

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Smart Parents Guide to TV Violence Production Schedule for 5/30/96; RE: Personal [partial] (1 page)	05/30/1996	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Karen Finney (Press Office)
OA/Box Number: 11140

FOLDER TITLE:

KQED [Channel 9: San Francisco]

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RESTRICTION CODES

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

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

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RR. Document will be reviewed upon request.

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

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

KQED CENTER FOR Education & Lifelong Learning

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DATE: July 24, 1996

NUMBER OF PAGES INCLUDING COVER SHEET: 1

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If you do not receive all the pages, please call: Milton Chen (415) 553-2139

MESSAGE: A quick update on The Smart Parent's Guide to TV Violence. The show looks great and our stellar group of experts look and sound terrific! We are in the final stages of completing the editing and will send you a cassette in August. KQED/Channel 9 has scheduled the program for September in the Bay Area, on Monday, Sept. 9, 9 to 10 pm., with a repeat on Sunday, Sept. 15, 7 to 8 pm. These are ideal prime-time slots, scheduled around some of the biggest new PBS series for the fall, such as Ken Burns' The West and Adventures from the Book of Virtues, based on the best-seller by William Bennett. So there will be substantial audiences for our show in our market of 2.2 million households. We are preparing a flyer for the KQED broadcast, which we will send to you for your use with your friends and colleagues in the Bay Area.

Discussions with PBS about a national broadcast look promising and we should know more in the next week or so, for a national telecast later in the fall. Will keep you posted.

On behalf of the staff here, thank you again for your invaluable contribution to this important program.

SHOW OPEN (DONE IN POST)

INTRO SHOW and ROLL-IN #1:

D. - Welcome to The Smart Parent's Guide to TV Violence. I'm Dominique diPrima. This is my co-host, Dr. Milton Chen, author of The Smart Parent's Guide to Kids' TV. With the help of experts, including First Lady, Hillary Rodham Clinton and more than 100 parents, we're going to see what we can do about TV violence.

M. - These pictures were done by children when we asked them to draw examples of the violence they've seen on television. The average child sees about 1000 murders, rapes and assaults a year on TV. On this program we're going to examine the problem and then we'll explore some practical ways to deal with TV violence in our homes and in our communities.

D. - But before we get started we must warn you. In order to tackle the issue of TV violence, we will show some violent images from television. So we want to make it clear that this show is intended for parents and other concerned adults, but not for children.

M. - Much of the violence on TV is found in kids shows. In fact, children's television has a higher rate of violence than prime time programming. Let's take a look at some violent images from programs made for children and find out what kids have to say about them.

ROLL-IN #1

INTRO PHILLIPS AND ROBERTS:

D. - Joining us now to talk about violence in kids TV are two experts in the field. Both were involved in the National TV Violence Study which showed that 3/4 of the violent acts on television go unpunished.

M. - Dr. Donald Roberts is Professor and Chair of the Communication Department at Stanford. He has helped design children's programs, as well as a system to rate violence, sex, nudity and language for computer games. He is also a parent.

D. - Dr. Robert Phillips is Deputy Medical Director of the American Psychiatric Association. He is a leading expert on the causes of violence, especially among young people, and is Secretary of the United Nations Working Party on Crime Prevention among Juveniles. [Find out if he's also a parent]
(D continues) Thank you both for joining us. Dr. Phillips, in the tape we saw children talking about acting out the Power Rangers or Ninja Turtles. Is that really something to worry about?

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M. (asks Dr. Roberts a question relating the previous answer to the study such as:) What were the conclusions of the National TV Violence Study on children's programming?

Then Dominique goes to the audience ("Do your children imitate the violence they see in kids' shows? Are they frightened by some of the scarier scenes in kids' shows?" "What about cartoon violence?"). Then panel comments on audience comments. (e.g., discussion of cartoons, imitating, etc.)

DISCUSSION OF ROLL-IN#1:

THE THEME OF THE DISCUSSION IS:

"WHAT'S APPROPRIATE AND WHAT'S NOT APPROPRIATE FOR CHILDREN TO WATCH"

The focus will be on GUIDING parents to what they may want their children to watch or not to watch. The following questions/issues may form part of this discussion:

IS ANY VIOLENCE APPROPRIATE?

IMITATING TV VIOLENCE get audience examples

KIDS' FEARS (examples)

RECOMMENDED SHOWS THAT ARE FRIGHTENING (i.e., Disney or Goosebumps) audience members talk about specifics such as the Lion King when Simba's father is trampled to death (Kiki as questioner?).

GO TO AUDIENCE MEMBERS WHO HAVE NO TV.

DIFFERENT KINDS OF VIOLENCE (i.e. CARTOONS)

"Is all violence created equal?" (audience then experts)

DIFFERENT AGES AND STAGES ask Milton and/or Dr. Phillips about different age appropriate programming.

SELLING VIOLENCE - Do these toys promote appropriate play?

(NOTE: Some of the shows included in the tape such as "Goosebumps" and "Are you Afraid of the Dark?" are "recommended" by TV Guide and the PTA.)

LEADS TO DISCUSSION ON IMPACT ON SOCIETY.

LEAD INTO NEWS AND ROLL-IN #2

INTRO ROLL-IN #2

D - We've taken a close look at the kids' menu on TV. But the fact is, any hour of the day or night there may be children watching. And in households where the television is on all the time, the kids in the house are bound to see violence on the news and in movies and programs intended for older viewers. So here's the bigger picture appearing on the small screens in our homes, and a sampling of children's reactions to it.

ROLL-IN #2**INTRO GINNY MARKELL OF THE PTA + RACHELLE CHONG OF THE FCC**

D - We're joined by two distinguished women. Ginny Markell is the Vice President for Programs of the National PTA, the largest organization of parents in the country. The PTA has made the issue of TV violence a priority.

We are also honored to have Commissioner Rachelle Chong from the Federal Communications Commission. She is the first Asian-American to serve on the FCC and one of the youngest commissioners ever. She's a Clinton appointee and a Republican, so I guess everybody likes her. Thank you both for joining us.

M - Commissioner Chong, we've just seen some disturbing images of violence that many American kids watch. The FCC regulates our airwaves. Does the FCC consider the effects of these images on children?

[Follow-up from Milton or panel]

D - Ms. Markell, I've always thought of the PTA in connection with schools, and this is television. What motivated the National PTA to take on this issue?

Then go to Dr. Phillips and Dr. Roberts.

AS IN FIRST SEGMENT OF PROGRAM, DISCUSSION HERE WILL FOCUS ON EFFECTS OF THESE IMAGES, WHAT'S APPROPRIATE OR NOT FOR KIDS TO SEE, AND WHY.

