington, gunshots rang out at a pool as children sought relief from 90-degree heat. A young mother is dragged by the side of her car during a car jacking that had the child in the car and the mother being killed trying to hang on to the car.

I could tell you many, many stories like that, but I think you know what happens every day in every neighborhood. This horrible chronicle of malicious violence goes on and on, every day and every week, every month, across the nation.

The reason we know about these tragic incidents -- the murders, the car jackings, the kidnappings, the beatings, the rapes -- is because the news media reports about them. And I'm sure that everyone in this audience today would agree that reporting about these sorts of incidents is part of the news media's job.

I think we all agree that the public needs to know about crime and violence. I'm sure that, to some degree, news coverage of crime has heightened public support for deterrents such as gun control. And it might also help this Administration and this President get a crime bill with real possible hope for change this year.

At the same time, we have to stop and ask ourselves some very important questions:

First, has the exhaustive -- and perhaps excessive -- coverage of violence contributed to increasing alienation and dysfunctional behavior on the part of our children and youth?

And second, does the news coverage engender so much cynicism and distrust among young people that they grow up with no faith in any of our institutions and little motivation to make something of their own lives?

These are questions I hope you will explore and that I think we must answer.

Over the past few years, a lot of attention has been paid to violence in movies and in television programming, and in the records that young people listen to. And on that score, things are beginning to improve. As the President said earlier this week, the entertainment industry has -- as a result of public concerns -- become much more involved in efforts to reduce violence in network programming. Their willingness to set up a voluntary monitoring system is a step in the right direction.

In the meantime, we're only now beginning to focus on the issue of violence and the news media, and it's a very tricky issue, given that information today comes from so many different sources -- newspapers, radio, local television, network television, television tabloids. This is an issue that must be addressed, even as we recognize that these different news media sometimes go about their jobs in different ways.

Just yesterday I read about the results of a new survey put out by the Center for Media and Public Affairs. It showed that network news coverage of murder and violence had doubled last year -- even though the nation's overall crime rate had remained the same.

Some of the coverage was a result of unusual cases, like the Branch Davidians, the World Trade Center bombing, the Menendez brothers' trial, the Polly Klass case, and the murders of tourists in Florida.

But what about the rest? Were the stories really newsworthy? Or were they part of a troubling pattern of sensationalism that threatens to desensitize viewers -- particularly children -- to the point where violence is considered a normal, accepted part of life?

Children Now's recent survey reports that young people are deeply affected by news stories they read or see on television. More than half the children surveyed said they felt angry or depressed after watching or reading the news. And about 60 percent of kids between the ages of 11 and 16 said the news too often conveyed negative images of young people.

The fact is that we all want to stop violence. We all want our children to experience their childhoods without being afraid, without being vulnerable, and without being insecure.

We want them to be able to be children -- to feel safe in school, to enjoy sports and recreation, to develop extracurricular interests, and to build healthy relationships.

But those kinds of positive childhood experiences seem less and less real to children who are routinely bombarded with words and pictures that seldom portray young people living that way. Saturating children with increasingly graphic and sensational stories of violence prevents them from developing the emotional and psychological tools they need to deal with violence.

One of the biggest dangers of excessive coverage of violence is that, in a child's eye, the stories validate, sometimes even glamorize, dysfunctional behavior. Violence becomes normal -- and, in an odd way, even painless. It becomes harder for a child to distinguish between fact and fiction. The latest drive-by shooting on the evening news looks a lot like the Terminator blowing his fictional enemy to bits on the movie screen.

The second danger of excessive coverage is that children become numbed -- or, as social scientists say, "desensitized" -- to violence. Children become so habituated

to seeing and hearing about violence that shootings, beatings -- even death -- come to seem normal to them.

They develop an ironic detachment from life, a fatalism that prevents them from trusting anyone or anything. Recently I read a story about young children planning their own funerals. These children were so sure they were going to die violently that they had told their families what clothes they wanted to wear at their funerals, what music they wanted played, all with a casual detachment about what living and dying really means.

The third danger of excessive coverage of violence is that it exacerbates stereotypes. If African-American and Latino youth are usually portrayed on the news committing crimes, that stereotype is etched into the public consciousness. The same is true for women, who are often portrayed as victims.

Whether coverage of violence actually incites violent acts is one question we have to answer, and I know that researchers have debated it for years. Another equally important question is whether such coverage leaves us -- and particularly children -- with the impression that no one in our society ever does anything good or anything right.

For example, if children hear story after story about priests or clergy who molest children -- but never hear about those priests and clergy members who help children -- they are not likely to grow up trusting their churches. And yet, there are far more priests and ministers, and rabbis, in this country helping children than hurting them.

We need to ask ourselves whether some of our news coverage contributes to this lack of trust and whether it perpetuates a cynical detachment which, in turn, leads to abnormal behavior, including violence. Of course, I'm not suggesting that all news coverage of violence is bad or wrong, or that the media's treatment of violence alone accounts for our social ills. As I said earlier, the public has to be kept informed, including children.

But I think there must be balance. Judgment must be exercised, and when it comes to children, prudence is certainly called for.

In past generations, children got most of their information about the outside world from their parents, their teachers, their church, their local youth organization, from intermediary adults. Today, children get most of their information from the media -- largely from television.

And frankly, children can't cope with much of what they see. Watching indiscriminate violence and sex does not strengthen a child's emotional, social or psychological development. Watching a daytime talk show about bestiality is neither educational nor informative to a small child -- nor, for that matter, I would argue, to an adult.

I know that journalists need to treat their subjects as objectively as they can. But I think that sometimes subjectivity, remembering what it's like to be a child, or be a parent raising children, is probably okay, too, as long as it's subjectivity grounded in values.

After all, we all rely on our personal experiences and feelings -- as mothers and fathers, as brothers and sisters, as daughters and sons -- to inform our judgments as professionals. And I think there are probably times when journalists should too, especially when it comes to children.

We shouldn't have to wait for the next national survey -- some objective, quantitative analysis -- to become aware of the fear that children feel when they are chronically exposed to violence on television, at the movie theater, or in their newspapers. Think about it. When you or I see violent images or read about violent acts taking place around us, we get scared. We get anxious. And we're supposedly adults. We could even put these events in context. Children, particularly small children, cannot.

When violence is newsworthy enough to be reported, it should be balanced with stories that provide children with positive images of themselves and those around them, particularly adults in authority. Journalists should work extremely hard to avoid exacerbating negative stereotypes. And they should work extremely hard not to contribute to what social scientists call the "mean world syndrome," where children become so self-critical that they take on the attributes of the negative world they see portrayed in the media.

After all, good judgment and caution, or prudence, do not violate the journalist's First Amendment rights. They do not deny the public their right to know. But good judgment and caution, and prudence do and can make a difference to children.

This is a debate that is long overdue. And perhaps we are having it now, in our country, because we are recognizing the unintended consequences of the explosion of information, the competition among news media outlets to try to get there first and be sensational enough to keep the audience looking.

We know that as we drive down a road where there is an accident, we can't help but turn our head and watch, and perhaps say to ourselves, thank goodness we're not among them. But a steady diet, every day, of that kind of sensational violence is not how any of us were raised or live our lives on a day-to-day basis.

And what we have to try to do is to create the sort of balance that we know is difficult but imperative if we expect our children to be given a fair shot at a childhood that allows them to develop emotionally and psychologically into adults that can be productive and deal with the world in all of its good and bad, in a constructive way.

Thank you all very much.

A PARTICIPANT: Mrs. Clinton, you've been kind enough to agree to stay for a while in the conversation, and I know you're used to cream-puff questions from journalists. We have five very positive role models here of young students who, in fact -- some of them are journalists -- who want to engage in a dialog with you, as well as asking some questions.

What I want -- I think you have some brief bios on

them, but I'd like them each to introduce themselves and then to have them ask you a question or make an observation that might be helpful.

Luis, perhaps you could start.

A PARTICIPANT: You want me to ask to ask the questions?

A PARTICIPANT: I want you to tell who you are. Introduce yourselves, and then we'll come back with questions.

MR. CRUZ: Okay. Hi. My name is Luis Cruz, and I'm 18 years old. I'm a freshman at the University of California, Berkeley, and I'm a reporter for Straight Talking Teens. You might have heard of us from Mrs. Gore, who was there, and so I just want to offer you an open invitation any time you're in town.

MRS. CLINTON: Thank you.

MS. BROWN: Hi. My name is Shawntee Brown I'm 10 years old.

MRS. CLINTON: Great.

MS. BEHR: Hi. My name is Madeleine Behr (phonetic). I'm 11 years old. I go to Wood School in Alameda, and I'm a reporter at Children's Express.

MRS. CLINTON: Great.

