

Attitude

Ad Census

- neg attitudes towards kids, but hope for future
- blame parents, but acknowledge hard times
- no look to grow
- ~~teens~~ say they are close w/ parents + mentors, but have ~~responsibility~~ on their hands

drugs

CASA - 9/98

- 12-13 biggest most critical thing at re↑ drugs access + ↓ parental involvement - 47% ^{13 yr olds} say parents w talk to them @ it
- 13 dramatically ↑ risk + access
- 17 in environment where drugs are more available + sup to 64

YMCA / Global Strategy Grp

- 12-15 yr olds - parents relatively w/ gettars
- parents + kids have very different views of needs + how time is spent +



THE NATIONAL CENTER ON
ADDICTION AND SUBSTANCE ABUSE
AT COLUMBIA UNIVERSITY

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FYI

CASA Releases 1998 *Back to School Teen Survey*

September 1, 1998

**FOR IMMEDIATE
RELEASE**

10.30 a.m., Tuesday,
September 1, 1998

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CASA 1998 Back to School Teen Survey

**TRANSITION FROM AGE 12 TO 13 MARKS
CRITICAL TURNING POINT IN ACCESS TO
DRUGS AND ATTITUDES ABOUT THEM:
BY 13 TEENS KNOW STUDENT WHO USES
AND SELLS POT, ACID, COCAINE, HEROIN**

**51% of HIGH SCHOOL STUDENTS SEE
SCHOOL DRUG SITUATION GETTING
WORSE; 78% SAY DRUGS ARE USED, SOLD
AND KEPT ON SCHOOL GROUNDS**

**Nearly Half of Teens Say Parents Never
Discussed**

Dangers of Drugs with Them

**Religion Major Factor in Keeping Teens
Drug-Free**

The transition from age 12 to 13 is the most critical turning point in the lives of America's children. It is the year when their access and exposure to illegal drugs skyrocket while parental involvement in their lives dramatically diminishes, according to **Back to School 1998 -- The CASA National Survey of American Attitudes on Substance Abuse IV: Teens, Teachers and Principals**, released today in Washington, D.C. by Joseph A. Califano, Jr., former Secretary of Health, Education and Welfare and President of The National Center on Addiction and Substance Abuse at Columbia University (CASA)*, and Dr. Frank Luntz, President of The Luntz Research Companies.

The CASA survey reveals that *at age 13, teenagers get to know other students who use and sell pot, acid, cocaine or heroin; learn where to buy these drugs and who to buy them from, and significantly change their attitudes about reporting student drug users and sellers and communicating openly with parents.* At the very same time, 47% of 13-year-olds say their parents have never seriously discussed the dangers of illegal drugs with them. Nearly two-thirds of all teens report that their parents have discussed the dangers of drugs with them less than three times.

"Bluntly put, in 1990's America we have created for children at the moment of entry into the first teen year a world where drugs, alcohol and cigarettes are widely available at school and from classmates," said Califano. "It is a world where parents, teachers and principals are in such a state of denial about the risk of substance abuse and addiction these children face that they are not providing the support these children need.

"CASA's 1998 survey leaves parents with one critical message: we must prepare our children at earlier and earlier ages to resist the lure of cigarettes, alcohol and drugs. Our survey should give parents confidence that they can influence their teenagers," he said.

From 12 to 13: The Turning Point Year

To determine when tobacco, alcohol and drugs become a significant factor in teenagers' lives, CASA analyzed their responses to 10 key questions designed to measure their perceptions, attitudes and experiences regarding addictive substances. The results show that this critical transition occurs between age 12 and 13--far earlier than many parents, teachers and principals seem to realize. In no other year do teens' perceptions and attitudes shift so markedly. A 13-year-old is:

- almost three times likelier to know a teen who uses acid, cocaine or heroin than a 12-year-old
- more than 3 times likelier to be able to buy pot and to buy acid, cocaine or heroin
- almost 3 times likelier to know a student drug seller
- more than 3 times likelier to be unwilling to report a student they see using drugs

A 13-year-old is also far less likely to be afraid of getting caught using illegal drugs, to rely on parents rather than friends in making important decisions, to find an adult home after school and to tell their parents where they go after school and on weekends.

The transition from age 12 to 13 signals the biggest increase in teens' use of tobacco, alcohol and drugs. Over the three-year period from age 12 to 15, the proportion of teens who have smoked cigarettes in the last month soars from 2%

to 15%; the share of teens who report having been drunk in the last month climbs from 2% to 21%, and the share saying they smoked marijuana jumps from 1% to 34%.

***Teens Say Drugs Greatest Concern, Drug Problem Getting Worse--
Principals and Teachers Don't Get It***

The survey also shows that our teenagers are thrown into a world where smoking, drinking and using pot are commonplace. ***A majority (51%) of high school students say the drug problem is getting worse and, for the fourth straight year, both middle and high school students say that drugs are their biggest concern. For the third straight year, the number of high school teens who report that drugs are used, sold and kept at their schools has risen: from 72% in 1996 to 78% in 1998.*** By age 17, only 23% say their school is drug-free, 54% say that alcohol was available at most parties they attended in the past six months and 35% say pot available.

If these concerns and perceptions mean our teens are crying out for help, then their teachers and principals aren't hearing them:

- In middle school, 25% teachers and 10% principals say their schools are not drug-free compared with 53% of students; in high school, 44% of teachers and 18% of principals say their schools are not drug-free compared with 78% of students.
- In middle school, 36% students and 33% of teachers say the drug problem is getting worse compared to only 10% of principals; in high school, 51% of students and 41% of teachers say it is getting worse compared with 15% of principals.
- In high school, 50% of teachers and 48% of principals believe a teen can smoke pot every weekend and still do well in school compared to 23% of teens.
- 71% of high school students think more than half the students tried pot; only 27% of principals and 26% of teachers do.

"We may soon witness a national consensus that the elementary and secondary education system in America has collapsed and needs a complete overhaul. That collapse will be due, in no small measure, to the fact that the nation's schools are riddled with illegal drugs, alcohol and cigarettes," said Califano. "In our survey, students, teachers and principals say that schools would be drug-free if students, teachers and principals wanted them to be. If that self-assessment is correct, then the parents of this nation should rise up in anger and demand that students, teachers and principals take the actions necessary to make our schools drug-free."

Noted Frank Luntz: "The failure of principals and teachers to understand the world in which teens are living greatly

increases the risk that teens will use alcohol, tobacco and illegal drugs. To save our kids, principals must take responsibility for the reality these teens face at school and show leadership in dealing with this crisis."

Religion A Major Factor

There is a dramatic difference between substance use by teens who attend religious services at least four times a month and those who attend less than once a month:

- Only 8% who attend religious services at least four times a month smoked cigarettes compared to 22% who attend less than once a month.
- Only 13% who attend four times or more have smoked marijuana compared to 39% who attend less than once a month.
- Only 20% who attend four times or more say at least half their friends drink compared to 38% who attend less than once a month.
- Only 49% who attend four times or more know a friend or classmate who has used illegal drugs like acid, cocaine or heroin compared to 62% who attend less than once a month.

Signs of a Teen at Risk

As in past years, CASA seeks to identify risk factors including attendance at religious services, after school activities, eating dinner with parents and parental monitoring and their correlation with teen smoking, drinking and using drugs. Teens who hang with friends after school, go home to an empty house, rarely eat dinner with their family, listen to seven or more hours of music a day, don't attend religious services regularly, and get C's or lower grades are far likelier to smoke, drink or use pot.

- 31% who never smoked pot always eat dinner with their parents compared to only 14% who smoked pot.
- 45% who never smoked pot rely most on their parents' opinion compared to 21% who smoked pot.
- 17% who never smoked pots hang out with friends after school compared to 31% who smoked pot.

Parent Power

For parents who believe they have little influence over their adolescents, teens tell us their parents do influence them in resisting drugs while friends influence those teens most who decide to use drugs:

- 43% of teens who never smoked marijuana cite their parents as having the most influence over their decision not to smoke pot; 31% credit themselves.
- 50% of teens who smoked marijuana cite their friends as most influential; 30% cite themselves.

To gain a better sense of parental influence, the survey asked a series of questions regarding parental monitoring and parent/teen communication. We found that teens who smoke, drink or use pot are less likely to tell their parents where they are on weekends or after school, less likely to have a parent at home after school, and less likely to rely on parents' opinions when they making important decisions.

The Smoking/Drinking/Drug Connection

The survey also demonstrated that teens who use one substance are far more likely to use another. "The powerful correlations among teens who smoke, drink and use marijuana and expect to try an illegal drug in the future make it essential for parents, principals and teachers to focus on all substances in their prevention efforts," said Califano.

- 63% of smokers got drunk at least once a month compared with 10% of teens who never smoked.
- 79% of smokers also have smoked marijuana compared with 14% of teens who have never smoked.
- 45% of pot smokers also smoked a cigarette in past month compared to 3% of non-pot smokers.
- 60% of pot smokers also drank alcohol in the past month compared with 15% of non-pot smokers.
- 56% of pot smokers get drunk at least once a month compared with 6% of non-pot smokers, and 40% are likely to use an illegal drug in the future compared with 11% of non-pot smokers.

The 1998 CASA survey, conducted by The Luntz Research Companies during May, June and July, surveyed 1,000 teenagers age 12 to 17 (margin of error $\pm$ 3.1%) and 824 teachers and 822 principals (margin of error $\pm$ 3.5%). The survey was funded by The Robert Wood Johnson Foundation.

The National Center on Addiction and Substance Abuse at Columbia University is the only national organization that brings together under one roof all the professional disciplines needed to study and combat all types of substance abuse as they affect all aspects of society. CASA's missions are to: inform Americans of the economic and social costs of substance abuse and its impact on their lives; assess what works in prevention, treatment and law enforcement; encourage every individual and institution to take responsibility to combat substance abuse and addiction; provide those on the front lines with tools they need to succeed; and remove the stigma of substance abuse and replace shame and despair with hope.

The Table of Contents, Foreword, Key Findings and Overview are now available online in HTML.

To order a print copy of this report, please print off the

November 8, 1998, Sunday, TWO STAR EDITION

SECTION: EDITORIAL,

Pg. E-4

LENGTH: 770 words

HEADLINE: THE DINNER TABLE STRATEGY;
HERE'S AN OVERLOOKED WEAPON IN THE WAR ON DRUGS: EAT DINNER WITH YOUR KIDS;
SAYS JOSEPH A. CALIFANO

BYLINE: JOSEPH A. CALIFANO

DATELINE: WASHINGTON

BODY:

If parents and middle and high school teachers and principals want to find out why teen-agers' drug use has soared in the past five years, the first place they should look is in the mirror.

Teen pot smoking is up almost 300 percent since 1992, and use of other illegal drugs such as acid, cocaine and heroin, as well as drinking and smoking, also has increased. The recent survey of teen-agers, teachers and principals by the National Center on Addiction and Substance Abuse at Columbia University provides disturbing insights as to why.

For the fourth straight year, 12- to 17-year-olds rate drugs their most important problem, dwarfing violence, sex and social pressures. For the third straight year, the percentage of high school students who report that drugs are used, kept and sold at their schools has risen, to 78 percent in 1998. For the first time, more than half of middle-schoolers (that includes sixth-graders) report that drugs are used, kept and sold at their schools.

What about parents, teachers and principals?

Almost half of middle and high school teen-agers say their parents never have talked to them about the dangers of drug use. Half of high school teachers and principals believe that teen-agers can smoke pot every weekend and do well in school. Only 23 percent of their students agree.

On one grim assessment, teachers and teen-agers are in near agreement: In middle school, 33 percent of teachers and 36 percent of students see the drug problem getting worse in their schools; in high school, 41 percent of teachers and 51 percent of students see the drug problem getting worse.

Here principals reveal their hear-no-evil, see-no-evil, speak-no-evil selves: Only 10 percent of middle and 15 percent of high school principals admit the drug problem is getting worse in their schools.

That's the bad news. The good news is that parent power can make a big difference. Kids who do not smoke pot credit their parents with their decision; kids who smoke pot credit their peers. The odds that 12- to 17-year-olds will smoke, drink or use marijuana rise as the number of meals they have with their parents declines. Only 6 percent of kids who eat dinner with their parents six or more times a week smoke compared with 24 percent of those who eat dinner with their parents twice a week or less; for marijuana use, it's 12 percent compared with 35 percent.

Parental involvement and religious activities are the two most effective protective factors for teens. Parents who eat meals with their kids, know where they are after school and on weekends and are involved in their children's school

activities and academics are likeliest to be parents of kids who don't smoke, drink or use marijuana or other illegal drugs. Teen-agers who attend religious services regularly are far less likely to use drugs, know drug dealers or have friends who smoke, drink or do drugs than those who attend such services less than once a month.

Sure, government has to do a better job of reducing teen access to cigarettes, alcohol and drugs. Movies and music that glorify smoking, drinking and drug use undoubtedly influence impressionable teen-agers and make it more difficult to raise a child who has the skill and will to say no. But teens of parents who eat, talk, play and pray together are not likely to be lured into a world of cigarettes, marijuana and alcohol despite the failure of government to make such substances inaccessible to children and however adult and attractive the popular culture makes such conduct.

Teen-agers also would do well to take a look in the mirror. Some 80 percent of 12-year-olds would report a student drug dealer in their school. Only 22 percent of 16-year-olds would report a student hawking illegal drugs.

Today when parents send their children off to middle and high school, they are tossing them into a world where illegal drugs, cigarettes and alcohol are readily available and their use is widely viewed as quite acceptable. A drug-free school is an oxymoron in 1998 America. In the survey, students, teachers and principals said that their school would be drug-free when students, teachers and principals wanted it to be drug-free. With a relentless application of parent power that takes teens, teachers and principals at their word, American children might once again be able to attend drug-free schools.

Joseph A. Califano is president of the National Center on Addiction and Substance Abuse at Columbia University. He served as secretary of health, education and welfare from 1977 to 1979. He wrote this for the Washington Post.

LOAD-DATE: November 13, 1998

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September 2, 1998, Wednesday, CONSTITUTION EDITION

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HEADLINE: NATION IN BRIEF

BODY:

Ages 12-13 pivotal years in drug fight Just as young teenagers are becoming more exposed to drugs, their parents are losing influence over their lives, according to a new survey that suggests ages 12 and 13 are critical years in the fight against drug use. Few 12-year-olds know how to buy marijuana or know someone who has used hard drugs, but about three times as many do by the time they are 13, according to the survey from Columbia University's National Center on Addiction and Substance Abuse.

"In no other year does a child's access to drugs and attitude about drugs shift so precipitously," said Joseph A. Califano Jr., the center's president and secretary of health, education and welfare in the Carter administration. The survey also found that teens think the drug problem is considerably worse than their teachers and especially their principals do: 78 percent of teens say their schools are not drug free; just 18 percent of principals agree. Unfair tactics found in Detroit news strike The National Labor Relations Board has upheld a finding that the Detroit newspaper strike was caused by unfair labor practices, and ordered the newspapers to bring former strikers back to work immediately. The newspapers said they would appeal the ruling, released Tuesday. Six union locals representing about 2,500 workers walked out in July 1995 against the Free Press, the News and Detroit Newspapers, which runs the papers' business and production operations under a joint operating agreement.

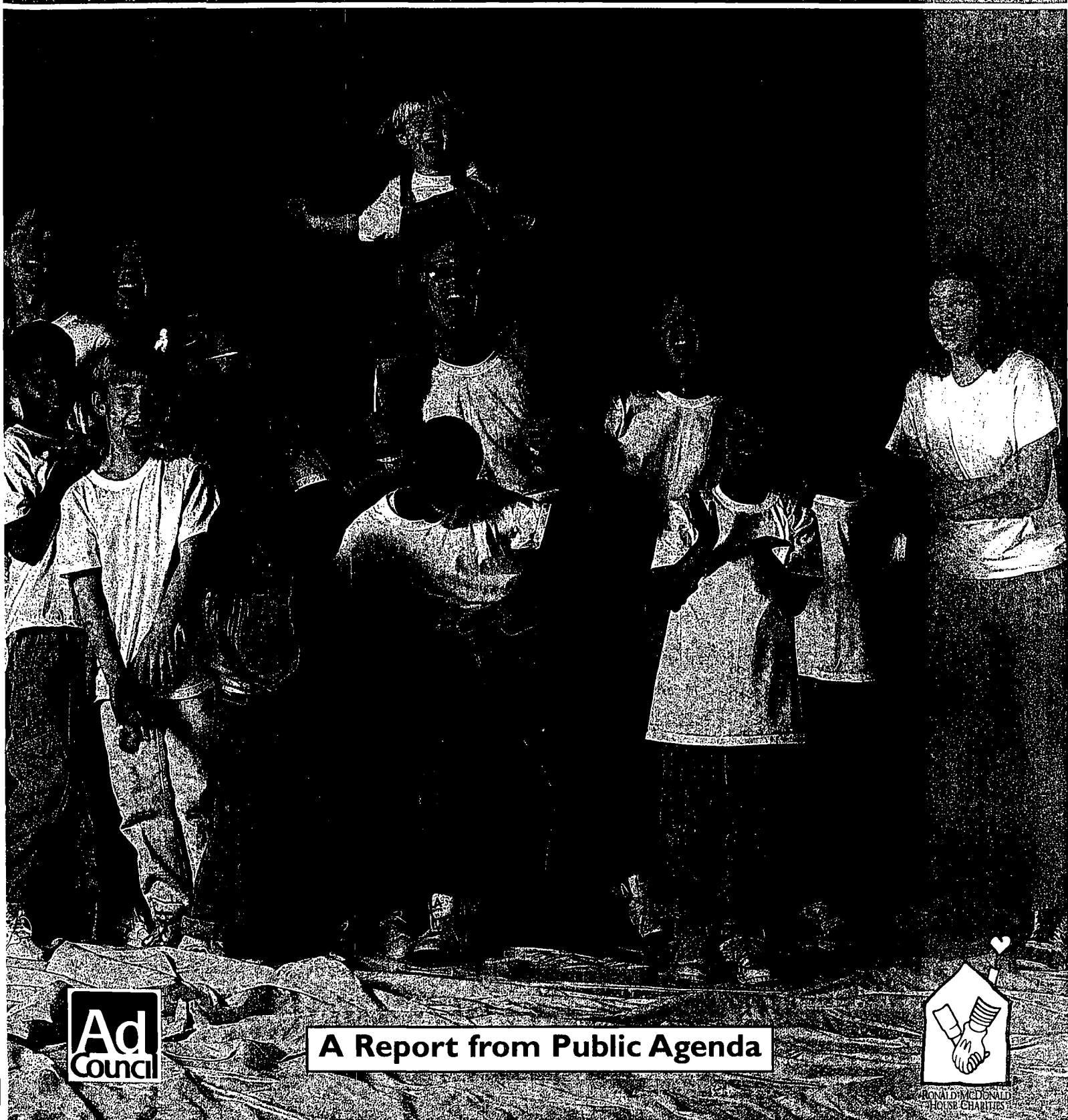
Smaller dummies urged in crash tests The Transportation Department is proposing specifications for a new crash-test dummy representing small women, who sometimes are injured or even killed by air bags. Transportation Secretary Rodney Slater had earlier proposed certification for new dummies representing toddlers and infants. Until now, the government has required automakers to pass crash tests for air bags using only adult male dummies. But the 105 people killed in the United States by inflating air bags have been mostly children and small women, the very ones automakers are not required to design for to meet government regulations. FEC sues Steve Forbes over campaign articles The Federal Election Commission is suing publisher Steve Forbes for the value of magazine columns he wrote while campaigning for president. The commission contends the columns published while Forbes was running for the Republican nomination in 1996 amount to illegal campaign contributions by his magazine. The FEC values the columns at \$94,900. Forbes called the FEC's action an assault on the First Amendment. Mom finds body of son at crash scene Police in Remington, Va., told Joyce Young her 19-year-old son had walked away from a car wreck. But when he had not come home 11 hours later, she went to the crash site and found his body in high grass. Jay Young was killed when the car he was driving flipped Friday night in what investigators said might have been an alcohol-related accident. Police searched in the darkness but did not find him, and figured he and another youth in the car had fled. Young's mother found the corpse in waist-high grass 50 feet away. Crash of small planes kills two pilots Two small planes collided over a rural area near Eau Claire, Wis., and crashed, killing both pilots. The planes, a single-engine Cessna and a twin-engine Cessna, collided Monday in clear weather near the Chippewa Valley Regional Airport and went down three-quarters of a mile apart.

LOAD-DATE: September 3, 1998

KIDS THESE DAYS '99

WHAT AMERICANS REALLY THINK ABOUT
THE NEXT GENERATION

Teens—
2th kid



A Report from Public Agenda



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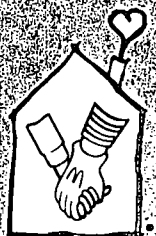
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SEN 11-989456-61

INTRODUCTION

Two years ago, with support from Ronald McDonald House Charities and The Advertising Council, Public Agenda, a nonprofit, nonpartisan research organization, released a landmark opinion survey exploring Americans' attitudes about children and teens. Entitled *Kids These Days: What Americans Really Think About the Next Generation*, the study revealed a pervasive concern among Americans that the nation's children face a crisis—not an economic crisis brought on by extensive poverty or joblessness, but rather a moral crisis, one that has emerged because adults have failed to teach them about character and values.

Kids These Days attracted widespread attention from journalists, policy makers, educators, and professionals in law enforcement and the religious, charitable and philanthropic communities. It sparked a nationwide discussion about values among children, teens, and their families. *Congressional Quarterly* selected the study as one of the most significant documents published in 1997.

To determine whether Americans have changed their views on children and youth over the last two years, Public Agenda conducted a "tracking" survey—that is, a survey asking respondents to answer identical batteries of questions. We report the findings of this follow-up survey in the following pages. These results are based on a random sample telephone survey of 1,005 members of the public, including 384 parents of children under 18. The study also included a survey of 328 teenagers. This is the second in a series of five surveys, the last one scheduled for 2002.

Americans' concerns that too many children and teens are not absorbing the moral lessons that will allow them to grow into respectable, respectful, compassionate, and honorable human beings remain virtually unchanged. The consistency of opinion over time is notable: it both confirms the soundness of the benchmark study, and suggests how deep-seated and deeply felt Americans' anxieties about the next generation are. But while identifying and describing public concerns—and calling the country's attention to them—is important, it is merely a first step.

Ronald McDonald House Charities plans to use the research results to effect change in the communities it supports by awarding grants to organizations whose programs will significantly impact the lives of children and their families.

For the Ad Council, the results of this year's study only strengthen the need for communications programs that "help parents help kids." The Ad Council will continue to apply the research findings to its public service advertising campaigns that target parents and kids, and will actively develop new media partnerships aimed at positively influencing attitudes and behaviors towards these two critical segments of American society.

Kids These Days '99 was prepared by Ann Duffett, Jean Johnson, and Steve Farkas of Public Agenda. An online version of this report is available on Public Agenda's Web site at www.publicagenda.org. More information about Ronald McDonald House Charities, the Ad Council and Public Agenda can be found on page 11.

ACKNOWLEDGMENTS

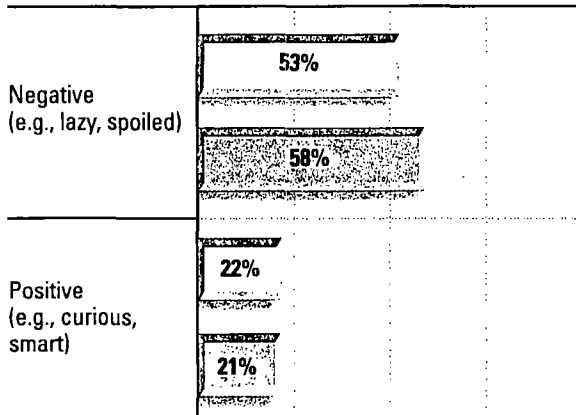
Public Agenda would like to thank the following individuals for their support and assistance during the preparation of *Kids These Days '99*: Ken Barun, Susan Kerr and the Board of Trustees of Ronald McDonald House Charities; Ruth Wooden, Paula Veale, Ken Ulmer, George Perlov, Katie Guillory and Pat Mitchell of The Advertising Council; Alex Kroll, Chairman Emeritus, The Advertising Council; Deborah Wadsworth, Margaret Suzor Dunning, Matthew Schuerman, Scott Bittle, Claire Aulicino and Patrick Foley of Public Agenda; and Dan Yankelovich, Public Agenda's co-founder and president.

FINDING ONE Negative Reactions

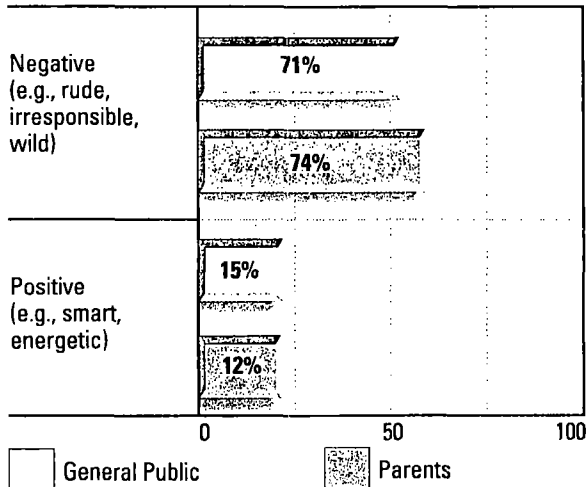
Most Americans are deeply disappointed with “kids these days.” More than seven in ten adults resort to words such as “rude,” “irresponsible,” and “wild” to describe today’s teens, and more than half also describe young children disapprovingly. On the whole, high hopes for kids are wanting—no more than two in five adults, parents or teens themselves say youngsters today will grow up to make America a better place.

Most Americans describe children and teens in negative terms.

DESCRIPTIONS OF CHILDREN

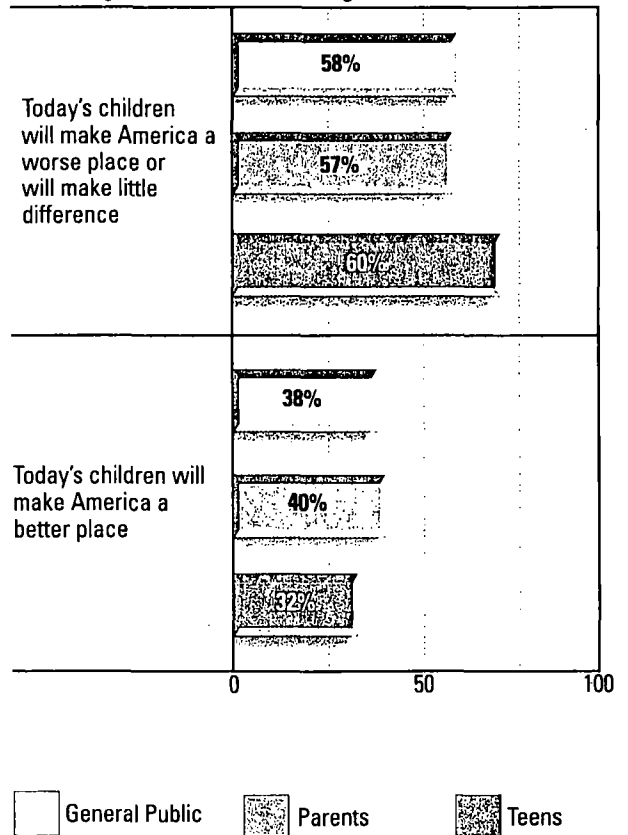


DESCRIPTIONS OF TEENAGERS



Neither adults nor teens believe the next generation will make America a better place.

% who agree with the following statements:



Readers wishing to obtain more detail about the findings outlined in *Kids These Days '99* can refer to the benchmark study Public Agenda prepared in 1997. See page 11 for more information.

Note: Question wording in charts may be slightly edited for space. Percentages may not equal 100% because of rounding or the omission of some answer categories.

FINDING TWO: A Focus on Values and Respect

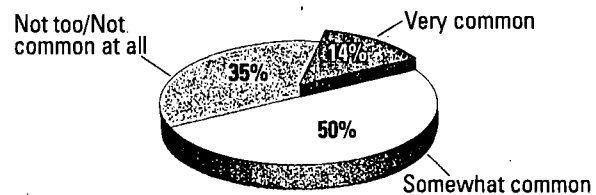
The American public believes too many youngsters today lack values and character and are severely short on basic civility. More people today than two years ago pick "failing to learn such values as honesty, respect and responsibility" as the number one problem affecting kids, and an overwhelming majority say this problem is widespread, not confined to kids from lower income families.¹ Only a handful of adults say it's typical to come across children or teens who are friendly and helpful towards their neighbors, or who treat people with respect. These findings are consistent among both white and minority Americans.

Not learning values tops the public's list of problems facing kids.

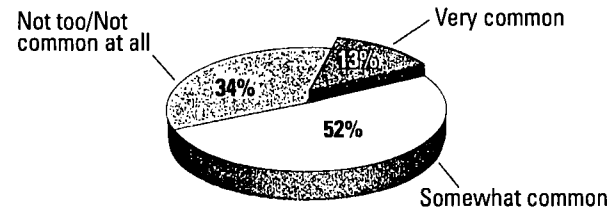
% ranking item as "most serious" out of 10 very serious problems	White Adults	Minority Adults
Not learning values like honesty, respect, and responsibility	33%	31%
Drug and alcohol abuse	23	29
Crime and gangs	9	10
Welfare programs that encourage single-parent families and teen pregnancy	9	6
Too much violence or sex in the media	7	3
Poor public schools	4	5
Fewer families teaching religious faith and values	3	4
Economic pressures on parents	3	3
Shortage of strong communities	3	5
Shortage of government programs that support kids	3	1

It's not very common to come across friendly, helpful, respectful young people.

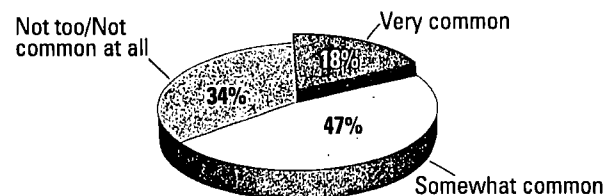
Teens who are friendly and helpful towards their neighbors



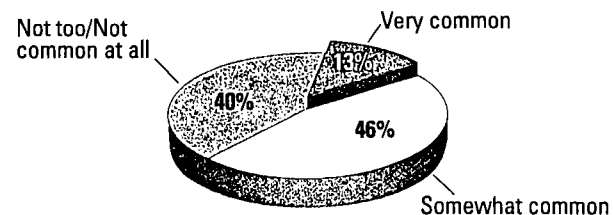
Teens who treat people with respect



Children who are friendly and helpful towards their neighbors



Children who treat people with respect



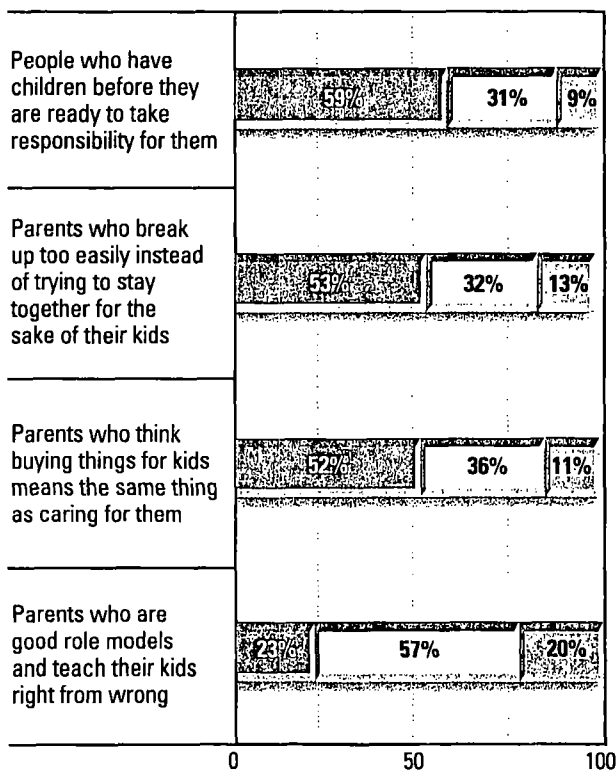
FINDING THREE: Putting the Blame on Parents

The public holds parents fundamentally responsible for how well—or not so well—kids are doing. Criticism about parents is plentiful—majorities believe that too many parents have children before they are ready, that too many hastily divorce without regard for their kids, and that too many equate buying things for kids with caring for them. Fewer than one in four say parents who are good role models are very common. If anything, the poor reviews for today's parents are getting worse. People are more likely to blame parents—rather than social forces—for problems with kids than they were just two years ago.