Some of the issues that may come up include:

**FEARS OF SOCIETY AND THE WORLD when a child's perceptions of the world are shaped by the TV programming they watch.
SHOULD THERE BE ANY ATTEMPT TO EXPOSE CHILDREN TO THE
FACT THAT THE WORLD IS A VIOLENT PLACE?**

"I WATCHED AND I'M OKAY." How many of our studio audience grew up watching violence on television or in movies? (then ask one of them) Do you think you came out okay?
DESENSITIZING AFFECT Dr. Phillips talks about Rodney King.
REAL LIFE VIOLENCE VS. FILMS AND SERIES audience experience
WHAT HAPPENS AND HOW DO YOU TALK ABOUT IT WHEN TV VIOLENCE SPILLS OVER INTO OUR REAL LIVES?

D - We want to take a moment to talk with some people in our audience who have had the violence spill over into their real lives. (Start each one with them telling their stories briefly.)

D - intros Sherman Spears. He's an organizer for Teens on Target, working to prevent gun violence among youth. To Sherman: "I understand you work with Teens on Target to prevent gun violence. Do the teenagers you work with ever talk about the violence on television?" (can ask follow up)

D - intros Derrel Myers, whose son was murdered for no reason. "After losing your son to senseless violence, did it change the way you look at TV violence?" (can ask a follow up question)

DISCUSSION CONTINUES:

ask audience **WHAT ELSE CONCERNS YOU ABOUT WHAT YOU SEE AND WHEN IT AIRS?**

MOVIES AND PROMOS AND MUSIC VIDEOS the problems with violent ads and movies and videos airing at any time, including when many children are watching. (Note: Predator, the Schwarzenager film in the roll-in, aired at 6pm on Saturday.)
RACE AND GENDER IMAGES

HOW TO COMBAT STEREOTYPES media literacy folks in aud., also teens may have comments as well as Dr. Phillips.
WHAT ABOUT TEACHING CHILDREN ABOUT THE HOLOCAUST OR THE BRUTAL HISTORY OF SLAVERY? (THE CONTEXT OF THE VIOLENCE IS IMPORTANT) Do you show kids "Schindler's List" or "Roots"?

INTRO ROLL-IN #3:

D - Milton, you've spent a lot of time talking with parents about taking back control of their TV sets. What have you heard from them?

M - Parents say it's not easy and controlling TV can be the source of conflict with their kids. We loaned home video cameras to several families to get candid shots of their viewing habits. So let's take a look at how they cope with TV in their homes.

ROLL-IN #3

D. - Every family handles it differently. Milton, in your book you talk about going on a TV diet. Diets sound like hard work to me. What it is and how does it work?

THIS DISCUSSION STARTS WITH A SEGMENT ON WHAT PARENTS CAN SAY TO CHILDREN ABOUT VIOLENT SCENES ON TELEVISION, THEN MOVES TO A DISCUSSION OF WHAT RULES PARENTS CAN USE AND THE TOOLS AVAILABLE TO HELP THEM, AND CONCLUDES WITH A SEGMENT ON WHAT PARENTS CAN DO IN THEIR COMMUNITIES.

DISCUSSION POINTS RAISED BY ROLL-IN #3: (IN-HOME SOLUTIONS)

3:00 HOW TO GO ON A TV DIET Milton has to carry this with concise definition and bullet points of how it works. ("Watch less, watch better and exercise.")

DOMINIQUE GETS REALITY CHECKS FROM PARENTS
to audience: **HOW MANY OF YOU HAVE TRIED A TV DIET?**
TV AS A BABYSITTER--ASK AUDIENCE HOW MANY USE
TV AS BABYSITTER

:30 INTRO HILLARY CLINTON

D - Before we get deep into discussion I want to bring on one more special guest, a longtime advocate for children and families who's written about the need for parents to take back control over what our children watch. In her book she wrote: "A single act has little impact, but millions of decisions - to turn off television sets or to reject certain movies or CDs or video games - give us the voltage to send a message to advertisers and programmers that will reach them loud and clear." Please welcome The First Lady, Hillary Rodham Clinton. (She walks on to applause).

2:00

M - Mrs. Clinton, in a couple of minutes we'll get into how parents can work together to bring about better programming. But first we want to deal with strategies in the home. As busy as your family has always been, how have you dealt with what your daughter, Chelsea, watches?

D. With a follow up question to Mrs. Clinton on whether she and Chelsea ever had disagreements over the television and how they resolved them.

2:00

Then go to Phillips with hypothetical question, If you're with a child who just saw a story on the news about kidnapping, how would you talk about it? Then maybe a question to the First Lady about how she would discuss a situation like the Oklahoma City Bombing

This leads into a broader discussion about talking to children about TV violence

9:00

DOMINIQUE ASKS AUDIENCE: "HOW DO YOU TALK TO YOUR KIDS ABOUT TV VIOLENCE?" audience members talk about specific programs. "Are you afraid to say something wrong?"

HOW DO YOU TALK ABOUT AND GET CHILDREN TO BEWARE OF VIOLENCE IN REAL WORLD Teens in audience can speak to how to talk to and reach youth.

Examples of specific scenes in programs that concern parents, and advice about how to deal with them.

3:00

The next segment is about rules parents can establish to control TV viewing.

PARENTS CONTROLLING THEIR OWN VIEWING HABITS,
SETTING EXAMPLES FOR CHILDREN

WHAT ARE THE RULES IN YOUR HOMES? (to audience)
WHAT ABOUT MAKING TV A "FORBIDDEN FRUIT"?

TACTICS FOR TURNING OFF THE TUBE
PROVIDING ALTERNATIVES

3:00

What tools are available for enforcing this rules?

V-CHIP Go first to Hillary, then Rachelle and Dr. Roberts. Not government censorship, but parental choice. Canada's success. Can't be a technological fix. Can't let broadcasters off the hook. Winds up improving quality of programming. What if you can't even program your VCR to record?

**DOMINIQUE GOES TO MEDIA LITERACY EXPERT IN AUDIENCE
RECOMMENDED PROGRAMS. WHAT'S GOOD FOR WHO AND
HOW DO YOU KNOW?**

RATINGS age specific? (Roberts doesn't think it should be.)
TIMESLOTS promos at any time. (Predator in hi-8 aired 6pm Sat.)

5:00

DISCUSSION POINTS FOR WHAT THE VILLAGE CAN DO:

Begins with reference to Mrs. Clinton's quote about sending a message to advertisers and programmers. Question to HRC, "What is the message?" Follow up with other guests on panel.