MS. STRASSBERG: Hi. My name is Suzanne Strassberg (phonetic). I am 12 years old, and I attend the seventh grade at California Junior High School, and I have won several Young Authors awards.

MRS. CLINTON: Good for you.

MS. CHANG: Hello. My name is Lydia Chang (phonetic). I'm the student body president of Leland (phonetic) High School. I'm also the California State Junior Miss. I'll be representing California in the America's Junior Miss competition, and I am a correspondent for CNN's Real News for Kids.

MRS. CLINTON: Good.

A PARTICIPANT: Lydia, why don't you start with the first --

MS. CHANG: Okay. Mrs. Clinton, your talks about cynicism, how seeing all this violence in the news presents stereotypes, negative stereotypes of a lot of people in society, not just young people -- I'm concerned that because these images are being presented, and they're at least distorted if not inaccurate images, that adults watching the news are also garnering images that are false of young people.

And I'm really concerned about people on Capitol Hill -- legislators, Mr. President, yourself, who are all policy makers -- and if you get these images and your opinions from watching the news, then perhaps they're

inaccurate. And so I'm just wondering, where do you get your information about young people? Do you get them from the news? Do you think -- does it ever occur to you that some of those portrayals might be inaccurate?

MRS. CLINTON: Well, one thing that I can tell you is that my husband and I never watch the news. We consider that part of our mental health routine, and so we don't get our images about you or anybody from watching the news. We do it from actually interacting with people.

And my husband likes to spend lots of time with young people. We have many groups of young people coming into the White House. He goes out and visits young people in schools and other settings, and I do the same as often as possible. I really like to look at people face to face. I like to hear from them, like I'm hearing from you, because I think that your point is well taken.

There is a lot of fear among adults about children, particularly teenagers, because of the constant images of teenagers being threatening, particularly young men, particularly young black and Hispanic men. And I think that it does present a distorted view and makes it very difficult for individuals to be treated fairly and given the chance to be whom they are trying to be.

So it is important that you and other young people really keep insisting that you be seen as who you are and not filtered through some media image that stereotypes you along with other young people. And we'll do our part the best we can, in Washington, to try to make it clear that most American children and teenagers are good kids. They are working as hard as they can in school or on the job. They are responsible, they don't get in trouble, and they deserve to be treated with respect by the rest of us.

A PARTICIPANT: Suzanne?

MS. STRASSBERG: Okay. Well, my school is sort of in an upper class neighborhood, and there was a random shooting that occurred just recently, and -- sorry -- and it was covered on every news station in Sacramento. But I've noticed that if something like a random shooting happened in a sort of poor neighborhood, it's just counted as an everyday thing, like it happens every day. And what can we do to help people realize that shootings are an everyday thing everywhere?

MRS. CLINTON: Well, I think that part of what we have to do is recognize that violence is no respecter of anybody, anymore. You find it throughout our country, in rural areas as well as city areas.

And one of the things that the President has tried to do in this crime bill that I mentioned in my remarks, is to put more police on the streets, to try to come up with alternative punishments, to try to get guns out of the hands of criminals -- not just the Brady Bill, which actually went into effect this week, but try to ban some of the assault weapons and other things that kids get a hold of and use against one another. So there is at least some willingness now to recognize the problem.

It's not just somebody else's problem. It affects

all of us. And so I think that once we are willing to say that, then we've got a chance to fix it. As long as it was somebody else's problem, you know, it only happened to a certain kind of people who lived in certain kinds of neighborhoods -- unfortunately there were too many Americans who were willing to ignore or deny what was happening.

Now, finally, we've got a President -- and I hope a majority of congress and the majority of the country -- who want to try to help everybody stop this epidemic of violence.

MS. BEHR: The media often covers stuff about adults without health coverage, but not usually do you hear stuff about homeless kids without education or health care. Do you think this is right? And what can we do to bring the subject up to the public?

MRS. CLINTON: Let me make sure I heard you: what can we do to make sure that people know more about homeless kids -- who are homeless and without education?

MS. BEHR: About how that affects the need for health care -- health coverage, too.

MRS. CLINTON: Right. Well, that's one of the things we're trying to do with health care reform, is to make sure that every American and every child gets health coverage. Right now, you're right, that too many children don't have health insurance, either because their parents don't work for somebody who helps provide health care, or because they're not poor enough to qualify for government health care, or because they just get lost in the system, like some of the homeless children in shelters that I have visited or seen on the streets.

Under what the President is proposing, health care will be available to every American. It will no longer matter whether you work, or where you work, or if you've been sick. Everybody will get health care. That's particularly important for children, especially children like the ones you care about, who are in terrible situations right now without health care, and they deserve to have the same kind of health care I try to give to my daughter.

A PARTICIPANT: Were you asking the question, too, Madeleine, if there was more coverage -- about children and the problems that they have with health care -- would that help to affect the public debate on health care?

MRS. CLINTON: Oh, I think it would.

A PARTICIPANT: And how much of the coverage seems to -- of course, you don't watch the news, so you may not be a good witness on this. (Laughter.)

MRS. CLINTON: People tell me about it, though.

A PARTICIPANT: How much of the coverage has focused on children and their need for health care?

MRS. CLINTON: Well, you know, it's -- this is slightly, I guess, off the subject, but I think it's related in that part of what we need is a consistent discussion about important issues like violence or like health care. And too often the news media thinks if they've done it once, then

they've done it, and they've got to move on to something else, and particularly with the debate over health care.

Most Americans are only now beginning to focus on health care, so they need constant information. And it may be boring to people who follow this closely or watch the news every night, but for most of the rest of us Americans, we want to see something covered over and over again, so we really do get information.

And her point about covering what happens to children, particularly children who are falling between the cracks, that are not getting health care, is something that I think we should have a lot of coverage about, because we are paying a very high price in both money terms and human terms because we don't take care of our children and give them decent health care.

A PARTICIPANT: Shontee, I know that much of what the First Lady said in her opening remarks about violence on television is part of what has concerned you. Do you want to maybe talk a little about your own feelings as well as asking her a question about it.

MS. BROWN: Okay. The way that I feel about violence, that kids -- kids of color is being portrayed by the media because if -- because if you go to (inaudible) to shoot -- to shoot up somebody, they won't -- they won't put that on the news. They'll put a white kid going on a rampage (inaudible) just shooting everybody. I think they -- the media -- is just judging on whites instead of blacks.

MRS. CLINTON: You know I think that the concerns that you express are ones that I really share with you, because we've got to get, in our country, to a point where we see individuals as individuals, not as members of groups. If someone does something wrong, that individual should be punished, and that individual should be held accountable.

But whether a person is black or white, that doesn't make any comment on everybody else who is black or white. We ought to just look at the individual behavior and try as hard as we can to eliminate, you know, racial and ethnic, and other kinds of stereotypes. And the news media needs to help us do that as best it can, because it has such influence over how people see the world. And I think you're right to be concerned.

A PARTICIPANT: Luis?

MR. CRUZ: Mrs. Clinton, I've noticed that there aren't too many good stories in the media about public education. How do you feel about that, and how do you feel about the fact that you seem to contribute to this perception by sending your kid to -- your daughter to a private school?

MRS. CLINTON: Well, I think that's a fair question, because all during the time that we lived in Arkansas, when my husband was the governor there, Chelsea always attended public school. And we worked very hard and believed very strongly in public school. And if her father were still the governor of Arkansas, or were not the President of the United States, she would still be in public school.

But we have, unfortunately, some special considerations having to do with security and some other things, that I wish we didn't have. I mean, I wish that we could still live like former presidents lived, who could walk out their front door and go for a walk, who didn't have to be surrounded by secret service people all the time, who didn't have to have their daughter surrounded by secret service.

But the world we're living in doesn't permit us to do that. So we had to make a decision based as parents because of her father's position. But I don't think you'll find any two people more committed to public education than we are, because it works. Again, here is an unfair characterization.

Most public education works for most kids. It doesn't work for every student, and we need to do better. But it is unfair to dismiss public education the way too many people do, when it is working. And you are a result, other people are a result of good public schools, and I think we ought to celebrate the successes.

We try to do something most other countries don't try to do, to educate all of our kids, no matter what language they speak, no matter what background they come from. And we ought to be proud of that.

A PARTICIPANT: If you have a couple of more minutes, I'd love to follow up with the students' feelings about some of the points you raised in your comments and maybe give you a chance to ask a question or two of them, if you'd like to.

MRS. CLINTON: They're telling, me, Geoff, that I've got about three or four more minutes, so I'd be glad to.

A PARTICIPANT: Okay. Madeleine, you told a story this morning about your father and television news, that I think might be interesting for the First Lady to hear.