Americans think too many parents fail to do their job.

% of general public saying each item is:

 Very common
  Somewhat common
  Not too/Not common at all

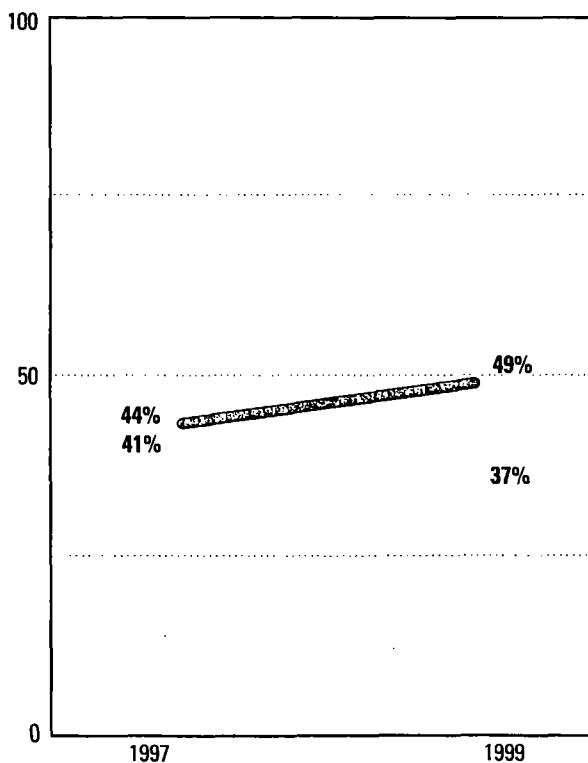


Today, more Americans blame irresponsible parents rather than economic pressures for the problems kids face.

% of general public who blame the following for the problems kids face:

 Blame irresponsible parents who fail to do their job

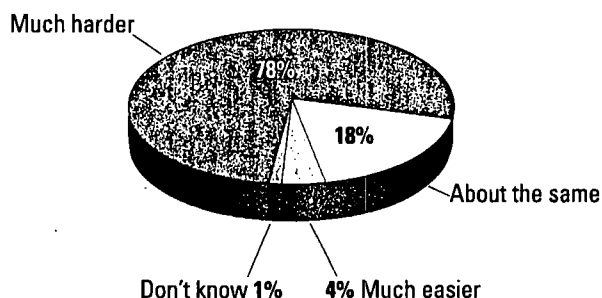
 Blame social and economic pressures on families



FINDING FOUR: Difficult Circumstances

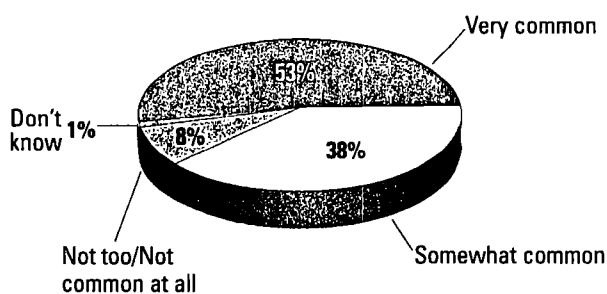
Despite their criticism of parents, most Americans acknowledge that families have a tough job to do under difficult circumstances. More than three in four adults believe it's much harder for parents to do their job these days, and a majority says it's not unusual to find parents who make sacrifices for their children. Likewise, the public is sympathetic to parents, recognizing that outside forces—such as drugs, violence and crime—sometimes undermine their efforts to raise good kids.

People believe it's harder to be a parent today...



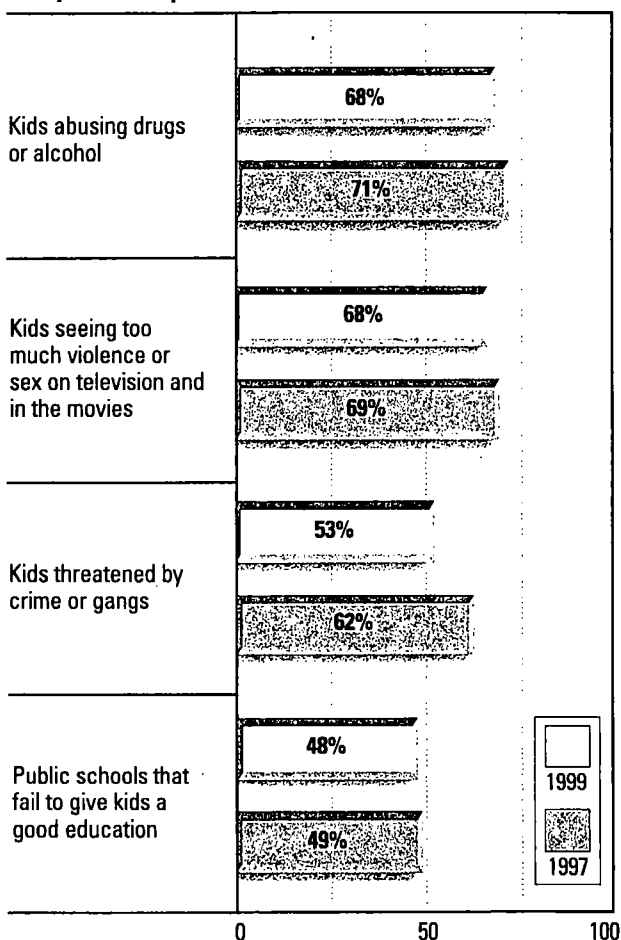
...And that many parents make sacrifices.

How common is it to find parents who sacrifice and work hard so their kids can have a better life?



People also recognize that kids face many dangers and temptations.

% of general public saying item is a "very serious" problem:



FINDING FIVE: Little Willingness to Write off Kids

Despite their pessimism and concern about children and teenagers today, Americans believe that helping kids get a good start in life is one of the most important issues facing the country, even more important than creating jobs or reducing crime. And, by a margin of 13 to 1, the public believes that given enough attention and the right guidance, even the most troubled teenagers can get back on track.

Americans say helping kids is a top priority.

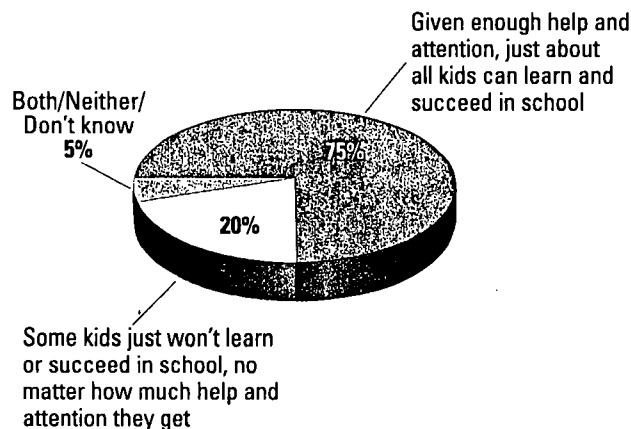
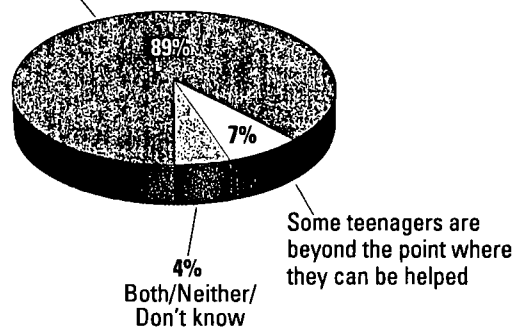
Asked to choose among four priorities, respondents easily rank helping kids as #1.

% saying each item is "the most important" priority	1999	1997
Trying to help kids get a good start in life	55%	52%
Trying to protect citizens from crime	14	18
Trying to create more jobs	14	16
Trying to help the poor and the homeless	13	10

And they believe even the most troubled youngsters can be reached.

Which comes closer to your view?

Given enough attention and the right kind of guidance, almost all teenagers can get back on track

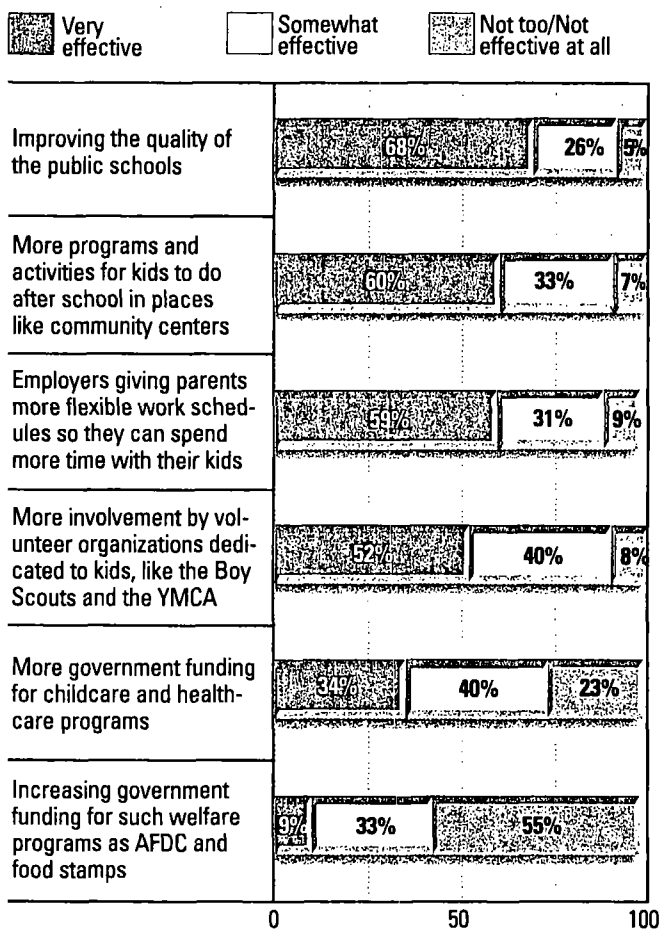


FINDING SIX: The Role of Government

Americans endorse a variety of solutions to the problems facing youngsters, but they focus mainly on those that build character and involve children in structured activities. The public is most likely to look to schools, employers, and community-based organizations for solutions, not government. On the whole, the public steers clear of traditional government programs to help kids, and relatively few consider a shortage of government programs as a major concern. Minority Americans, however, are more likely to see such programs as effective² and to believe a shortage of government assistance is a very serious problem.

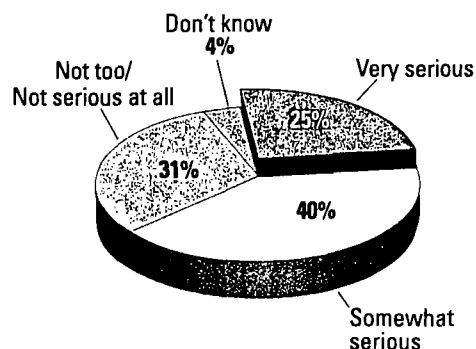
People support solutions close to home.

% of general public saying each item is:

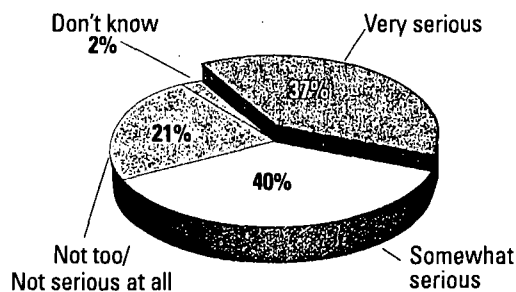


Few see a shortage of government programs as a very serious problem for kids.

How serious a problem is: families facing a shortage of government programs that support kids?



But minority Americans are more concerned.

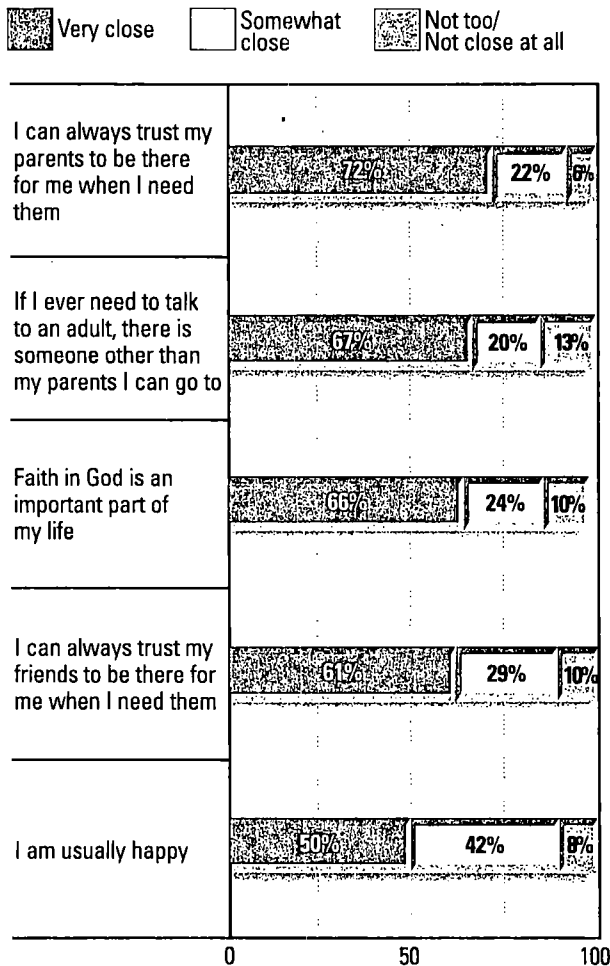


FINDING SEVEN: Positive Attitudes among Teens

Teenagers today, just as they did two years ago, say they have warm relationships with parents and other adults, strong faith in God, and reliable friends. Few say they confront gangs on a daily basis, and no more than a handful are frequently worried about being hungry or having a place to sleep.³ Nevertheless, teenagers do report they have a lot of time on their hands, suggesting that potential trouble is not far away.

The news from teenagers is good...

% of teenagers saying how close each item is to how they feel:



...But they have plenty of time to go astray.

% of teenagers who say they:

Do <i>not</i> belong to any clubs or organizations outside of school such as the Scouts or the Y	75%
Usually get together with friends to hang out without anything specific to do	74
Feel bored every day or almost every day	42
See people their age using drugs or alcohol every day or almost every day	39

METHODOLOGY

This analysis is the second part of a multi-year survey being conducted by Public Agenda to document the American public's attitudes regarding the nation's youth. It is based on two national telephone surveys: one with 1,005 adults age 18 years or older, including 384 parents of children under 18, and one with 328 young people age 12 to 17 years old. In essence, it is a repeat of the benchmark study, *Kids These Days: What Americans Really Think About the Next Generation*, prepared by Public Agenda in 1997.

The telephone surveys were fielded between December 1 and 8, 1998. The adult interviews averaged 31 minutes, the youth interviews 21 minutes. For the survey of young people, interviewers were instructed to provide details about the purpose and content of the study, and to encourage parents to contact Public Agenda if they wished to know more about the study.

The surveys were conducted using national random samples of households and a standard, random-digit-dialing technique whereby every household in the region covered had an equal chance of being contacted, including those with unlisted numbers. The margin of error for the sample of adults is plus or minus three percentage points; for the sample of young people, plus or minus six. The margin of error is higher when comparing percentages across subgroups.

The questionnaires were designed by Public Agenda, and all interpretation of data reflected in this analysis was done by Public Agenda. As in all surveys, question order effects and other non-sampling sources of error can sometimes affect results. Steps were taken to minimize these, including extensively pre-testing the survey instruments and randomizing the order in which some questions were asked.

Sample was supplied by Survey Sampling, Inc., of Connecticut. Interviews were conducted by Robinson and Muenster Associates, Inc., of South Dakota.

ENDNOTES

1. Ninety-three percent of adult respondents described "kids failing to learn such values as honesty, respect and responsibility" as a very or somewhat serious problem for today's kids. Of these, 91% said the problem is widespread, and 8% said it mostly affects kids from lower income families.
2. Fifty-one percent of minority respondents described "more government funding for child care and health care programs" as a very effective way to help kids, compared to 31% of white respondents.
3. Nine percent of teenagers said they "come across gangs" every day; 3% said they "worry about having enough food or a place to sleep" every day.

ABOUT RONALD MCDONALD HOUSE CHARITIES

Ronald McDonald House Charities (RMHC) provides comfort and care to children and their families through its 27-country network of local charities. RMHC makes grants to not-for-profit organizations and provides support to the Ronald McDonald House program. Nearly \$200 million in grants to children's programs has been awarded by RMHC and its global network of local charities. Its cornerstone Ronald McDonald House program, with 195 Houses in 15 countries, has provided a "home-away-from-home" for nearly two million family members. In conjunction with America's Promise, RMHC has committed to award \$100 million in grants over five years.

ABOUT THE ADVERTISING COUNCIL

The Advertising Council is a private, nonprofit organization, which has been the leading producer of public service communications programs in the United States since 1942. The Ad Council supports campaigns that benefit children, families and communities. The communications programs are national in scope and have generated strong, measurable results. Ad Council campaigns have helped to save lives and resources and to educate the public about issues and concerns of the day. The Ad Council is financed through contributions from more than 300 corporations. In 1995, it launched a 10-year children's initiative to focus the majority of its resources on developing campaigns which improve the circumstances for children in this country.

ABOUT PUBLIC AGENDA

Founded in 1975 by social scientist and author Daniel Yankelovich and former U.S. Secretary of State Cyrus Vance, Public Agenda works to help average citizens better understand critical policy issues and to help the nation's leaders better understand the public's point of view. Public Agenda's in-depth research on how citizens think about policy forms the basis for extensive citizen education work. Its citizen education materials, used by the National Issues Forums and media outlets across the country, have won praise for their credibility and fairness from elected officials from both political parties and from experts and decision makers across the political spectrum.

An online version of this report is available on Public Agenda's Web site at www.publicagenda.org. For additional information please contact: Public Agenda, 6 East 39th Street, New York, NY 10016; (212) 686-6610.

Readers wishing to obtain more detail about the findings outlined in *Kids These Days '99* can refer to the benchmark study Public Agenda prepared in 1997. Contact Public Agenda for copies.

Kids These Days '99: What Americans Really Think About the Next Generation

A landmark study of American attitudes toward young people, called *Kids These Days: What Americans Really Think About the Next Generation*, was conducted in 1997. Then, the most disconcerting finding was that Americans were deeply troubled, almost fearful, about the moral character of the next generation. Today, the disturbing fact is how little those attitudes have changed.

In *Kids These Days 1999*, the second in a series of tracking surveys running until 2002, substantial majorities of Americans describe teens and children with words like "lazy" and "irresponsible," and few say it is very common to find young adults who are friendly or respectful. Fewer than half of adults, and only one-third of teens, say the next generation will make America a better place.

These findings reflect a deep-rooted concern in American society. The tragic series of school shootings since the first survey haven't made the public's view of young people darker. On the other hand, the booming economy and recent leveling off of teen drug use haven't made public attitudes any more favorable.

Americans hold parents responsible for what's happening to children -- and if anything the public judgement of parents is getting harsher, even as the public acknowledges that parenting is harder than ever. Strong majorities of teens, however, report that their family and friends are there for support when needed.

But the public's skepticism about young people has yet to make Americans turn away and give up on the next generation. Overwhelming majorities say giving kids a good start in life is the most important issue facing the country, and say that any child, no matter how troubled, can be turned around. Additionally, rather than rely on government social programs, Americans would turn to their own schools, employers and communities to help families.

Summary of Findings

FINDING ONE: Negative Reactions

Most Americans say they are disappointed with "kids these days." A strong majority describes teenagers negatively, using words such as rude, irresponsible and wild. More than half describe children disapprovingly. A majority, including both adults and teens, says that youngsters will not make America a better place to live.

FINDING TWO: A Focus on Values and Respect

Americans believe too many youngsters lack basic values. More people today than two years ago say that "failing to learn values such as honesty, respect and responsibility" is the most serious problem affecting kids. Only a handful of adults say it is very common to come across children or teens who are friendly, helpful or who treat people with respect.

FINDING THREE: Putting the Blame on Parents

The public holds parents fundamentally responsible for how well kids are doing. Fewer than one in four Americans say it is common to find parents who are good role models and many people are more likely to blame parents, rather than social forces, for problems with kids.

FINDING FOUR: Difficult Circumstances

Despite their criticism of parents, most Americans acknowledge that families have a tough job to do under difficult circumstances. The public also recognizes that outside forces -- such as drugs, violence, and crime -- also sometimes undermine parents' efforts to raise good kids.

FINDING FIVE: Little Willingness to Write off Kids

Despite their pessimism about children and teenagers today, Americans believe that helping kids get a good start in life is one of the most important issues facing the country, even more important than creating jobs or reducing crime. And, by a margin of 13 to 1, the public believes that given enough attention and the right guidance, even the most troubled teenagers can get back on track.

Contact: Leslie Gottlieb

Public Agenda

• FedEx-ing package 3/17

FINDING SIX: The Role of Government

Americans are most likely to look to schools, employers and community-based organizations -- and not the government -- for solutions to problems facing youngsters. Minority Americans, however, are more likely to see government programs as effective and to believe a shortage of government assistance is a very serious problem.

SPECIAL FOCUS: Positive Attitudes Among Teens

Teenagers today, just as they did two years ago, say they have a warm relationship with parents and other adults, strong faith in God, and reliable friends. Nevertheless, teenagers do report they have a lot of time on their hands, suggesting that potential trouble is not far away.

Kids These Days '99 was made possible by a grant from **Ronald McDonald House Charities** in partnership with **The Advertising Council**. The study was conducted by **Public Agenda**.

For print copies of *Kids These Days '99* contact **The Advertising Council** at info@adcouncil.org. For online copies of the entire study contact **Public Agenda**.

For additional information contact **Ronald McDonald House Charities**.

Copies of the 1997 study, *Kids These Days*, are available from:

Public Agenda
6 East 39th Street
New York, NY 10016
Tel: 212/686-6610
Fax: 212/889-3461
e-mail: paresearch@aol.com.

Copies are \$10.00 each, or \$5.00 for 10 or more copies. (For all orders, please add \$2.50 shipping and handling on one book; \$5.00 for 2-5 books; or \$10.00 for 6-25 books.)

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Media
Consumption
Study 11/99

News Release



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tech

2400 SAND HILL ROAD
MENLO PARK
CALIFORNIA 94025

For further information contact:

Amy Weitz
650-234-9211 (direct)

TEL 650 854-9400

FAX 650 854-4800

EMBARGOED UNTIL:

Wednesday, November 17, 1999, 9:00 a.m. EST

NEW STUDY FINDS KIDS SPEND EQUIVALENT OF FULL WORK WEEK USING MEDIA

Many Kids Have Multi-Media Bedrooms, TV on During Dinner, and No Rules

Time Spent With Computers Lags Far Behind TV and Music

New York, NY – The typical American child spends an average of more than 38 hours a week – nearly five and a half hours a day (5:29) – consuming media outside of school, according to a major national study released today by the Kaiser Family Foundation. That amount is even higher – nearly six and three-quarter hours a day (6:43) – for kids eight and older. The study – *Kids & Media @ The New Millennium* – examined media use among a nationally representative sample of more than 3,000 children ages 2-18, including more than 600 who completed detailed media use diaries. The study included children's use of television, computers, video games, movies, music and print media.

"Watching TV, playing video games, listening to music and surfing the Internet have become a full-time job for the typical American child," said Drew Altman, Ph.D., president of the Kaiser Family Foundation. "This study really underscores the importance of paying attention to the messages and the information kids are getting from the media, both good and bad."

The study also found that many parents are not exercising much control over their children's media use: among kids eight and older, two-thirds (65%) have a TV in their bedroom and say the TV is usually on during meals in their home, and nearly that many (61%) say their parents have set no rules about TV watching. Parents watch TV with their kids in this age range just 5% of the time. Nearly one out of every four kids in this age group (24%) spends more than five hours a day watching TV.

Even the youngest kids are dedicating a big chunk of their day to media use. According to their parents, kids in the 2-7 year-old age range spend an average of three and a half hours a day using media. Even among these younger kids, one in three (32%) has a TV in their bedroom. More than a third (35%) of parents of 2-7 year-olds say the TV is on in their homes "most of the time" and almost half (47%) say it is usually on during meals. Parents watch TV with their young kids just 19% of the time.

(more)

Computers. Nearly seven in ten kids (69%) have a computer at home and nearly half (45%) have Internet access from home. Among kids eight and older, one in five (21%) has a computer in their bedroom. But despite this widespread access to computers, kids still spend a comparatively small amount of time with computers, averaging less than half an hour a day (:21) using a computer for fun, compared to two and three quarters hours a day (2:46) watching TV. "Computers may be the wave of the future, but TV still dominates kids' time and attention today," said Vicky Rideout, director of the Foundation's *Program on the Entertainment Media and Public Health*.

There are significant disparities in computer use among children from different economic circumstances: in a typical day, half (50%) of all kids who live in or go to school in higher income communities use a computer, while only 29% of those from lower income areas do. Schools are helping bridge that gap: students are equally likely to use a computer in class whether they go to school in a low (32%) or a higher income (30%) community.

Contrary to popular perception, the study did not find evidence of large numbers of children spending hours a day playing computer games or surfing the Internet. Less than one in ten kids (9%) spends more than an hour a day using a computer for fun, including 3% who spend more than an hour online and 2% who spend more than an hour playing computer games. By contrast, nearly two-thirds of kids (64%) spend more than an hour a day -- and 17% spend more than five hours a day -- watching TV.

"Heavy" media users. The study identified a subset of children in the 8-18 year-old range who are classified as "heavy" media users -- those who spend more than ten and a half hours a day using media. About one in six kids (16%) falls into this category.

Most kids in this age group report that they have lots of friends, are happy at school, get along well with their parents, don't get into trouble a lot, and are not often bored, sad or unhappy. On a "contentedness index" summarizing self-reports on these issues, most children appear well-adjusted. However, those children identified by the study as "heavy" media users score lower on the index than those children who use less media. The study cannot determine whether heavy use of media causes kids to be less content, whether discontent contributes to children spending more time with media, or whether some other factors cause both effects. However, even when controlling for factors such as race, age, family composition and income of the community in which the child attends school, indicators of discontent are associated with high media use.

Other media. According to the study, music is a dominant force in kids' lives. Young people spend an average of almost an hour and a half a day (1:27) listening to CDs, tapes or the radio. "After TV, music is the medium of choice for most kids, especially older teens," said Donald F. Roberts, Jr., Ph.D., professor of communication at Stanford University and an author of the study.

While the study confirms that electronic media dominate young people's time, it also indicates that reading for pleasure is still a staple in most kids' lives. More than eight in 10 kids (82%) will read for fun each day, averaging nearly three quarters of an hour (:44) a day (excluding time spent reading in school or for homework). But kids still spend more than five times as much time in front of a TV, computer or video game screen each day than they do reading (4:06 v. :44).

(more)

Methodology: The study is based on a nationally representative sample of 3,155 children ages 2-18, including more than 2,000 written questionnaires completed by children 8 and older, more than 1,000 in-home interviews with parents of 2-7 year-olds, and more than 600 week-long media use diaries maintained by parents (for 2-7 year olds) or kids (for 8-18 year-olds). The surveys and diaries were completed between November 10, 1998 and April 20, 1999. The study was designed by Kaiser Family Foundation staff in consultation with Stanford University Professor Donald F. Roberts, Jr. and Harris Interactive, Inc. (formerly Louis Harris & Associates). The data were collected by Harris Interactive, and the results were analyzed by Foundation staff and Professor Roberts. The margin of error for the combined sample of children 2-18 is +/- 3%; for children 8 and older it is +/- 3%; and for children 2-7 it is +/- 5%. The study examines children's non-school use of television, videos, movies, video games, CDs and tapes, radio, books, magazines, newspapers and computers. Children or parents completed detailed questionnaires regarding the child's use of these media the previous day.

The Kaiser Family Foundation, based in Menlo Park, California, is an independent national health care philanthropy, and is not affiliated with Kaiser Permanente or Kaiser Industries. This study is a project of the Foundation's *Program on the Entertainment Media & Public Health*, which was established to examine the impact of entertainment media on society, and to work with the entertainment industry on important public health issues.

To order a copy of the full study (publication #1536), executive summary (#1535), or appendices (#1537) on which this release is based, call the Kaiser Family Foundation's publication request line at 800-656-4533, or review them online at www.kff.org.

###

Note: A summary of selected key data is attached to this news release.

Kids & Media @ the New Millennium: A Kaiser Family Foundation Report

Key Data

Amount of time children spend using media each day, on average:¹

All kids 2-18	5:29
2-7 year-olds	3:34
8 and older	6:43

Amount of time kids spend each day, on average:²

Watching TV	2:46
Listening to music	1:27
Reading for fun	:44
Watching videos	:39
Using a computer for fun	:21
Playing video games	:20
Online	:08

Percent of kids who spend more than an hour a day:

Watching TV	64%
Reading for pleasure	20%
Listening to CDs or tapes	19%
Listening to the radio	17%
Using a computer for fun	9%
Playing video games	8%
Online	3%
Playing computer games	2%

Amount of time kids spend each week, on average:³

Watching TV	19:19
Listening to music	10:04
Reading	5:15
Using a computer for fun	2:29
Playing video games	2:17

Percent of kids who have a TV in their bedroom:

All kids 2-18	53%
2-7 year-olds	32%
8 and older	65%

Percent of kids who use a computer in a day:

All kids 2-18	42%
2-7 year-olds	26%
8 and older	51%

Percent of kids who have a computer in the home:

All kids 2-18	69%
2-7 year-olds	62%
8 and older	73%
Lower income ⁴	49%
Upper income	81%

Percent of kids who have a computer in their bedroom:

All kids 2-18	16%
2-7 year-olds	6%
8 and older	21%

Percent of school-aged children who use a computer in a typical day, by income:⁴

In school:	
Lower income	32%
Upper income	30%
Out of school:	
Lower income	23%
Upper income	48%

Parental oversight:

Percent of kids...

With no rules about TV: 49%

In homes where TV is usually on during meals: 58%

Percent of time parents watch TV with their kids:⁵

2-7 year-olds:	19%
8-18 year-olds:	5%

¹ Time is presented in hours:minutes.