**Markell discusses MEDIA LITERACY CAMPAIGNS AND OTHER
INFORMATION INCLUDING CABLE INDUSTRY PROJECT WITH
THE PTA**

**CHANGES THAT HAVE BEEN MADE AND ARE BEING MADE
HOW THOSE CHANGES CAME ABOUT
i.e. COMMUNITY VOICING CONCERNS BRINGING
ABOUT QUALITY CHILDREN'S PROGRAMMING
IN LATE '60S AND EARLY '70S (Milton mentions)**

**OTHER WAYS PARENTS CAN BE INVOLVED AND PRESS FOR
BETTER PROGRAMMING.** Don Hansen and his wife in the audience use the TV to help with home schooling. It was easy when the kids were young, but have had trouble finding useful programs to teach their kids as they grow older.

3:30

D - In the few minutes remaining we'd like each of our special guests to give a final word of wisdom. What one piece of advice would you give to the parents watching at home? Commissioner Chong, let's start with you.

[Experts give comments, starting with Rachelle Chong camera right and moving in sequence to Hillary Clinton & Milton.]

GOODBYES AND THANKYOUS

D. - We want to thank you all for taking part in the Smart Parents Guide to TV Violence, Mrs. Clinton, Rachelle Chong, Ginny Markell, Dr. Roberts and Dr. Phillips, our studio audience, and all of you out there watching.

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M. - To remind us why we're really here, we're going to let children have the last word. We leave you with their thoughts and pictures about television. Thanks for joining us.

WORKING COPY

SHOW OPEN (DONE IN POST)

INTRO SHOW and ROLL-IN #1:

D. - Welcome to The Smart Parent's Guide to TV Violence. I'm Dominique diPrima. This is my co-host, Dr. Milton Chen, author of The Smart Parent's Guide to Kids' TV. With the help of experts, including First Lady, Hillary Rodham Clinton and more than 100 parents, we're going to see what we can do about TV violence.

M. - First we'll examine the problem. Then we'll explore some practical ways to deal with TV violence in our homes and in our communities. The debate is on the national agenda, but too often, parents are left out of the discussion. On this program we're making sure the voices of parents are included in the search for solutions to the TV violence problem.

D. - But before we get started we must warn you. In order to tackle the issue of TV violence, we will show some violent images from television. So we want to make it clear that this show is intended for parents and other concerned adults, but not for children.

M. - Many of those violent images are found in kid shows. In fact, children's television has a higher rate of violence than prime time programming. Let's take a glimpse at the kinds of violence in programs created specifically for our children. And find out what kids have to say about it.

ROLL-IN #1

INTRO PHILLIPS AND ROBERTS:

D. - Joining us now to talk about violence in kids TV are two experts in the field. Both were involved in the National TV Violence Study which showed that 3/4 of the violent acts on television go unpunished.

M. - Dr. Donald Roberts is Professor and Chair of the Communication Department at Stanford. He is a leading expert in the field of media and children and has helped design children's programs, as well as a system to rate violence, sex, nudity and language for computer games. He is also a parent.

D. - Dr. Robert Phillips is Deputy Medical Director of the American Psychiatric Association. He is a leading expert in the field of criminal psychiatry and the causes of violence, especially among young people and is Secretary of the United Nations Working Party on Crime Prevention among Juveniles. [Find out if he's also a parent]

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(D continues) Thank you both for joining us. Dr. Phillips, in the tape we heard children talking about acting out the Power Rangers or Ninja Turtles. Is that really something to worry about?

M. (asks Dr. Roberts a question relating the previous answer to the study such as:) What were the conclusions of the ____ study on children's programming specifically?

Then Dominique goes to the audience ("Do your children imitate the violence they see in kids' shows? Are they frightened by some of the scarier scenes in kids' shows?" "What about cartoon violence?"). Then panel comments on audience comments. (e.g., discussion of cartoons, imitating, etc.)

DISCUSSION POINTS RAISED IN ROLL-IN#1:

AMOUNT OF VIOLENCE

IMITATING TV VIOLENCE get audience examples

KIDS' FEARS (examples)

RECOMMENDED SHOWS THAT ARE FRIGHTENING (i.e., Disney or Goosebumps) audience members talk about specifics such as the Lion King when Simba's father is trampled to death.

DIFFERENT KINDS OF VIOLENCE (i.e. CARTOONS)

"Is all violence created equal?" (audience then experts)

DIFFERENT AGES AND STAGES

SELLING VIOLENCE

PROMOTING PLAY WITH VIOLENT CONTENT

THE IMPACT ON ALL CHILDREN

(Some of the shows included in the tape such as "Goosebumps" and "Are you Afraid of the Dark?" are "recommended" by TV Guide and the PTA.)

LEADS TO DISCUSSION ON IMPACT ON SOCIETY.

LEAD INTO NEWS AND ROLL-IN #2

INTRO ROLL-IN #2

D - We've taken a close look at the kids' menu on TV. But the fact is, any hour of the day or night there may be children watching. And in households where the television is on all the time, the kids in the house are bound to see violence on the news and in movies and programs intended for older viewers. So here's the bigger picture appearing on the small screens in our homes, and a sampling of children's reactions to it.

ROLL-IN #2

INTRO GINNY MARKELL OF THE PTA + RACHELLE CHONG OF THE FCC

D - We're joined by two distinguished women. Ginny Markell is the Vice President for Programs of the National PTA, the largest organization of parents in the country. The PTA has made the issue of TV violence a priority.

We are also honored to have Commissioner Rachelle Chong from the Federal Communications Commission. She is the first Asian-American to serve on the FCC and one of the youngest commissioners ever as well. She's a Clinton appointee and she's a Republican, so I guess everybody likes her. We're pleased to have Rachelle Chong and Ginny Markell with us.

M - Commissioner Chong, we've just seen some disturbing images of violence that many American kids watch. The FCC regulates our airwaves. Two questions: First, what do you feel are the effects of these images on children? And second, what can the FCC do about it?

[Followup from Milton or panel]

D - Ms. Markell, or: Ms. Markell, I've always thought of the PTA in connection with schools, and this is television. What motivated the National PTA to take this issue on?

DISCUSSION ON POINTS RAISED BY ROLL-IN #2:

FEARS OF SOCIETY AND THE WORLD

"I WATCHED AND I'M OKAY." How many of our studio audience grew up watching violence on television or in movies? (then ask one of them) Do you think you came out okay?

DESENSITIZING AFFECT Dr. Phillips talks about Rodney King.

REAL LIFE VIOLENCE VS. FILMS AND SERIES audience experience

D - We want to take a moment to talk with some people in our audience who have experienced real violence in their lives to get their perspectives on television violence.