MS. BEHR: Well, at my household my parents sometimes watch the news. We don't -- we don't watch it, like, daily, every night, but my dad usually doesn't like me watching the news because he knows that almost 100 of the things on it is violence, and he doesn't want me to go to sleep with bad nightmares, that I'm going to be kidnapped right out of my household or something like that. So he doesn't -- he doesn't really like me watching the news.

MRS. CLINTON: I can understand that. You know, one of the things that the news media cannot really deal with is the range of its audience -- who turns on the TV, who sits in front of it. But it is very clear to anyone who has studied it that children of a certain age and below take very literally what they see on the news. And there are just countless stories of children becoming very anxious and concerned about what they see, and thinking it was going to happen to them.

And it used to be possible, in previous times, and certainly before television was as pervasive as it is, to protect children of a certain age from that kind of information. You know, children -- when you're growing up, you have a lot of work to do. I mean, you know, babies have to learn to walk and talk, and then you've got to learn about

how you write and you read, and you've got to figure out how the world works around you, like how you relate to the people in your family and everything.

I mean, I think a lot of adults forget what hard work it is to be growing up and to deal with the problems any child has to deal with. If you add on top of that a steady diet of violence that makes children feel frightened and scared, and anxious, it makes it more difficult for them to deal with what they have to do just as a daily part of growing up. Then you are interfering with what is or should be a kind of positive development in children's lives.

So I think your father and mother make a very good decision to try to at least act like the adults in your life, and protect you from being unnecessarily exposed to stuff that you can do nothing about, and that which only can make you anxious and block out your doing other things you should be doing and thinking about. So that's one of the problems we've got.

I mean, how do we let children be children, and grow up to be able to cope with all these things? If you get a steady diet of it too soon, it's like eating too much of anything. You get indigestion, and it interferes with your being able to deal with other problems. And I think that's happening with too many of our children.

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MARCH 5, 1994, SATURDAY, FINAL EDITION

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HEADLINE: Children Cut Mrs. Clinton No Slack
In satellite interview, she is confronted with some tough que

BYLINE: Lorna Fernandes, Chronicle Correspondent

BODY:

A group of Bay Area youths challenged **Hillary Rodham Clinton** with hard-hitting questions about education, violence and the media's portrayal of children yesterday in a live interview via satellite at the **National Conference on Children** and the News Media.

Seated in the auditorium of the Lucile Salter Packard Children's Hospital at Stanford, a panel of five children ranging in age from 10 to 18 years old told her that they are concerned about the negative image of children in the media.

"You keep seeing kids killed in the news, but good things you don't hear about," said Shauntia Graham, a 10-year-old at E. Morris Cox Elementary School in Oakland.

Lydia Cheng, a 17-year-old senior at Leland High School in San Jose, told Clinton that she believes TV gives adults a slanted image of children, too often portraying them as troublemakers or gang members.

Luis Cruz, an 18-year-old freshman at the University of California at Berkeley, startled the audience with a pointed comment on Clinton's stance on public education.

"People don't have a good perception of public education and you have contributed to that by sending your daughter to private school," Cruz said.

Clinton responded that her daughter, Chelsea, attended public schools while her husband was governor in Arkansas but for security reasons, private schools were the only viable option in Washington, D.C.

About 200 journalists, children's advocates and educators attended the national conference sponsored by Stanford University, University of California at Los Angeles and Children Now, an advocacy organization for children.

At another panel, children questioned journalists about why violence is so prominent in the news.

"Parents use TV as a baby-sitter," observed Justin Van Den Verge, 15, of Head Royce School in Oakland. "Do you feel responsible to tailor these shows so kids will not be mentally warped?"

Van Gordon Sauter, president of Fox News, said it is impossible to tone down the impact of the news just for children.

"I don't think we can produce news broadcasts as seen through the prism of a 13-year-old," Sauter said. "We can't do that for any group."

Graham, the 10-year-old Oakland boy, did not take issue with the amount of violence on TV but with the media's lack of interest when people of color are victims of crimes.

"If I got kidnaped right now," said Graham, who is black, "it wouldn't be on Fox, KGO or national news. It would just be something that happened."

Carole Simpson of ABC news admitted that journalists have been unable to eliminate racism from the news.

"We have failed. It's your generation's turn now."

LANGUAGE: ENGLISH

LOAD-DATE: March 5, 1994

FOCUSTM

Search: General News;National Conference on Children and Hillary w/2 Clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

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June 25, 1995

CHILDREN'S TELEVISION EVENT

DATE: June 26, 1995
TIME: 10:15 am
LOCATION: East Room/Sculpture Garden
FROM: Brenda Costello and Liz Bowyer

I. PURPOSE

To highlight the importance of public broadcasting to children's education by participating in an event with leading children's programming experts and characters from popular children's television shows.

II. BACKGROUND

This event is an opportunity for some of America's leading children's experts and advocates to demonstrate their support for children's programming on public television. The event was organized by the Citizens Committee for Public Television, a group formed by PBS in response to Congressional threats to funding for public television.

This event will have two primary components: A roundtable discussion with children's programming experts in the East Room, and a speaking program with popular children's television characters in the First Ladies Garden. The roundtable will include three leading children's television experts, who will offer their perspectives on the importance of public television to children's education. Peggy Charren, founder of Action for Children's Television (ACT) and a longtime advocate for children's television, will help you moderate the discussion. Panelists will include the following: (Bios and statement outlines attached)

- * John Wright, of the Center for Research on the Influence of Television on Children (CRITC) at the University of Kansas, will discuss a recent study by CRITC on the positive role of educational children's programs. (for more information on the study, see below)
- * Joan Dykstra, the National PTA President, will discuss the importance of public television in preparing kids for school, giving parents an alternative to poor programming on TV, and public television's accessibility to all.
- * Sonia Manzano, Maria from Sesame Street, will discuss how PBS serves kids through inclusiveness and diversity, and the positive influence of role models.

The audience for the discussion will consist of approximately 150 supporters of public broadcasting and representatives from organizations who are involved with children's issues. Following the roundtable discussion, you will greet approximately eight PBS children's characters in the Diplomatic Reception Room (see scenario).

After the meet & greet, you will proceed to the First Ladies Garden for a speaking program with Big Bird and Alice Snuffleupagus from Sesame Street. Approximately 40 children ages 6-10 from the Georgetown Language Summer School have been invited. Following your remarks, you and several other PBS characters will have an opportunity to meet and greet with the children (see scenario for more information).

PBS/Children's Television

For over 25 years, the Public Broadcasting System has produced television programs designed to meet the educational needs of children, particularly in the areas of math, geography, and literacy. PBS dedicates a significant portion of its daily programming, an average of nine hours, to children's programs. According to PBS, PBS children's programming is watched by more than four million children, aged 2-11, including three million pre-schoolers.

As you know, Congress has threatened drastic cuts to the Corporation for Public Broadcasting (CPB), the funding source for PBS. As a result, PBS announced in May that it would reduce its budget and existing programs for FY 1996 in anticipation of the Congressional cuts. Although PBS has not determined which programs will be cut, Sesame Street and Mr. Rogers' Neighborhood are among the possibilities. As advocates of children's programming have pointed out, these cuts come at a time when public television enjoys enormous public support -- for instance, a January 1995 USA Today/ CNN/Gallop Poll revealed that 76 percent of Americans favor federal support for public television. (For more information on funding proposals, see attached breakdown of House and Senate budget proposals as they affect CPB).

Highlights of CRITC Study on the Effects of Educational TV on Children

A few weeks ago, the Center for Research on the Influence of Television on Children released a study that demonstrates the effects of educational TV viewing on low-income preschoolers. The three-year study found that not only does children's educational programming help prepare kids for school, it also helps preschoolers in low-income areas perform better on standardized verbal and math tests. The study also found that preschoolers who watch primarily adult programming and entertainment cartoons perform worse on those tests. In addition, children who watch "Sesame Street" spend more time reading and pursuing other educational activities than non-viewers.

III. PARTICIPANTS

Blue Room

- See scenario for guest list

Note: Congressman Jim Moran will be among attendees

Roundtable Discussion

-HRC

-Peggy Charren, founder, Action for Children's Television

-John Wright, Center for Research on the Influence of Television on Children

-Joan Dykstra, President, National PTA

-Sonia Manzano, "Maria" on Sesame Street

First Ladies Garden Event

There will be approximately 40 children from the Georgetown Language Summer School participating in the Garden event.

IV. PRESS

Open Press

V. SEQUENCE OF EVENTS

See attached scenario.

VI. REMARKS

Prepared by Lissa Muscatine.