² Times cannot be summed, due to use of more than one medium at a time.

³ Week-long averages are based on mean times with each medium, separating out weekday and weekend reports. Times cannot be summed due use of more than one medium at a time.

⁴ Income categories are based on the median income of the zip code in which the child lives (for 2-7 year-olds) or goes to school (for 8-18 year-olds), and represents the following ranges: "low income" is less than \$25,000, and "high income" is \$40,000 or more.

⁵ Based on media-use diaries.

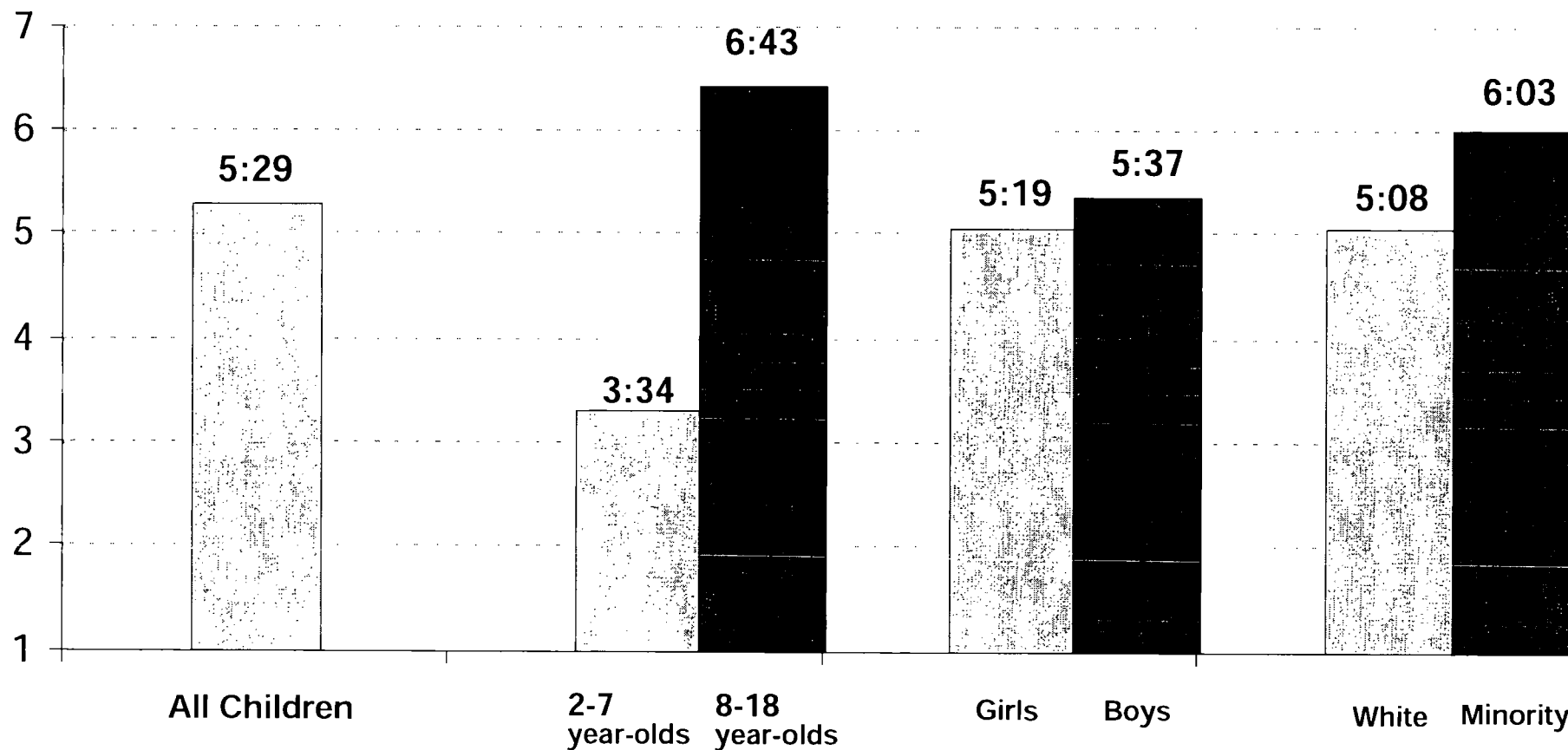
Kids and Media at the New Millennium: A Comprehensive National Analysis of Children's Media Use

**A Report of the Kaiser Family Foundation
Chart Pack**

Chart 1

Media Use

On a typical day, the total amount of time spent using media by...



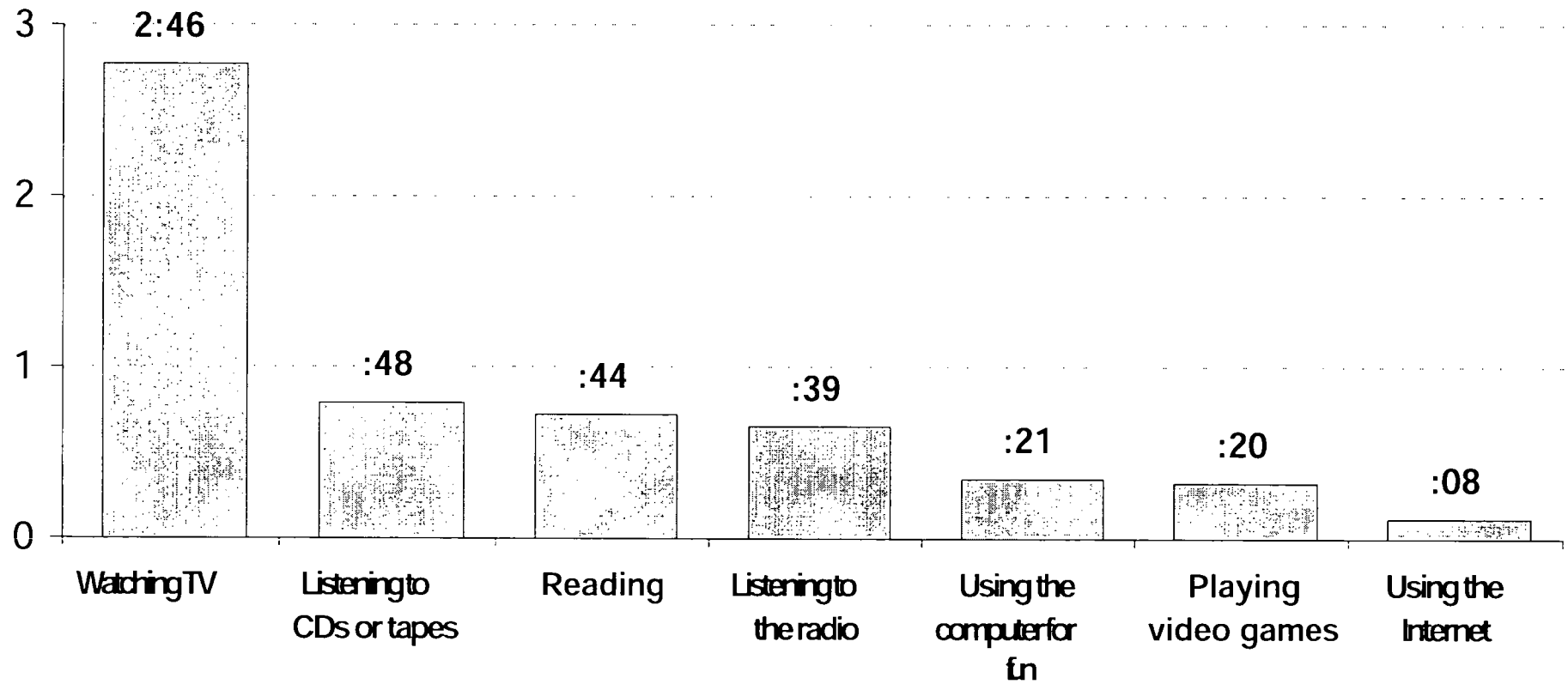
* Times are presented in hours: minutes.

Source: Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 2

Media Use

In a typical day, the average amount of time children spend...



* Times are presented in hours: minutes. Numbers cannot be summed to calculate children's total media use time because they may have used more than one medium at a time. Reading includes amount of time children are read to.

Source: Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 3

Media in the Bedroom

Percent of 2-7 year-olds who have the following media in their bedrooms...

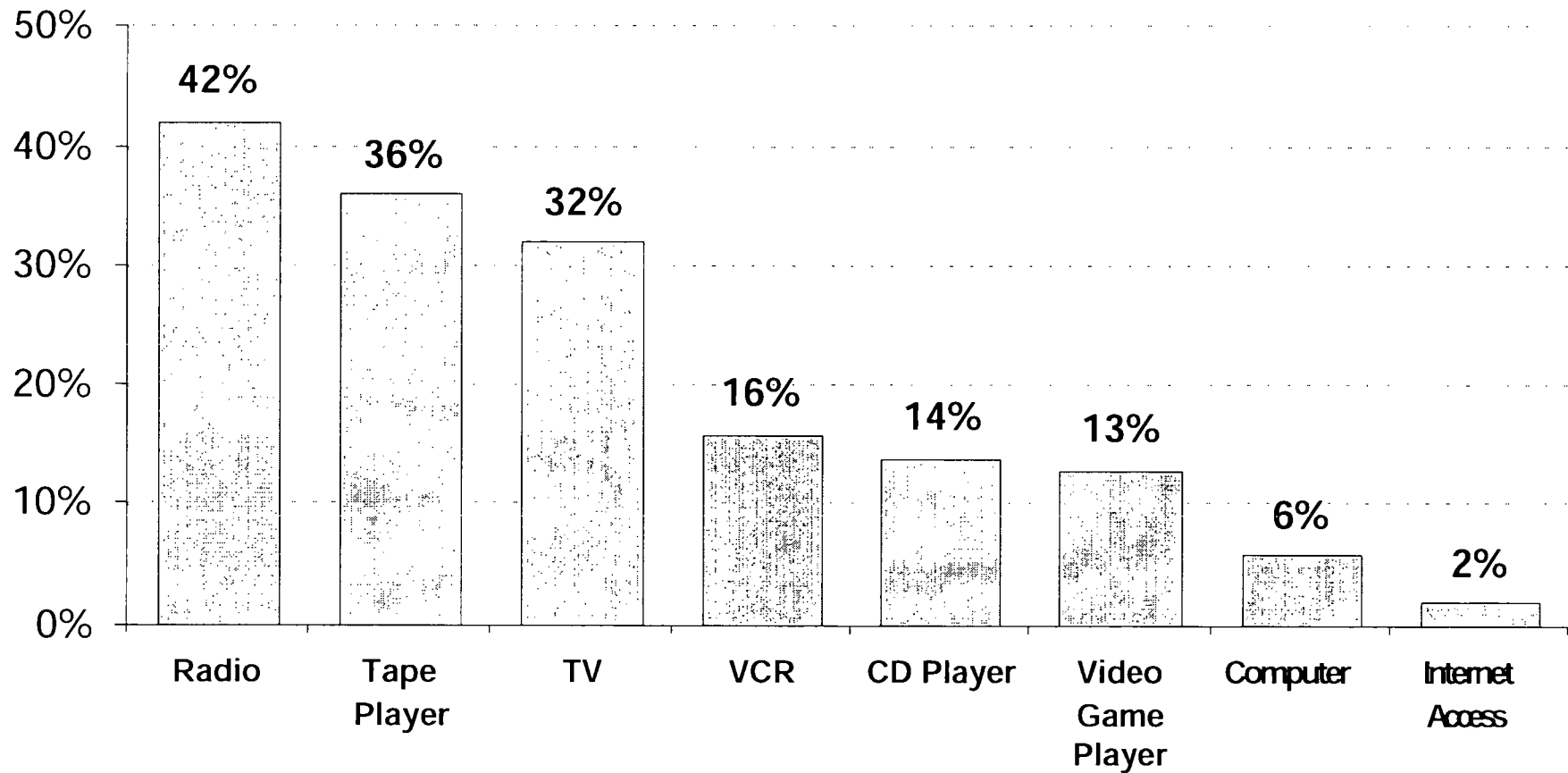


Chart 4

Media in the Home

Percent of children who live in homes with...

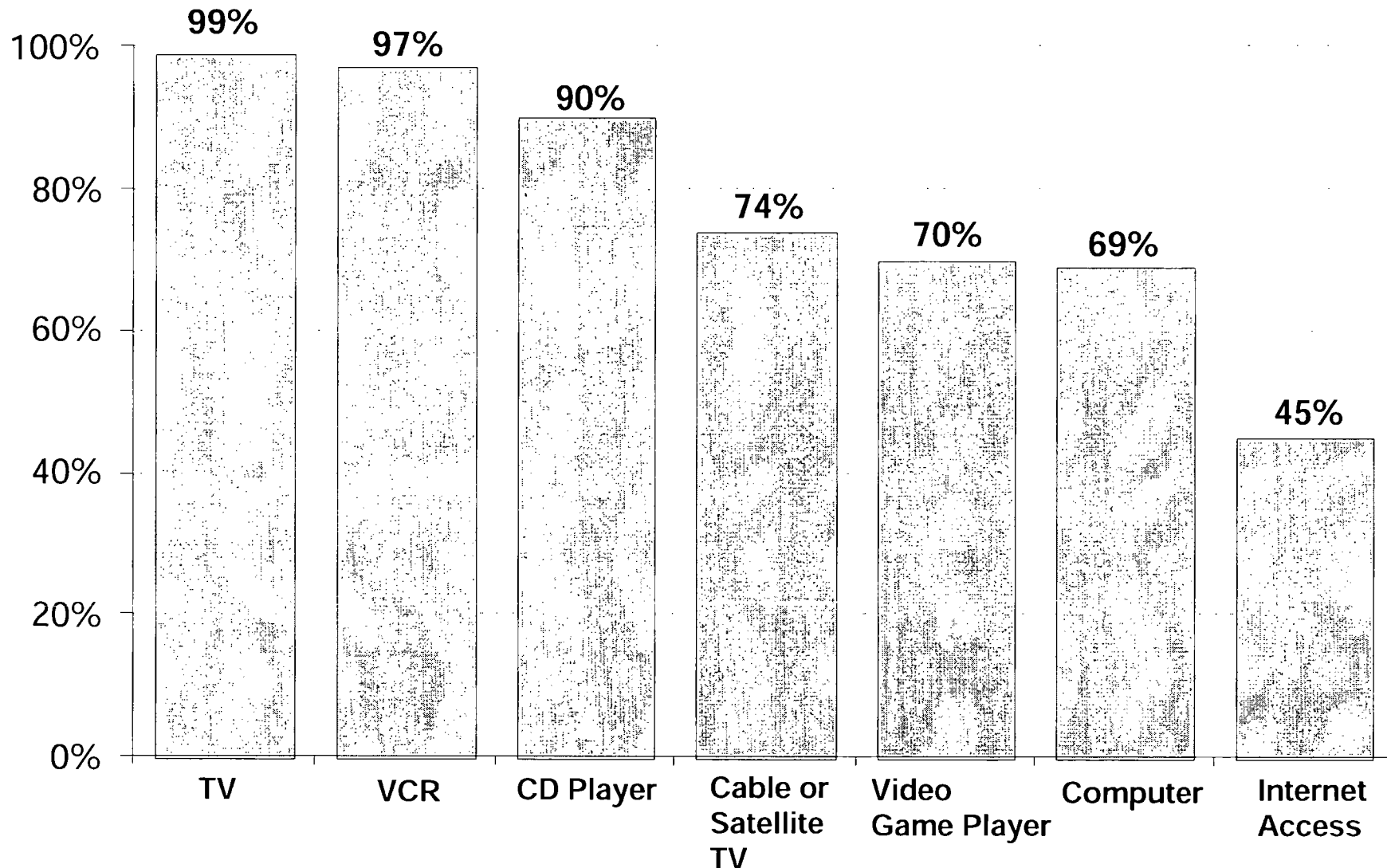
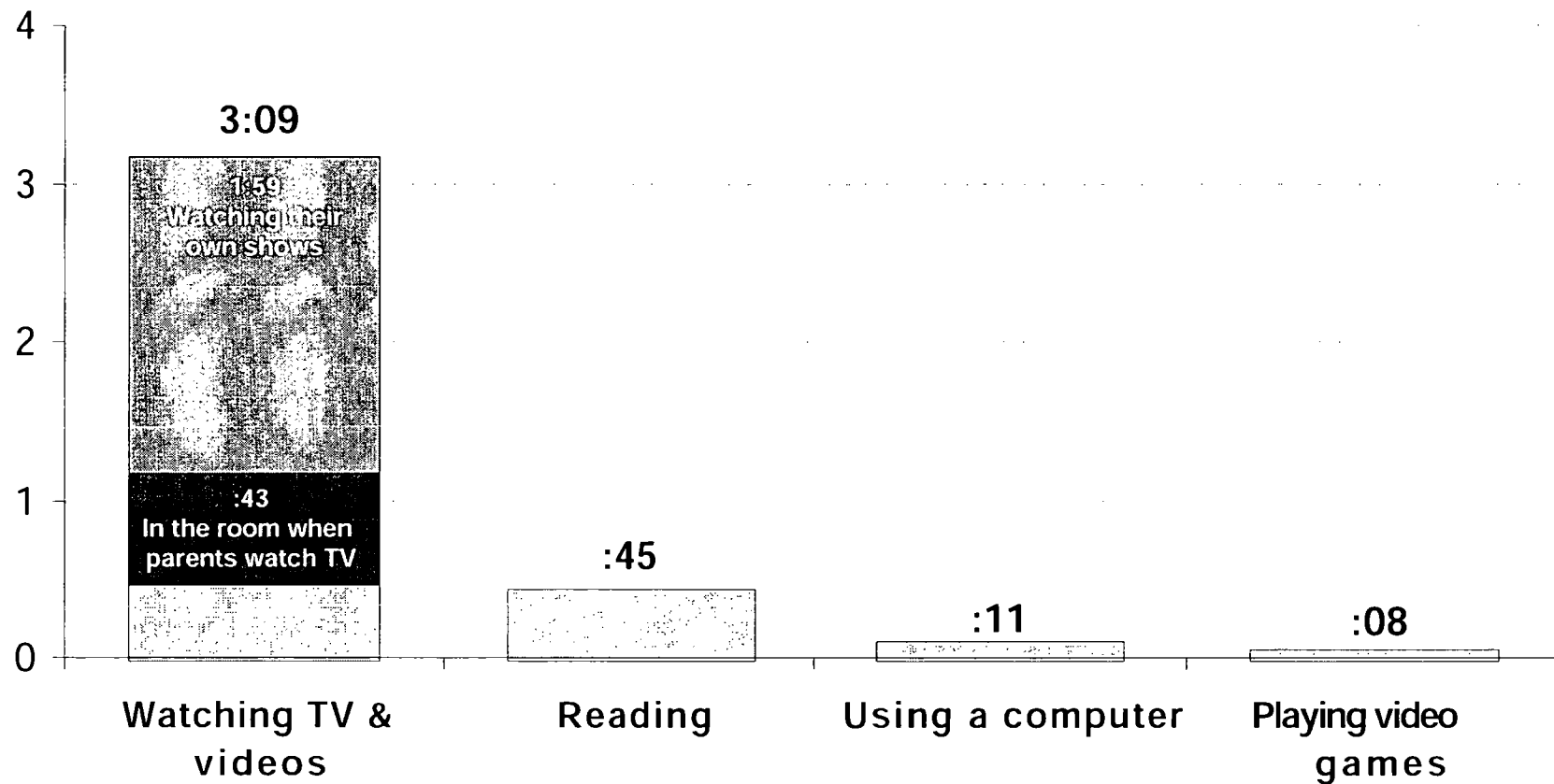


Chart 5

Media Use

On a typical day, the amount of time 2-7 year-olds spend...

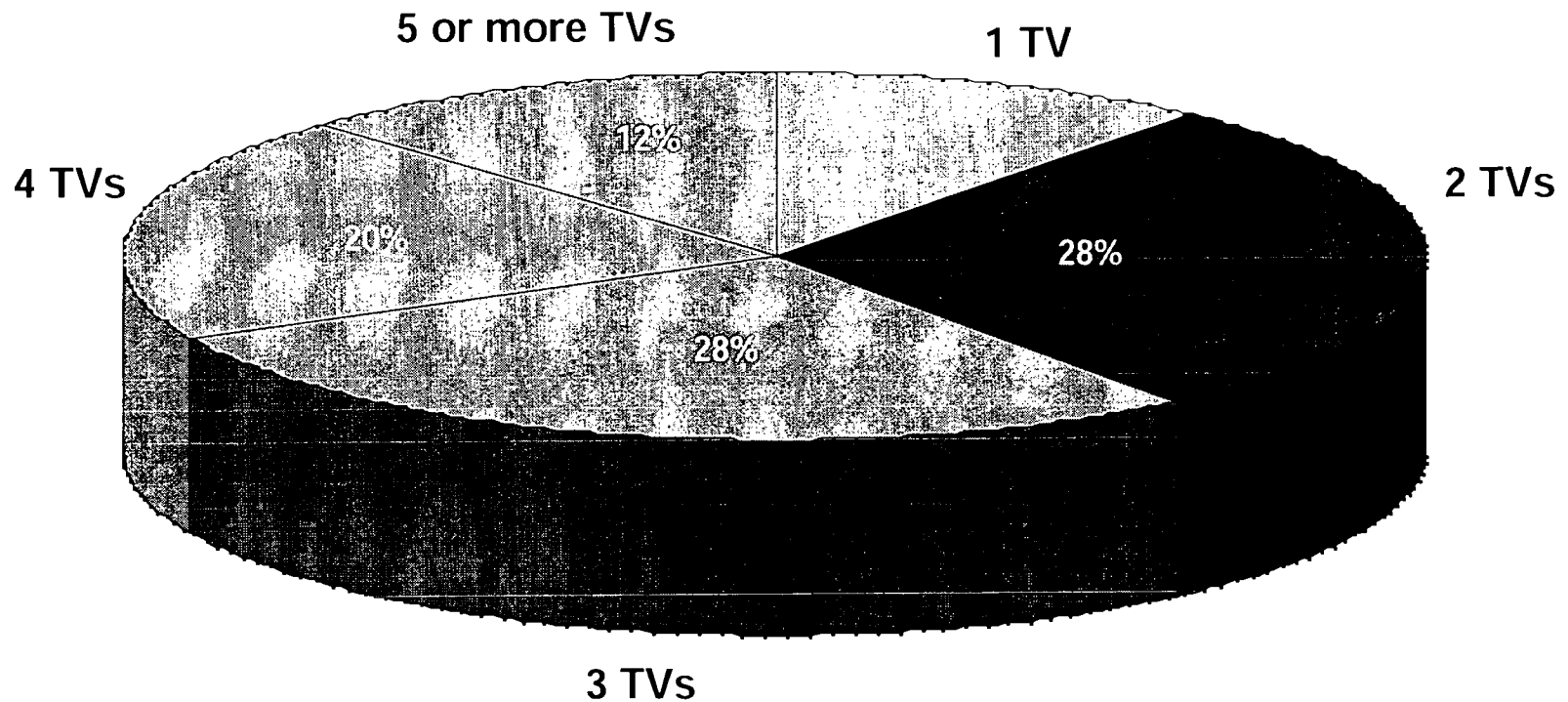


* Times are presented in hours: minutes. Numbers cannot be summed to calculate children's total media use time because they may have used more than one media at a time. Reading time includes amount of time children are read to.

Chart 6

Media in the Home

Percent of children who live in homes with...



* "No answer" responses not shown.

Source: Media at the New Millennium, Kaiser Family Foundation, November 1997

Chart 7

Media Use in the Home

Percent of children who live in homes where...

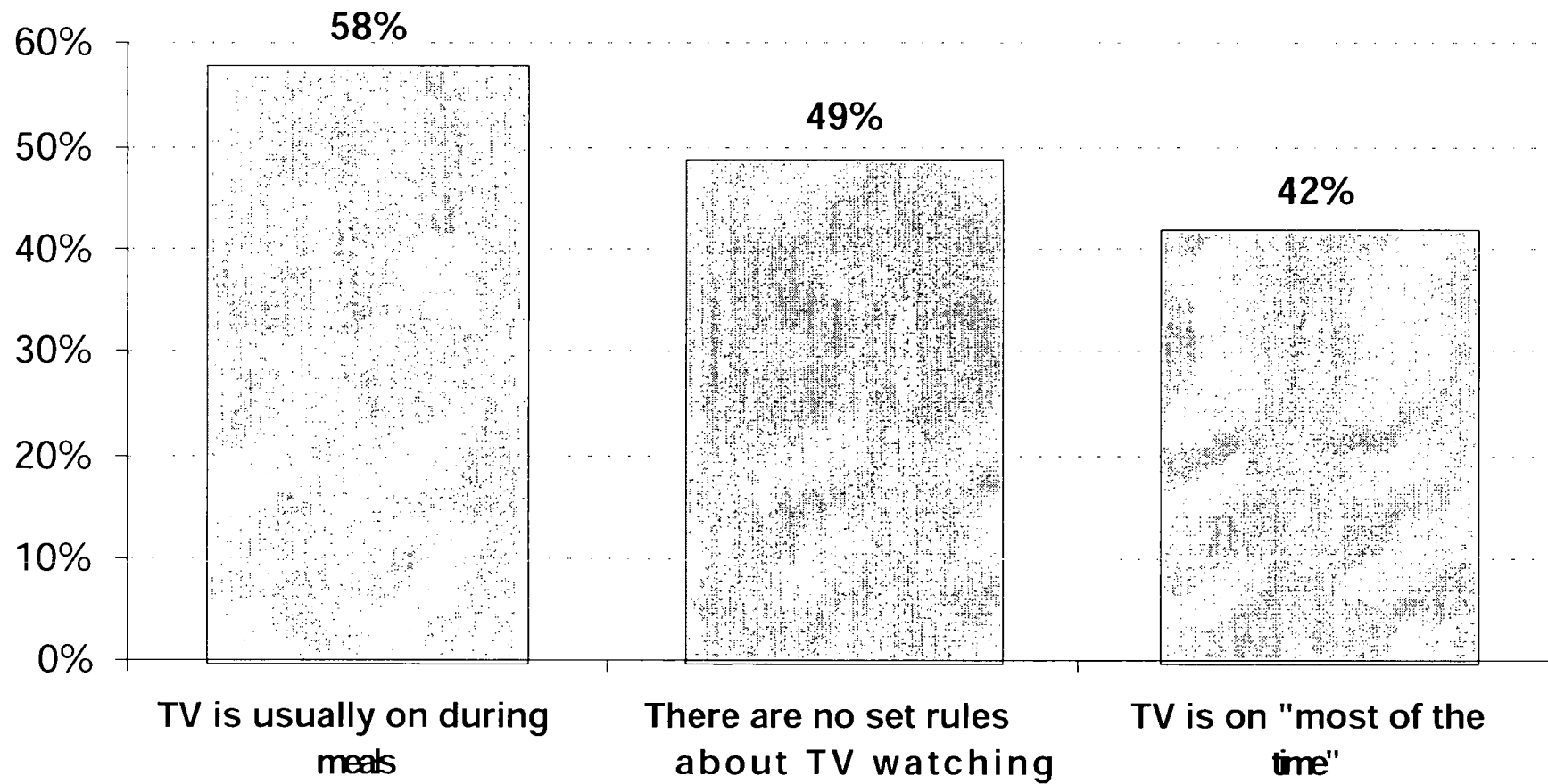


Chart 8

Daily TV Viewing

On a typical day, the percent of children who watch TV for...

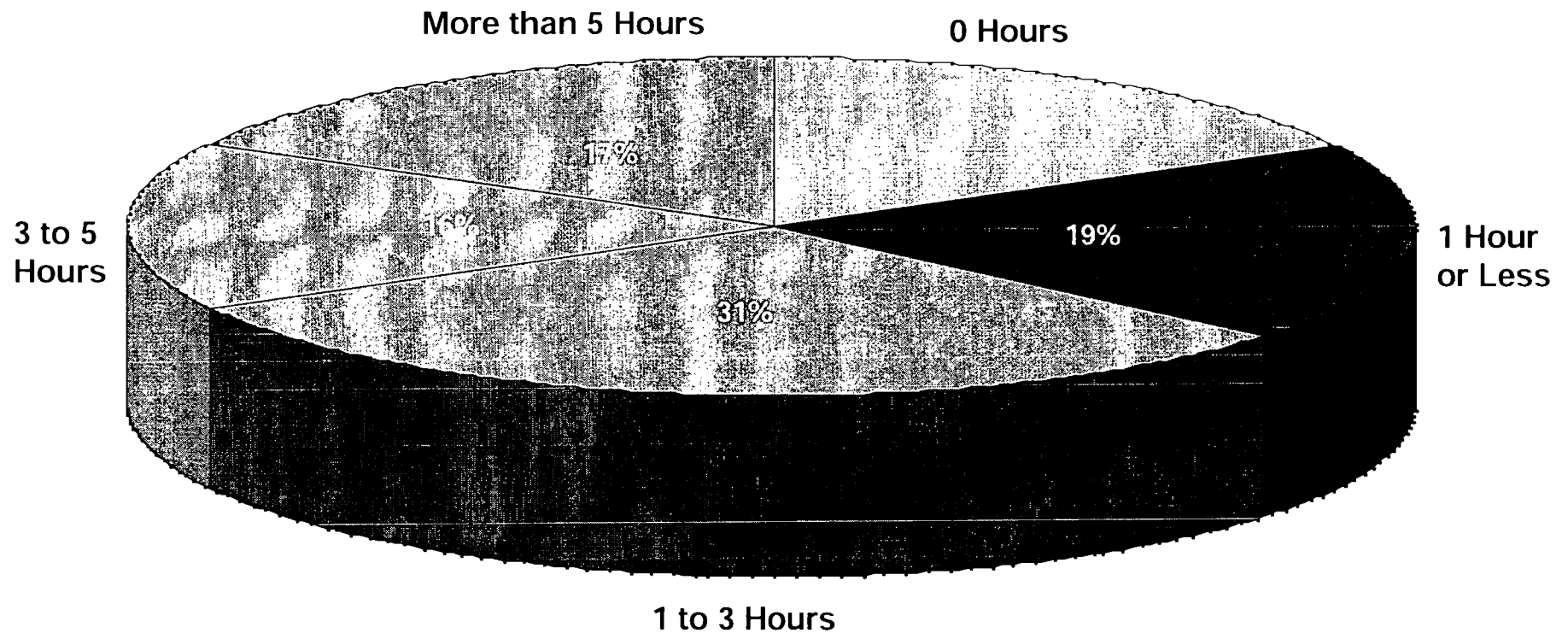
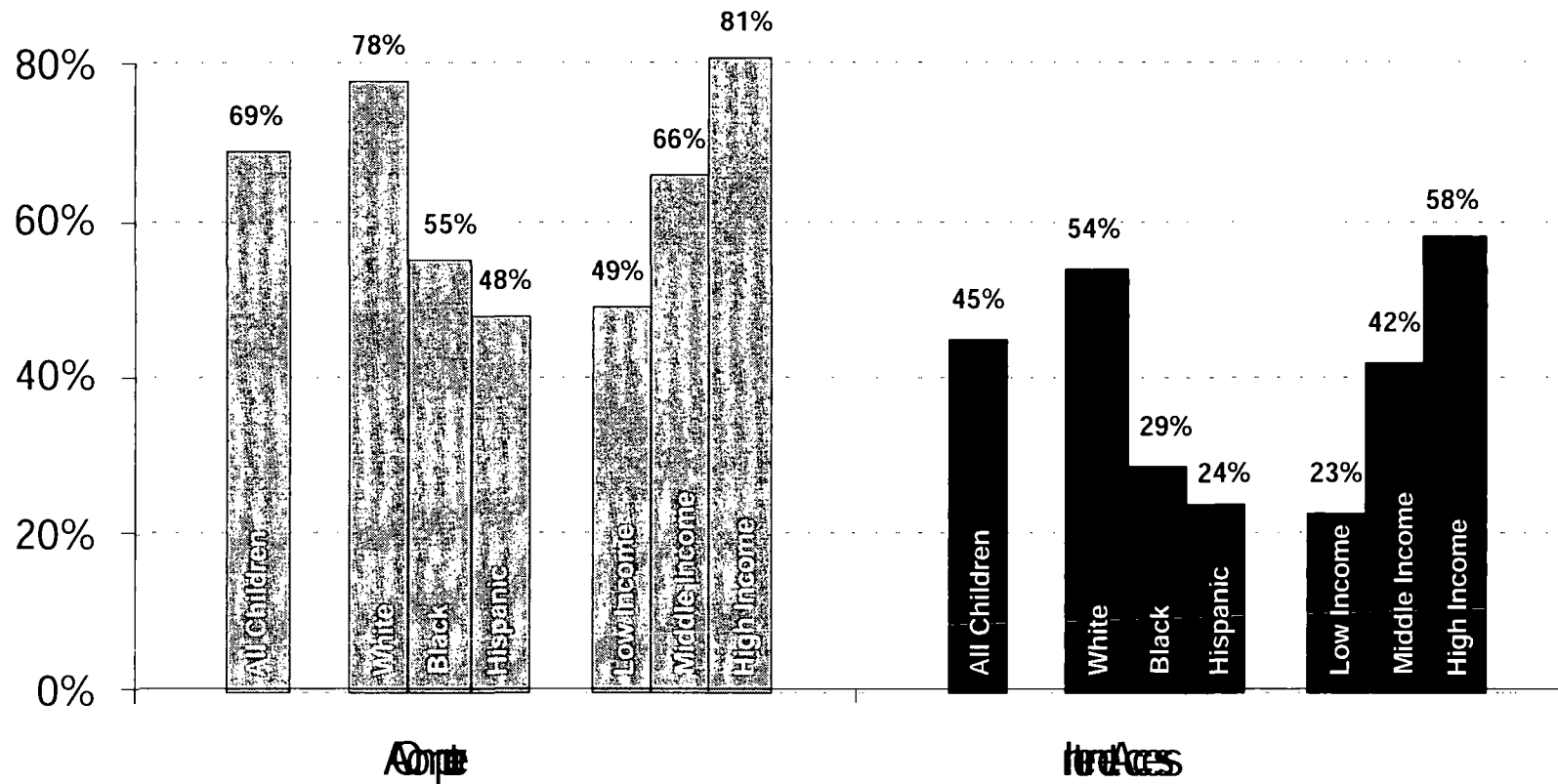


Chart 9

Computers in the Home

Percent of children who live in homes with...