D - intros Sherman Spears. He's an organizer for Teens on Target, working to prevent gun violence among youth. To Sherman: "In your work with teens and gun violence, do you talk about TV violence?" (can ask follow up)

D - intros Derrel Myers, whose son was murdered for no reason. "After losing your son to senseless violence, did it change the way you look at TV violence?" (can ask a follow up question)

DISCUSSION CONTINUES:

MOVIES AND PROMOS AND MUSIC VIDEOS

RACE AND GENDER IMAGES

HOW TO COMBAT STEREOTYPES media literacy folks in aud.
WHAT ABOUT TEACHING CHILDREN ABOUT THE HOLOCAUST
OR THE BRUTAL HISTORY OF SLAVERY? (THE CONTEXT OF
THE VIOLENCE IS IMPORTANT)

INTRO ROLL-IN #3:

D - Milton, you've spent a lot of time talking with parents about taking back control of their TV sets. What have you heard from them?

Parental Control
M - Parents say it's not easy and controlling TV can be the source of conflict between parents and their kids. We loaned home video cameras to several families to get candid shots of their viewing habits. So let's take a look at a segment on how families are coping with TV in their homes.

ROLL-IN #3

D. - Every family handles it differently. Milton, in your book you talk about going on a TV diet. Diets sound like hard work to me. What it is and how does it work?

DISCUSSION POINTS RAISED BY ROLL-IN #3: (IN-HOME SOLUTIONS)

HOW TO GO ON A TV DIET Milton has to carry this with concise definition and bullet points of how it works.

DOMINIQUE GETS REALITY CHECKS FROM PARENTS

TV AS A BABYSITTER--ASK AUDIENCE HOW MANY USE
TV AS BABYSITTER

PART WAY INTO THE DISCUSSION WE STOP IN ORDER TO GET OUR FINAL GUEST'S STORIES. IN THE CONTEXT OF THE CONCEPT AND THE BOOK, "IT TAKES A VILLAGE TO RAISE A CHILD" (IT ALSO TAKES A VILLAGE TO DESTROY A CHILD.) WE INTRO HILLARY TO OVATION.

INTRO HILLARY CLINTON

D - We're honored to have one more special guest with us, a longtime advocate for children and families. In her book, *It Takes A Village*, she wrote: "As parents we must be willing to reassert our authority over what enters our households. A single act has little impact, but millions of decisions - to turn off television sets or to reject certain movies or CDs or video games - give us the voltage to send a message to advertisers and programmers that will reach them loud and clear."

Please welcome The First Lady, Hillary Rodham Clinton. (She walks on to applause).

M - Mrs. Clinton, in a couple of minutes we'll get into how parents can work together to bring about better programming. But first we want to deal with strategies in the home. As busy as your family has always been, how have you kept track of what Chelsea watches?

D. With a follow up question to Mrs. Clinton. (IN THIS SECTION AS MANY QUESTIONS AS POSSIBLE GO TO THE FIRST LADY.)

DISCUSSION CONTINUES:

PARENTS CONTROLLING THEIR OWN VIEWING HABITS,

SETTING EXAMPLES FROM CHILDREN

DOMINIQUE INTERVIEWS FATHER IN AUDIENCE WHO BELIEVES
IN NO TV

WHAT ARE THE RULES IN YOUR HOMES?

TACTICS FOR TURNING OFF THE TUBE

PROVIDING ALTERNATIVES

DOMINIQUE ASKS AUDIENCE: "HOW DO YOU TALK TO YOUR
KIDS ABOUT TV VIOLENCE?" audience members talk about
specific programs

TALKING WITH CHILDREN ABOUT WHAT THEY'RE SEEING Are
you afraid to say something wrong?

HOW TO TALK ABOUT AND GET CHILDREN TO BEWARE OF
VIOLENCE IN REAL WORLD

DOMINIQUE INTERVIEWS MEDIA LITERACY EXPERT IN
AUDIENCE

RATINGS age specific? (Roberts doesn't think it should be.)

TIMESLOTS promos at any time. (Predator in hi-8 aired 6pm Sat.)

V-CHIP Go first to Hillary, then Rachelle and Dr. Roberts. Not
government censorship, but parental choice. Canada's success. Can't
be a technological fix. Can't let broadcasters off the hook. Winds up
improving quality of programming. What if you can't even program
your VCR to record?

DISCUSSION POINTS FOR WHAT THE VILLAGE CAN DO:

START W/PARENTAL RESPONSIBILITY + STORIES OF CHELSEA

CHANGES THAT HAVE BEEN MADE AND ARE BEING MADE

HOW THOSE CHANGES CAME ABOUT

i.e. COMMUNITY VOICING CONCERNS BRINGING
ABOUT QUALITY CHILDREN'S PROGRAMMING
IN THE LATE '60S AND EARLY '70S

PARENTS' RESPONSIBILITY IN THE HOME AND COMMUNITY

MEDIA LITERACY CAMPAIGNS AND INFORMATION

INCLUDES CABLE INDUSTRY PROJECT

RECOMMENDED PROGRAMS.

WHAT'S GOOD FOR WHO AND HOW DO YOU KNOW?

D - In the few minutes remaining we'd like each of our special guests to give a final word of wisdom. What one piece of advice would you give to the parents watching at home? Commissioner Chong, let's start with you.

[Experts give comments, starting with Rachelle Chong camera right and moving in sequence to Hillary Clinton & Milton.]

GOODEYES AND THANKYOUS

D. - We want to thank you all for taking part in the Smart Parents Guide to TV Violence, Mrs. Clinton, Rachelle Chong, Ginny Markell, Dr. Roberts and Dr. Phillips, our studio audience, and all of you out there watching.

M. - To remind us why we're really here, we're going to let children have the last word. We leave you with their thoughts and pictures about television. Thanks for joining us.

THE SMART PARENT'S GUIDE TO TV VIOLENCE

SHOW FORMAT

Note: The program will be 58 minutes long; approximate segment times are given. Guests are introduced individually, allowing a focus on their work and commentary. They remain onstage as subsequent guests join the group, to contribute to the ongoing discussion with the studio audience and each other.

SHOW OPENING (0:40) - a montage of fast action violence dissolving to and from pans of children's artwork about television violence, and sometimes superimposed by transparencies that are slow motion shots of children playing and laughing. Graphic facts as newspaper headlines float by and fade in and out on different areas of the screen. (i.e., *4 of 5 Americans think TV violence contributes to real life violence. Or, 74% of station managers agree - TV is too violent. And, 1 in 4 Americans won't give up their TV sets for \$1 million. - TV Guide Poll 1992.*) (Audio mix of music, with short comments and questions from children and adults. Either that, or VOs reading the headlines) As smoke clears we see the show title stamped over a blown out television, *The Smart Parent's Guide to TV Violence.*

DISSOLVE TO STUDIO - audience applauding, instrumental music continues and fades under hosts' intros.

INTRODUCTION TO SHOW (1:30) - Our two co-hosts, Dominique DiPrima and Milton Chen, introduce themselves and pose the concept of the show to the studio audience and the viewer. They describe the agenda for the hour and that five guests with special expertise will be joining them and the studio audience.