Attachments

- Scenario
- House and Senate funding proposals
- Panelist bios
- Panelist statements
- Suggested questions for panelists
- Script of Big Bird/Alice introduction
- Program and character descriptions
- Background on Big Bird and Alice Snuffleupagus
- Executive summary of John Wright's study on the influence of educational television programs on low-income preschoolers (full study in binder pocket)
- Audience list
- Remarks

40% funding = cable
schedule for day

June 25, 1995

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- Remarks

THE WHITE HOUSE

WASHINGTON

TO: THE FIRST LADY

WHAT: PBS EVENT -- TWO PARTS

WHERE: Remarks/Discussion: East Room
Children/Characters: First Ladies Garden

WHEN: East Room: 10:30 a.m.
First Ladies Garden: 11:30 a.m.

Of Guests: East Room: 120/Open Press
Garden: 40 children/Open Press/East Room guests

FROM: Ann Stock, Sarah Farnsworth

=====

9:45 a.m. Panelists arrive at the Northwest Gate and are escorted to the Blue Room for coffee.

9:45 a.m. East Visitor Gate opens for guest arrival. Guests proceed to their seats in the East Room.

10:15 a.m. THE FIRST LADY arrives in the Red Room for event briefing then proceeds to the Blue Room to greet the following panelists:

- Peggy Charren, Action for Children's Television
- John Wright, Center for Research on the Influences of Television on Children
- Joan Dykstra, President, National PTA
- Sonia Manzano, "Maria" on Sesame Street
- Congressman Jim Moran

10:30 a.m. The Panelists are announced into the East Room and proceed to table.

THE FIRST LADY is announced and proceeds to seat at table in the East Room.

PROGRAM:

- **THE FIRST LADY** opens and introduces Peggy Charren.
- Peggy Charren makes remarks and asks each of the panelists to introduce themselves.
- The panelists make brief remarks in the following order:
 - John Wright
 - Joan Dykstra
 - Sonia Manzano
- Following Sonia Manzano, **THE FIRST LADY** initiates discussion among the panelists and concludes the program.

SET UP: The First Lady and the panelists will be seated at a table (such as the Map Room table) in front of the Gold Curtain. Table mics will be set up in front of each participant. A sign language interpreter off stage.

11:15 a.m.

Upon conclusion of program, **THE FIRST LADY**, Peggy Charren and Sonia Manzano proceed to the Diplomatic Reception Room to greet:

- Carroll Spinney, Big Bird performer
- Debbie Spinney, wife
- Judy Sladky, Alice Snuffelupagus
- Laurent Linn, Big Bird handler
- Mark Ruffin, Alice handler
- Yael Bloom, Lambchop, "Lambchop's Sing-Along"
- Lloyd Ritter, Lambchop asst
- Donna Colvin, Robocrook, "Where in the World is Carmen, San Diego"
- Lou Nemeth, Robocrook asst
- Alice Cahn, Miss Frizzle, "Magic Schoolbus"
- Lynn Thigpen, The Chief, "Where in the World is Carmen, San Diego"
- Kate Taylor, The Chief asst
- Noel MacNeal, Puzzle Place puppeteer
- Carmen Osbahr, Puzzle Place puppeteer
- Rob Gardner, Puppeteer asst

John Wright, Joan Dykstra and the East Room guests are escorted by Social Aides to the First Ladies Garden to join the children.

NOTE: The press will be re-positioned in the First

Ladies Garden during this time.

11:25 a.m.

FIRST LADIES GARDEN EVENT PROGRAM:

- **THE FIRST LADY**, Big Bird and Alice Snuffleupagus proceed to the Book Sellers Area where Big Bird and Alice are announced to the children.

- Big Bird and Alice talk to the children briefly from the stage and introduce **THE FIRST LADY** who enters from the Book Sellers. (See briefing book for Big Bird's remarks.)

- **THE FIRST LADY** makes brief remarks to the children.

NOTE: The other characters will hold in the Book Sellers during this time because they can only last for 10 minutes in their costumes.

11:40 a.m.

Following remarks, Big Bird and Alice Snuffleupagus depart the Garden. **THE FIRST LADY** exits stage and is joined by the following characters as she greets the children:

- Lambchop
- Robocrook
- Miss Frizzle
- The Chief
- Puzzle Place puppets

11:45 a.m.

- **THE FIRST LADY** departs East Garden and proceeds to the South Lawn for photo ops.

CHILDREN NOTE: Approx. 40 children from the Georgetown Language Summer School will participate in the First Ladies Garden event. Robyn Dickey is coordinating the childrens' activities including a picnic lunch on the East Lawn.

FUNDING FOR CPB
(millions of dollars)

Fiscal Year	President's Budget	CPB Request	Actual Author	Actual Approp
1993	306.5	285/67*	285	253.3
1994	260	355	310	275
1995	275	375	375	285.6**
1996	292.6	360	425	312/275***
1997	292.6	345	no auth	315/260***
1998	296	285	TBD	TBD

* 1993 request included satellite replacement costs which is listed separately from general CPB funding.

** Originally appropriated at 292.6 but reduced by 7 million in a rescission package passed in the last Congress. First time that CPB's 2 year forward funding was reduced after it was appropriated.

*** Second amount represents what the level of funding would be if the rescission package were to go through. If it does not, the appropriations committee has indicated they would rescind to these levels in the 1998 appropriations bill.

CPB is advanced funded by two years, so its fiscal 1998 appropriations will be included in the fiscal 1996 appropriations bill. However, CPB does not actually receive the money until the given fiscal year arrives, thus the funds are subject to rescission until that time.

BUDGET PROJECTIONS

President Clinton: The President's Fiscal 1996 budget projected funding for 1998 for CPB at \$296 million. Numbers for the new budget have not been released yet.

House Budget: The House budget proposes that CPB be privatized and projects a savings as a result of \$1 billion over 5 years.

Senate Budget: The Senate budget is vague. It projects some funding for CPB but does not list any numbers. It also does not project any savings from reducing or eliminating funding for CPB.

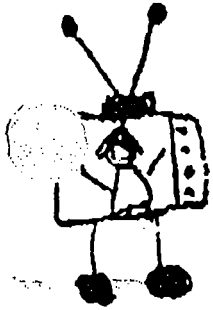
Peggy Charren

Peggy Charren is founder of Action for Children's Television (ACT), a national child advocacy organization founded in 1968. Located in Cambridge, Massachusetts, the 10,000 member nonprofit organization worked to encourage program diversity and eliminate commercial abuses in children's television. ACT promoted awareness of issues relating to children's television through national conferences, publication, public education campaigns, dialogue with broadcasters, and petitions to federal regulatory agencies. More than 60 million people belong to organizations which support ACT's goals, including the American Academy of Pediatrics, Consumers Union, the National Education Association and the National PTA.

Ms. Charren is a Visiting Scholar in Education at Harvard University's Graduate School of Education and has received honorary degrees from Tufts University, Bank Street College of Education, Emerson College, Regis College, Simmons College and Wheelock College.

Prior to founding ACT, Ms. Charren was director of the Creative Arts Council of Newton, Massachusetts, where she worked with theater and dance groups, artists, musicians, poets and writers to develop programs for classroom enrichment. She has owned and operated two businesses: Quality Book Fairs, a company that organized children's bookfairs, and ART Prints, a gallery specializing in graphics. She also served as the director of the film department at station WPIX-TV in New York City.

Ms. Charren serves on numerous boards, including the 20th Century Fund Task Force on the Future of Public Broadcasting, the Corporation of Lesley College, the Corporation of The Children's Museum, the Board of Directors of National Video Resources, and the Institute Advisory Board of the Coalition for Quality Children's Videos.



Peggy Charren
975 Memorial Drive #504
Cambridge, MA 02138
Phone/Fax 617-875-6620

Outline of Remarks
by
Peggy Charren
Founder, Action for Children's Television
and
Visiting Scholar, Harvard University Graduate School of Education

I Open with thanks to the First Lady

Not surprising that someone who has demonstrated such concern for the nation's children would agree to listen to the value parents and teachers place on the role public broadcasting plays in the lives of children.

How delightful to have this conversation about PBS in the home of the First Family.

II Describe the constituency represented in the room

Forty-five groups from the worlds of education, health and religion who strongly support public broadcasting.

Membership in the groups certainly includes some cross-over (there may be a Catholic pediatrician who belongs to the PTA) but the total number of citizens represented is mind-boggling---130,412,740!

III Tell why we're here

Although public television does and should serve a diversity of audiences and age groups (including senior citizens like me), today we want to focus on how PBS serves the education needs of children.

1. At a time when so many of us are horrified by the amount of vicious, mindless violence available in film and video, public broadcasting is a safe haven.
2. At a time when prejudice and discrimination are making national headlines, public TV provides lessons for young audiences about respect, and tolerance, and love.