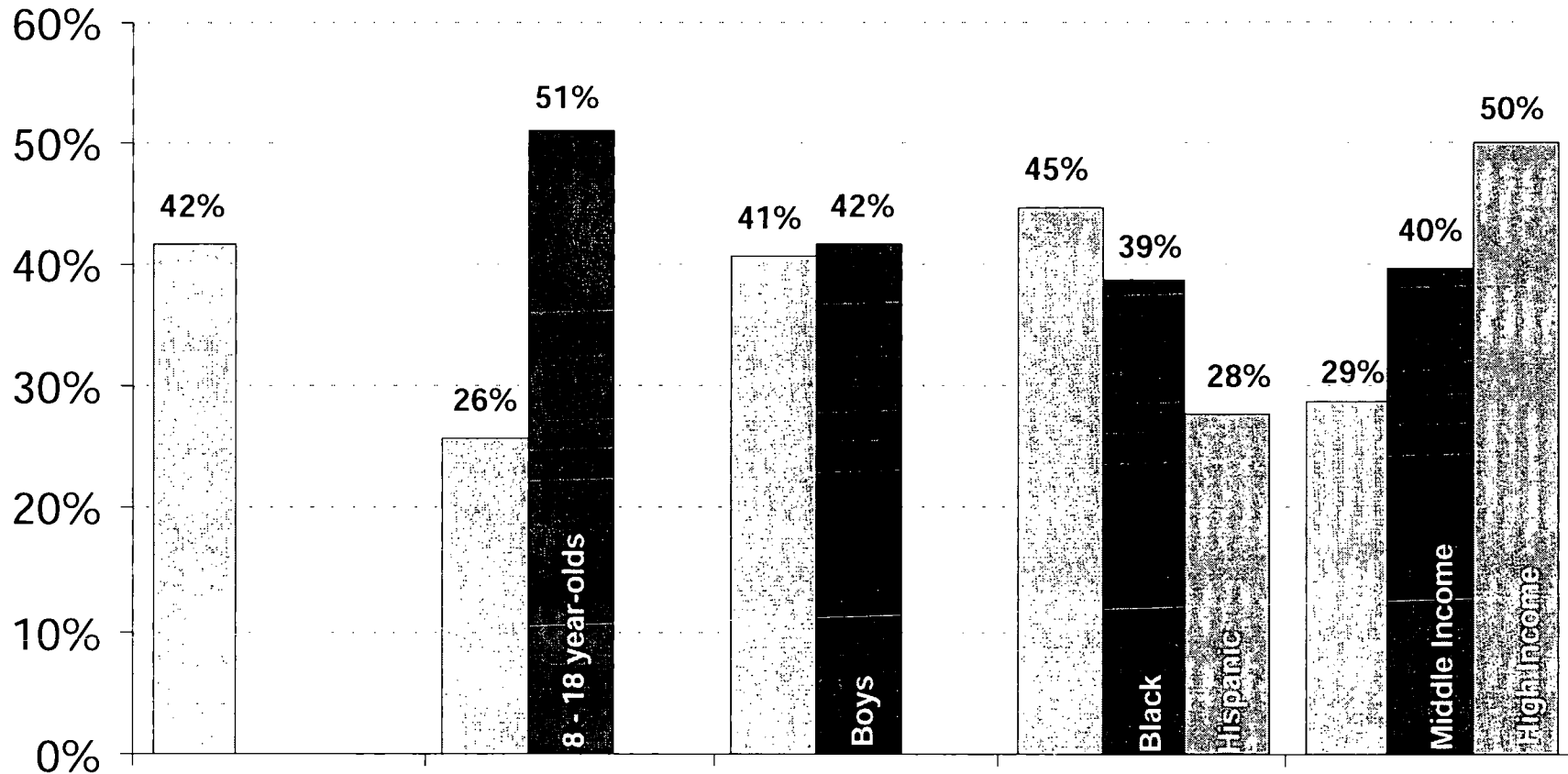
*Income categories are based on the median income of the zip code in which a child lives (among 2-7 year-olds) or attends school (among 8-18 year-olds), and represent the following ranges: "Low Income," less than \$25,000; "Middle Income," \$25,000 to \$39,999; "High Income," \$40,000 or more.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1998

Chart 10

Computer Use

In a typical day, the percent of children who use a computer.

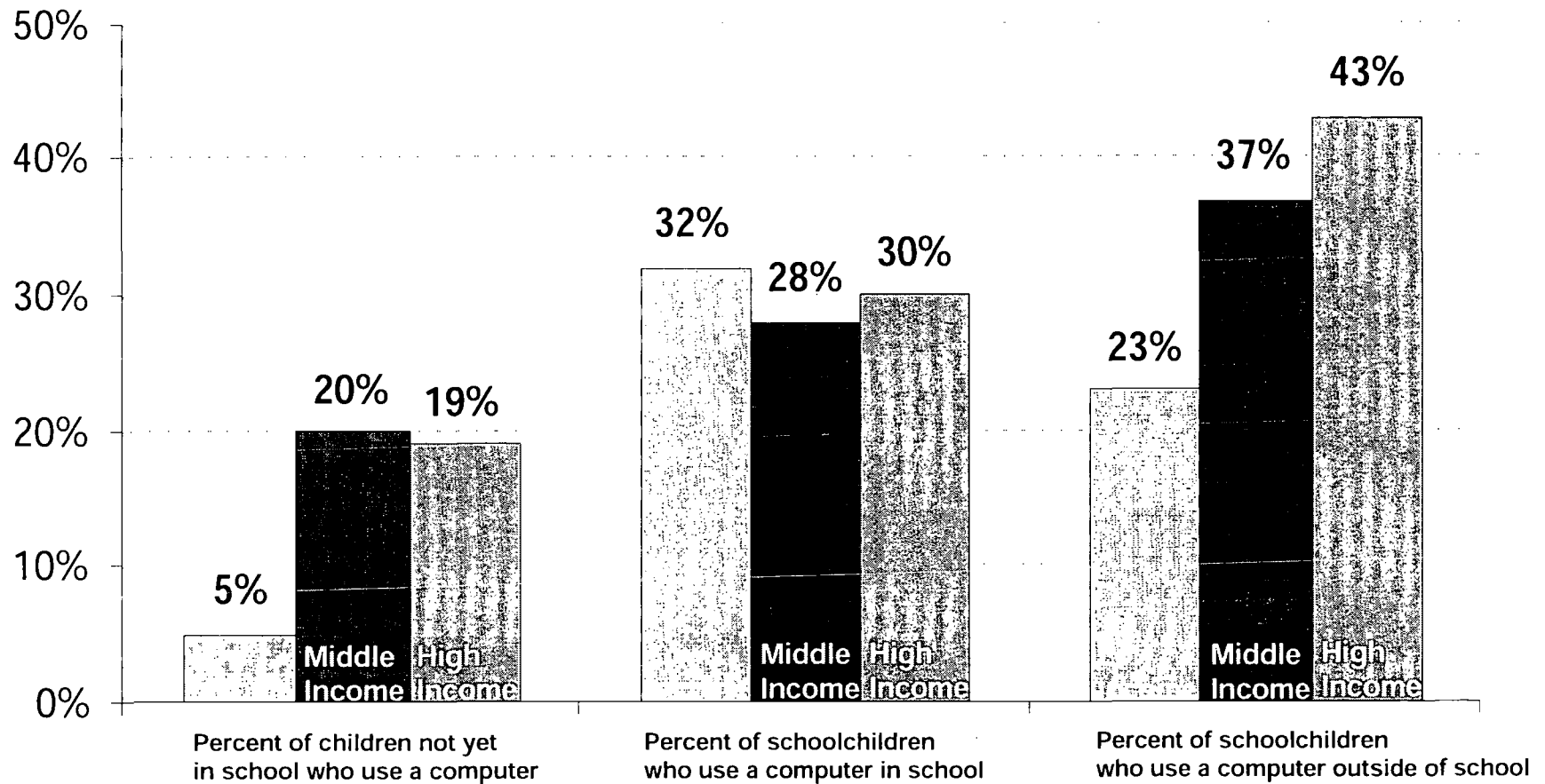


*Income categories are based on the median income of the zip code in which a child lives (among 2-7 year-olds) or attends school (among 8-18 year-olds), and represent the following ranges: "Low Income," less than \$25,000; "Middle Income," \$25,000 to \$39,999; "High Income," \$40,000 or more.

Chart 11

Computer Use

The impact of school on income differentials in computer use. In a typical day...



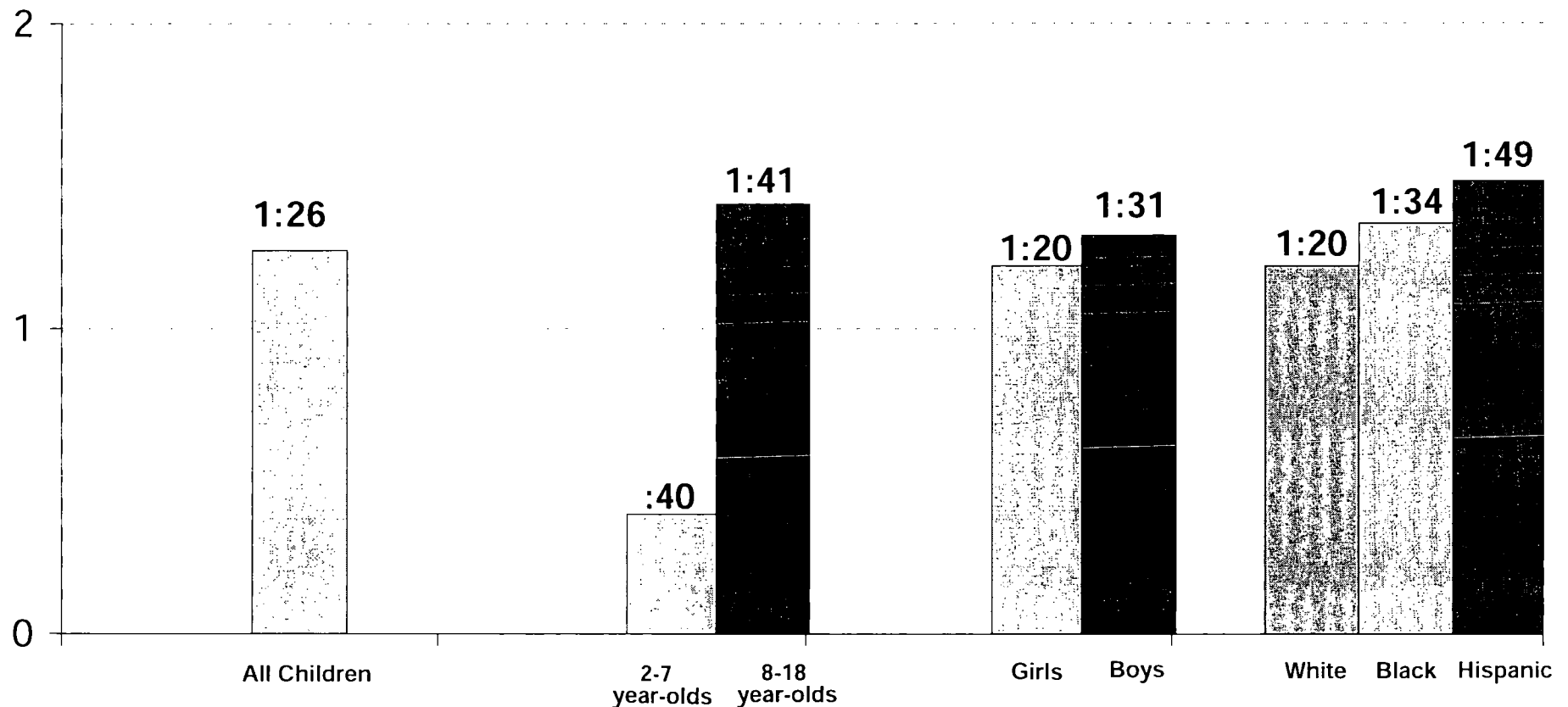
*Income categories are based on the median income of the zip code in which a child lives (among 2-7 year-olds) or attends school (among 8-18 year-olds), and represent the following ranges: "Low Income," less than \$25,000; "Middle Income," \$25,000 to \$39,999; "High Income," \$40,000 or more.

Source: Kaiser Family Foundation, Kaiser Family Foundation, November 1999

Chart 12

Computer Use

Among children who use a computer, the average amount of time spent at the keyboard per day by...



* Times are presented in hours: minutes.

Source: Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 13

Computer Use

Of children who use a computer on a typical day, the proportion of time spent on...

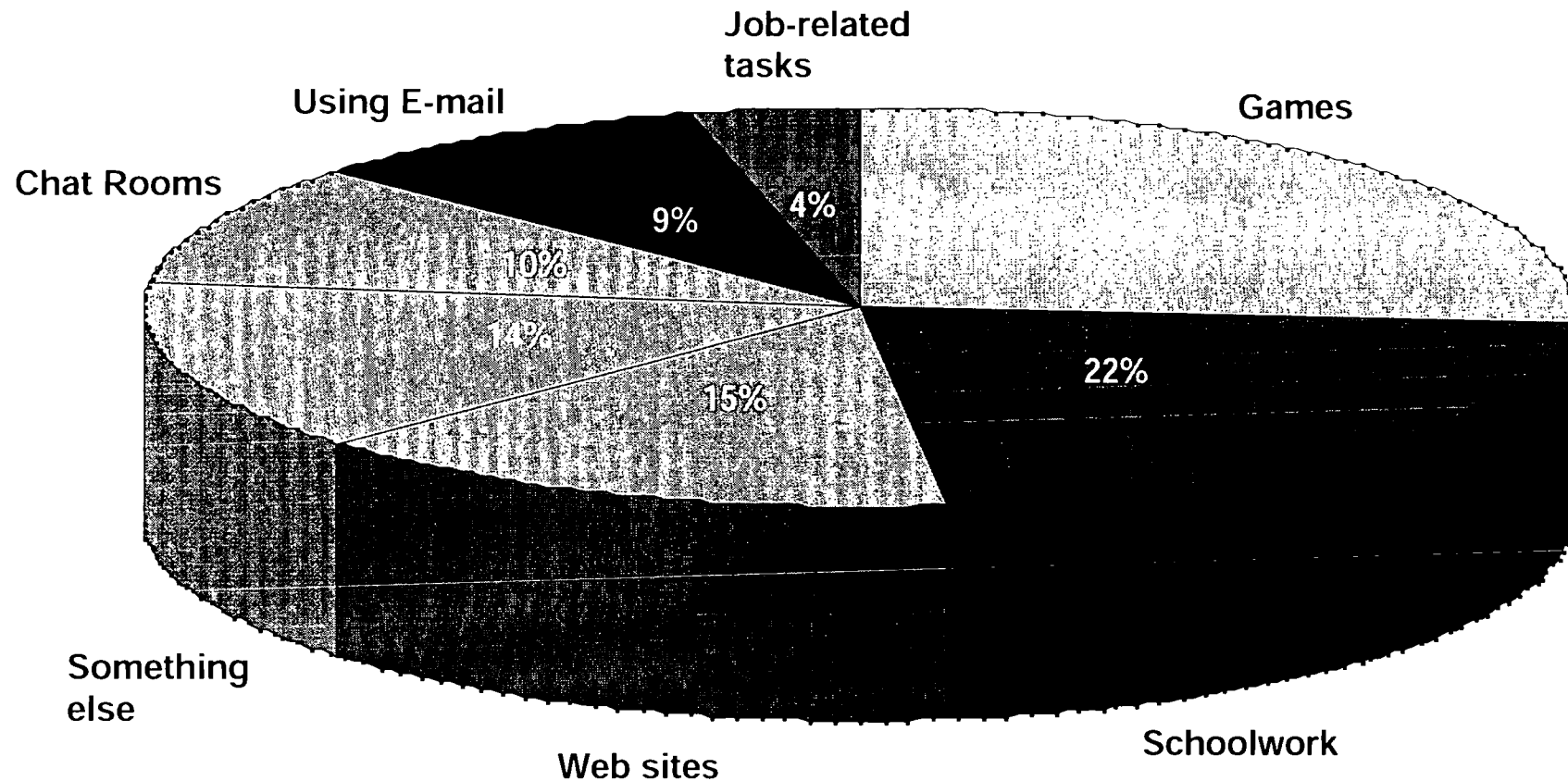


Chart 14

Media in the Bedroom

Percent of children who have the following media in their bedrooms...

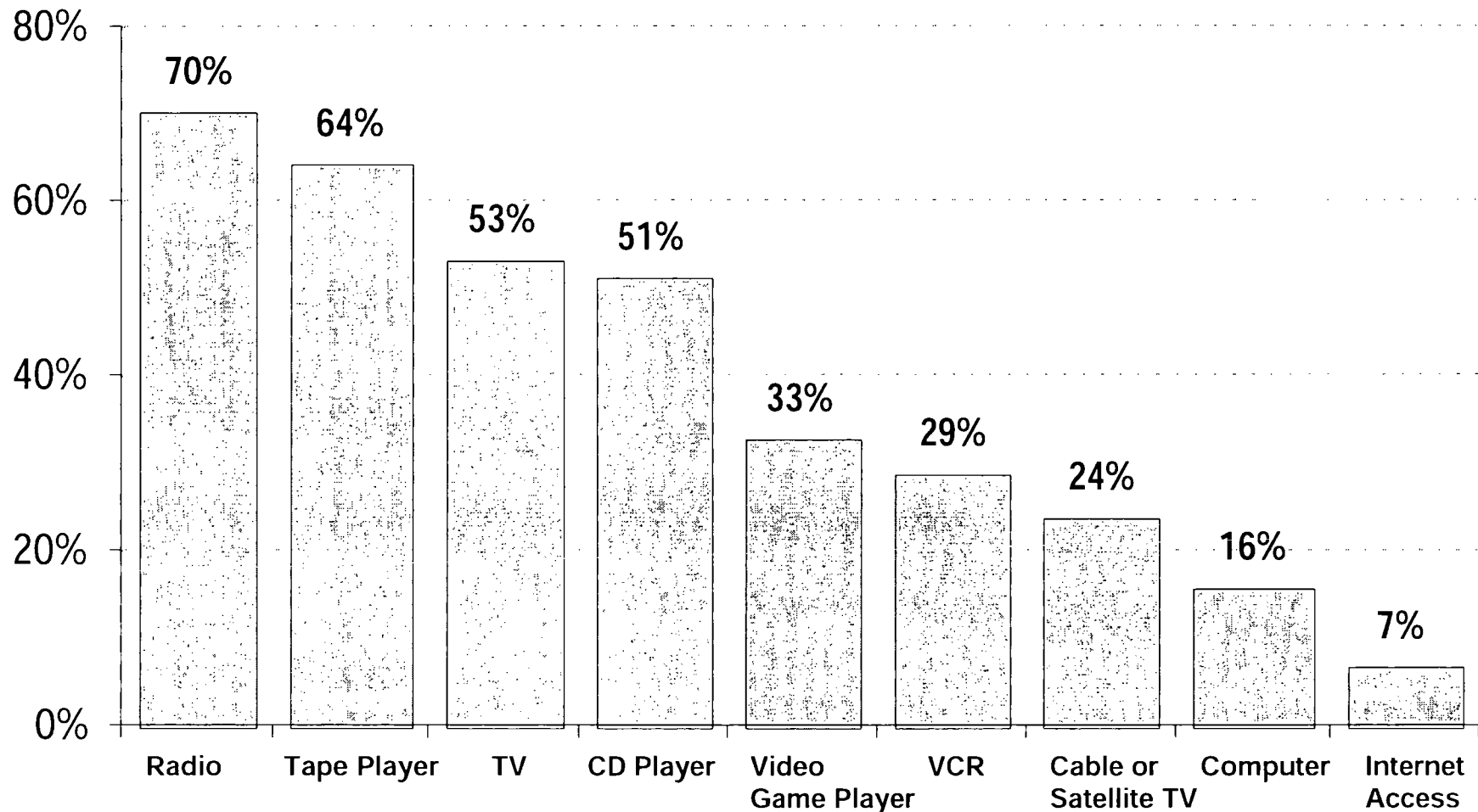


Chart 15

Media Use

Of all time with media, the proportion children spend...

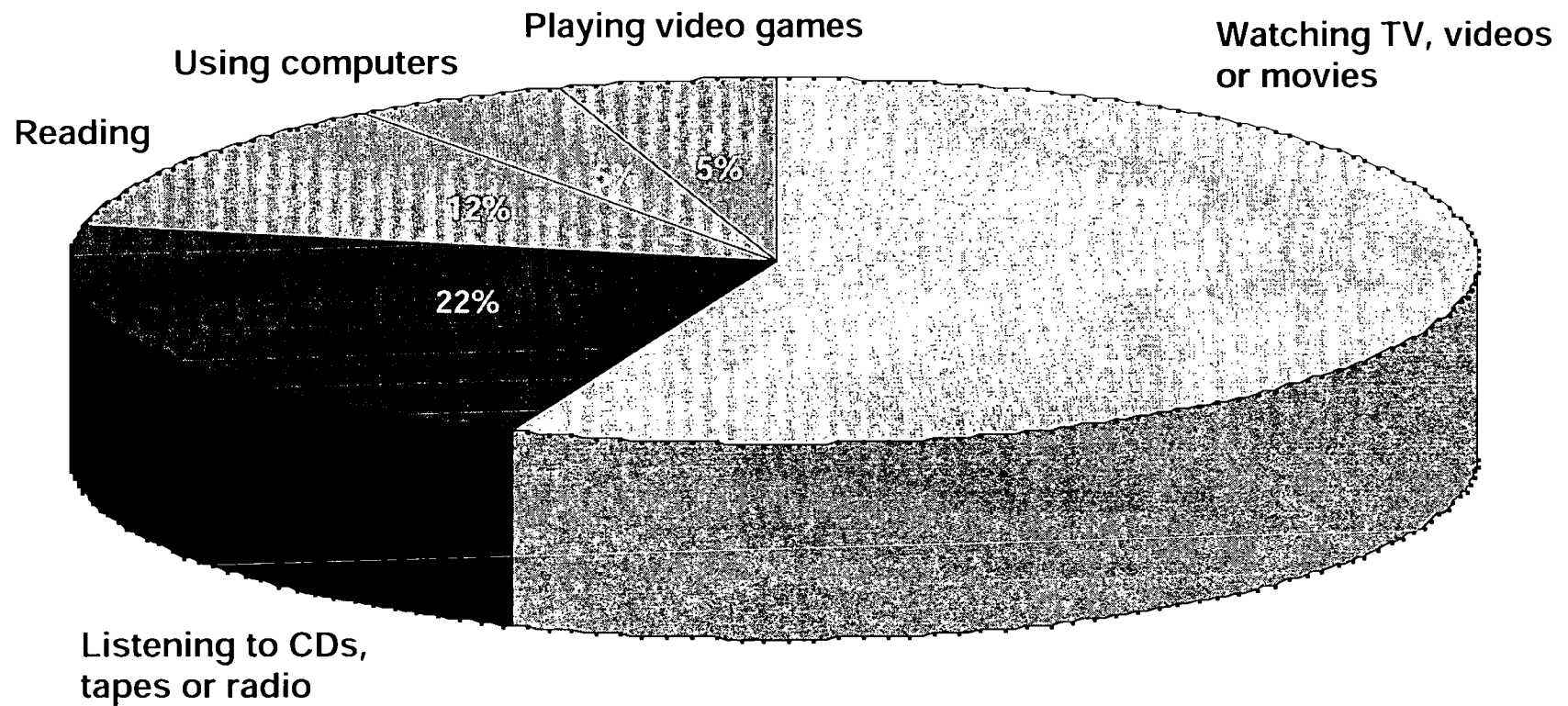


Chart 16

Media Use

Percent of children who spend more than one hour per day...

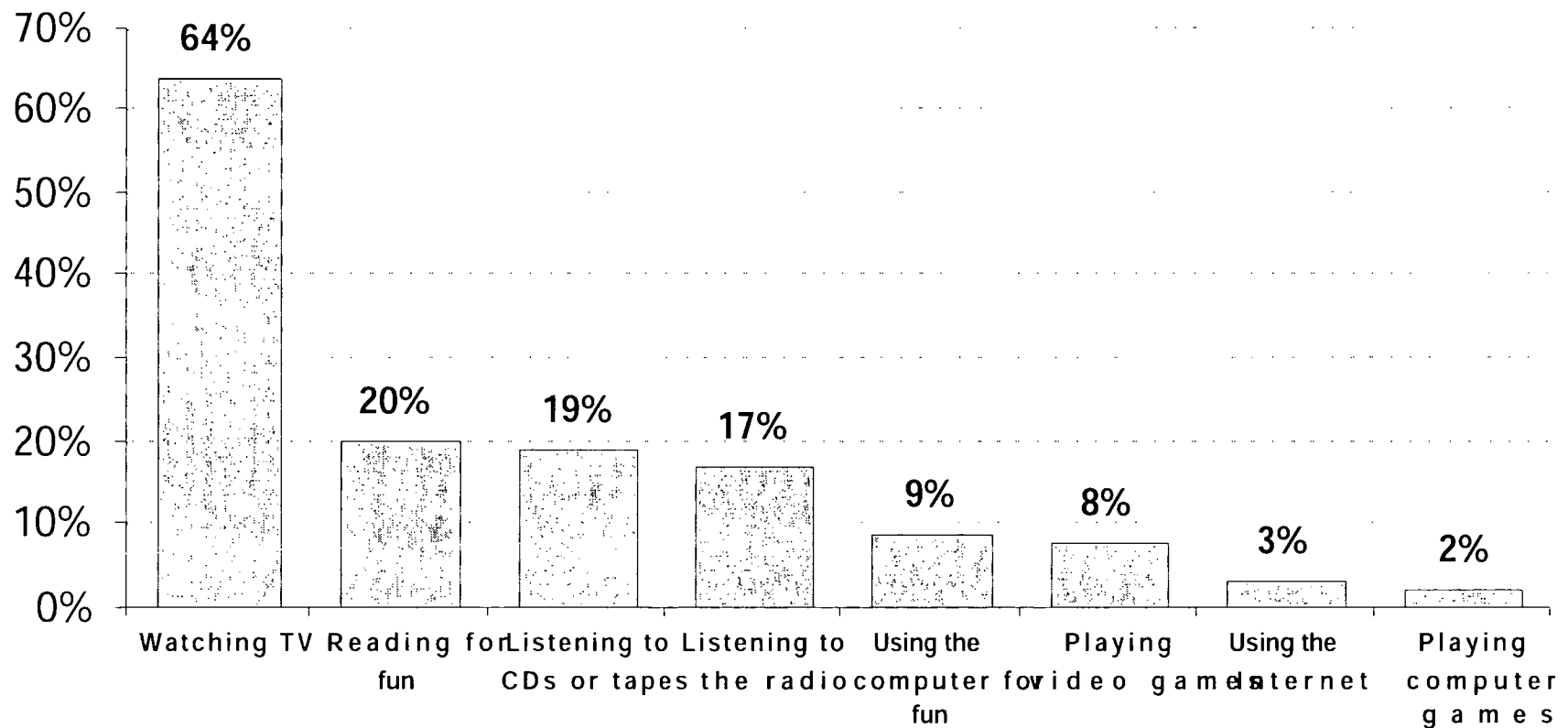
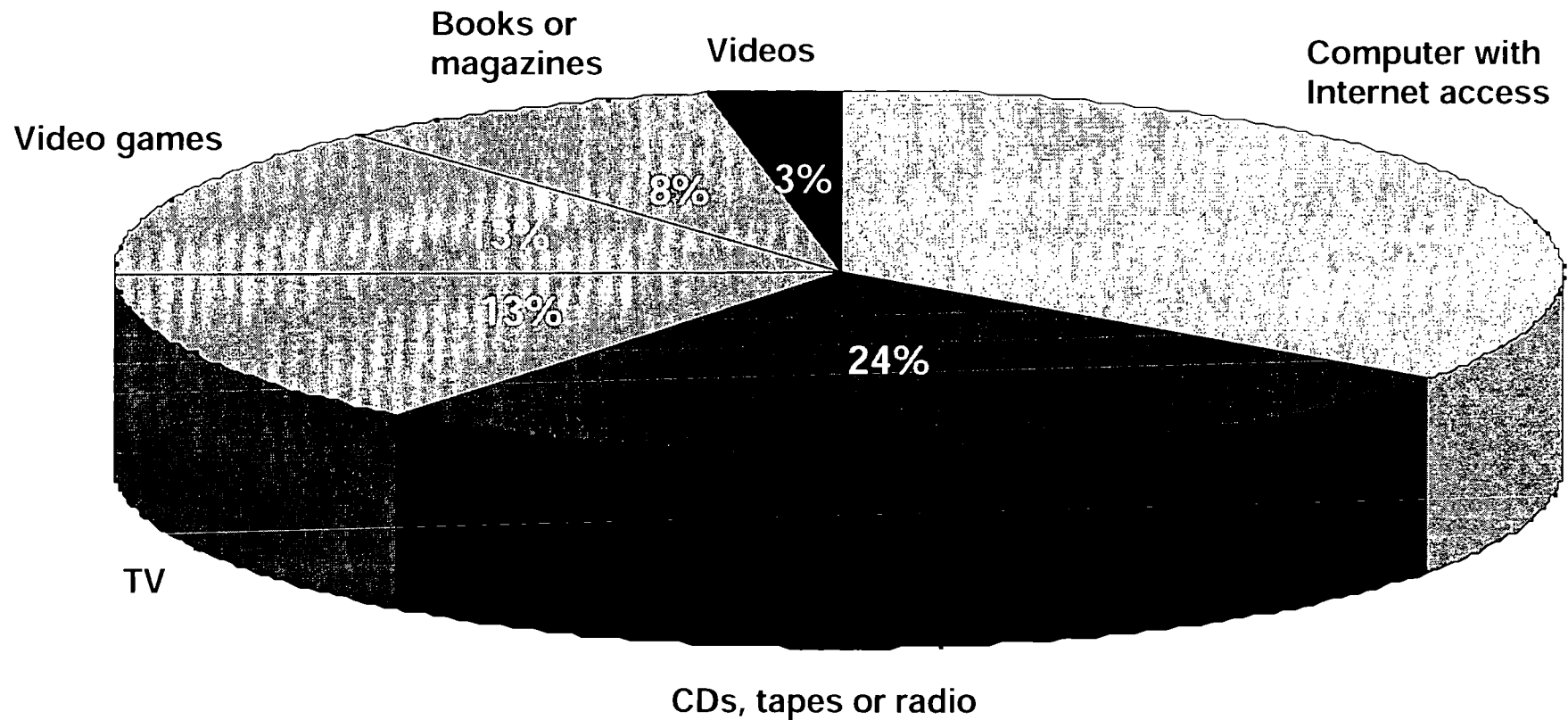


Chart 17

Favorite Media

When asked to choose which media to bring to a desert island, the percent of children aged 8-18 who picked...