The hosts give concise explanations of the three points the special will address: 1. The program will proceed on the conclusions of overwhelming evidence showing that violence does have effects, especially on young viewers. The program will not spend time debating whether or not television violence affects viewers. The special will help parents better understand types of violence and types of effects, both behavioral and psychological. We will, however, state the problem to establish the context for our discussions and to stress the urgency of the topic. 2. The purpose of this program is to present solutions and strategies for parents to use in their homes to help them minimize, defuse and analyze violence on TV with their children. 3. The program will strive to connect concerned parents around the country with each other and with responsible organizations tackling this problem that touches all of us.

This leads to Dominique DiPrima's intro to our first pre-produced video roll-in package which communicates the seriousness of the problem and kicks off the discussion. Milton Chen pushes "play" and the first image on the set monitor is a pan of a child's picture of TV violence. We dissolve to the pre-produced segment full screen.

PRE-PRODUCED VIDEO ROLL-IN #1 (3:30) - The package combines young people's thoughts about TV violence broken up by example clips from shows (including ads and movie promos) with graphics showing times aired. They are separated by 2 frames of snow and a "psst" sound as though we were channel surfing. The segment will focus on violence in children's programs specifically. The piece will show young children pretending to be power rangers and acting out ninja turtles moves. Young people will talk about what scares them, what the differences are between animated and live action violence. They will also talk about the rules in their homes regarding the amount and types of television programming they are allowed to watch.

Graphic facts designed as news headlines move in and out (as in the open). Examples include, *The average 6th grade kid has watched 100,000 acts of TV violence including 8,000 murders.* and *The average kid's program has 5 times as many violent acts as prime time TV.*

We'll see kids buying TV character toys that promote play that imitates the program violence. We see the graphic statement, *If TV didn't affect people there would be no commercials.* We also see an updated stat of, *Advertisers spend \$1 billion a year advertising to kids.* The piece ends with a freeze frame from the Power Rangers with a superimposed image of a rubber stamp warning in red that states, *"TV Violence is Harmful to Your Child's Health."* (We add stamp sound effects.)

DISSOLVE TO STUDIO (8 to 10 mins.) -Dominique introduces Professor Donald Roberts, from the Communication Department at Stanford. He summarizes the latest research on TV violence, especially the Mediascope/NCTA study (e.g., perpetrators go unpunished; negative consequences of violence are not portrayed). He can also reiterate points from the tape on types of effects with different children.

Dominique opens up the discussion with the studio audience: "Do your kids watch violent shows?" "Do they imitate what they see?" "Do you talk with them about what they watch?" "Do you worry about the impact of violent images on your children?" "Should we worry about cartoon violence?" "How do you deal with children of different ages sharing the same TV?" "Why is there so much violence on television?" We include an answer from Sherman Spears, an articulate young African American disabled as a result of real violence, who is in the audience. We might also have someone from law enforcement in the audience make a point juvenile offenders and their exposure to media violence. Milton and Dr. Roberts respond to the questions and adds their own comments.

Dominique introduces Dr. Robert Phillips of the American Psychiatric Association. He discusses why the APA is interested in this issue and their view of possible solutions. He was also an advisor to the NCTA and can comment on the previous discussion.

The discussion should emphasize effects beyond aggressive behavior, such as psychological effects on fear, anxiety, and stereotyping of racial and gender groups. After a few comments Dominique introduces the roll-in package and Milton pushes play on the set monitor. The segment starts with another child's illustration.

ROLL-IN #2 (3:30) - Video clips of general programming beyond the Saturday a.m. fare for children. The segment includes racial and gender images of violence. Using the same graphic and production style as the previous package, this roll-in deals with the criminalizing of communities on the news and in reality shows, and the objectifying of women and romanticizing of violence against them in music videos and commercials. The segment presents graphic examples of violent movies and promotion spots that appear on TV in timeslots when many children are watching. Again, graphic facts move through sections of the screen like headlines. (Examples: A 1989 study of television programming by Williams and Condry found that *African Americans are more likely to be portrayed as victims, suspects and perpetrators of violence than other races.* In 1988 the American Academy of Pediatrics noted that *56% of music videos show violent acts, usually against women.*)

Children are interviewed about their feelings after witnessing frightening news stories, from murders and kidnappings to fires and dangerous weather. The package ends with a stamp graphic that states, *Watch at your own risk.*

DISSOLVE TO STUDIO (8 to 10 mins.) where discussion continues with the psychological fears and stereotyping of groups in society caused by repeated viewing of violent images and content.

Milton points out the dangers of stereotypes found in old re-runs that increase in number as the channel choices expand. He tells the story of his daughter reacting to Asian stereotypes on the tube. Dr. Phillips speaks of the desensitizing effect of seeing the Rodney King beating over and over again. We discuss ways to re-sensitize children to TV violence by asking how the victim might feel or questions such as, "How would you would feel if the violent act happened to you or someone you care about?"

Dominique introduces FCC Commissioner Rachelle Chong. Commissioner Chong relates the FCC role regarding children's TV (e.g., status on the Children's TV Act of 1990, the need for the TV industry to do more to voluntarily improve programming, other points she would like to make?). She discusses her belief that we need to do more to help parents use TV more wisely and selectively with children (per her Melbourne speech). She takes a few questions from parents.

Commissioner Chong's point about arming parents with tools to regulate TV in the home provides a segue to Ginny Markell, vice president of the National PTA. Ms. Markell will talk about their work on the issue of violence and television. She describes the Family and Community Critical Viewing Project, a partnership between the National PTA and the National Cable Television Association.

Interested parents can contact their state PTAs for more information about these materials and workshops. Ms. Markell emphasizes the parent's role in teaching media literacy.

Milton presents the concept of the Family TV Diet--that children "overeat" TV, that total consumption needs to be cut in half, and more nutritious and balanced TV diets should be encouraged by parents. Dominique elicits questions, comments and stumbling blocks encountered by parents in the studio audience in attempting to take control of the TV set. They discuss dilemmas faced with different-aged kids in the house. They confess to the difficulties they have in setting an example. Going on a TV diet yourself? What do you do when the kid throws a tantrum? Our guest experts contribute their comments.

Milton rolls tape and the set monitor dissolves from a child's picture to home video footage of a family struggling with the question in their living room.

ROLL-IN #3 & DISCUSSION (7:00) - A series of home video clips from families dealing with their kids, themselves and the television(s) in the house. The series includes footage from kids with TVs in their bedrooms. Milton pauses the clips on the studio set monitor in order to comment or to give Dominique, guests and the audience a chance to respond to the examples in the video.

The series of video clips shows successes and failures while the hi-8 discussions with kids give the studio audience and our guests a chance to say how they would have handled similar situations.