Withdrawal/Redaction Marker

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FOLDER TITLE:

Children and Television [1]

2013-0436-S

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

BIOGRAPHICAL SKETCH

JOHN C. WRIGHT

CURRENT POSITION:

Professor
Department of Human Development
University of Kansas
Lawrence, Kansas 66045

EDUCATION:

1954 A.B., Harvard University
In Social Relations (Magna)
1960 Ph.D., Stanford University
in Psychology

(b)(6)

[002]

PREVIOUS POSITIONS:

Assistant Professor, (1960-63), Associate (63-68) Institute of Child Development,
University of Minnesota.
Associate Professor, (1968-70), Professor (1970-present), Departments of Human
Development, Communication Studies, and Psychology, University of Kansas.
Co-Founder and Director, Center for Research on the Influences of Television on
Children (CRITC) Department of Human Development, University of Kansas,
(1976 present).

HONORS:

Elected Fellow of Divisions 1 & 7, American Psychological Association, Charter Fellow,
American Psychological Society.
President, Southwestern Society for Research in Human Development, 1980-82.
Elected member, Governing Council, Society for Research in Child Development, 1989.
Special Recognition Award, American Alliance for Theater and Education, 1990.
Graduate Mentor Award, College of Liberal Arts & Sciences, Univ. of Kansas, 1993.

RECENT PUBLICATIONS:

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BIOGRAPHY

JOAN DYKSTRA

NATIONAL PTA PRESIDENT 1995-97

Joan Dykstra serves as president of the National PTA. She is former first vice president and former chairman for the Health and Welfare Commission. Dykstra also served as vice-president of Leadership Services and as chairman of the Strategic Planning Committee.

Her numerous past activities include being vice-president of Region 4, which includes Wisconsin, Illinois, Indiana, Ohio and Michigan. Dykstra was also President and Vice-President of the Wisconsin PTA, and she has served on numerous educational committees and task forces for both the State Department of Education and Office of the Governor.

She has also served on the National PTA Board of Directors as a member of the Health and Welfare Commission and the Individual and Organizational Development Commission. She was chairman of the Leadership and Standing Rules Committees.

-more-

Page 2--Dykstra Biography

She has received recognition for her community activities both within and outside of PTA. The Women's Civic Council in Racine, Wisconsin, named Dykstra Woman of the Year and she was one of the Ten Most Outstanding Wisconsinites recognized by the Wisconsin Jaycees and the State of Wisconsin. She has also been awarded lifetime memberships from the National PTA and 21 state PTAs.

In October of 1989, she and her husband Andrew along with their two children, Jason and Tammy, relocated to Ellicott City, Maryland. Dykstra has continued her PTA service in her new location by serving on the Howard County Council Board and the Maryland State Board.

The theme of Dykstra's administration is "Working Together For Children."

###

6/95

THE NATIONAL PTA SUPPORTS PUBLIC BROADCASTING
THE WHITE HOUSE
JUNE 26, 1995
JOAN DYKSTRA, PRESIDENT, NATIONAL PTA

Good morning. I'm Joan Dykstra, president of the National PTA. I represent more than 6 million members-- most of them involved, concerned parents-- who pay attention to what their children are watching on television. I'm delighted to address the National PTA's ongoing support for public broadcasting in America. Many of you in this room know that for more than two decades, the PTA has been on a crusade to improve the quality of programs that our children watch on network television.

During that crusade, we often have cited public television as the reasonable alternative for parents who are fed up with violence and commercialism on other channels. As the president of the National PTA, and as a parent, I can say with certainty-- public broadcasting is a resource we cannot afford to lose.

My own children counted Bert and Ernie and Big Bird as their friends-- and learned how to count, and spell, and get along with other children in the process. I had a few moments of fame myself when I donned Big Bird's costume as part of a school bus safety program the PTA was sponsoring in my children's school. The kids paid much more attention to what Big Bird had to say than they would have if it was just somebody's mom talking!

(more)

National PTA's Support for Public Broadcasting, p.2

As my children got older, our family enjoyed many episodes of Masterpiece Theater and Nature together. The history, science, geography and pagentry presented through public broadcasting is like having a living encyclopedia at our fingertips.

For the past two years at PTA, we had the extraordinary pleasure of working with Fred Rogers as our Honorary Chairman. He has such credibility for both parents and children. When he spoke at our convention last summer, little children literally ringed the stage to be as close as possible to their hero. And when he finished his remarks, parents rushed the stage for autographs-- he was a hero to them, too!

Like it or not, television has a dramatic impact on our children. Public television has consistently demonstrated restraint, creativity, imagination and maturity in the quality of programming it presents for children and adults. It is a valuable educational tool for everyone from preschoolers to retirees.

Most importantly, it is accessible to just about everybody, regardless of their financial status, educational background, or ethnic heritage. It offers a window on the world and an opportunity for growth and learning that is unprecedented in any other form of mass communication today.

(more)

National PTA's Support for Public Broadcasting, p.3

As a citizen, as a parent and as the president of the PTA, I'm here to add my voice to the chorus of concern about keeping public broadcasting an available and vital resource for all Americans. Thank you.

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CHILDREN'S TELEVISION WORKSHOP

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BIO SKETCH: SONIA MANZANO

A first generation American of Latino descent, born in the Lower East Side of Manhattan, Sonia Manzano as "Maria" the co-owner of the Fbit Shop, has been an influential role model for children worldwide since the 1970's when she was offered an opportunity to join the expanding production of *Sesame Street*.

Working on *Sesame Street* has also given her an opportunity to develop her talent as a writer. After 10 years on the set, she began writing scripts for the show and has earned ten Emmy Awards as a member of the show's writing staff and been nominated twice for Outstanding Performer in a Children's Series. She's been honored by the Association of Hispanic Arts and the Congressional Hispanic Caucus in Washington, D.C. Ms. Manzano has also received the Key to the City of Indianapolis for achievement in children's television.

Other acting credits include the original off-Broadway production of "Godspell."

She attended the High School of Performing Arts in New York City and was a drama major at Carnegie Mellon University in Pittsburgh, PA.

Post-It Fax Note 7671		Date 6/22	# of pages 2
To Liz Royer		From Ellen Morgenthau	
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White House Comments for Sonia Manzano
Citizens Committee for Public Broadcasting
Draft 2: 6/22/95

2239

I. Open with personal anecdote about never seeing "anyone like me" on television or other media and the great joy and shock of seeing James Earl Jones recite the alphabet on Sesame Street.

1. People always ask me why I've stayed with Sesame Street all these years.
2. I tell them what it meant as a child to never recognize anyone on television, never see a neighborhood like mine, or neighbors like mine, or a family like mine.
(Television frames our view of the world and strongly influences attitudes about ourselves and our society. As such, it plays a central role in widespread integration of cultural norms.)
3. Remember in college seeing JEJ with what was then a big bald head and letters almost emanating from the top of his head in that wonderful, baritone voice of his — what was this?
4. Joy and shock of recognition.
5. The great significance of Sesame Street is this *community* of inclusion and innovation, a community where children see themselves and sense they belong, sense they are part of a greater whole (because after all, who wants to contribute to a society you don't feel part of?)
6. And it's only on public television where we find this. Speaking now as an actress and a writer, it's the only place where I'm expected and applauded for being myself. (No director tells me to speak with a heavier accent; no producer ever demands that I write with a more "Latin" flair)
7. Indeed, we've created a community embracing each of us and celebrating our unique contributions.

II. Continue by expounding on "the how" of Sesame Street

1. Another thing people always want to know is how is it possible we've stayed on the air so long? What's left to do? or What are we going to do next?
2. I tell them we take our cues from children — and I mean this seriously. At Sesame Street, our research department works directly with children, conducting studies to determine their interests, their needs, and whether in fact, intended messages are being

received. Because if children don't understand, or if they receive mixed messages, or even worse, wrong messages, then the series is not meeting its mission.

3. And children have a profound capacity for feeling. Our job -- the magic, the mystery, and the hard work of what we do -- is taking these complex feelings and ideas and translating them into something quintessential, something *simple*.

4. Give Elmo and Whoopi skin/fur example (which reinforces the dual messages of self-esteem and appreciation of the other -- "we're different, we're the same.")

III. Close by bringing comments back full circle with anecdote about your "daughter" on Sesame Street to illustrate positive influence of role models

1. As I said when I began my comments, I never had anyone like me on television. I'm happy to report that the little girl who plays my daughter on the set hasn't had the "joy" of knowing what I'm talking about because all her life, she's had me and others like me on public television.