* "No Answer"/ "Nothing" responses not shown.

Source: Media at the New Millennium, Kaiser Family Foundation, November 1998

Chart 18

Attitudes Toward Media

When asked how they feel when they use computers or watch TV, the percent of children aged 8-18 who say they...

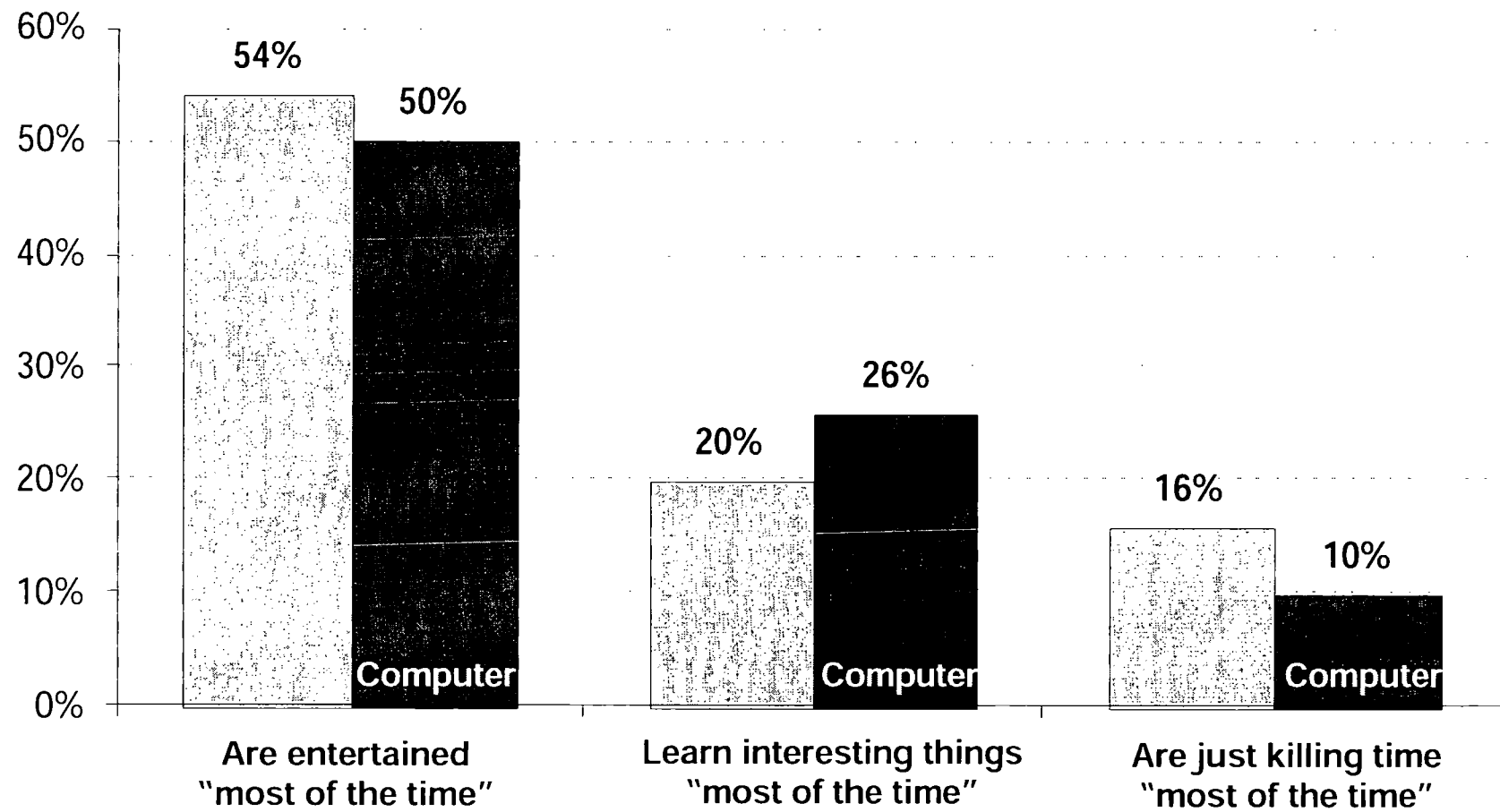
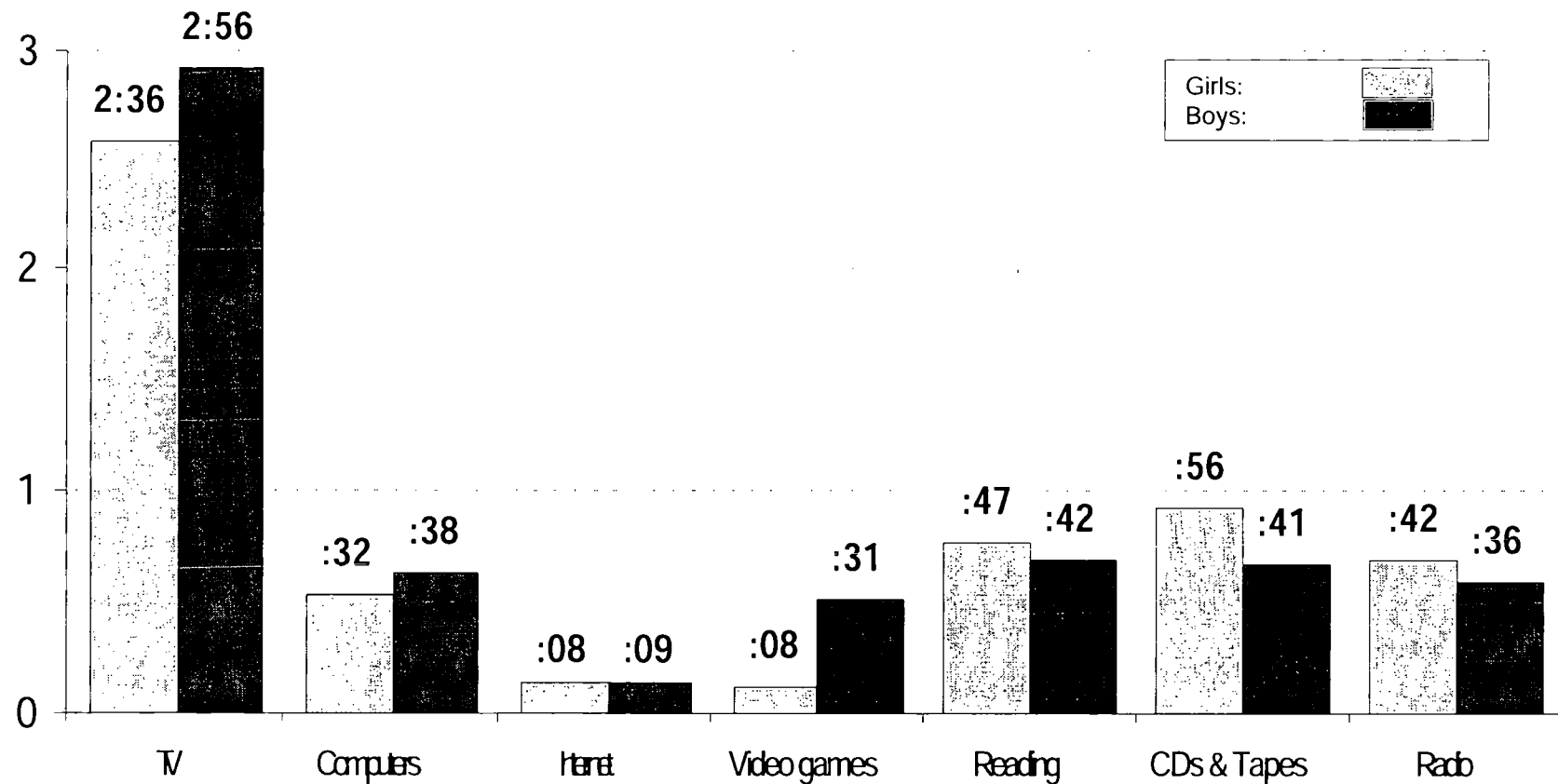


Chart 19

Media Use

Average amount of time boys and girls spend with the following media...



* Times are presented in hours: minutes. Numbers cannot be summed to calculate children's total media use time because they may have used more than one medium at a time. Reading includes amount of time children are read to.

Source: Kids' Media at the New Millennium, Kaiser Family Foundation, November 1999

METHODOLOGY

This study is based on a nationally representative sample of 3,155 children ages 2-18, including oversamples of African American and Hispanic children. The media included in the study are television, computers, movies, videos, video games, books, magazines, newspapers, radio, and CDs and tapes.

The sample includes 2,065 students in grades 3-12 (who completed self-administered written questionnaires in the classroom about their media use the previous day) and 1,090 children ages 2-7 (whose parents or caregivers participated in an hour-long in-home survey about the child's media use the previous day). In addition, week-long media use diaries were collected for 621 of these children (487 completed by 3rd-12th graders, and 134 completed by parents of 2-7 year-olds).

The margin of error for the combined sample of children 2-18 is $\pm 3\%$; for the in-school sample of 3rd-12th graders it is $\pm 3\%$; and for the in-home sample of 2-7 year-olds it is $\pm 5\%$.

For a full explanation of the methods used in this study, please refer to the full report (publication #1536), or the appendices (publication #1537), which are available for free online at www.kff.org, or by calling 1-800-656-4KFF.

NEWS Poll: Teens & Tech

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Teenagers and Technology

A Newsweek Poll shows familiarity and optimism

This is national science and Technology Week, which means people everywhere ought to be asking questions like "How do anacondas eat their prey?" (bite, strangle, swallow) and "What's a pedabyte?" (a thousand trillion bytes). Of course, these are the sorts of facts that school kids chase down regularly--in class and, as a Newsweek Poll discovered, increasingly at home using computers to get online. Overall, teens are upbeat about technology's impact on their lives--even the V-chip, which 71 percent think is a "good idea."

89% of teens use computers at least several times a week. Teens from lower-income homes use computers as often as kids from wealthier families, but get their access at school more than at home. This suggests that wiring schools is an effective way to close the gap between the haves and have-nots. Teens from families earning less than \$25,000 a year were twice as likely to say they never use a computer at home.

61% surf the net. Boys edge out girls in online experience (66 to 56 percent), and wealthier kids are more likely to have surfed. But even those still on the beach were excited about the possibilities. Half surveyed thought the best thing about the Net was that it's like a library, a place to find information; a third think it's better as a shopping mall, where you can hang out and meet friends. Only 14 percent of those who've been online admitted to having seen or done something they "wouldn't want their parents to know about."

92% think computers will improve their educational opportunities; almost as many think technology will create better jobs in the future and help us live longer, healthier lives. Optimism was more buoyant among frequent computer users.

28% believe technology isn't helping--or, worse, actually harms--the environment. Suspicion that technological advances will contribute to things like pollution and natural-resource depletion ran higher among teens from Western states.

71% want to talk to, rather than type into, their computers. Speech recognition was the No. 1 high-tech product that teens would like to see developed. Movies on demand ran a close second (69 percent), along with 500-channel TV (58) and computerized road maps in cars (51). Shopping online from home came in a distant last (26) among mall rats. Younger teens (12 to 14 years old) were especially excited

about technology that enhances the TV-watching experience, like having a gadget that automatically searches for favorite programs.

98% credit technology for making a positive difference in their lives. Boys were slightly more likely than girls to say technology makes their lives much better (57 to 46 percent). And there was some evidence that kids from higher socioeconomic backgrounds are more convinced of technology's benefits. Not surprisingly, the teens who use computers the most have the sunniest view of technology, a pattern that emerged in almost all areas surveyed. These teens--some call them the Nintendo Generation--are wired for the future.

Princeton Survey Research Associates interviewed 508 teenagers, ages 12-17. the survey was conducted by telephone march 12-16. the margin of sampling error is plus 5 percentage points.

Newsweek 1/13/97 Society/Poll: Teenagers and Technology

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Roll: Teens &
Community

NEW LEADERSHIP FOR A NEW CENTURY:

**KEY FINDINGS FROM A STUDY ON YOUTH,
LEADERSHIP, AND COMMUNITY SERVICE**

AUGUST 28, 1998

**BY
PETER D. HART RESEARCH ASSOCIATES**

**CONDUCTED FOR PUBLIC ALLIES &
FUNDED BY THE SURDNA FOUNDATION**

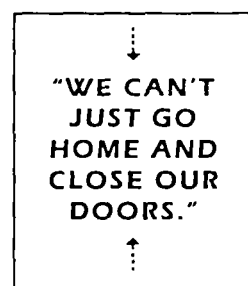
Peter D. Hart Research Associates, Inc.

Between July 14 and July 19, 1998, Peter D. Hart Research Associates conducted a national survey for Public Allies among 728 young Americans, age 18 to 30, including 108 blacks and 148 Hispanics. The margin of error for the poll is $\pm 3.7\%$ for the overall sample of young adults and is higher for specific subgroups.

SUMMARY OF FINDINGS

Contrary to the popular portrayal of today's young Americans as self-absorbed and socially inert, the findings from this survey reveal a portrait of a generation not searching to distance itself from the community, but instead actively looking for new and distinctive ways to connect to the people and issues surrounding them. These young people have grown up in a unique environment—they have no living memory of either the activism of the 1960s or the leadership icons that in many ways defined their parents' generation. Instead, they have grown up in an era of heightened cynicism toward both government and political leaders, fervent discussion about the proper role of government and other social institutions, and an increasingly diverse American population. Their attitudes and beliefs about American values, leadership, and community involvement reflect their distinct experiences.

Young Americans today differentiate themselves from past generations in rejecting many of the traditional measures of civic responsibility, and instead, embrace new ways to effect change and approach the important notion of leadership. The characteristics of this new approach to leadership and social action are notable in at least three respects.



☑ **Individuals, not institutions:** In contrast to their 1960s predecessors' focus on changing broad social institutions, young Americans' outlook is distinctly personal, with a heavy emphasis on direct, one-on-one, individual service.

☑ **"Bottom up" not "top down":** Young people embrace a model of leadership that is best characterized as "bottom up" rather than "top down"—young adults place a premium on the efficacy of small groups of people working together to effect change in tangible ways.

☑ **Diversity and reaching out:** Young Americans distinguish themselves as a generation extremely concerned not only with respecting individual differences, but also with

reaching out to connect to and work with people from different backgrounds to address problems and formulate solutions.

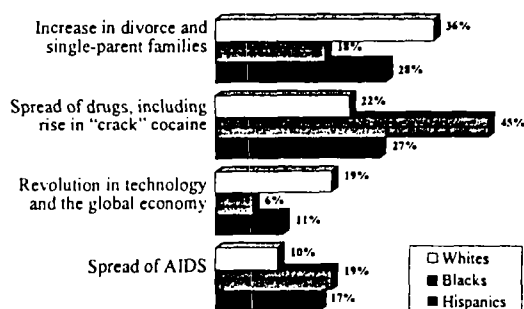
The findings from this survey, however, demonstrate that young people not only have a new vision of leadership for the future, but they also are taking direct, concrete action to practice and apply their ideals in their everyday lives. The sentiments of this generation resonate a strong sense of the importance of community service and direct assistance to others. This commitment is not expressed in a vague or amorphous way, but rather it is demonstrated through tangible goals, such as consciously mentoring a young person in the community or actively working with others on a local issue or concern. In fact, nearly seven in ten (68%) young adults report that in the past three years they have been involved in activities to help their community. Indeed, these findings provide encouraging evidence that the next generation of Americans cares about its contributions to the community and increasingly believes that solutions to the problems we face lie within communities and within the realm of everyday Americans.

DEFINING A GENERATION: THE GOALS, VALUES, AND VISION OF TODAY'S YOUNG AMERICANS

The attitudes of today's young adults are rooted strongly in the unique circumstances of their era. The survey findings yield an extremely informative insight into the collective experiences that have defined this generation of Americans and serve as the basis for their vision of the

Events' Impact on Young Americans

(% selecting each as having had the biggest impact on their generation)



** Three other events were selected by 5% or fewer young people: increased diversity, emphasis on reducing government, collapse of communism/end of Cold War.*

future. When we ask them to identify the experience that has shaped their generation the most, nearly one in three (32%) young adults cite the "increase in divorce and single-parent families." This phenomenon is a particularly poignant experience among young whites—36% identify it as the defining experience of their generation.

While black and Hispanic young adults see this phenomenon as important, they also point to the powerful effects of other experiences. Overwhelmingly, blacks age 18 to 30 identify the spread of drugs and the rise in the use of "crack" cocaine as the most important influence on people their age; they also are more likely than are whites to cite the spread of AIDS as an important trend. Hispanics age 18 to 30 are divided, identifying either divorce or drugs as defining generational influences. While the revolution in technology and the global economy receives a great deal of news attention, the impact of this trend is more modest in the eyes of young Americans: 18% identify it as the most important influence on their generation.

The values and beliefs, as well as the vision for the future, that young people demonstrate are a direct outgrowth of these defining, generational experiences. Contrary to the stereotype of young adults being aloof and devoid of deep convictions, today's young Americans have a strong sense of values and principles, and a well-defined direction for contributing to their community and country. While such traditional American values as liberty and self-reliance still are held strongly among these young people, they distinguish themselves by placing the utmost importance on the power and value of human relationships. Diversity, reaching out and connecting to other people, and making a difference in the lives of others all are extremely important values to this generation. A near majority (50%) of young people say that the value of "community and looking out for each other" is more important to them than is the value of "individual responsibility and self-reliance": 38% of young adults place a priority on this principle.

Young Americans say that "making a difference in the life of someone close to you" is important to them personally, with 87% rating this value as an eight or higher on a ten-point scale of importance. Young people respond much more enthusiastically to this more personal and direct concept of assisting others than to the more traditional notion of "service to your community and being involved in community affairs." While the hallmark American values of "self-reliance and taking responsibility for yourself" and "personal liberty and the freedom to do as you please" resonate with young Americans, another set of values focusing on diversity and respect for people's differences emerges as equally important to this generation of young adults.

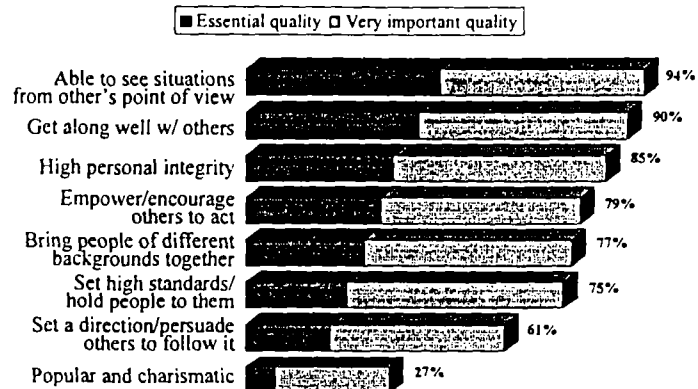
In many ways, the importance that young people attribute to values such as “appreciating and respecting the racial and ethnic diversity of our country” and “developing meaningful relationships with people different from yourself” is the defining characteristic of this generation of Americans. Young adults of all races and socioeconomic backgrounds rate these values as highly important to them personally; eight in ten (80%) rate “appreciating and respecting the racial and ethnic differences in our country” as an eight or higher on a ten-point scale, and nearly three in four (74%) give the same rating to “developing meaningful relationships with people different from yourself.” In fact, the diversity of American society is so accepted by and normal to many young adults that it increasingly is looked upon as a fact of life, rather than a cause for concern. When we ask them about our country’s growing racial and ethnic diversity, only 13% of young adults say that it is more of a bad thing, 40% say that it is more of a good thing, and 42% say that it does not really make a difference one way or the other.

LEADERSHIP IN THE 21st CENTURY: A NEW VISION FOR THE FUTURE

From this distinct set of values and experiences, young people have built a vision of leadership that is both a natural reflection of their principles and a new and unique model for defining this important concept in the future. In thinking about leadership in our country and about their own current and future leadership roles, young Americans place a premium on a set of traits that represents an extraordinary break from traditional models of American leadership. Young people embrace a style of leadership that emphasizes the power of collective responsibility, cooperation among diverse individuals, sensitivity toward others, and equal participation by all citizens regardless of their authority or position in the community.

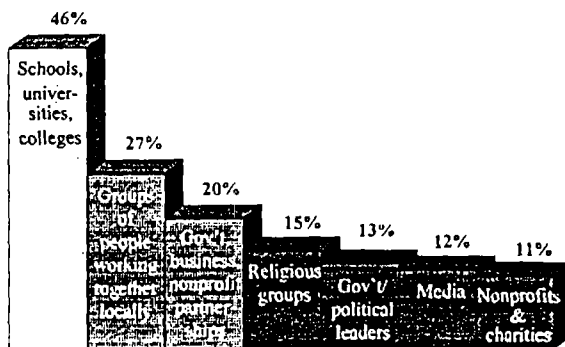
Sensitivity and cooperation, not charisma: When we ask them about a series of different leadership qualities, young people identify “being able to see a situation from someone else’s point of view” as the most important quality—94% of young Americans see this trait as either essential or very important in a good leader. This focus on understanding and valuing the beliefs of others is reinforced by other qualities that young people select as either essential or very important in a good leader, such as “getting along well with other people” (90%) and “bringing people from different backgrounds together” (77%).

Important Leadership Qualities



In fact, such traditional “top-down” notions of leadership as “being popular and charismatic” and “setting a direction and persuading others to follow it” are least appealing to this group of Americans. Notably, young Americans of all races, blacks in particular, far prefer leaders who “empower and encourage other people to act” to leaders who “set a direction and persuade people to follow it.”

Organizations Most Important/Effective in Solving Future Problems



Individual empowerment, not institutions: In thinking about the types of organizations that will be important in solving our communities’ problems in the future, young people embrace the notion that individuals must take an active role in addressing social conditions. In fact, nearly half (46%) of young adults point to schools, universities and colleges—

entities that empower, teach, and provide skills to young people so that they can contribute to and become involved in their community—as important in solving future problems. Further, about one in four (27%) young people anticipate that “groups of people working together locally” will be the most important organization in addressing the problems that we will face in the future, and one in five (20%) cite partnerships among government, private businesses, and nonprofit organizations as important. Organizations that represent more traditional approaches to improving social conditions, such as government and political leaders, and nonprofit and charity groups are met with far less enthusiasm and confidence from today’s young people.

Inclusive and “bottom up,” not select individuals and “top down”: Young people’s strong preference for leadership that emphasizes the collective participation of many individuals over the strong leadership of just a few is evident in an array of different measures. When presented with a series of statements to assess their own views of leadership, young people overwhelmingly describe a model of leadership that is built from the bottom up, emphasizes collective responsibility, and values the participation of average citizens working together to solve problems. Young adults of all races are clear in articulating a vision of leadership for our country that is different from the traditional concept of American leadership as a strong, select group of individuals with a fixed agenda. Young Americans see leadership as a quality inherent in average people, and they measure the strength of leaders by their ability to be inclusive and to work collectively.

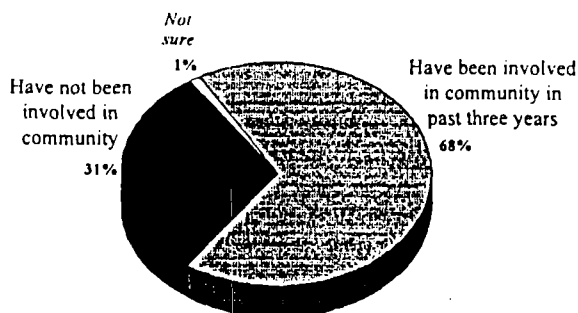
**Young Americans' Model for Leadership:
Which Would You Prefer?**

- 71% The best model for leadership is to build from the bottom up, that is, for many people to share responsibility for making decisions and moving forward.
- 25% The best model for leadership is to build from the top down, that is, for strong leaders to assume responsibility for making decisions and moving forward.
- 78% No one group is mostly responsible for solving social problems, and communities and individuals are responsible for solving their problems collectively.
- 17% Big institutions, such as government and business, are best suited to take responsibility for the well-being of citizens and for solving social problems.
- 65% We should look for leadership from ordinary people in the community, regardless of their position or level of authority.
- 31% We should look for leadership from people who have achieved an important position and earned the authority and respect that comes with that position.
- 79% Average people have the resources and practical know-how to solve most of their problems in their community.
- 18% Our problems are very complex, and we need experts to solve them.

**ACTIVE AND INVOLVED: YOUNG AMERICANS PUTTING THEIR
IDEALS AND THEIR VISION OF LEADERSHIP INTO PRACTICE**

Consistent with their distinct values and experiences, as well as with their unique vision of leadership, young Americans also demonstrate a distinctive approach to effecting change in their community. Young adults embrace methods of social and political change that emphasize high standards, direct contact with others, and inclusiveness.

Participation In The Community



A strong majority of young Americans of all races say that in the past three years they have been involved in activities to help their community, such as volunteering time, belonging to an organization, or helping to solve a community problem. Given the mobility associated with this age group, a remarkable 54% say that

they participate in these activities at least once a month or more—nearly one in four (22%) say once a week or more. In fact, equal proportions (64%) say that “feeling as though you give back to the community” and “being financially successful” are extremely or very important to them.

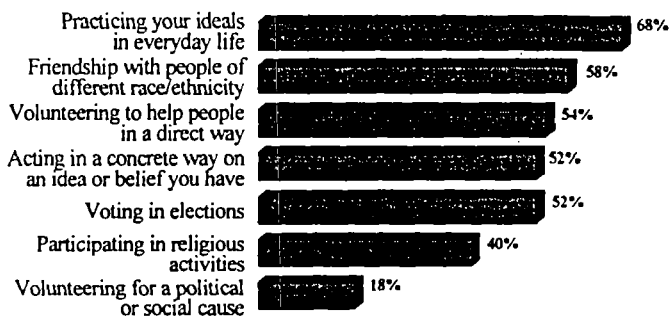
For young people, involvement with the community takes many forms and has many motives. Nearly three in four (72%) young people who participate in community activities say that they do so through an organized group or association, for example, a school, hospital, or neighborhood center. Young adults also indicate that they serve as tutors or mentors to a younger person in the community (38%) and work with others informally on a local issue or concern (30%). In volunteering reasons for their participation in community activities, young people respond with a variety of incentives, from finding it personally rewarding and satisfying (9%) to having a strong desire to help children (13%) to wanting to help those who are disadvantaged (12%). Young blacks in particular cite helping children in their community as a compelling reason to participate in service activities.

↓
“(COMMUNITY SERVICE IS A) COLLECTIVE RESPONSIBILITY AND A GENUINE DESIRE TO BRING UP THE STANDARDS IN YOUR COMMUNITY.”
↑

In addition to this tangible commitment to and involvement with their community, Americans in this age group also have a distinct notion of what types of activities matter most in effecting change. When presented with seven different approaches to bringing about needed

Ways To Effect Change

(% saying each is a very effective way to bring about change)



changes in our country, young people cite “practicing your ideals in your everyday life” as the most effective way for someone like them to contribute. Young people also point to “building friendships and relationships with people of different racial and ethnic backgrounds” and “volunteering to help individuals in a direct way” as effective ways to get involved.

Interestingly, more traditional approaches to community service such as “volunteering for a political or social cause” resonate less strongly with this generation.

CONCLUSIONS: THE CHALLENGE AHEAD

The findings from this survey provide encouraging news about young Americans’ commitment to redefining the concept of leadership in our country, working together to provide direct assistance to others, and reaching out to people from different backgrounds to collectively forge new solutions to social problems. Young people see leadership as an exercise available to and, in fact, a responsibility of all Americans, not just to a select group of charismatic individuals. What sets young people apart from their parents’ and grandparents’ generation is an overarching emphasis on a new set of leadership traits: the ability to see a situation from someone else’s point of view, a willingness to work collectively and cooperatively, and a desire to initiate solutions on a smaller scale, rather than to react to broad institutional remedies.

Importantly, young people also demonstrate a strong will to take action on their beliefs by volunteering in their community and by reaching out to understand and unite with people different from themselves. As these young people come of age and prepare for their roles as adults in our country, several challenges remain in tapping into the energy and commitment of this generation.

1 While young Americans display a good deal of initiative in finding ways to serve their community and to assist other individuals, they do not have a strong vehicle to channel or guide this motivation. From government and political leaders to nonprofit and charity organizations, young people do not respond to many of the traditional organizations and institutions that our country has looked to in taking the lead in solving social problems. Instead, young people are looking for a different type of guidance and support for their initiatives—one that values all individuals and emphasizes the importance of people actively working together to solve problems.

2 While young people clearly have found ways to act on the beliefs and values that are important to them, the survey findings suggest that they feel as though most of our country's leaders—both individual and institutional—are not speaking a language to which they can relate or understand. The language that young people speak is *inclusive*, with a heavy emphasis on seeing situations from multiple perspectives, as well as *focused*, with a concentration on helping others directly and actively. In order to harness fully the talent, commitment, and energy of young people, this language needs to become more central to the way we address and enlist this critical group of young adults.