A clip from hi-8 footage of a group of 10-year-olds watching "Mortal Kombat" raises questions about peer pressure. Dominique points out that a restrictive rating has been shown to add to a program's attraction for boys. Another clip demonstrates the difficulties of getting the kid to turn off the TV. Milton stresses the importance of letting children have a voice in setting the rules and selecting which shows to watch. The discussion also brings out the difficulties parents themselves have in turning off the television.

Another clip shows a family trying to discuss a movie promo that scares the child, leading to a discussion of promos and ads at inappropriate time slots. Another household shows kids watching cartoons, prompting a discussion of different kinds of violence and how to talk with children about what the consequences would have been if the behavior of the cartoon characters took place in real life.

Other selections show parents talking with their kids. Milton pauses to point out the different kinds of questions that can be used. "If there is violence on a program, ask your child how he could have solved the problem without violence." "When does the 'good guy' use violence? Why does he use it?" "When do 'bad guys' use violence? Is it okay for the good guy to use violence if the bad guy uses it too? What would happen if the good kids at school used the same kinds of violence that good characters use on TV shows?"

When one moment captures siblings of different ages with different tastes trying to decide what to watch, Milton suggests that parents encourage their children to get in the habit of watching "TV programs" rather than sitting down for hours and just "watching TV." Families can use a TV Diary to take stock of their viewing, review the amount of time and programs watched by each family member, and begin to plan more intentional use of TV. Instead of unconscious, habitual consumption, families can move towards more selective, more intelligent viewing choices. Good TV programs can drive out the bad, if families become more aware of the full range of programming available.

One of the last and most successful examples prompts comments citing the positive uses of television. The final clip ends with a graphic stamp warning, or a diet-related warning, "*Parental Guidance Advised!*"

DISSOLVE TO STUDIO (15:00) where Dominique introduces First Lady Hillary Rodham Clinton. Mrs. Clinton discusses some of the concerns dealt with in her book, It Takes A Village. She can tell stories of how TV was regulated in her home when daughter Chelsea was growing up. The discussion continues on the parent's role and concrete steps that can be taken in the home to deal with the violent stranger in the house. The First Lady takes a few questions from the audience, relating to how parents can make their voices heard for better quality programming and more information given to parents about objectionable violence, language, and sexual behavior on TV.

Another question might relate to the role that the federal government can play, at the White House, Congress, and the FCC, in drawing attention to TV violence and moving the industry towards greater self-regulation. Mrs. Clinton and Commissioner Chong can comment. A question from the audience or our hosts could also ask Mrs. Clinton how parents can become active in their communities around the issue, how to ensure that the entire village takes responsibility for the problem. Mrs. Clinton could identify the problem of TV violence as an issue of public health.

Dominique takes a question about the V-chip. Our hosts and guest experts describe how the V-chip might work, with graphic illustration from KRON news coverage of the V-chip debate. Mrs. Clinton and guests make the distinction between government censorship and a parent's right to control what comes into her home. Dr. Roberts has worked on ratings systems and can also contribute his experience. Milton stresses that the V-chip can't be an excuse for the broadcasters to no longer be concerned about the content and air times of their programming. The Canadian experience with the V-chip, and its support among Canadian parents, can be referenced.

Our guests will inform the viewers and studio audience about some of the many organizations and coalitions, including the PTA, that are concerned and doing something about television violence and children. The following discussion provides a spectrum of different ways to get involved. Dominique intros the final video package with contact information and numbers. [Note: We may do a more

standard "write with a self-addressed stamped envelope for a resource list." We may also reference Internet web sites with resources for parents on the subject of TV violence.]

Milton roles the monitor and we see a child's handwriting.

DISSOLVE TO ROLL-IN #4 (3:00) We pull out to see a second grader's painting that includes her written call to "Erase the violence!" The piece combines short, inspiring and hopeful statements from kids. The segment winds up with several examples demonstrating positive uses of television and ends with a superimposed stamp graphic warning, *"If irritation continues, all your broadcaster."*

DISSOLVE TO STUDIO (1:00): wide shot of the audience applause with music coming in under Milton and Dominique's good-byes to the honored guests, the studio audience and the viewers at home. Directly to the camera, Milton punches a button on his remote and the viewer's TV appears to flash to black. After a long second the credits start to roll over black. We hear a mix of music and audio from show clips.

EXCERPTS FROM *IT TAKES A VILLAGE*

Personal stories

(p. 277 - 278) "My parents did not worry so much about the content of the television shows my brothers and I watched as they did about the amount of time we should spend at it, if they let us. They wanted us reading, doing chores, or playing outside, so they regulated our viewing hours strictly. Bill and I restricted both the amount and the kind of television Chelsea watched as a child, and even now we check up from time to time on her TV and movie watching."

The V-chip and other technology

(p. 278) "Parents are beginning to come up with ways of defending themselves and their children from the excessive influence of television. They may eventually get some help from technology, such as the V-chip included in proposed telecommunications legislation. The V-chip is a computer chip with which parents could block television programs designated as containing material unsuitable for children. Making the technology available is only half the battle; putting it to good use will require a strong, clear rating system like the one we now have for movies."

What parents can do

(page 278) **Limit the amount of television children watch and know what they are watching:** "In the meantime, parents are on their own in making sure children are not watching inappropriate shows or too much television, period. They can continue to trade their own "ratings" informally. They can encourage the newspapers and magazines that are beginning to gear reviews of movies and music toward parents to cover television in this way as well. They can also teach their children how to watch television, the same way they teach them to cross the street: carefully."

(page 279) **Use television as a learning tool:** "We can ask children why characters act as they do and help them to distinguish between responsible and irresponsible acts. We can get them to talk about how the families on television are different from theirs and from other families they know. We can relate television to real-life situations. When Roseanne and Dan fret over bills because Dan's business is going under, for example, we can explain to our children that sometimes parents need to figure out ways to make sure they can meet all their responsibilities."

"Used wisely, television can help children to distinguish between fantasy and reality -- precisely because the fantasy it projects feels so real to them. Identify aspects peculiar to "TV land" that may seem obvious to an adult but aren't necessarily clear to a child. For instance, when watching a thirty-minute drama or sitcom, point out that it's not realistic to solve a problem in the span of a half hour. Explain that this is how writers and directors adapt to scheduling needs and discuss how the situation might have played out in real life."

(page 279) **Turn the television off:** "There is another option parents might consider: Just turn the televisions, video games, and VCRs off -- for an evening, a week, a regular day each week. When I made this suggestion in an interview with *Woman's Day*, readers responded enthusiastically. Some parents, fed up with not only depictions of violence but the excessive influence of television in general, wrote to say they had already tried out the idea."