2. Let me tell you this story. . . in a rush to make it to the opening of my "daughter's" film. (8 years old, Puerto Rican)

2. Why was it that she was rushing off to her premier and I was "rushing" off to make dinner for my family?

3. She always knew she wanted to be an actress.

4. She had a role model.

5. We're making a difference.

6. And no matter where I go, wherever I'm with children, the same is true -- they think Sesame Street is *their* neighborhood, their place, whether they live in x or y (Sonia, just now on the phone you mentioned some nice examples to plug in here.)

(Thank you)

Suggested Questions for Public Television Event

Peggy Charren

1. You have been trying to improve kids' TV for almost three decades. Is it any better now?
2. Does PBS provide choices for the school-age child?

John Wright

1. Some critics argue that Public Television is elitist. In what ways does Public Television benefit poor children?
2. What do you think is the most important implication of your research results for the education of our Nation's children?
3. Did your kids watch much television?
4. What would be a good television diet for a preschool child?
5. Why did the (Wright and Huston) study focus on lower income families?
6. Are all the good shows on PBS?
7. We understand you recommend Sesame Street in place of commercial cartoons. What should replace Nintendo and Sega for kids who are into interactive media?
8. Why are the early effects -- at ages two to five -- so critical?
9. Should young children see TV in preschools and daycare centers?
10. Does watching television take time that would otherwise be spent on things like reading?

Sonia Monzano (Maria)

1. How has Sesame Street changed over the years? Does it have different educational goals now than it did when it first went on the air?

Joan Dykstra (PTA)

1. What can parents do to influence what their children watch on television?
2. How has public broadcasting supported parents' efforts to educate their children?

Peggy Charren or Joan Dykstra

1. What kinds of concerns do parents express about the effects of TV on their children?
2. What can parents do to help their children benefit from Public Television?

**"Alice
Snuffleupagus"**

Snuffy's two-year-old sister who is just learning about the world. She is a toddler and wants to do whatever her brother does. Alice's vocabulary, like that of other two-year-olds, is limited. She learns by repetition, often

ROBOCROOK (a.k.a. Thomas Toasterhead, Hunk O'Junk, The Silicon Kid)

On PBS' geography game show, **WHERE IN THE WORLD IS CARMEN SANDIEGO**, archvillain, Carmen Sandiego is assisted in her dastardly crimes by several animated henchmen. Robocrook is one. With a height of 4'6", a weight of 720 pounds, and a half-life of three millennia, this body-of-steel-with-a-brain-of-stone enjoys eating aluminum chips, jamming satellites, and walking in circles with a bag on his head.

THE PUZZLE PLACE**Who's Who****Kiki Flores**

A first-generation Mexican-American from San Antonio, Kiki is efficient, determined and inventive. She is a natural leader. Because Kiki speaks two languages, she can make twice as many friends.

Leon MacNeal

Intelligent and inquisitive, Leon loves science and also cracks the best jokes at The Puzzle Place. An African-American, Leon lives on Manhattan's Upper West Side.

THE MAGIC SCHOOL BUS**Who's Who****Ms. Frizzle (Lily Tomlin)**

Exuberant, indomitable, and always unpredictable, Ms. Frizzle is truly a teacher extraordinaire. Her passion, patience and love of science make her the kind of unforgettable teacher who inspires students for a lifetime. It's hard to find some place (outer space or the center of the earth) where she hasn't been, or some activity (mountain climbing or parachuting) that she cannot do well. A wise and unconventional teacher who exhorts her students to "Take chances! Ask questions," the Friz's wardrobe is as unique as her personality.

The Magic School Bus

At the center of the series is the Magic School Bus, Ms. Frizzle's partner in adventure. The Magic School Bus readily transforms itself - into a space ship, submarine or blimp - to accommodate whatever wacky science expedition she has in mind, transporting the class and their pet lizard, Liz, through time and space and on yet another hair-raising, cliff-hanging, roller-coaster-ride field trip. Once transformed, the Magic School Bus becomes another character with its own distinct personality and affectations.

LAMB CHOP'S PLAY-ALONG

Who's Who

Shari Lewis and her furry friends, Lamb Chop, Charlie Horse and Hush Puppy have been entertaining millions of children and their parents for more than 40 years. Lewis is an accomplished actress, producer, orchestra conductor, ventriloquist, puppeteer and author. She has received honors in virtually every creative pursuit, including 10 Emmys, a Peabody Award, the John F. Kennedy Center Award for Excellence and Creativity and the Parents' Choice Gold Award for her A&M video, "Lamb Chop In The Land Of No Manners."

Lewis attributes her boundless energy and enthusiasm to her mother, a music coordinator for the New York City Board of Education. Her mother began teaching her the piano at age two, and her father, the "official magician" of New York City, taught her his craft and encouraged her ventriloquism. Lewis' first show business break came in 1952 when she won first prize on the Arthur Godfrey Talent Scout TV show. Five years later, she introduced Lamb Chop on the "Captain Kangaroo Show," which led to her own television program.

Lamb Chop

The rambunctious Lamb Chop is the most well-known of Shari Lewis' puppet creations. An exuberant, outspoken and self-confident six-year-old, Lamb Chop is never afraid to stand up for herself and always is willing to learn something new.

- Charlie Horse (not attending)

Charlie Horse is the older brother who's always ready with a new scheme. He strongly believes in putting himself first, but deep down Charlie is a good kid who learns from his mistakes. He helps teach other children the difference between right and wrong.

- Hush Puppy (not attending)

Good-natured and lovable, Hush Puppy is the naïve bystander. His easy-going personality often entangles him in older brother Charlie's schemes.

- continued -



**LOOK AT WHAT'S ON PBS**
1994-1995 Children's Programming Roster**PRESCHOOL PROGRAMS****Barney & Friends**

Lovable, huggable and six feet tall, America's favorite T-Rex comes to life through children's imaginations. Targeted to the youngest preschoolers, this series encourages kids to dance and sing with Barney and his friends as they explore positive concepts such as friendship and respect for different cultures.

Lamb Chop's Play-Along

Conceived as the "anti-couch potato show," creator Shari Lewis, her puppet co-stars and a cast of youngsters urge viewers to "do as I do" and join in the play. Each episode aims to help children discover their own abilities, from enjoying new languages to having fun with numbers and letters.

Mister Rogers' Neighborhood

For more than two decades on PBS, Fred Rogers has helped children deal with their everyday concerns and feelings about real-life issues. The program was the first — and remains the outstanding — example of a series that explores feelings and nurtures a child's self-respect.

The Puzzle Place (New!)

They couldn't be more different, and they couldn't be better friends. Six appealing "kid puppets," along with interesting sidekicks, solve puzzles in this new series, which premieres January 1995. Its premise is to help kids appreciate the differences as well as the similarities they'll encounter in the world.

Reading Rainbow

Award-winning host LeVar Burton and guest readers combine a mix of dramatic narrative and animation to show how books are gateways to worlds of adventure and knowledge. The long-running show's fast-paced video magazine format provides on-location settings to illustrate themes suggested by the featured book.

Sesame Street

Big Bird and his friends have helped two generations of preschoolers prepare for the transition from home to school. While life on the Street has changed along with American society, the show's original intent is as relevant as ever — to create programming for preschoolers that is appealing and respects their needs, interests and preferences.

— continued —

Shining Time Station

Featuring Thomas the Tank Engine, this series integrates dramatic narrative, music, animation and creative play as it tells tales about life in an enchanted railroad station. Ringo Starr and George Carlin alternate as Mr. Conductor, one of the many characters in this program that supports children's social, creative and artistic development.

Storytime (New!)

This new program has one overriding mission: to remind grown-ups and children of the joys of reading together. With help from Hollywood celebrities and a hip, book-loving puppet named Kino, young viewers and their caregivers are encouraged to share the special joy of reading.

SCHOOL-AGE PROGRAMS

Bill Nye The Science Guy (New!)

"Stand-up scientist" and mechanical engineer Bill Nye takes science out of the classroom and into the world in this new program. Combining solid science with original music videos, comedy and special effects, Bill demonstrates to kids that "Science rules!"

Ghostwriter

This inventive mystery/adventure series is designed to make the printed word exciting, relevant and fun for children. Set against an urban backdrop, Ghostwriter features a multi-ethnic team of youngsters who solve mysteries with the help of their hidden teammate - Ghostwriter - who communicates only through the printed word.

The Magic School Bus (New!)

In this new, fully-animated series, Lily Tomlin provides the voice for Ms. Frizzle, teacher extraordinaire. To stimulate her students' interest in science, Ms. Frizzle takes the class on cliff-hanging field trips with the help of a magic school bus.

Where In The World Is Carmen Sandiego?

Crime! Mystery! Rappin'! Geography! Designed to entertain kids ages six to 13, this game show also educates them about world geography. In each show, three contestants track master criminal Carmen Sandiego and her crafty cohorts across the globe with the help of the ACME Crimenet (the official Carmen-busting organization), celebrity cluegivers and a cantankerous cast of characters.