3 Traditional methods of leadership development are not well suited to elicit the learning outcomes needed to practice this new leadership effectively. Content and methods of training and development need to be examined for building competency in this new approach. What can be learned from successful community development efforts and other areas in which this new practice has been applied practically must be integrated into leadership development strategies.

4 Many organizations and institutions operate out of more traditional leadership paradigms. To ensure their relevance and effective roles in the future, they must adapt to this new type of leadership both in organizational development and in fulfilling their missions in the community. This reform means developing responsibility beyond the institutional boundaries, into the community, and transferring leadership to their constituents. Internally, this means making the way, not only for new practices, but also for the next generation to assume positions of authority.

August 29, 1999 Sunday, Final Chaser

Review
Poll: Teen Positive
Attitudes

SECTION: FRONT; Pg. A28

LENGTH: 518 words

HEADLINE: POLL REVEALS TEENS FEEL GOOD ABOUT LIFE

BYLINE: By Andrew Mollison, Cox News Service

DATELINE: WASHINGTON

BODY:

Dobie Gillis, eat your heart out.

In the TV series from 1959 through 1963, Dwayne Hickman portrayed Dobie as a cheerful young man who would appreciate a little more respect but who got enough guidance from caring adults to emerge triumphant from the academic and social pressures of high school life.

That's just how most American high school students feel today, according to a national poll released last week. It was conducted in June for Shell Oil Co. by Peter D. Hart Research Associates using questions written with the help of the U.S. Department of Education.

The poll results should help destroy movie stereotypes of today's high school as "full of perky blonde cheerleaders, dumb jocks, quirky nerds and teachers who haven't a clue," said Education Secretary Richard Riley, who spoke at length about the results to the Commonwealth Club in San Jose.

"They may dress differently, look different and listen to music that is simply beyond us, but they are not a lost generation or a negative generation," said Riley, 66.

Although a poll last year showed that most adults believe today's teens are "rude, irresponsible and wild," Riley said, the poll of teens shows that most are "ambitious, striving and open to the future."

Asked how often they have various feelings, nine of every 10 students said that "most" or "some" of the time they feel happy (93 percent), cared about (91) and confident (86). They were more likely to be bored (57) than to feel angry (37), depressed (24) or lonely (23).

Looking forward to life after high school, 76 percent agreed that "I am pretty confident that things will work out for me," while only 21 percent said, "I'm not sure how well things will work out for me."

They said they cope with pressures "to get good grades" (44), "to get into college (32) and "to fit in socially" (29). Far fewer said they had to deal with pressure "to use drugs or alcohol" (19) or "to be sexually active" (13).

Asked whom they turn to for support and guidance, a vast majority said they rely "a lot" or "a fair amount" on their parents (78) or friends (75). Fewer turn to a teacher (41), member of the clergy (37) or school guidance counselor (31).

Seven in 10 said they had a teacher they feel close to, and nearly half said they have had a teacher who has changed their life.

They look forward most days to going to school, where 68 percent say the best thing is seeing their friends, while only 21 percent say the best thing

is going to classes.

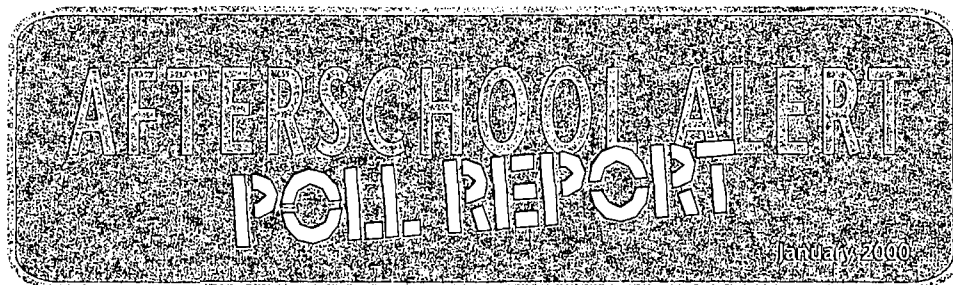
Although 81 percent of White teens gave their school an "A" or a "B" on being a "safe place, without violence," that was true of only 69 percent of the Latinos and 58 percent of African-Americans polled.

The poll of 1,015 high school students was conducted from June 8 through 29 and had a sampling error of 3 percentage points for the entire sample, and higher for subgroups.

Poll results can be read on the Internet by clicking on "Teens Talk to America" at www.countonshell.com/shellpoll.html.

LANGUAGE: ENGLISH

LOAD-DATE: September 3, 1999



A Report of Findings from the 1999 Mott Foundation/JCPenney Nationwide Survey on Afterschool Programs

Why are afterschool programs so important?

Because children's minds don't close down at 3:00 p.m., and neither should their schools.

— Richard W. Riley, U.S. Secretary of Education

The Case for Afterschool

Background

Over 28 million school-age children have either their only parent or both their parents working outside the home.

— U.S. Bureau of Labor Statistics, 1997

Once the three o'clock bell rings, millions of America's children have nowhere to go. These latchkey children are at significant risk of getting poor grades, being victims of crime, or participating in anti-social behaviors that have grave consequences and costs for society. Millions of working parents watch that same clock, worrying whether their children are safe, wondering whether their children are gaining ground, or losing it, during the hours after school.

Key Findings Show Universal Support

Increasingly, studies show that afterschool programs can make a difference. A nationwide poll conducted in 1999 by the Charles Stewart Mott Foundation and JCPenney shows that record numbers of American voters believe that afterschool programs are a fundamental part of youth development. More than nine out of ten Americans consistently voiced their support for quality, accessible afterschool programs that would keep kids safe, help working families and improve academic performance. And the intensity with which Americans voice this support is notably high:

- ◆ An overwhelming majority of voters (92%) say that there should be some type of organized activity or place for children and teens to go after school every day. Seventy-one percent (71%) of that majority **strongly** agree.
- ◆ Not only do voters think there is a need for an organized activity, they believe afterschool programs are a necessity (86%). Fifty-nine percent (59%) of that majority **strongly** believe this.
- ◆ Voters also say it is important to them personally to ensure access to afterschool programs for **all** children (91%). Fifty-five percent (55%) of that majority say it is **very important**.
- ◆ Voters overwhelmingly (90%) favor providing a program which takes place during after school hours five days a week from 3:00 p.m. to 6:00 p.m., that provides children with fun, enriching learning opportunities that extend beyond schools' traditional academic style, that challenges them, and that gives them more individualized attention. Fifty-five percent (55%) of that majority **strongly** favor providing such a program to **all** children.

And yet demand for afterschool programs far outpaces supply. This Poll Report summarizes key findings from the Mott/JCPenney nationwide survey and provides key messages useful in closing the gap between the voting public's will and everyday reality.

The findings discussed in this publication are based on a nationwide poll among 1,100 adults, 18 years of age or older, who are registered to vote, including an oversample of 100 parents of school-age children. The survey was conducted between July 27-29, 1999 by the polling firms of Lake Snell Perry & Associates and The Tarrance Group. The margin of error for this survey is +/-3.1 percent.

Background

Violent crimes by juveniles — murder, violent sexual assault, robbery and aggravated assault — peak between 3:00 p.m. and 4:00 p.m., the hour at the end of the school day. The rate of juvenile violence during the afterschool period from 3:00 p.m. to 7:00 p.m. is four times the rate during standard curfew hours of 10:00 p.m. to 6:00 a.m.

— National Center for Juvenile Justice, 1999

The Need

Support Crosses Time, Gender, Political ID

In 1998, the Mott Foundation conducted a similar poll on afterschool programs, asking whether respondents agreed there was a need for some type of organized activity during after school hours. One year later, the overall level of support has not changed.

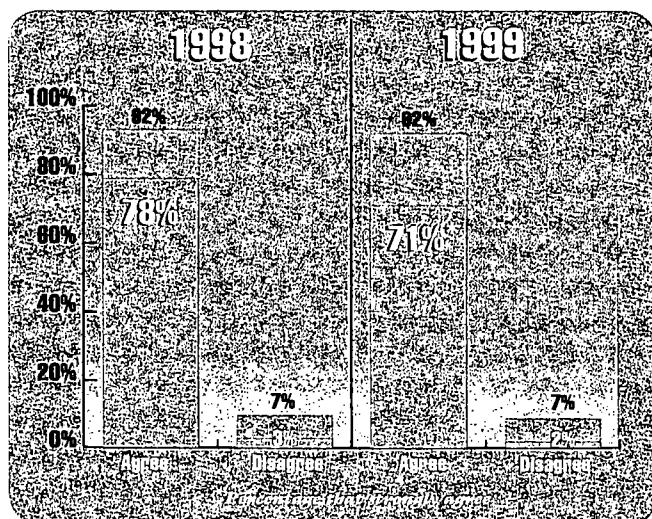
This continued high level of interest reflects another concern of more than a third of respondents — the biggest problem facing children today is that they are alone and unsupervised. Between 1998 and 1999, the level of concern rose from 26% to 35%. And there is no difference between parents and non-parents on this issue.

Support for providing an organized activity is strong among both parents (94%) and nonparents (91%), as well as among both genders of parents: mothers (94%), fathers (92%).

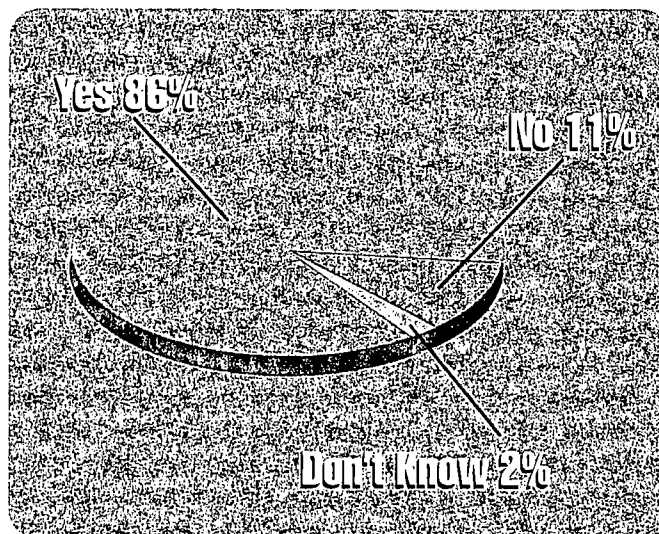
Agreement crosses partisan lines with 94% of Democrats, 93% of Independents and 89% of Republicans agreeing that there should be some type of organized activity after school.

Significantly, “expanding quality afterschool

Level of agreement among respondents on need for organized activity or place for children and teens after school every day (in 1998 the words “every day” were not used)



Voters who believe afterschool programs are a necessity



programs” is considered by respondents among the top four elements needed to improve the performance of students, along with getting parents involved in schools, requiring tougher academic standards and reducing class size.

Voters Take Afterschool to Heart

Not only do voters think there is a need for an organized activity, but more than eight out of ten voters (86%) believe afterschool programs are a necessity.

At least three-quarters of voters in every demographic subgroup feel afterschool programs are a necessity, including nearly half in every subgroup who feel strongly about this. Seniors (ages 65 and over) also see these programs as a necessity (86% yes).

Voters also say it is personally important to them to ensure access to afterschool programs for all children (90%).

The public does not consider afterschool programs to be “add-on’s.”

“What is most significant to me is how this poll shows that, across time, demographic groups, party lines and geographic regions, overall support for afterschool programs among the American public has remained strong. Equally significant is how the intensity level of that support — those people who say they ‘strongly’ support afterschool programs — has remained just about as high from last year to this year.”

*Alysia Snell, Senior Vice President,
Lake Snell Perry & Associates (Polling Firm,
1999 Mott/JCPenney Afterschool Survey)*

Background

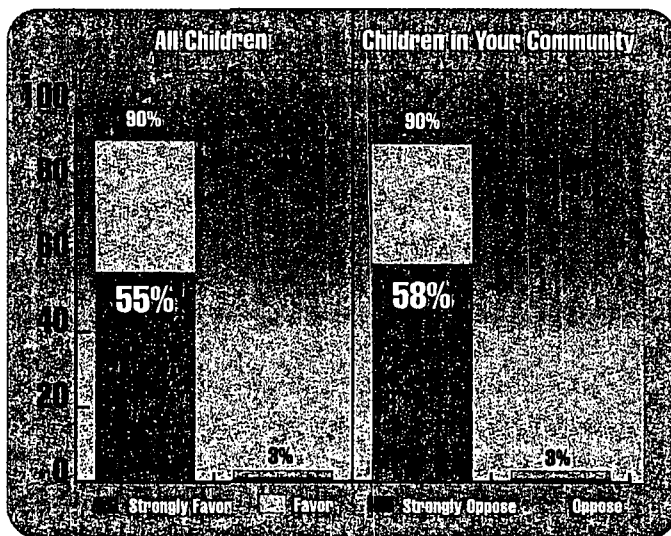
Students involved in afterschool programs exhibit fewer behavioral problems, better ability to handle conflicts, and improved self-confidence.

—Safe and Smart: Making the After-School Hours Work for Kids, U.S. Department of Education and U.S. Department of Justice, 1998

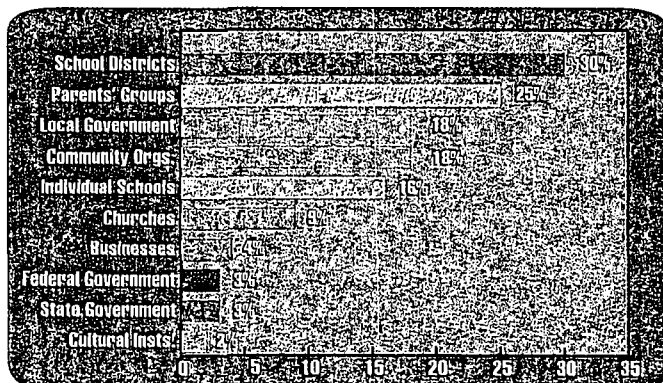
Nearly half of American voters (46%) believe schools should be responsible for setting up afterschool programs, with 30% believing school districts should be responsible and 16% believing individual schools should be responsible.

— Mott Foundation/JCPenney Afterschool Poll, 1999

Respondents' support for daily afterschool programs nationwide and in their communities



Responsibility for setting up afterschool programs



Key Messages

- ◆ Across time, demographic groups, party lines, programs remains overwhelmingly strong.
- ◆ Nine out of ten voting Americans—parents and our youth.
- ◆ And they want it available to all kids, every day.
- ◆ Americans believe afterschool programs keep kids on track for academic success.
- ◆ Americans believe the most important roles afterschool programs play are keeping kids safe, providing tutoring and homework help, and respect for other people, teaching ways to resolve conflicts.
- ◆ Americans agree that there are not enough afterschool programs.
- ◆ Americans are ready to pay for afterschool programs.

— Mott Foundation/JCP

The Program

Strong Support for Daily, Enriching Programs

After hearing a description of an afterschool program, voters overwhelmingly favor a program that would take place during after school hours, five days a week from 3:00 p.m. to 6:00 p.m., that provides children with fun, enriching learning opportunities that extend beyond schools' traditional academic style. They also favor providing this program to children in their community as well as to all children.

Afterschool is an issue that crosses geographic boundaries. Voters support programs not only for children in their own communities, but also for children they don't know in towns and cities across the nation.

Setting Up Afterschool Programs

Schools Move from Fourth to First

When the American public is asked who is responsible for setting up afterschool programs in their communities, "school districts" come out on top. The first place (30%) position for school districts in the 1999 poll compares with fourth place (20%) in 1998 — an increase of ten percent.

There is also little or no difference among parents with children and voters without children under the age

l geographic regions, support for afterschool

omparents alike want afterschool programs for

s safe, help working families and improve

chool programs can play are keeping kids
viding structured adult supervision, teaching
conflict, and helping kids to set goals.

chool programs.

ums.

ey Nationwide Survey on Afterschool Programs, 1999

of 18 on this issue. Both parents and non-parents ranked "school districts" first and "parents' groups" second. However, parents are slightly more mobilized (32%) than non-parents (28%) about having school districts be responsible for setting up afterschool programs.

Paying for Afterschool Programs

Cost Not a Major Deterrent

Not surprisingly, when poll respondents were introduced to the financial consequences of providing afterschool programs for every child, the level of support declined. However, not by as much as expected. At a cost of \$1,000 per child per school year, two-thirds of voters (66%) are still willing to use additional federal or state taxpayer money to make daily afterschool programs accessible to all children.

Support crosses partisan lines with Democrats (70%) and Independents (72%) most willing to pay for nationwide programs, and 62% of Republicans expressing willingness to pay.

Seventy-one percent (71%) of voters think expanding afterschool programs is an issue that should be addressed by businesses in their communities. A quarter of voters do not think this is an issue for businesses.

Background

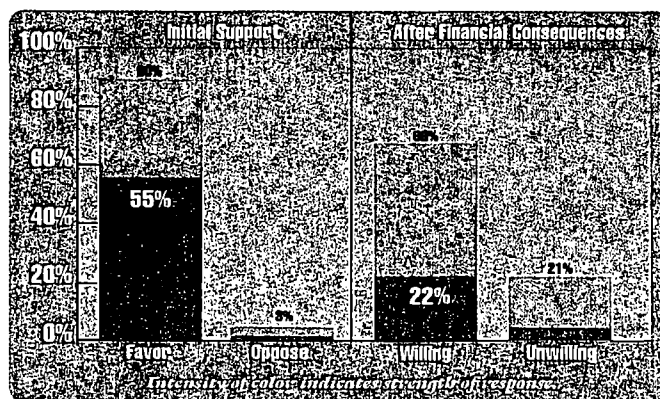
In an August 1999 poll conducted by "Fight Crime: Invest in Kids," respondents were asked to identify priorities they considered more important than cutting taxes. Sixty-six percent (66%) chose "providing access to afterschool programs and early childhood development programs like Head Start" as more important — just one percentage point behind "shoring up Social Security and Medicare" (67%). The next closest item, at a relatively distant 48%, was "paying off the debt."

— Fight Crime: Invest in Kids, August 1999

While 74% of elementary and middle school parents say they'd be willing to pay for school-based afterschool programs, only about 31% of primary school parents and 39% of middle school parents report their children actually attend an afterschool program at school.

— National Opinion Research Center, 1998

Willingness to use additional taxpayer dollars



"With all the work our firm does on children's issues, I've seen it happen many times. As soon as you introduce the financial consequences of providing new or expanded programs, the level of public support takes a nosedive. However, in this poll, we experienced very little erosion when we asked the public if they'd be willing to commit more taxpayer dollars — \$1,000 per child — to pay for afterschool programs. I felt that to be actually the most exciting finding from the entire poll."

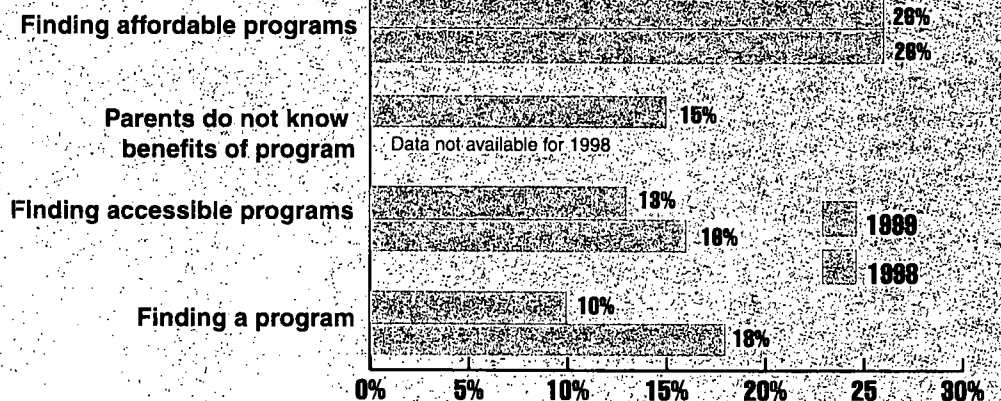
David Sackett, Partner, The Tarrance Group
(Polling Firm, 1999 Mott/JC Penney Afterschool Survey)

Availability

Access and Affordability Are Key Issues

Two-thirds of voters do not think there are enough afterschool programs available for children in America today. Most voters also think it is difficult to find afterschool programs — either in the nation or in their own communities. And when asked to think about the problems facing parents when it comes to afterschool programs, voters are most likely to mention cost — a statistic that has not changed since 1998.

The biggest problems facing parents when it comes to afterschool programs



Activities and Outcomes

Academic/Social Skills High on List

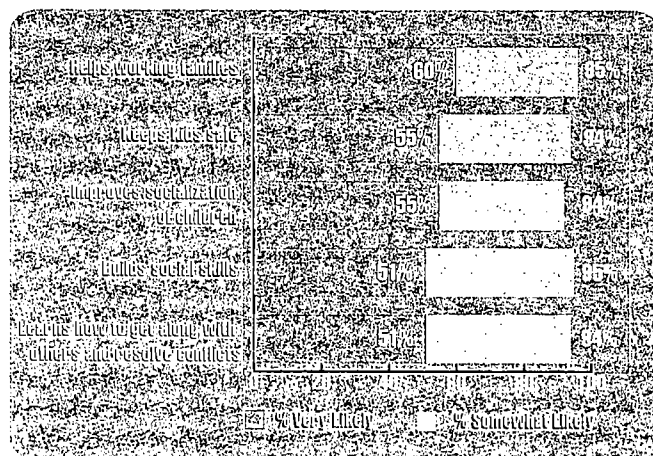
What do poll respondents believe a child should be able to do once he or she arrives at an afterschool program?

- ❖ Have a safe place in which to learn (93%)
- ❖ Receive tutoring and homework help (88%)
- ❖ Learn respect for people different than themselves (87%)
- ❖ Receive structured, adult supervision (87%)
- ❖ Learn ways to resolve conflicts with other young people (86%)
- ❖ Learn to set goals (85%)
- ❖ Learn and master new skills (83%)
- ❖ Have basic skills reinforced (81%)
- ❖ Learn computer skills (77%)

Other activities ranked by respondents included having opportunities for a creative outlet, community service, athletic activities, theater, art, music and dance.

And what does the public think is most likely to result from an afterschool program? Reflecting the nation's ongoing quest to balance work and family, "helping working families" surfaced as number one among the items listed, followed by "keeping kids safe" and "improving socialization and conflict resolution skills."

Top five items likely to result from afterschool programs



For the second year, the greatest numbers of voters believe that working families are very likely to benefit from children attending afterschool programs.

Background

Students who spend no time in extracurricular activities are 49% more likely to have used drugs and 37% more likely to become teen parents than are those students who spend one to four hours per week in extracurricular activities.

—U.S. Department of Health and Human Services, 1995

High school students who take part in afterschool activities exhibit more positive feelings and attitudes toward the pressures of teen life and are willing to share their talents with the community.

—The Shell Education Poll, 1999



Afterschool Alliance

The Afterschool Alliance is an emerging alliance of public, private and nonprofit groups committed to raising awareness and expanding resources for afterschool programs. Initiated and currently coordinated by the Charles Stewart Mott Foundation, the Alliance grew out of a partnership between the Foundation and the U.S. Department of Education. Initial partners are:

The Charles Stewart Mott Foundation
The U.S. Department of Education
JCPenney
The Advertising Council
The Entertainment Industry Foundation
The Creative Artists Agency Foundation
People Magazine

The vision of the Afterschool Alliance is to ensure that every child in America has access to quality afterschool programs by the year 2010 by raising national and local awareness about the importance of afterschool. Through its role as a national information resource, the Alliance will conduct and publish research measuring the progress of afterschool, from trends in public attitudes to accessibility of programs and growth in funding. A three-year

Common Elements of High-Quality Afterschool Programs for School-Age Children

- ◆ Goal setting and strong management
- ◆ Quality staffing
- ◆ Low staff/participant ratios
- ◆ Attention to safety, health and nutrition issues
- ◆ Appropriate environments with adequate space and materials
- ◆ Effective partnerships between parents and volunteers, schools, community-based organizations, juvenile justice agencies, law enforcement, youth serving agencies, business leaders, community colleges, etc.
- ◆ Strong family involvement
- ◆ Coordinating learning with the regular school day
- ◆ Links between school-day teachers and afterschool staff
- ◆ Evaluation of program progress and effectiveness
- ◆ Activity choices to provide diverse educational enrichment opportunities
- ◆ Plans for sustainability

Safe and Smart: Making the After-School Hours Work for Kids, U.S. Department of Education and U.S. Department of Justice

national public service announcement (PSA) campaign will be launched this year. This fall, the Alliance will inaugurate "Lights On!," an annual event encouraging communities across the nation to turn on lights in facilities normally closed after school hours.

To Find Out More:

202-296-9378
www.mott.org
www.ed.gov/21stcclc



CHARLES STEWART
MOTT FOUNDATION

The Mott Foundation was established in 1926 to support efforts promoting a just, equitable and sustainable society. During more than 65 years of funding community education, Mott has provided more than \$200 million locally, nationally and internationally for the development of community-school partnerships. Mott has committed more than \$83 million over six years to the 21st Century Community Learning Centers (CCLC) afterschool program initiative for training, technical assistance, evaluation and raising public awareness.

The U.S. Department of Education's CCLC initiative was created to fund local communities to create afterschool programs. The fastest growing discretionary grant program in the Department, funding for the 21st CCLC initiative has increased more than elevenfold in three years. For more information on 21st CCLC, and on other Department programs, research and publications, call 1-800-USA-LEARN.



With a 97-year history of supporting education and families, JCPenney has made a multi-year, \$30 million dollar commitment to increase the number of high quality, affordable afterschool programs in communities through the JCPenney Afterschool Initiative. This new initiative is a partnership between JCPenney, Boys & Girls Clubs of America, the YMCA, public schools nationwide, and the Afterschool Alliance. One of America's largest department store, drugstore, catalog and e-commerce retailers, JCPenney operates nearly 1,150 stores in all 50 states, Puerto Rico and Mexico, and owns Eckerd Drugstores and its 2,900 locations.

To learn more, go to:

www.jcpenny.net/company/cando



THE NATIONAL CENTER ON
ADDICTION AND SUBSTANCE ABUSE
AT COLUMBIA UNIVERSITY

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Teens & Sex*
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**Family & Youth
Information**

CASA Study Reveals Dangerous Connection Between Teen Substance Use and Sex

**FOR IMMEDIATE
RELEASE**

10 a.m., Tuesday,
December 7, 1999

Contact:

Alyse Booth

(212) 841-5260

Nancy Kearney

(212) 841-5262

*Teens who drink or use drugs likelier to have sex, initiate it at
younger ages and with multiple partners*

These teens at higher risk of STDs, HIV and Pregnancy

CASA STUDY REVEALS DANGEROUS CONNECTION BETWEEN TEEN SUBSTANCE USE AND SEX:

WASHINGTON, D.C. Teens who drink or use drugs are much more likely to have sex, initiate it at younger ages -- as early as middle school -- and have multiple partners, placing them at higher risk for sexually-transmitted diseases (STDs), AIDS and unplanned pregnancies, according to a new two-year, unprecedented analysis, *Dangerous Liaisons: Substance Abuse and Sex*, released today by The National Center on Addiction and Substance Abuse at Columbia University (CASA).

Among the 170-page report's key findings:

Teens 14 and younger who use alcohol are twice as likely to have sex than those who don't.

Teens 14 and younger who use drugs are four times likelier to have sex than those who don't.

Teens 15 and older who drink are seven times likelier to have sexual intercourse and twice as likely to have it with four or more partners than non-drinking teens.

Teens 15 and older who use drugs are five times likelier to have sexual intercourse and three times likelier to have it with four or more partners than those who don't.

"Before graduating high school, and even as early as middle school, every teen will have to make a conscious choice whether to drink alcohol or use illegal drugs and whether to have sex," said Joseph A. Califano, Jr., former U.S. Secretary of Health, Education and Welfare and CASA President. "While it is clear that teens who drink and use drugs are likelier to have sexual intercourse at earlier ages and with many partners, it is not clear which starts first -- sexual intercourse or drinking or drug use. Nevertheless, the report contains a loud and clear message for parents, clergy, school counselors and other caring adults: whichever teen activity -- sex or substance use -- first comes to their attention, these adults should be prepared to work with the teen on both matters."

Dangerous Liaisons: Substance Abuse and Sex was funded by the Henry J. Kaiser Family Foundation and the Carnegie Corporation of New York. The report is based on original analyses of national data sets of more than 34,000 teenagers concerning the relationship between substance abuse and sexual activity; a review of more than 800 articles and books; interviews with more than 100 experts in relevant fields, and an examination of dozens of prevention and treatment programs concerned with substance abuse, sex and sexual violence.

The report noted the growing proportion of 15-year-olds having sex: according to national surveys in 1970, less than 5% of 15-year-old girls and in 1972, 20% of 15-year-old boys had engaged in sex. CASA's analysis reveals that in 1997, 38% of 15-year-old girls and 45% of 15-year-old boys have had sex. A Kaiser Foundation 1998 survey found that more than half (52%) of 17 and 18-year-olds consider intercourse an accepted part of dating by couples their age.

CASA's study reveals that:

63% of teens who use alcohol and 70% of teens who are frequent drinkers have had sex, compared to 26% of those who never drank.

72% of teens who use drugs and 81% of those who use them heavily have had sex, compared to 36% who never used drugs.

"For parents and religious leaders who believe that sexual abstinence before marriage is a moral imperative, this report signals the particular importance of persuading teens not to drink alcohol or use illegal drugs," said Califano. "For those who consider teen sexual activity an inevitable or appropriate rite of passage, this report points up the greater dangers for those teens who drink and use drugs."

Adult Use and Consequences

The report also finds that while alcohol and some drugs, like cocaine and methamphetamine, may initially enhance sexual desire, heavy or chronic use of alcohol or drugs

actually impairs sexual function and performance. Alcoholic men have been found to have more than three times the rate of impotence of non-alcoholic men and episodes of impotence persist even after years of sobriety. The report also links tobacco, cocaine and heroin use to impotence.

With approximately 12 million new cases annually, U.S. STD rates are the highest in the developed world. Among adults, heavy drinkers are five times likelier than non-heavy drinkers to have sex with at least 10 partners in a year. Problem drinkers are three times likelier than non-problem drinkers, and drugs users, nearly three times likelier, to contract STDs.

Alcohol and Violence

Alcohol is implicated in more incidents of sexual violence including rape and child molestation than any single drug. Alcohol use -- by the victim, the perpetrator or both -- is implicated in 46% to 75% of date rapes of college students. Thirty-eight percent of incarcerated sex offenders were under the influence of alcohol at the time of the crime (23% under the influence of alcohol alone, 15% under alcohol and drugs) and 5% were under the influence of drugs alone. Prison costs for substance-involved sex offenders totaled \$1.6 billion in 1998.

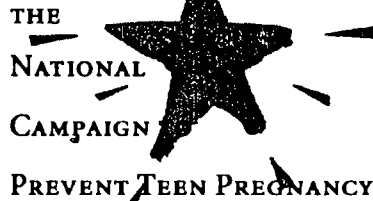
In addition, women who have alcohol and drug problems are likelier to have been sexually abused as children or sexually assaulted.