Positive examples

(page 278) **The Cable Industry and the PTA:** "A publication entitled "Taking Charge of your TV: A Guide to Critical Viewing for Parents and Children" is available from the Family and Community Critical Viewing Project, and initiative sponsored by the National PTA and the cable industry to teach television viewing skills to parents, teachers and children. It suggests ways parents can talk to kids about what they are watching, which not only makes television a less passive pastime but transforms it into a learning tool."

(page 280) **Parents:** "Here and there, parents are banding together and discovering their collective strength. The South Florida Preschool PTA monitors children's programming on the Miami television stations, with members volunteering to watch programming for one-or-two-week blocks to determine whether the stations are complying with the law."

(pages 283) **The Media:** "When he was a news director at WCCO-TV in Minneapolis, John Lansing realized that the more his station's news coverage resembled an entertainment program, the weaker its connections to its community were becoming. He decided to convene town meetings to allow the station to reacquaint itself with the expectations of its viewers. As a result, the news operation dropped its tabloid-style coverage, and WCCO became a pioneer in "family-sensitive viewing," reducing or eliminating descriptions and images of violence during designated early evening hours. Even so, WCCO has managed to maintain its first-place market share."

(page 284) "Television could take a cue from the several newspapers that have developed children's beats and long-term reporting projects focusing on family issues. The Cleveland Plain Dealer, for instance, has added a new "family section" that runs every Saturday. So far, it has run stories on children's television viewing habits (along with tips on how to make TV watching a more constructive activity), on ways grandparents and grandchildren can spend more time together, and on building stronger families (accompanied by personal stories about people in the region.) The section also includes a regular family finance column, with information on everything from the cost of buying a family pet to how to take a family vacation without breaking the bank."

The Children's Television Act and the Federal Communications Commission

(page 280) "The Children's Television Act of 1990 limits the amount of time the networks can devote to commercials during children's programming. It also directs the FCC more broadly to review, as part of the licensing procedures, whether stations air shows that "serve the educational and informational needs of children."

(page 280) "Many parent and consumer groups (are) urging the FCC to enforce its regulations and to strengthen them, by requiring the networks to air more educational programming. In 1951, twenty-seven hours of quality children's programming aired each week. The President and FCC Chairman Reed Hundt would like to see the FCC require each network to broadcast at least three hours a week. As of this writing, the FCC has not taken action on this proposal. In response to public petitions, however, Westinghouse, which has recently purchased CBS, has voluntarily made such a commitment. The FCC's decision will not affect cable stations, since they are considered exempt from government regulations because they do not use the public airwaves."

Research

(page 281) "In May 1995, John Wright and Aletha Huston, professors of human development at the University of Kansas, released the results of a four-year study on how television influences the academic skills, school readiness, and school adjustment for low-income children. They found that preschoolers who watched as little as twenty-five minutes per day of educational children's programs like Sesame Street did significantly better on standardized verbal and math tests when they started school and consistently spent more time on reading and other educational activities than did children who watched primarily noneducational cartoons and adult programming."

Note: For more research, see attached report on violence and youth by the American Psychological Association.

Consumerism

(pages 288 - 292) See attached.

values. If either is undermined, the consequences will end up costing us all more in the long term, materially and otherwise, than we can possibly gain in the short term.

In this book I have talked about the responsibilities of individuals and institutions for the future of our children and the village they will inherit. No segment of society has a more significant influence on the nature of that legacy than business. We live in an era of what political scientist Edward Luttwak calls "turbo-charged" capitalism, which is characterized by intense competition; breathtaking technological changes; global financial, information, and entertainment markets; constant corporate restructuring; and relatively less public control and influence over the private economy.

This combination of changed circumstances poses new problems for families and communities, and for the children who grow up in them. Business affects us powerfully as consumers, as workers, as investors, and, more broadly, as citizens of the society it helps to create and as inhabitants of the environment it has a strong hand in shaping. Our circumstances therefore require new and thoughtful responses from every segment of society, particularly from business.

→ OUR economy grows as it gives consumers more and better products to choose from, at competitive prices. On the whole, this system has been a boon to us, not only allowing us to live comfortably but providing more Americans with jobs. But one of the conditions of the consumer culture is that it relies upon human insecurities

to create aspirations that can be satisfied only by the purchase of some product or service. If all of us said today, "Okay, I have enough stuff. From now on I will buy only the bare necessities," that would be a disaster for our economy. But spurred on by cultural messages that encourage us to feel dissatisfied with what we have and that equate success with consumption—messages fueled by the advertisements that constantly bombard us—we face the far more likely danger of allowing greed to overshadow moderation, restraint, and the stability that comes from saving and investing for the future rather than satisfying short-term desires.

The threat is greatest to our children, who will inherit that future and the values that shape it. "As a society," writes David Walsh in *Selling Out America's Children*, "we Americans of the late twentieth century are sacrificing our children at the altar of financial gain," and, in Walsh's phrase, to the lure of "adver-teasing." Those of us who believe in the free market system should worry about what we are in danger of becoming: a throwaway society sustained on a diet of unrealizable fantasies, a society in which people—especially children—define self-worth in terms of what they have today and can buy tomorrow.

Walsh documents the careful calculation—and hundreds of millions of dollars—that go into advertising campaigns directed at children, whose desire for instant gratification and lack of sophistication make them easy targets. Children parked in front of the television for hours on end are particularly susceptible, and advertisers know it. After the Federal Communications Commission repealed regulations that limited the amount of time that could be devoted to commercials during children's television shows in 1984, the number of commercials

again increased, and program-length commercials—shows that revolve around toy-based characters—exploded.

The Children's Television Act passed by Congress in 1990 again set limits on commercial time during children's programming, but compliance has not always been strictly enforced, although the FCC is trying. "Kids today," observes FCC chairman Reed Hundt, "can identify more cereals than Presidents." Nor is the drumbeat to buy, buy, buy confined to commercials; advertising permeates children's lives. Even their sports heroes have become walking (and slam-dunking) advertisements for everything from Nikes to Pepsis to Big Macs.

Mass consumerism and "adver-teasing" have parents competing with multinational corporations not only for their children's values and beliefs but for their health. According to one study, Joe Camel, the cartoon mascot of Camel cigarettes, is now as recognizable to six-year-olds as Mickey Mouse. Cigarette brand names have become affixed to virtually every professional sport, from soccer to skiing to sailing. If you doubt that tobacco companies target children as prospective consumers, ask yourself what gets three thousand American children to start smoking on any given day, or talk to Dave Goerlitz, an actor who appeared in commercials for Winston cigarettes for seven years, until he became so disgusted by the company's blatant attempts to lure children that he left the business and joined an antismoking crusade. Or take a look at the previously secret documents from Philip Morris, which produces two out of every three cigarettes American children smoke, that U.S. Representative Henry Waxman of California read into the *Con-*

gressional Record in July 1995. Among the revelations was that the company, as Waxman put it, "studies third-graders to determine if hyperactive children are a potential market for cigarettes."