Effects of educational TV viewing of lower income preschoolers
on academic skills, school readiness, and school adjustment
one to three years later.

A Report to Children's Television Workshop

John C. Wright and Aletha C. Huston
Center for Research on the Influences of Television on Children (CRITC)
University of Kansas
Lawrence, KS 66045

May, 1995

This research was supported in part by a grant from The MacArthur Foundation and by Children's Television Workshop. The authors wish to record their appreciation of that support. The views expressed by the authors are their own, based on the research, and do not necessarily reflect those of Children's Television Workshop, The MacArthur Foundation, or the University of Kansas. We also wish to record our appreciation for the skilled, diligent, and committed efforts of our staff and students on the "Early Window Project." Among them are Ronda Derley, Seanna Donley, Angeles Dowd, Darwin Eakins, Jocelyn Freeman, Cydney Generoux, Curtis Gilyard, Lori Goser, Vicky Hamlin, Paul Jefferson, Janice Jones, Kulkanok Kanoksakharin, Jennifer Klein, Jennifer Kotler, Carrie Lambie, Ora Meyers, Kimberlee Murphy, Maria Elena Novak, Sabrina Oppenheimer, Rebeca Perez, Joanne Pickar, Marites Pinon, Vicki Rawdon, Jane Schneider, Tina Siribodhi, Michelle St. Peters, Raymond Soh, Jan Anderson Talley, Rosemarie Truglio, Jacky Watson-Jolly, and Laurel Wheeler.

Effects of educational TV viewing of lower income preschoolers on academic skills, school readiness, and school adjustment one to three years later.

Executive Summary

Background and Purpose of Study

- This report summarizes the key initial results from a four-year longitudinal study of low-income children's media use and its relationship to the subsequent development of their academic skills, school readiness, and school adjustment.

Method

- More than 250 families with a preschool child participated in the study. Children were two or four years old at the beginning of the study, five or seven at the end. All families lived in low-income census tracts, and 46% had received means-tested assistance in the past three years. About 40% were African American, 40% European American, and 20 % Hispanic.
- Families were evaluated four times, each a year apart, in an office visit lasting about two hours, during which the parent was interviewed, and the child was tested on a variety of achievement tests and assessment situations.
- A two-hour visit was made to the home of each family on four occasions, also a year apart, to assess supports for social, emotional, cognitive and educational development.
- During the year separating each of these home and office assessments, periodic telephone interviews were conducted with the parents, yielding a detailed record accounting for how the child spent every minute of the preceding day.
- In analyses of the relationship between television viewing and subsequent academic outcomes, statistical controls were applied for parent education, family income, preschool attendance, the child's first language, the supportiveness of the home environment, and the child's initial level of language skills at the outset of the study.

Key Findings

- The children's viewing of educational children's programming accounted for just under two hours per week at ages two to four, and declined to about one hour per week by age six to seven. Almost 80 % of that viewing up to age five was accounted for by Sesame Street.
- Non-educational cartoon viewing occupied 7-8 hours per week of these children's lives up to the time when they started kindergarten, then it declined.

- Viewing of adult (general audience) programs was about 16 hours per week at age two (mostly because they were with parents who were watching). This viewing declined to 8 hours by age five or six, then started to rise slowly at age seven, to about 9 hours per week.
- Viewing of children's educational programs was negatively related to viewing of non-educational cartoons and adult entertainment programming. The relationship was small, but consistent.
- Up to age five, there was a strong positive relationship of viewing educational children's programs in general and Sesame Street in particular to time spent reading or being read to and time spent in educational activities. It was still positive but less so at six and seven.
- Viewing of non-educational cartoons and of adult entertainment programs was consistently negatively related to time spent reading, and also negatively, but less strongly, to time spent in educational activities.
- For the younger children only, prior viewing of children's educational programs in general and Sesame Street in particular were consistent positive predictors of letter-word knowledge, math skills, vocabulary size, and school readiness on age-appropriate standardized achievement tests, even when statistical controls for children's background and initial levels of language skills were applied. About 25 minutes per day of viewing added a third of a standard deviation in test scores (about five points on a test with a range of scores from 70 to 130 points).
- With the same controls in place, non-educational cartoon viewing and adult program viewing had consistently negative, but somewhat weaker effects on the same outcomes.
- For six- and seven-year-olds, prior viewing of children's educational programs in general and Sesame Street in particular was a positive predictor of reading skill (paragraph comprehension) and also a positive predictor of teachers' judgments of overall school adjustment in first or second grade.

Conclusion

Young disadvantaged children's viewing of Sesame Street and other educational children's programs appears to play a positive causal role in their development of readiness for school. That contribution occurs between two and five years of age, and is independent of the contributions of parents' education, quality of the home environment, and family income, all of which also make contributions to the same positive outcomes. By contrast, the viewing of non-educational cartoons and adult programming has negative effects on readiness for school. Among four- to seven-year-olds educational TV viewing favorably affects reading and school adjustment.

BIG BIRD/ALICE INTRO OF HILLARY CLINTON-6/22/95

BIG BIRD (WEARING A TIE) AND ALICE ENTER, WAVE AND GREET THE AUDIENCE. THEN:

BIG BIRD: Hi! For those of you who don't recognize me in my tie, my name is Big Bird.

ALICE: Big Bird!

BIG BIRD: Right, Alice.

ALICE: Right, Alice!

BIG BIRD: This is Alice Snuffleupagus.

ALICE: Alice Snuffleupagus!

BIG BIRD: Right!

ALICE: Right!

BIG BIRD: And we're here today to introduce someone very important. *special*

ALICE: ~~Important!~~ *special*

BIG BIRD: Right!

ALICE: Right!

BIG BIRD: (DEEP SIGH OF FRUSTRATION)

ALICE: (DEEP SIGH MIRRORING HIS)

BIG BIRD: She's a friend of children everywhere.

ALICE: Everywhere!

BIG BIRD: (CONTINUING AS BEST HE CAN) We're very proud to introduce the first lady of the United States...

ALICE: Hillary Clinton!

BIG BIRD: (DOES A DOUBLE TAKE, THEN:) Hillary Clinton!

HILLARY CLINTON ENTERS

BIG BIRD:

*Alice, I think I
see some more of our friends.
(then exit. other characters enter.)*

June 23, 1995

MEMORANDUM TO THE FIRST LADY

FROM: SARAH FARNSWORTH

RE: BIG BIRD, ALICE SNUFFLEUPAGUS

=====

Based on the walkthru with Big Bird and Alice Snuffleupagus' advance team (yes, this was for real), following are some tidbits about them I thought you should be aware of for the PBS event on Monday, June 26 in the First Ladies Garden.

Big Bird

- Carroll Spinney, Big Bird performer
- Debbie Spinney, wife of Carroll
- Big Bird cannot perform or be in full costume for more than 10 minutes. You'll see Big Bird without "his head" on in the Diplomatic Reception Room.
- Carroll Spinney wears a lavalier mic attached to a headband on his forehead and holds his arm over his head to move Big Bird's mouth.

Alice Snuffleupagus

- Younger sister of Snuffleupagus
- Judy Sladky, Alice Snuffleupagus performer
- Judy walks on hands and feet
- Alice cannot perform or be in full costume for more than 10 minutes.

BOTH CHARACTERS

**** Big Bird and Alice can not be seen by the press with the other characters (contract restrictions).**

- Big Bird and Alice cannot walk up or down stairs (nor can they fit in the Residence elevator).
- Big Bird and Alice do not "work ropelines" or mingle with children which is why the children will be behind rope and stanchions in the First Ladies Garden.

Precis of remarks by John C. Wright

Conversation on children's stake in Public Broadcasting.

The White House, June 26, 1995

It is no longer scientifically valid to talk about the medium of television as if it were a monolithic and homogeneous whole. Our recent research has shown, for example, that its effects on young children's readiness to learn and preparation for schooling can be either positive or negative between the ages of two and five, depending on what they watch.

Nor is it any longer appropriate to describe American television as a "vast wasteland." Thanks to the energies of activists like Peggy Charren, the wisdom of the Congress in passing the Children's Television Act of 1990, the stewardship of the Federal Communications Commission, and the contributions of educators, producers, and social scientists concerned with the vast positive potentials of television for young children, we know that there are ecological islands of new growth in that wasteland. In fact, almost any of it can be reclaimed in the service of children where there is a will, an understanding of how it impacts kids for good or ill, and a determination that the airwaves we all own shall be used for the well being of all the public, including especially, disadvantaged children.