Prevention and Treatment

"In America, drinking and drug abuse are bundled with high-risk sex," said Susan Foster, CASA's Vice President and Director of Policy Research and Analysis who directed the report. "Yet despite the high coincidence of substance abuse and sexual activity, remarkably few public or private prevention, treatment and counseling programs deal with this connection."

CASA's report stresses the importance of Parent Power, recommending that in exercising their influence, parents talk to their children about the relationship between drinking, using drugs and sex. The report also urges middle and high schools to create comprehensive education programs that address the link between substance abuse and sex.

The report also recommends that health, social service and treatment providers create programs that address both substance abuse and sex; that programs for victims of sexual violence be sensitive to the possibility of substance abuse, and that state and federal criminal justice and prison systems should assess all sex offenders to identify treatment needs related to alcohol and drug abuse.



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Sexual Risk-Taking Decreases Among Teens

*"Trends in Sexual Risk Behaviors Among High School Students -- United States, 1991 - 1997."
A report from the Centers for Disease Control and Prevention*

Key Findings

- **For the first time this decade, fewer than half of the nation's high school students report having had sex.** The number of high school students who have had sexual intercourse has fallen 11 percent during the 1990's. This represents a reversal of the increasing trend in sexual intercourse rates among adolescents that occurred during the 1970s and 1980s.
- **The greatest decline was among boys.** In 1991, more than 57 percent of young males reported that they were sexually experienced -- in 1997 this dropped to less than 49 percent of young males. Females decreased slightly from more than 50 percent to less than 48 percent in 1997.
- **Young people are more likely to use condoms.** Among sexually active students, condom use increased 23 percent.
- **Teens have fewer sexual partners.** The number of students reporting that they had had four or more sexual partners over their lifetime decreased from nearly 19 percent to 16 percent.
- **Messages about risks seem to be taking hold.** Researchers say this change in teens' sexual behavior is due at least in part to the increasing array of messages that urge teens to delay sex and to protect themselves against STDs and unwanted pregnancies.
- **Teens are less likely to engage in behaviors that put them at risk for HIV infection, other STDs, and pregnancy.** Improvement in both delaying first intercourse and increasing condom use among adolescents who are sexually active has succeeded in reducing the overall risk.

Source: Centers for Disease Control and Prevention. (1998). "Trends in Sexual Risk Behaviors Among High School Students -- United States, 1991-1997." *Morbidity and Mortality Weekly Report*. Volume 47. September 18, 1998.

The National Center on Addiction and Substance Abuse at Columbia University is the only national organization that brings together under one roof all the professional disciplines needed to study and combat all types of substance abuse as they affect all aspects of society. CASA's missions are to: inform Americans of the economic and social costs of substance abuse and its impact on their lives; assess what works in prevention, treatment and law enforcement; encourage every individual and institution to take responsibility to combat substance abuse and addiction; provide those on the front lines with tools they need to succeed; and remove the stigma of substance abuse and replace shame and despair with hope. CASA's staff of 70 includes 14 Doctorates, 19 Masters, 3 lawyers and 2 MDs.

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Recommends
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The Washington Post

FRIDAY, SEPTEMBER 18, 1998

Study: More Teens Refrain From Sex *Behavior Trends Shifted During '90s, Reflecting AIDS Threat*

By BARBARA VOBEJDA
Washington Post Staff Writer

After two decades of climbing steadily, the proportion of American high school students who have had sexual intercourse has fallen 11 percent during the 1990s, according to a new federal study released yesterday. Young people are also more likely to use condoms and less likely to have multiple sex partners.

The steep drops mean that for the first time this decade, fewer than half of the nation's high school students say they have had sex, with the most dramatic decline among boys. The new survey data show that just under 49 percent of young males reported that they were sexually experienced, down from more than 57 percent in 1991. For girls, the figure was just under 48 percent, down from about 51 percent.

The findings, combined with other recent studies showing fewer teenage pregnancies and a decline in teenage births in every state, point to a remarkable change in behavior among the nation's young people that researchers attribute to the growing barrage of messages from schools, community groups, churches and families urging them to delay sex and protect themselves against AIDS.

"It is truly good news for all of us involved in the lives of America's teenagers," said Health and Human Services Secretary Donna E. Shalala.

The study, known as the Youth Risk Behavior Survey, is designed to measure the extent to which high

school students are in danger of contracting AIDS and other sexually transmitted diseases or becoming pregnant. The most recent results indicate that because they are delaying sex, using condoms and having fewer partners, teenagers are at less risk than they would have been if the patterns of the '70s and '80s had continued.

The biennial study was conducted last year among more than 16,000 high school students of all ages, who completed written questionnaires about a range of sexual activity.

It also found that, among those who were sexually active, nearly 57 percent had used a condom the last time they had intercourse, compared with about 46 percent in 1991.

Over the same period, the number reporting that they had had four or more sexual partners over their lifetime decreased from nearly 19 percent to 16 percent.

Janet Collins, a study author and a psychologist at the Centers for Disease Control, which produced the study, said the figures "certainly reinforce that something important is turning around here, and it's heading in the right direction."

But Collins and other researchers cautioned that teenage pregnancy remains much more common in this country than in other industrialized nations, with 1 million teenagers becoming pregnant each year. Also, 3 million cases of sexually transmitted diseases are reported in that age group annually.

"Here's the good news. The bad

news is we shouldn't think our work is done," said Susan Tew, a spokeswoman for the Alan Guttmacher Institute, a research organization based in New York.

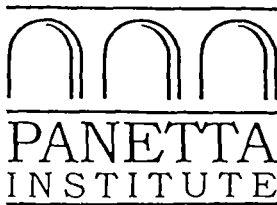
She cited the fact that many American teenagers become sexually active at relatively young ages, and many don't use contraceptives consistently or carefully.

The study found that, among ninth graders, for example, 38 percent had had sexual intercourse, a figure that rises to 61 percent among 12th graders.

Also, while teenagers are changing their behavior in ways that make them less likely to contract AIDS, the disease is nevertheless more of a risk to them than it was a decade ago because the pool of infected partners has increased. Despite the decline in sexual activity, half of HIV infections in this country occur among people under 25.

Douglas Kirby, senior research scientist at California-based ETR Associates, said programs common in schools and communities promote the notion that children should abstain from having sex altogether. The second message in many programs, he said, is "if you do have sex, you have to use condoms."

Ten years ago, many programs talked only about contraceptives, but that is rare today. And, he said, some of the changing behavior among teenagers may stem from the influence of a generally more conservative society that emphasizes personal responsibility in many areas of life.



But
Teens & Bling

The Leon & Sylvia Panetta Institute for Public Policy

NEWS RELEASE

FOR RELEASE
Thursday, January 13, 2000

Contact: Sylvia M. Panetta
831-582-4200

Panetta Institute Poll Shows College Students Turned Off By Politics, Turned On By Other Public Service

A new nationwide survey shows that college students today have little interest in politics or political careers but nonetheless are remarkably civic-minded and public-spirited.

In a survey conducted for the Leon & Sylvia Panetta Institute for Public Policy, the Mellman Group found that nearly three-fourths of college students say they have recently done volunteer work for an organization or cause they believe in, and fully half have refused to buy a product or service because they disagree with the company's labor, social or environmental policies.

"Students are very tuned into public issues and community involvement," noted Institute Director Leon Panetta, "They're just not expressing that interest through participation in electoral politics."

The survey shows students less likely to vote or to follow political news than adults overall, and very disinclined to pursue a career in politics or government. Surprisingly, though, this lack of engagement in politics does not appear to stem from a greater sense of cynicism or alienation.

Students, the survey found, are significantly less cynical about politics and government than their elders. They simply tend to view politics as irrelevant to their lives and to the issues they care about.

Impressive numbers of students say they are considering careers in "public service," but they tend to define that as work in education or for a nonprofit organization.

At the same time, a large number of students (nearly 30 percent) say they have contacted a public official to express an opinion on an issue, an a like number claim to have voiced a concern to the news media.

"The stereotype of the college student as caring about nothing but getting a job and making big bucks is way off the mark," said Panetta, "This survey reveals a great reservoir of interest in community life and a desire to make a difference to society.

"We need to encourage young people to follow through on their interest, and as more of them do that, I think more of them will see the relevance of politics and public polity to the issues they care about."

The survey showed a clear majority of college students (60 percent) opposing proposals for mandatory public service in the military or in institutions such as VISTA or the Peace Corps. But an even stronger majority (80 percent) support incentives such as the deferral of student loan repayment to encourage more young people to engage in public service voluntarily.

The survey queried 800 college students aged 30 and under nationwide and had a margin of error of plus or minus 3.5 percent. A more extensive summary of the results is attached.

The Mellman Group can be reached at 202-625-0370.



To: Leon & Sylvia Panetta
The Panetta Institute

From: The Mellman Group

Re: Poll Results

Date: January 11, 2000

The following summary is based on a national survey of 800 college students under 31 years old conducted by The Mellman Group. The survey was conducted in November 1999. The margin of error for the total sample is +/- 3.5%, while the margin of error for subgroups is larger. When our results among students are compared to "adults overall," we refer to six recent surveys: a 1996 Mellman Group poll for the League of Women Voters; a January 1999 national Mellman Group survey; a February 1999 Mellman Group survey; a May 1999 Council for Excellence in Government poll; and 1996 and 1998 data from the National Election Studies conducted by the University of Michigan.

While college students have little interest in politics or political careers, they are nonetheless are civic-minded and public-spirited—showing a strong tendency, for example, to do volunteer work for causes in which they believe. They are less engaged in politics and government than are adults overall, but not because they feel more cynical or alienated. In fact, students are less cynical about politics and government than their elders. Rather, students' lower levels of engagement appear to result from a perception that politics is less relevant to them or to the issues about which they care. They do believe in giving something back to their communities, but see work in education or for non-profit organizations as better ways to accomplish those goals than careers in politics. While students overwhelmingly oppose mandatory national service proposals, they strongly favor incentives to encourage voluntary public service.

Students Are Not Very Involved In Electoral Politics

Students are less likely to vote than the population at large. More than four in ten (43%) of eligible students admit that they did not vote in the Presidential election of 1996. Two thirds (66%) of eligible students say they failed to turn out for the elections of 1998. Slightly fewer students (71%) than adults (76%) report they are currently registered to vote, but there is a clear tendency to over-report both registration and voting across the population. Students also do not spend much time either following or discussing politics. Only 27% of students follow politics "most of the time" and only 27% discuss politics at least three times a week.

Nonetheless, College Students Are Public-Spirited And Civic-Minded

Despite their lack of interest in politics, college students express their public spirit and civic-mindedness in numerous ways. Nearly three-quarters (73%) have done volunteer work in the past two years, and most (62%) more than once. Their volunteer experiences include caring for the hungry or homeless (33%), helping people in other countries (12%), and cleaning up the environment (16%). Half (50%) report making a purchase decision based on their political beliefs, and large numbers report having contacted an elected official (29%) or the media (28%) about an issue.

Students' civic-mindedness and public spirit is also evident in some of the values they profess. Finding a job that "will make a positive difference in people's lives" is considered at least "very important" by 80%. This compares to, for example, 55% who say finding a well-paying job is at least "very important." Seventy percent (70%) put a similarly high value on working to make their community, or country (69%), a better place. Yet, "serving" one's country or following current events are important to many fewer (44% and 46%, respectively).

There Is Substantial Interest In Public Service Careers, Though Not In Politics

Many students expect to spend part of their careers in jobs that reflect their civic-mindedness, including working for "non-profits" (17% "very likely," 63% total likely), in "public service" (18% "very likely," 56% total likely), and in "public affairs" (7% "very likely," 40% total likely). Interest in these careers cuts across demographic groups, however women (62% total likely), and social science majors (73% total likely) are somewhat more likely to say they will pursue a career in public service.

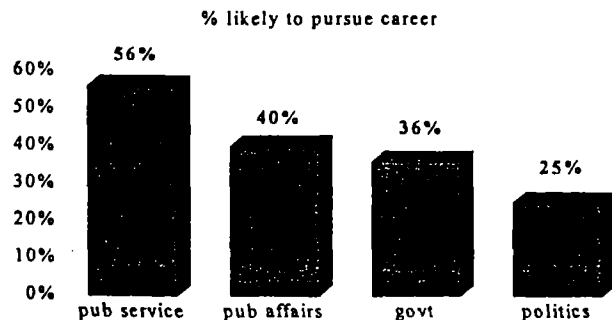
However, public service does not mean politics or government to these students. Nearly half (49%) say that a career in public service involves working for a non-profit, in their mind. Only about a third (38%) equate public service with work in government.

Far Fewer Students Are Interested In Political Careers Or Work In Government

Far fewer students express an interest in pursuing careers in "politics" (6% "very likely," 25% total likely) or "government" (8% "very likely," 36% total likely) than are interested in "public service" or "public affairs."



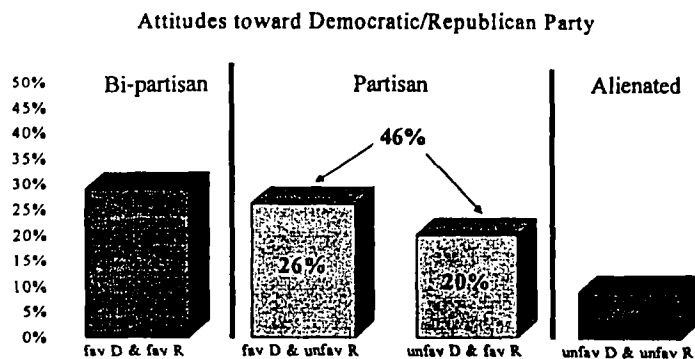
Careers In Public Service And Public Affairs Attract Much Larger Numbers Of Students Than Does Politics



Students do not see politics as a particularly good way of achieving any of their career goals. Hi-tech and education are seen as the best way to challenge oneself, while those careers, plus medicine, are seen as the best ways to do something "exciting and interesting." Business affords the best opportunities for promotion, while hi-tech, law, medicine, and business are thought to be the best ways to earn a living. Even in the areas where politics should have natural advantages it lags behind other careers. For example, 32% say that education is the best way to make a difference for society, compared to only 8% who say that about politics. Similarly, 27% say the best way to give something back to one's community is through non-profit work and 22% say through education, compared to 17% for politics.



Most Students Like One Party Better Than The Other, But Few Dislike Both Major Political Parties



Cynicism And Alienation Cannot Account For The Low Level Of Interest And Participation In Politics

Alienation is often cited as the source of lower participation among young people in politics. If this were in fact the causal link, we would expect students to be more cynical and alienated than other segments of the population. Instead, students are *less*

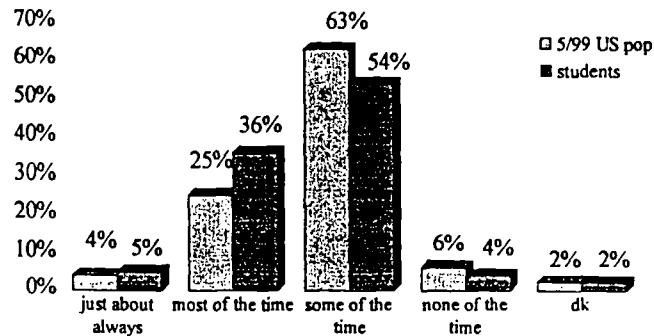
alienated than the public overall. One measure of alienation is the extent to which people feel negatively toward both major parties. Few students (9%) have an unfavorable impression of both political parties. Further, students are more likely to feel favorably toward both parties (29%) than is the public overall (21%). A plurality of students (46%) are partisan, having a favorable impression of one party, but not the other.

Compared to the public overall, students are less likely to feel government is run for the benefit of special interests (students: 49%; public 1998: 64%). Students are also more likely to trust the government to do what is right "just about always" or "most of the time" (students: 41%; public 1998: 29%). In addition, students are no more likely to find politicians crooked than is the public overall (students: 39% "quite a few" are crooked; public: 41% "quite a few").



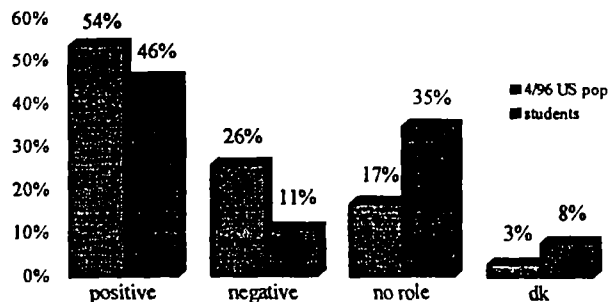
Students Are More Trusting Of The Government Than Are Their Elders

How often do you trust the govt in DC to do what is right?



Government Is More Likely To Be Seen As Playing No Role In The Lives Of Students Than In The Lives Of The General Population

Do you think that in general, the govt. plays a positive role, a negative role, or does government not really play any role in your life?



However, Students Are Less Likely To Find Government Relevant To Them Personally

While higher levels of cynicism and alienation cannot account for lower levels of student participation, the sense that politics is irrelevant to students can. On these measures, there are meaningful differences between students and others.

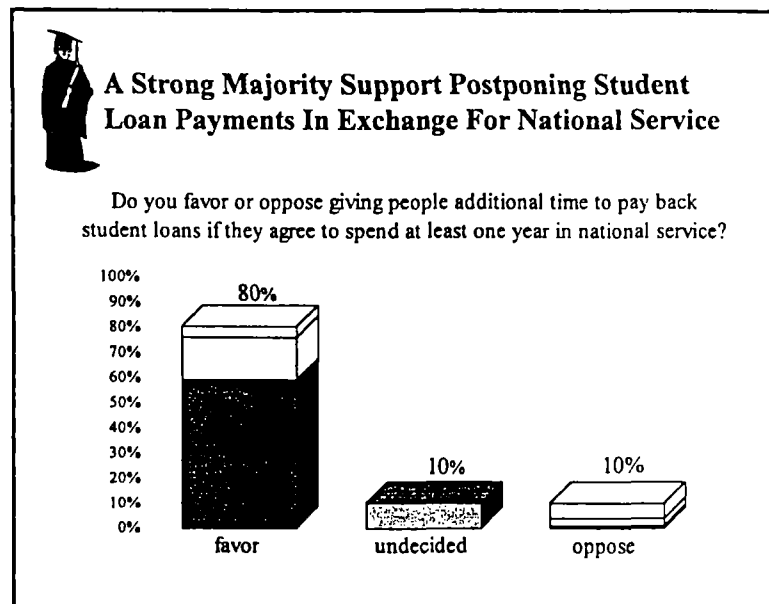
Students are less likely than adults overall to see politics as relevant to their lives. Government is substantially more likely to be seen as playing no role in the lives of students (35% no role) than in the lives of the general population (17% no role). Further, a slim plurality of students (48%) says government does not address the issues that concern them.

While Students Oppose A National Service Requirement, They Overwhelmingly Favor Incentives For National Service

Aside from the Peace Corps (87% heard of), few students are aware of current public service opportunities available to students nationally. Most know little or nothing about Americorps or Vista. Teach for America has a wider audience, but still nearly half of students (46%) are largely unaware of this organization.

Despite their community spirit, students oppose compulsory national service by a wide margin (25% favor, 60% oppose). However, an even greater number favor an incentive program that would exchange work in public service for temporary forbearance on their student loans (80% favor, 10% oppose).

This suggests that students will respond favorably to an incentive to pursue work in a field in which many already express an interest. They also need to know more about their options for public service and receive encouragement from others.



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St. Louis Post-Dispatch

March 8, 1998, Sunday, FIVE STAR LIFT EDITION

SECTION: METRO, Pg. C1

LENGTH: 1595 words

HEADLINE: FOR TEEN-AGERS, MIXING AMONG RACES IS COMMON;
POLLS SHOW THEIR ATTITUDE IS MORE LIBERAL THAN THAT OF THEIR PARENTS

BYLINE: Samuel Autman; Of The Post-Dispatch

BODY:

High school seniors Mike Whittaker and Charles Lewis had just inhaled several helpings of crab rangoon, sweet & sour chicken, egg rolls and rice when Lewis leaned back in his chair at the Chinese Gourmet in Florissant.

"There is a white girl I have been thinking about asking out," said Lewis, a caramel-colored 18-year-old.

"You want to drop a name?" Whittaker, 17, asked with surprise.

Lewis mouthed the young woman's name. Whittaker leaned back in his chair, grinned in satisfaction, revealing his braces: "She's a nice girl. Real nice."

For Lewis, race doesn't limit which girls he asks out nor who becomes a friend in or out of McCluer North High School - an attitude reflecting a generational shift in St. Louis and around the country.

According to a TIME / CNN poll taken in the fall, teen-agers in the United States have moved beyond their parents' views on race.

That poll of 1,282 adults and 601 teens (ages 12 to 17), published in November, found that for black and white teen-agers, race is less important on a personal and social level than it is for adults.

A Gallup poll done for USA Today, also published in November, showed that 57 percent of the teen-agers polled had dated someone of a different race or ethnic group.

No recent polls exist for St. Louis, but thanks in part to the desegregation program here, some public school hallways in St. Louis and St. Louis County provide a meeting place for white, black and Asian students. Exposure to one another has given them a greater understanding of each other, the teens say.

Dana Martin, a 16-year-old sophomore at Lindbergh High School, remembers the first time she came face to face with a black girl at school. Dana was 9.

"I honestly thought if she touched me, my arm was actually going to get black on it," Dana said. "We actually became friends and I realized we were exactly the same."

Almost 100 years ago, black scholar W.E.B. DuBois wrote that the problem of the 20th century "is the problem of the color line." That line continues to bedevil St. Louis and the United States heading into the 21st century.

Last summer, President Bill Clinton kicked off what he hoped would be a national dialogue on race. Eight months later, that conversation seems to have gone mute.

But walk through the University City loop or even the Galleria in Richmond Heights, and teen-agers from various ethnic backgrounds are mingling in a way that did not happen a generation ago.

new poll
teens & race

Sociologists have noted that while adults mix more at the workplace, the new generation of teens are more willing to mingle socially.

"One of the accomplishments is we are seeing young people having a greater deal of comfort with one another," said Barbara Woods, director of African-American Studies at St. Louis University.

Susan Uchitelle has been director of the Voluntary Interdistrict Coordinating Council, which oversees the St. Louis voluntary transfer program. Since the program began in 1981, Uchitelle has seen improved racial relationships among teen-agers.

"The kids themselves have much better attitudes now than when we started," she said. "They are much more comfortable in mixed environments. The kids are much more comfortable than their parents."

John Doggett, past president of the local chapter of the NAACP, said organizers of that group's academic, cultural, technological and scientific Olympics were noticing a lot more cross-cultural dialogue at those events across the country.

"Younger people are not harboring stereotypes and other contrived cultural barriers from their parents or people from my generation," he said.

A lot in common

Whittaker and Lewis met as seventh-graders at Cross Keys Middle School in the Ferguson-Florissant School District.

Their district is naturally integrated with a student population of 54 percent black and 45 percent white.

Both boys rode the neighborhood school bus. In time, they became friends and learned of their many similarities. Their mothers are public school teachers. Their families live in Florissant. And both young men have a penchant for nice clothes.

But it's sports that truly binds them together. They have played basketball and run track. They lift free weights. Varsity football is their favorite joint activity.

Lewis plays cornerback and fullback. Whittaker is a wide receiver.

On places such as the football field, racial barriers can dissolve.

"Sports is an easy way to get to know people you wouldn't normally hang with," said Lewis. "A lot of the time you won't go up to somebody who is not black and say 'Let me introduce myself,' but by joining a sports team, you have to depend on people to help you out in situations."

Adam Lynch of Clayton High School concurs. "That's where I honestly began developing relationships," said Lynch, 18. He is white and plays football and basketball at his school. "When you are supporting each other on the same team, you build relationships."

Lynch has invited black teammates to stay at his house on football weekends.

Continued exposure to other races and friendships outside of school have allowed him to resist thinking "That's how they all are" when racial epithets are hurled at him by blacks on other teams.

Students say the rules of racial relationships include:

- * Never assume a person's friends share their views on race.
- * Never use racial slurs, even in jest.

Lewis and Whittaker were freshmen at McCluer North in 1995 when Christine Smetzer, a white student, was raped and murdered by Michael Taylor, a black student.

When the incident happened, the school experienced a mild racial division. People who wanted to make it a racial issue did so. But Whittaker and Lewis said the mature students saw the murder as one person killing another, not as a black killing a white.

Smetzer's funeral and the collective grieving ultimately brought the races together. Yet every news report reminded the students of the scar on their school.

With the recent guilty verdict, the school hopes to put the incident to rest. Whittaker says if racial relationships can remain intact at the school after the Smetzer case, healing can take place in St. Louis and around the nation if meaningful dialogues occur. A committee at the school makes sure those kinds of discussions take place there.

"Race relations are still not perfect. They are a lot better than they were 30 or 40 years ago," said Whittaker. "People are free to be friends with who they want to be friends with. The few people who are harboring racial prejudice are shunned rather than appreciated. Racism is going to die out."

Different backgrounds

Whittaker's mother, Leslie Whittaker, 44, grew up in the mountains of Virginia knowing only one black person in school. Her two children attend classes in a different atmosphere.

"My husband and I didn't want our kids locked up in a place where everyone was just like them," she said. "You have to learn to deal with people of all backgrounds."

Lewis' mother, Laura Johnson, 45, had just the opposite experience. She was one of a few blacks attending a predominately white high school in Brunswick, Mo., where she graduated in 1970.

"I guess to me it was kind of difficult," Johnson said. "I was the only African-American in my classes from first grade through the 12th grade. There were (black) kids we picked up along the way, but I either lost them or passed them up."

Due to her religious upbringing, Johnson's family nurtured a degree of tolerance and stressed that good and bad people existed in all races. Both women say they have limited social interactions with other races outside of school.

Woods, of St. Louis University, said if a true dialogue on race in the United States will ever happen, people need to brace themselves for discomfort.

"Racism is not a topic you can handle in a genteel manner," Woods said. "Historically it has caused the deaths of people."

Students at eight area high schools come together to grapple with the subject through the American Youth Foundation's diversity project. Mary D. Schmidt co-directs the project, which trains students then sends them back to initiate programs at their own schools.

"The only thing that we have found that really changes people is real contact with people who they have those stereotypes about," Schmidt said. "They began to see racism in themselves."

Anna Morello, 17, a senior at Ursuline Academy in Oakland, has been involved in the program for a year. Morello is Italian and has a few black friends. She brushes against generational attitudes from family members who remain uncomfortable with other races.

Through the diversity project, Morello has learned to look at people's personalities rather than appearances and to not be afraid of uncomfortable discussions.

"You have to listen to what the people have to say and not get offended by different opinions," Morello said.

Whittaker has been admitted to the University of Missouri at Columbia, where he plans to study engineering.

Lewis has been admitted to the University of Kansas at Lawrence but hasn't decided where to go. He wants to study business.

It is conceivable that they could end up opposing each other on a college football field some day. But in the field of life, they plan to be friends for many years.

"We might be the first generation that as a whole realizes that a black person and white person are capable of the same thing, not (that) one is better than the other," Whittaker said.

GRAPHIC: PHOTO, Color Photos by J.B. FORBES / POST-DISPATCH

(1) ABOVE: Mike Whittaker (left) and Charles Lewis, seniors at McCluer North High School, compare successes on dates, at dances and in classes as they eat lunch.

(2) BELOW: Lewis lifts as Whittaker spots for him in the school's weight room. Both are on the football team and often work out together.

LANGUAGE: English

LOAD-DATE: March 9, 1998

*News: Teens
Poll: Conservative*

April 30, 1998, Thursday, Late Edition - Final

SECTION: Section A; Page 20; Column 1; National Desk

LENGTH: 1380 words

HEADLINE: Teen-Age Poll Finds a Turn to the Traditional

BYLINE: By LAURIE GOODSTEIN with MARJORIE CONNELLY

BODY:

They carry beepers, prefer permanent tattoos to body piercing and are just about as likely to take lessons in shooting guns as they are to play musical instruments. Four in 10 personally know someone who is gay or lesbian, and 6 in 10 say distributing condoms in schools is a good idea.

Teen-agers today are worldly, shaped by exposure to a culture that has dropped many of its inhibitions, according to a nationwide poll of 13- to 17-year-olds conducted by The New York Times and CBS News.

Yet, the same poll suggests, in some ways they are as wholesome and devoid of cynicism as the generation that wore saddle shoes. They trust their government, admire their parents and believe it is possible to start out poor and become rich. Ninety-four percent say they believe in God. Strong majorities say they never drink alcohol and never smoke cigarettes or marijuana.

On sexual matters, too, they display a notable conservatism. Almost half say sex before marriage is "always wrong" (53 percent of girls agree, and 41 percent of boys). Fifty-eight percent of boys and 47 percent of girls say homosexuality is "always wrong."

Fewer than one in four say they have ever had sex, but 71 percent say "a lot" or "some" of the other students at their schools are having sex. And almost half of the same teen-agers who say they disapprove of premarital sex favor condom distribution in schools.

"People are going to have sex, and they should have protected sex," said Brett Adam Abel, a 15-year-old from Apopka, Fla., who participated in the poll and agreed to a follow-up interview. "They should have the chance to prevent herpes, AIDS and stuff."

When asked to name the biggest problem faced by teen-agers today, 39 percent said drugs, about the same percentage as in a poll of teen-agers conducted by The Times and CBS News four years ago. The number who said that violence or crime was the biggest problem facing their generation has dropped dramatically -- to 7 percent, from 22 percent in 1994. The drop may reflect an actual decrease in crime nationally, as documented by Federal statistics.

Still, when the youths were asked what they considered the biggest problem in their schools, 16 percent said violence, the most frequent response. The survey followed a wave of shootings at schools in recent months, most notably the killing of four students and a teacher in Jonesboro, Ark., in late March.

"Fights mainly, nothing with guns or anything," said Alison Brown, 14, who attends a public school in Cincinnati. "They don't happen as much as they used to; now it's about once a week. There's less of it because our school has taken tighter control."

Guns are a part of many teen-agers' lives, the poll found. Nearly 4 in 10 say a member of their household owns a gun, and 15 percent say they themselves own one. Thirty-one percent have had instruction in shooting.

Only 2 percent said abortion or pregnancy was the biggest problem facing teen-agers. Only 1 percent said it was AIDS. Yet 18 percent said they personally knew someone who had tested positive for H.I.V., had AIDS or had died of AIDS.

The poll, of 1,048 teen-agers, was conducted by telephone from April 2 through April 7 and had a margin of sampling error of plus or minus three percentage points. Many of the responses concerning behavior -- on smoking, drinking and sex, for instance -- varied widely between younger and older teen-agers. Only 13 percent of 13- to 15-year-olds said they had ever had sex, for example, as against 38 percent of 16- and 17-year-olds.

The poll makes clear that the post-cold-war generation is coming of age free of preoccupation about nuclear weapons and the survival of the planet. When asked to think about their future, 28 percent said that what worried them most was getting a good job. Eleven percent said it was having enough money, and 9 percent said being successful. Only 3 percent said that what worried them most was the environment.

Defying a stereotype, these teen-agers were short on criticism of their parents. Fifty-one percent said they got along with their parents "very well," and 46 percent said "fairly well." Nearly two-thirds said their parents were "in touch with what life is like" for today's teen-agers. And 48 percent said they even enjoyed the same types of music as their parents.

But 55 percent agreed that there were times when they had something they wanted to talk to their parents about, but did not. Of these, four out of five said the reason was that their parents "won't understand," and most of the rest said their parents were simply too busy.