What is new about the research that my colleague, partner, and wife, Aletha Huston and I bring to the table today is that for the first time we have direct evidence of the consistent direction and magnitude of the effects of viewing television between the ages of two and five on nationally standardized tests of achievement in pre-reading skills, vocabulary, mathematical understanding, and overall school readiness.

It is this: Low- to middle-income urban children who watch as little as 25 minutes per day of educational children's programs like Sesame Street, between the ages of two and five, do significantly better on all school readiness indicators by the time they start kindergarten. These same children who watch educational programs consistently spend more time reading and in other educational activities than do those who watch no educational programs.

Moreover the data on the same families over the same period of time show a nearly equal-sized disadvantage on the same outcome measures for children who watch 25 minutes or more of non-educational, commercial cartoons per day. The heavy cartoon viewers also spend more time with video games like Nintendo and Sega.

To condemn all of television as "bad" for children is like tearing up the family library card if one's community library had 85% books that were manifestly inappropriate for children and 15% that were good children's literature.

What parents need to understand is that the medium is a powerful tool for good or bad, and that properly used in appropriate amounts, it can be markedly beneficial in getting a child started early on a positive quest for understanding and a joy in learning. We also found one benefit of educational viewing for the 4- to 7-year-olds: When they got to school, their teachers rated the educational TV viewers as better adjusted to school than the non-viewers, and the heavy cartoon viewers as less well adjusted to school than the non-viewers.

These early effects, both positive and negative, are stable and long-lasting. They are consistent in the data and statistically significant. And they have been statistically corrected for the major "third variables" that could have caused their relationship. These "control" variables in our study included parents' education, family income, whether English or Spanish was spoken in the home, and the total score on four annual two-hour observations conducted in the family's home to evaluate the quality of the child's home environment in terms of its support for cognitive and social development.

Good educational television for young children promotes reading and other educational activities that result in increased intellectual skills, improved readiness to learn, and a more successful adjustment to school. Watching commercial entertainment programming, especially cartoons, has about the same magnitude of effects in the opposite direction.

TALKING IT OVER

HILLARY RODHAM CLINTON

RELEASE: WEEKEND, AUGUST 12-13, 1995

Have you seen what's on daytime television lately? During a recent workout, I started channel surfing, and the first show I saw was about wild teen-agers and their mothers. Another network featured women who use men for money. And on a third were people who believe their thoughts are controlled by aliens.

I cringed.

Then, I found refuge in Big Bird.

For many parents across our country, there is great comfort in knowing that however prurient, violent or sensational daytime programming has become, there is still an oasis for children called public television.

The truth is, my daughter is a Se Street kid. When she was younger, we would tune in together and read the books at went along with the shows. Over the years, my husband and I could see that Big Bird, Ernie, Bert and Cookie Monster had helped her learn to spell, count and, perhaps just as important, appreciate the cultural richness of our country.

But my daughter's experience is not the only reason I am disturbed by recent attacks on public television. There is no escaping that television is a pervasive influence in the lives of all of our children -- one that can have a significant impact, positive or negative, on their social and intellectual development.

A friend told me recently about the time her daughter came home from the first day of school and was so excited that she couldn't stop talking about it. After telling her parents about everything that had happened, she went to the television set and told Mr. Rogers too. Can you imagine that child having the same conversation with the Power Rangers?

The little girl's story gives us a window on the latest research. Studies show that children who watch programs like "Sesame Street," "Barney" and "Mister Rogers Neighborhood" are better prepared to learn by the time they begin kindergarten than children who watch only commercial television. Early on, reading becomes a part of their lives. So do numbers, ideas and a rich imagination.

In fact, just at that wonderful stage when young children seem to absorb every new word and concept they come across, educational television provides a unique learning tool. Even watching as little as 25 minutes a day can help.

HILLARY RODHAM CLINTON 8/12-13/95**Page 2**

Researchers have found that low-income children between the ages of 2 and 5 who watch a small amount of educational programming do significantly better on tests of reading potential, vocabulary, mathematical reasoning and overall readiness for school.

By contrast, kids who spend the same amount of time watching non-educational cartoons and adult programs are not as well prepared for learning in school.

Recently, Sonia Manzano, known to millions of children as "Maria" on "Sesame Street," came to the White House to talk about educational television. She described what it was like to grow up in the Bronx as a Hispanic child who never saw anyone who looked or talked like her on television.

"I know that if a child spends his life not seeing himself reflected in society, which mostly means on television, it will wear him down," she said.

Children's programs like "Sesame Street," she said, offer a feeling of belonging and positive role models to all children in our society.

They are particularly beneficial to low-income children whose families often lack other opportunities for intellectual stimulation.

The public broadcasting channel is the only source available for educational children's programming for about one-third of American families that cannot afford or do not have access to cable television. And I bet most Americans would be surprised to know that the majority of public television viewers come from families with annual incomes of less than \$40,000. It is the children in these families who gain the most from public broadcasting.

I do not mean to suggest that public television is a panacea. Clearly, we parents must take responsibility for turning off the television more often and monitoring the shows our children do watch. And we can do more as a society to help our families meet that challenge. A rating system and the proposed v-chip to block out violent programs from individual homes could make a difference.

But let's not kid ourselves. In a culture like ours, which is so dominated by television, children's programming is not a luxury enjoyed by a privileged few. It is a necessity for tens of millions of American families.

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**NOTE TO HILLARY RODHAM CLINTON EDITORS: THE FOLLOWING IS A
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CREATORS SYNDICATE, INC.**

**TALKING IT OVER
BY HILLARY RODHAM CLINTON
FOR IMMEDIATE RELEASE**

As one of the few mothers in the room when the President met with leading entertainment executives at the White House Thursday, I can tell you how encouraging the discussion was.

The heads of companies that produce our movies and television shows were all there. Cap Cities/ABC, CBS, NBC, Fox, PBS, Disney, Turner Broadcasting, DreamWorks, Warner Bros., Sony and Viacom, along with other major media companies, cable stations and the creative guilds, joined together to launch plans for a television rating system.

They pledged to develop a system by early next year that will help parents gauge the amount of violence, sex and profane language used on shows. Also discussed were ways to improve the quality of children's programming.

During the meeting, I had a strong sense that these executives are listening to America's parents.

They are the people who run the networks, operate the cable stations and produce the shows -- the men and women who are, as one executive put it, "setting the cultural agenda for the world."

Just getting these entertainment executives to sit down at a table together was remarkable. After all, the entertainment industry is highly competitive, and many of these professionals have conflicting interests. A few weeks ago, there were doubts that such a meeting could ever take place, let alone at the White House.

This is an impressive step forward. Information is power. And right now, parents don't have enough information or power when it comes to the programs their children watch on television.

I know this from experience. As hard as I tried to be vigilant about my own daughter's viewing habits when she was younger, I couldn't monitor the television screen 24 hours a day.

Today, the majority of American children live in houses with three television sets. The typical family watches 51 hours of television a week. They can get shows on up to 70 channels, making it even harder for parents to control the messages and images their children absorb.

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A rating system may not be the perfect solution, but it certainly will help. Ratings will be encoded so that parents can use the new v-chip to block out programs that are inappropriate for their children. As part of the telecommunications bill the President signed into law last month, v-chips will be required in all new television sets starting in 1998.

As the President said at Thursday's meeting, "We are handing the TV remote control back to America's parents -- so that they can pass on their values and protect their children."

The industry leaders know it will be a daunting task to give ratings to hundreds of thousands of television shows. Yet, to a person, they seemed ready and willing to rise to the challenge.

At the same time, nobody in the room was under any illusion that a rating system or the v-chip will end violence in America or get rid of all the guns on our streets.

Even with ratings and a v-chip, parents have to take more responsibility by turning the television off sometimes. They have to work harder to engage their children in other activities. They have to take the time to talk to their kids instead of parking them in front of the tube at every opportunity.

Vice President Gore told the broadcast executives that parents have to take primary responsibility "for raising their children in an era of information overload."

Better programming is also part of the solution. One of the legitimate concerns of the industry representatives is that educational and quality programming on commercial television is not always watched as much as the alternative. Parents must not just screen out bad programs but tune in good ones.

One executive emphasized that education and entertainment are not mutually exclusive and that quality programming can be profitable. The Discovery Channel, for example, has started a 24-hour children's educational channel with no commercials.

Nickelodeon, Disney and A&E are staples of our household, and I'm sure that's true for many other parents and children who want a steady diet of family-friendly programming.

This is all happening because millions of parents across the country have let the entertainment industry know that there is an audience out there for quality programming. Violence, sex and profanity are not the only things that sell.

Now, with a rating system in the works, the industry has taken its biggest step ever on behalf of parents and children. For the commitment they made to the President and the American public Thursday, the leaders of our media and entertainment industry deserve our thanks and praise.

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