When they go out, 89 percent said, they have to tell their parents where they are going.

"She's very protective, and sometimes that's a problem," Mary Spivey, 17, a high school junior in Jacksonville, Fla., said of her mother, "but I know that it's really for the best. I'm glad I can't get away with what some of my friends do. She is in touch with what's going on with me, because I tell her a lot of what's going on. So she doesn't automatically say no on everything. She really weighs the consequences."

When asked whom they admired most, 44 percent of girls and 18 percent of boys named their mother. Fathers did not rank as highly; 26 percent of boys and 8 percent of girls said their father was the person they admired most. Some named grandmothers or grandfathers. Five percent said they admired both parents. Nine percent of boys named a sports figure. Five percent of girls named a celebrity.

Girls have a lower self-image than boys: 39 percent of girls and 54 percent of boys said they felt very positive about themselves over all. When they were asked the one thing they would like to change about themselves, the most frequent answer from boys and girls alike was "my looks" or "my body" (36 percent of girls, 28 percent of boys). The percentage of teen-agers who wanted to change their looks or body was significantly higher than four years ago.

Steven Pyszka, a hockey-playing 17-year-old from Warrenville Ill., said he would like "to be more physically fit, muscular-wise."

"I'm not the world's strongest person," Steve said. "I would like to be more built in a way."

On some political issues, teen-agers' views diverged sharply from those of their parents. Six in 10 teen-agers said that "when there has been discrimination against blacks in the past," blacks should be given preference in the workplace and in college admissions. Only 35 percent of adults held that view in a Times/CBS News Poll in December.

Fifty percent of teen-agers said you could trust the government to do what is right always or most of the time; only 26 percent of adults agreed with that in January.

A majority of the teen-agers approve of the way President Clinton is doing his job, and consider the Lewinsky episode a "private matter" for the President. Those opinions almost mirror those of adults.

How the Poll Was Conducted

The New York Times/CBS News Poll of American teen-agers is based on telephone interviews conducted April 2 to April 7 with 1,048 teen-agers throughout the United States.

Fewer than 1 in 5 households contains a teen-ager from the age of 13 through 17. Thus, from September 1997 through March 1998, the poll asked on each of its regular adult surveys if a teen-ager lived in the home. The households saying yes were subsequently called for the poll of teen-agers. If a household had two or more teen-agers, one teen-ager was randomly designated to be surveyed.

The original samples of telephone exchanges were randomly selected by a computer from a complete list of more than 42,000 active residential exchanges across the country.

Within each exchange, random digits were added to form a complete telephone number, thus permitting access to both listed and unlisted numbers.

The results have been weighted to adjust for the number of teen-agers in the household, the number of telephone lines into the residence, region, race, sex, age, and education of parents.

In theory, in 19 cases out of 20, the poll results will differ by no more than three percentage points in either direction from what would have been obtained by seeking out all American teen-agers. For smaller subgroups, the potential sampling error is larger.

GRAPHIC: Chart: "The Talk Among Teen-Agers"

14% have their own car

17% have their own telephone number

18% have a beeper or pager

66% have their own television in their room

49% have a part-time job

FAVORITE TELEVISION NETWORKS

Fox: 18%

NBC: 11

MTV: 9

ABC: 8

CBS: 7

FAVORITE TYPE OF MUSIC

Alternative: 21%

Rap: 21

Rhythm and blues: 14

Rock: 12

Country: 8

TV AND COMPUTERS

Average weekday hours spent watching television: 3.9

Average weekday hours spent on a home computer: 2.5

Average weekday hours spent on line: 1.9

PERCENTAGE OF TEEN-AGERS WHO HAVE A FIREARM OF ANY KIND IN THEIR HOUSEHOLD

HAVE THEIR OWN

Northeast: 10%

Midwest: 16

South: 19

West: 12

SOMEONE ELSE HAS

Northeast: 28%

Midwest: 41
South: 43
West: 35

PERCENTAGE WHO HAVE RIDDEN IN CAR DRIVEN RECKLESSLY BY ANOTHER TEEN-AGER THIS SCHOOL YEAR

AGE
13-15: 22%
16-17: 58

PERCENTAGE WHO SAY THEY HAVE BEEN A VICTIM OF SEXUAL HARASSMENT

Boys: 7%
Girls: 29
Girls who have part-time jobs: 36
16- and 17-year-old girls: 42
16- and 17-year-old girls with jobs: 49

WHAT ABOUT BODY PIERCING? (OTHER THAN EAR LOBES)

GIRLS
Have body piercing: 6%
Would like to get it: 25
Like it but wouldn't want it: 37
Don't like it at all: 32

BOYS
Have body piercing: 3%
Would like to get it: 11
Like it but wouldn't want it: 30
Don't like it at all: 56

WHAT ABOUT PERMANENT TATTOOS?

GIRLS
Have a tattoo: 5%
Would like to get it: 31
Like it but wouldn't want it: 31
Don't like it at all: 31

BOYS
Have a tattoo: 5%
Would like to get it: 34
Like it but wouldn't want it: 30
Don't like it at all: 31

Based on telephone interviews with 1,048 teen-agers aged 13 through 17 conducted nationwide April 2-7. Average hours spent on a computer is based on those who have a home computer. Average hours spent on line is based on those who have on-line access.

Photos: (Chris Maynard for The New York Times; Jim Wilson/The New York Times; Photofest)
LANGUAGE: ENGLISH

LOAD-DATE: April 30, 1998

May 3, 1998, Sunday, FINAL EDITION

NEWS
Poll: Teenage
Religion

SECTION: Pg. 12

LENGTH: 485 words

HEADLINE: Valuing God is cool"

BYLINE: Philip Lerman

BODY:

In one of the most unexpected results of USA WEEKEND's survey on Teens & Self-Image, students cited religion as the second-strongest influence in their lives, outranked only by parents, and surpassing teachers, girlfriends, boyfriends, peers and the media.

"It's like a safe place," says Jolisha Offutt, 18, of Louisville. "It's a hope that there's a way to live that's better."

Jolisha should know: She's been arrested for shoplifting and has two friends who were teen mothers. "I had to make a change in my life. You can get on bad drugs, become an alcoholic; in Kentucky, kids get killed over shoes. It's scary." But newfound spirituality has given her new hope: "I became drug-free and an A student. The key was my religion."

Studies confirm what Jolisha discovered on her own, says Stanford University teen expert William Damon: Religion is "one of the most powerful influences on young people. There aren't a lot of positive things that predict avoiding risk - not IQ, where you live, all that stuff. Religion is one of the few positive things you can add to a child's life."

A recent Gallup Poll shows 45 percent of Americans go to church weekly, but that number jumps to 55 percent for teens. The media perception may be Beverly Hills, 90210, says Phil Vischer, creator of Veggie Tales, a children's religious video series, "but a lot of kids reject that."

One such kid is Joey Harper of Bossier, La. He sports a bracelet bearing the letters "WWJD," reminding him to ask himself in tough situations: "What would Jesus do?"

"Everyone's tempted - go out, get drunk, get arrested. But if you think, 'Who would Jesus hang around with?' - it helps put it in perspective."

Yet some fear a rise of religiousness in a secular school world means a rise in Christian religiousness, creating conflicts for students of other faiths. Those conflicts play out in schools every day. Laura Warren, 14, a Jewish student in McLean, Va., played in a soccer tournament on Yom Kippur, the Day of Atonement; in an essay in the school paper, she acknowledged she had made the wrong decision. "The world doesn't stop for Jewish holidays," she wrote. "This makes my life a little harder, and yet a little better. It makes me work harder to talk about my religion and show how important it is."

The Rev. Billy Kyles of Memphis says teens "are very spiritual.

We may not see it, but they are." Kyles, whose face was emblazoned on the national consciousness as he stood next to Martin Luther King Jr. at the moment the civil rights leader was shot, spends a lot of time talking to teens. "They want parameters," he says. "We try to cater to them by giving them jeans with names on them and shoes that fly, but what they really want is for you to tell them that God has given them power."

Religion is "a safe place," says Jolisha Offutt, 18, of Louisville.

GRAPHIC: PHOTO, Color, BRIAN COATS FOR USA WEEKEND; Joey Harper, 15, of Bossier, La., wears an increasingly popular bracelet that reminds teens to consider in troubling situations: What would Jesus do?"

LANGUAGE: ENGLISH

LOAD-DATE: May 01, 1998

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May 3, 1999, Monday, Metro Edition

News
Poll teens-
parents

SECTION: News; Pg. 1A

LENGTH: 227 words

HEADLINE: Parents owe teens time, poll says

BYLINE: From staff and wire reports

SOURCE: Constitution

→ could not find poll yet

BODY: Most Americans believe parents do not spend as much time with their teenagers as they should --- and that includes 90 percent of both the general population and parents with teenagers, according to a Newsweek magazine poll.

More than four of 10 people in the overall sample (43 percent) also said that baby boomers are worse parents because the experiences they had in the '60s and '70s make them less able to provide firm moral guidance to their own teenagers.

The idea that baby boomers make poor parents increases with age: 39 percent of 18- to 20-year-olds say they believe baby boomers make worse parents for teenagers, but 42 percent of 30- to 49-year-olds and 47 percent of those 50 and older say the same.

The poll is published in the May 10 issue of Newsweek that goes on sale today.

The poll was done for Newsweek by Princeton Survey Research Associates, which interviewed 751 adults April 29-30. The margin of error for the sample is plus or minus four percentage points.

Meanwhile, a Time/CNN poll published in today's edition of the magazine shows 83 percent of teenagers put a great deal of trust in information they get from their parents --- much more than they place in information they receive from the Internet.

The Time/CNN poll was conducted by Yankelovich Partners, which interviewed 409 American teenagers April 27-29.

LOAD-DATE: May 3, 1999

news
Poll: Teen safety
suicide
guns

October 20, 1999, Wednesday, Late Edition - Final

SECTION: Section A; Page 1; Column 2; National Desk

LENGTH: 1881 words

HEADLINE: Poll Finds Decline in Teen-Age Fear and Violence

BYLINE: By CAREY GOLDBERG with MARJORIE CONNELLY

BODY:

Just over half of American teen-agers believe that a murderous rampage could erupt at their schools, and just under half say they know someone their age who has tried to commit suicide, according to the latest New York Times/CBS News poll.

But in their own immediate experience, fear and violence have diminished significantly in recent years, teen-agers' responses indicate.

Teen-agers reported fewer problems with violence both at school and in the streets than in 1994 and correspondingly fewer worries: the percentage who said they feared being victimized dropped to 24 percent, from 40 percent in 1994. And contrary to perceptions of big-city dangers, the teen-age sense of safety now differs little whether respondents are urban or rural dwellers.

Beyond issues of violence, the Times/CBS nationwide telephone poll of 1,038 young people ages 13 to 17 offered a snapshot of what some call Generation Y, a swath of adolescents so cybersavvy that 63 percent report using a computer at home, up from 45 percent in 1994, and 42 percent have E-mail addresses.

Among this contingent coming of age during a long economic boom, general adolescent suffering seems to be down as well: just 43 percent said they believed it was harder for them to grow up than their parents, compared with 70 percent in 1994.

And despite widespread laments from social critics about parental permissiveness, almost all the respondents in the poll, which was conducted Oct. 11 to 14 and had a margin of error of three percentage points, said they had to tell their parents where they were going when they left the house.

But signs of trouble, like the statistics on suicide, abounded. Though the poll did not ask more detailed questions about suicide, striking demographic differences in its prevalence emerged. Many more girls knew about attempts than boys: 56 percent compared with 37 percent.

And the numbers were much higher among whites than blacks: 50 percent of whites compared with 28 percent of blacks, with Hispanic teen-agers, at 39 percent, falling in the middle.

The broad reach of suicide in general -- 46 percent of teen-agers over all said they knew someone their age who had tried it -- jibed with a spate of recent expressions of concern from both Federal health authorities and experts like Dr. Kay Redfield Jamison, author of "Night Falls Fast: Understanding Suicide" (Knopf, 1999).

The most recent Federal studies, Dr. Jamison said, "show that 1 in 5 high school students had considered suicide in the preceding year, and 1 in 10 had attempted it, which is absolutely terrifying."

Actual teen-age suicides, as opposed to attempts, appear to have declined slightly from a 1994 peak of 11 per 100,000 15-to-19-year-olds, said Lloyd B. Potter, leader of the youth violence and suicide prevention program at the Centers for Disease Control and Prevention. Nonetheless, he said, "when you look at young people, it's the third or fourth leading cause of death."

Suicide tends to get little attention, however, compared with the news coverage of events like the massacre at Columbine High School in Colorado and the political response to them. Yesterday, President Clinton attended a conference on youth violence on Capitol Hill, and told the gathered teen-agers that in the wake of school shootings at Columbine High and elsewhere, "we know that more and more students feel unsafe."

Indeed, 52 percent of teen-agers polled said they thought a Columbine-style attack could strike their school, despite the new security measures, from cameras to guards, that about half said had been installed in the last year. And about one-quarter said they wished their schools would take more safety measures.

Yet their awareness of the distant possibility of mass slaughter seemed to pale next to the heightened sense of safety stemming from the drop in crime against them. Over all, 45 percent considered their school safe or extremely safe, and 42 percent said it was somewhat safe, which, some experts say, may reflect some solid good sense.

"It's not that kids are in denial -- I think they probably have better perspective than many parents," said James Alan Fox, the Lipman Professor of Criminal Justice at Northeastern University. "In the last couple of years there have been about four dozen school shootings each year. But there are 50 million schoolchildren, so the chances are literally one in a million."

Brandon Montgomery, a 17-year-old high school senior in Wytheville, Va., who was called for a follow-up interview after the poll, figured, "There are people out there that are crazy, and anything is possible. I'm not saying it couldn't happen. It's just that if I'm afraid all the time, what is my life worth?"

Students' perceptions of greater safety fit nicely with surveys by the Centers for Disease Control and Prevention indicating that for all the media attention to shootings, violence in schools has been declining slightly, Dr. Potter of the centers said.

From 1991 to 1997, they found, the number of students who reported having been in a physical fight decreased by 14 percent; those who said they had been injured in a fight decreased by 20 percent; and those who said they carried a weapon decreased by 30 percent, he said.

The exact reasons for all this good news have yet to be pinpointed, Dr. Potter noted, though theories range from the effects of greater parental supervision to better policing and a decline in the use of crack cocaine.

"I would say that school violence is down for the same reason that community violence is on the decline: mainly, because we're finally supervising our youngsters," said Jack Levin, director of the Brudnick Center on Violence at Northeastern University.

One thing that does not seem to have changed is access to guns.

Over all, 45 percent of teen-agers in the Times/CBS News poll said they or someone in their household owned a gun. Teen-agers in rural areas were twice as likely to have a gun in their households: 32 percent of urban teen-agers said they or someone in their household owned a gun, compared with 62 percent of rural teen-agers.

Teen-agers also reported extensive weapon-carrying at school, about as extensive as in 1994. Asked how many students at their school frequently carried a weapon, 2 percent replied that most did, 7 percent said that half did, 15 percent said that some did and 63 percent said that only a few "carried." (The question did not offer them the option of "none," although 8 percent nonetheless gave that response.)

Asked how many of the weapon-toting students carried guns, just 4 percent said some did, and just 2 percent said most or half did.

Having is not the same as using, however. Only half as many teen-agers were worried about being shot in 1999 as in 1994, and the percentage of teen-agers who said they knew someone who had been shot in the last five years dropped to 34 percent, from 40 percent in 1994.

That drop in concern came despite an abundance of peers they saw as potential attackers. More than half of teen-agers reported the presence of students they considered "especially troubled, antisocial or perhaps prone to violence," and the most common answer they gave for the causes of school violence were "people being made fun of."

"Some of the alternative kids have been trouble," said Amy Nelson, 15, of Davenport, Iowa. "If you bump into them, and God forbid you do, they give you a dirty look."

Syanda Miley, 13, of Princeton, Ind., said, "There's not really an outcast group where you're thinking, 'What are they going to do?' But you never really know."

Yet the general trend was toward greater safety and less violence -- perhaps, Dr. Potter suggested, because, "Things had gotten so bad they just had to get better."

In many other ways, things seem to have been getting better for American teen-agers. Certainly, no other generation has been so connected -- to computers, and to each other through technology. Nearly two-thirds have computers at home, 10 percent have cellular phones, 17 percent have their own telephone number at home and 18 percent have pagers. A full 48 percent said they regularly went on line.

Delbert Billman, a 15-year-old ninth grader in Moses Lake, Wash., said his computer was "really important" to him: "It helps me get better grades and it saves time when I'm doing reports, graphs or any kind of homework," he said.

Without a computer, Whitney Bowles, 16, of Portland, Ore., said, "I would feel left out."

"Today it's an everyday essential for people to get by with," she said.

For all the alarm-sounding about the growing gap between the information "haves" and "have-nots," computer use appears strikingly uniform among teen-agers. White teen-agers were just slightly more likely than blacks to say they regularly used a computer at home; boys and girls reported similar levels of use, as did rural and urban teen-agers. And the disparity between rich and poor was surprisingly slim.

Among teen-agers whose households had income below \$30,000 a year, 50 percent said they regularly used a computer at home, compared with 75 percent of those with household incomes over \$75,000 a year.

The teen-agers also reported generally respectful, honest and firmly structured relations with their parents (though the poll's sample may have over-represented dutiful children because they were more likely to be at home to receive phone calls). Nearly 90 percent said they had rules on when to be home at night, and a quarter said they had to follow rules about how much time to spend on the computer.

Still, if there is one constant about adolescence, it is that each generation struggles as if its growing pains had just been invented.

"People are just more serious about things now," said Jason Howell, 15, of Erin, Tenn. "They take things very personally."

How the Poll Was Conducted

The New York Times/CBS News Poll of American teen-agers is based on telephone interviews conducted Oct. 11 to Oct. 14 with 1,038 teen-agers throughout the United States.

Less than 1 in 5 households contains a teen-ager from the age of 13 through 17. Thus, from January 1999 through August 1999 The Times/CBS News Poll asked on each of its regular adult surveys if a teen-ager lived in the home. The households saying yes were subsequently called back for the poll of teen-agers. If a household had two or more teen-agers, one was randomly designated to be surveyed.

The original samples of telephone exchanges were randomly selected by a computer from a complete list of more than 42,000 active residential exchanges across the country.

Within each exchange random digits were added to form a complete telephone number, thus permitting access to both listed and unlisted numbers.

The results have been weighted to adjust for the number of teen-agers in the household, the number of telephone lines into the residence, geographic region, the teen-agers' age, sex and race, and the education of the original adult respondent.

In theory, in 19 cases out of 20, the poll results will differ by no more than three percentage points in either direction from what would have been obtained by seeking out all American teen-agers. For smaller subgroups, the potential sampling error is larger.

<http://www.nytimes.com>

GRAPHIC: Chart: "The New York Times/CBS NEWS Poll" lists results of a poll conducted by The New York Times and CBS News regarding teen-ager's sense of safety and teen-ager's lives. (pg. A22)

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HEADLINE: A little greenback guidance

BYLINE: Michael J. McDermott, Special to The Christian Science Monitor

HIGHLIGHT: Kids and cash meet up early these days. How to help them learn to

BODY:

Money. Many American kids have it. Lots of it.

Children age 10 through 19 expanded their stake in the US economy to a record-setting \$457.9 billion in 1998 - including \$105.1 billion in direct expenditures and \$20.9 billion in savings - according to the Rand Youth Poll, a New York-based teen-issues consultancy that has been tracking the phenomenon for 40 years.

But do they know what to do with it? And is anyone teaching them?

Consider Emily Campeas, a 5-1/2-year-old in Skillman, N.J. Both her parents, Faye Brookman and David Campeas, work, and time is a precious commodity in the household.

When it comes to teaching Emily about money, they have good intentions. Often, however, the follow-through just isn't there.

"We tried to set up a plan where Emily would get a weekly allowance in return for making her bed and doing some chores, but in the crush of daily living, I just lost track of it," Ms. Brookman says. Recently, Emily wanted a Buzz Lightyear candy dispenser at a fast-food restaurant that cost about \$2.

"We told her she would have to give us the money when we got home, but then we just forgot about it. We often tell her she is going to have to save up for something she wants, but then we just break down and buy it for her." Brookman says she feels some guilt about the situation. But she and her husband have resolved to be more consistent. In that, they are not alone. "It seems to me that fewer and fewer kids are getting a real allowance these days," says Irma Zandl, principal of The Zandl Group, a New York-based consultancy that advises big companies on youth issues.

"They don't have to budget themselves. When they need money, their parents just give it to them."

Research indicates many kids are clueless when it comes to money. A new nationwide survey of 12- to 17-year-olds conducted for The John Nuveen Co., a financial-services company in Chicago, found "a continuing trend of financial illiteracy among America's youth, who are the likely beneficiaries of wealth from one of the most prosperous periods in the nation's history."

Specifically, the survey found that 1 of 2 kids said they had never been taught the "facts of money" by their parents, and the same percentage said they received no financial training in school. A third keep their savings in a piggy bank rather than a financial institution, 60 percent said they don't get an allowance - validating Ms. Zandl's observation - and most displayed little understanding of financial markets.

So can anything be done about this situation? The good news is, the answer is "yes," says Neale Godfrey, the author of "Money Doesn't Grow on Trees" and a dozen other books on kids and finances.

"When children are taught about money at a young age, they grow up to be more responsible, and the younger you start, the easier it is," she says.

Ms. Godfrey advocates attacking the problem on two fronts: through parental interaction at home and with financial education programs in schools. A former banking executive and founder of The First Children's Bank, she has developed a financial education curriculum called Kidnse for Nuveen.

"[Financial education] is beginning to happen in the schools. Companies across the country are joining with Nuveen to support the effort, but it needs to be done across the entire nation," she says.

Learning the ins and outs of what money is and how financial markets function is important, but just as important are the attitudes kids develop toward money, says Robert Kiyosaki, author of "Rich Dad, Poor Dad" (TechPress Inc.).

"Most people fail to realize that in life, it's not how much money you make, it's how much you keep that's important," he says. Mr. Kiyosaki decries the level of financial illiteracy among youths today, noting that many graduate from college without learning the dangers of misusing credit cards or how to balance a checkbook.

He says he benefited by being exposed to two attitudes toward money, that of the entrepreneurial father of a close childhood friend ("Rich Dad") and that of his biological father ("Poor Dad").

"My dad was focused on working for money, which makes it tough to ever get ahead," he says. "My 'rich dad' focused on making money work for him."

Any financial education program for kids, whether it's taught by parents or in the schools, should also touch on money's role as a philanthropic tool, says Janet Bodnar, a senior editor at Kiplinger's Personal Finance magazine and the pseudonymous author of the syndicated "Dr. Tightwad" column.

"Kids need to be taught that money is not something to be coveted or hoarded, but that it's a useful tool that is a normal part of everyday life," Ms. Bodnar says. "It can be used to help others as well as to help yourself."

The best way to impart that attitude to children is through parental example and straightforward explanations, Bodnar says.

That approach has certainly worked well with Ashley Mary Rose Werner, a six-year-old in Amsterdam, N.Y.

Over the past two years, Ashley has raised more than \$400 for St. Jude Children's Research Hospital in Memphis, prompting the hospital to invite her to appear on its annual telethon last month.

She raises money by collecting loose change and forgoing gifts from relatives and friends in favor of cash donations she can add to her kitty.

There's no secret formula behind Ashley's generous nature, says her mother, Linda Werner. The Werner family regularly participates in fund-raising activities for charity and discusses them frankly with Ashley, who has absorbed those values.

"It started about two years ago, when we had a [fund-raiser] at our church for Easter. She raised \$40 by herself, more than anyone else in the church," Ms. Werner says.

The St. Jude project, however, was Ashley's alone. The family received a fund-raising letter from the hospital that included a picture of a child. Ashley asked who it was, and when her mother explained that the child was sick, the little girl started saving nickels and dimes - literally.

Her first check to St. Jude was for \$65, and she's still at it.

May 21, 1996

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Brenda Costello
SUBJECT: Briefings for Tuesday and Wednesday, May 21-22

COLORADO

Tab A -Political Briefing
-Economic Progress in Colorado

WLF Fundraiser (Tuesday night)
-Briefing for meet and greet
-Briefing for Reception and Dinner
-Bio
-Guest list with descriptions

Drop-by Colorado Forum Children's Advocacy Breakfast
-Briefing (to be forwarded)
-Bios (to be forwarded)
-Guest list
-Talking points (to be forwarded)

Children's Conference: "Colorado Listens to Kids"

Tab 1 -Briefing (to be forwarded)
-Program and background on participants
-Excerpt from *It Takes a Village* on Shantelle Reib
-Background on the Colorado Children's Chorale
-Potential questions for children (to be forwarded)

Tab 2 Background on Governor Romer
-Romer Record on Strengthening Families with Young Children
-Gov. Romer State of the State, 1/11/96
-Gov. Romer State of the State, Jan. 1995

Tab 3 Current Issues in Colorado
-Talking points on Supreme Court Colorado Decision
-Talking points on same sex marriage
-Suspension of Denver Head Start Grantee
-Recent articles on loss of Head Start Grant

Tab 4 Issues Background

- Medicare/Medicaid background
- Welfare Reform Talking Points
- President Clinton's Radio Address, 5/18/96

Tab 5 Issue Briefs

- Children
- Crime
- Education
- Environment
- Illegal Drugs
- Teen Pregnancy
- Welfare reform

AARP Biennial Convention

- Briefing
- Bio
- Head table seating chart
- Medicare and Medicaid Background
- Medicare Trust Fund Update and talking points
- Social Security Advisory Council Background
- NYT Editorial, "Can You Trust the AARP?" 5/20/96
- Administration Accomplishments for Older Americans

Departure

- Briefing (to be forwarded)
- List of greeters

Remarks

- WLF Fundraiser
- Children's Conference (to be forwarded)
- AARP Biennial Convention

May 21, 1996

DROP-BY COLORADO FORUM'S CHILDREN'S ADVOCACY BREAKFAST

DATE: May 22, 1996
TIME: 8:30 am - 9:30 am
LOCATION: Westin Hotel
Denver, Colorado
FROM: Brenda Costello

I. PURPOSE

To thank children's advocates in Colorado and recognize their efforts and work on behalf of children.

II. BACKGROUND

The breakfast is being sponsored by the Colorado Forum, an organization you met with earlier this month, in conjunction with Denver Mayor Wellington Webb's office. Approximately 60 child advocates are expected to attend, all of whom are planning to attend the Children's Conference. You will be dropping by and making brief remarks, primarily to thank them for their continued work on behalf of children.

Upon arrival, you will be introduced on to the stage where you will be seated with Stephanie O'Malley. Ms. O'Malley is the daughter of Mayor Webb, who will be out of town and not able to attend the breakfast. Gail Klapper, Director of the Colorado Forum, will introduce you. As you recall, you met with Gail Klapper and members of the Colorado Forum May 1st at the White House.

III. PARTICIPANTS

HRC

Stephanie O'Malley, daughter of Denver Mayor Wellington Webb

Gail Klapper, Colorado Forum

IV. SEQUENCE OF EVENTS

- Gail Klapper, intros HRC into the room
- HRC proceeds to seat on stage
- Ms. Klapper intros Stephanie O'Malley
- Ms. O'Malley delivers brief remarks
- Ms. Klapper intros HRC
- HRC delivers brief remarks
- HRC exits stage left, working ropeline

V. PRESS

Closed press.

VI. REMARKS

Talking points provided by June Shih.

May 21, 1996

CHILDREN'S CONFERENCE: "COLORADO LISTENS TO KIDS"

DATE: May 22, 1996
TIME: 9:15 am - 12:15 pm
LOCATION: Auraria Campus
Denver, Colorado
FROM: Brenda Costello

I. PURPOSE

To hear from children and parents, and to honor children's advocates for their work in Colorado and hear about their work on behalf of children.

II. BACKGROUND

Your first stop on arrival to the Golda Meir House on Auraria Campus is a photo with Shantelle Reib. You refer to Shantelle and her cousin Nora in *It Takes a Village* (excerpt attached). Shantelle will be attending with her mother Darcy Fletcher, and Susan Smith, mother of Nora. Next you will participate in a meet and greet with program participants and a brief photo with Auraria Foundation Board members and children from the Child Care Center.

Program

The conference begins with a performance by the Colorado Children's Choir (background attached). Following a welcome from Dean Wolf, Bertha Lynn will announce all conference participants. The Conference is broken up into three parts: remarks, open discussion with children and adult panelists, and audience participation (question and answer). Bertha Lynn will act as moderator for the whole program. Governor Romer will be prepared to answer questions regarding specific Colorado programs.

Panelists will be seated in a semi-circle, and will include approximately twelve youths ages 8-16, and eight adult experts from a variety of fields -- health care, business, parents, clergy, and education. The audience participation will be with parents and children's advocates. Approximately 350 service providers, children's advocates, religious leaders, including 150 parents, will be in the audience.

Following your brief closing remarks, Martin Vadas, accompanied by 8 children, will present you with a gift. (Martin Vadas is the gift's artist.)

The Children's Conference is being held on Auraria Campus, a commuter campus comprised of three separate institutions: University of Colorado at Denver, Community College of Denver, and Metropolitan State College of Denver. The Auraria Higher Education Center manages the facilities and non-academic functions.

Total enrollment at all three colleges is over 32,000. The Conference itself will be held in St. Cajetan's Center, a converted Catholic church now used for entertainment as well as conferences and other forums. Since most students on campus work, Auraria runs a large Child Care Center for nearly 250 children.

Governor Romer and Children

Governor Romer is scheduled to appear on the "Today" show on Wednesday morning to talk about accepting an award from Working Mother magazine. For the past three years, the magazine has evaluated child care in all 50 states, looking for new programs, innovations and progress. Working Mother named the ten Best States for child care, and Colorado has made this list for the third year in a row. Ratings are based on specific criteria for quality, safety, availability and commitment. Additionally, Colorado received a score of "5" for its commitment to child care -- the only state to receive this rating.

Colorado programs for children

Below are just some of Colorado's programs for children and families.

School-Based Health Centers (SBHCs): Designed as a community approach for improving the health and academic readiness of Colorado children, this program receives some private and federal funding, but no state resources. SBHCs work with other prevention efforts, such as Family Resource Centers, drug-free schools and other community and school-based programs and provide comprehensive services at low cost. Services include: preventative exams and immunizations, health education for students and parents, basic reproductive health care and mental health services. Solid results have been reported nationally for students who use the centers.

Colorado Child Health Plan: The goal of the CCHP is to improve the health status of uninsured Colorado Children living in low-income families by making primary care affordable and accessible. The Colorado Forum joined efforts this year to support expansion of the Colorado Child Health Plan. The CCHP allows low-income working families that do not qualify for Medicaid to purchase insurance at \$25 a year for children under the age of 12. Under pressure from the Colorado Forum and other groups, the General Assembly's Joint Budget Committee reversed its initial opposition to the plan and voted to expand the CCHP, which receives funding from State as well as some federal money.

School-to-Career Partnership (School to Work) The vision for this program is an integrated, standards based educational system, tied to economic development, that ensures all of its young people are prepared to excel in the competitive global market place. In 1995, Colorado was awarded a five-year, \$24 million grant from the US Departments of Labor and Education. Funds are being sub-granted by the state of Colorado to local community partnerships of business, industry, and education offering innovative solutions. Approximately 33 percent of Colorado school districts are participating in local School-to-Career Partnerships.