In cases where children are directly and seriously endangered by products, the government can and should step in, as the President has done in his proposal to have the Food and Drug Administration restrict children's access to cigarettes and smokeless tobacco, curtail cigarette advertising that appeals to them, and require tobacco



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companies to fund an educational campaign designed to counter the message that smoking is "cool." (Predictably, the tobacco companies are spending millions of dollars to fight the proposal through legal action in the courts and through an advertising campaign against "government bureaucrats.")

But government is a partner to, not a substitute for, adult leadership and good citizenship. Parents must become more willing to stand up to consumer pressures from advertisers and from their own children. They can resist the impulse to "prove" their love by showering children with things they do not need and give them precious time and attention instead. They can make a moral statement to their children and to manufacturers by refusing to buy products that promote gratuitous violence, sexual degradation, or plain bad taste. In the summer of 1995, clothing designer Calvin Klein withdrew an advertising campaign targeted at teenagers that featured young models in sexually suggestive poses after consumers objected.

If parents do not take a stand, how can we expect children to resist the consumer culture's message that style is more important than substance? We can measure its potential for destruction in the young lives already lost to murder over a ski jacket or a set of fancy new hubcaps. Parents need help from the village to counteract and to curtail the force of this message. The broadcasters and publishers who provide time and space to advertisers must exercise greater restraint and better judgment. Business must work with government and families to find ways of balancing the interests of industry with the interests of children.

. . .

THE consumer culture's assault on values adds to the pressures families are under in today's fast-changing economy. Most of us remember a time when business was an anchor in our communities. After World War II, when America had about 40 percent of the world's wealth and only 6 percent of its population, our nation enjoyed an economic boom in which businesses were expected to produce goods and services of high quality, not only for the purpose of bringing in profits for stockholders but also to create the jobs and higher incomes that would build the middle class. After all, if no one had jobs or incomes, who would buy the goods and services that businesses were producing?

In recent years, however, long-established expectations about doing business have given way under the pressures of the modern economy. Too many companies, especially large ones, are driven more and more narrowly by the need to ensure that investors get good quarterly returns and to justify executives' high salaries. Too often, this means that they view most employees as costs, not investments, and that they expend less and less concern on job training, employee profit sharing, family-friendly policies, shared decision making, or even fair pay raises that share with workers—not to mention their families and communities—gains from productivity and profits. Even workers' jobs may be sacrificed as executives seek short-term profits by "downsizing" or "outsourcing" (farming out to independent contractors work previously done in-house) or moving production to countries where wages are lower and environmental and other regulations less stringent. Instead of "We're all in this together," the message from the top is frequently "You're on your own."

VIOLENCE & YOUTH:

Psychology's Response

Volume I: Summary Report of the

American Psychological Association

Commission on Violence and Youth



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

► EXPOSURE TO VIOLENCE IN THE MASS MEDIA

Nearly 4 decades of research on television viewing and other media have documented the almost universal exposure of American children to high levels of media violence. Ninety-eight percent of American homes have at least one television, which is watched each week for an average of 28 hours by children between the ages of 2 and 11 and for 23 hours by teenagers. Children from low-income families are the heaviest viewers of television.

The level of violence on commercial television has remained constant during nearly two decades. In prime time there are five to six violent acts per hour; there are 20 to 25 violent acts per hour on Saturday morning children's programs. Although there is less research on cable television and VCRs, the rate of violence for MTV, for example, far exceeds that on commercial television. More graphic violence, sexual content, and mature themes are readily accessible in the 60% of homes in which cable television and VCRs are available.

There is absolutely no doubt that higher levels of viewing violence on television are correlated with increased acceptance of aggressive attitudes and increased aggressive behavior. Three major national studies—the Surgeon General's Commission report (1972), the National Institute of Mental Health Ten Year Follow-up (1982), and the report of the American Psychological Association's Committee on Media in Society (1992)—reviewed hundreds of studies to arrive at the irrefutable conclusion that viewing violence increases violence. In addition, prolonged viewing of media violence can lead to emotional desensitization toward violence.

Children's exposure to violence in the mass media, particularly at young ages, can have harmful lifelong consequences. Aggressive habits learned early in life are the foundation for later behavior. Aggressive children who have trouble in school and in relating to peers tend to watch more television; the violence they see there, in turn, reinforces their tendency toward aggression, compounding their academic and social failure. These effects are both short-term and long-lasting: A longitudinal study of boys found a significant relation between exposure to television violence at 8 years of age and antisocial acts—including serious, violent criminal offenses and spouse abuse—22 years later.

In addition to increasing violent behaviors toward others, viewing violence on television changes attitudes and behaviors toward violence in significant ways. Even those who do not themselves increase their violent behaviors are significantly affected by their viewing of violence in three ways:

- Viewing violence increases fear of becoming a victim of violence, with a resultant increase in self-protective behaviors and increased mistrust of others;
- Viewing violence increases desensitization to violence, resulting in calloused attitudes toward violence directed at others and a decreased likelihood to take action on behalf of the victim when violence occurs (behavioral apathy); and

- Viewing violence increases viewers' appetites for becoming involved with violence or exposing themselves to violence.

Film and television portrayals of women in victim roles and ethnic minorities in aggressive and violent roles exacerbates violence experienced by women and ethnic minorities. The effects on aggressive behavior of video and film modeling of violent behaviors have been demonstrated consistently and conclusively in psychological literature. Although the television and film industries can be credited for showing more ethnic minorities and women in a wider range of roles in recent years, the more common portrayals of such group members remain negative. Ethnic minority group members continue to be cast as criminals, gang members, or delinquents—exhibiting aberrant or antisocial behavior. In some instances, the showing of specific films depicting ethnic minority group members in this way have been linked to episodes of violence.

In explicit depictions of sexual violence, it is the message about violence, more than the sexual nature of the materials, that appears to affect the attitudes of adolescents about rape and violence toward women. Sexual violence in the media includes explicit sexualized violence against women including rape, images of torture, murder, and mutilation as well as the nonexplicit sexual aggression shown on commercial TV and cable and on videos available for viewing at home. Films that depict women as erotically surrendering to a rapist and willingly being raped have been shown to increase men's beliefs that women desire rape and deserve sexual abuse. Male youth who view sexualized violence or depictions of rape on television or in film are more likely to display callousness toward female victims of violence, especially rape. Laboratory studies also have shown an increase in men's aggression against women after exposure to violent sexual displays. Such sexual violence is found in X- and R-rated videotapes that are widely available to teenagers.

The concept of reality and how others live is also affected by the viewing of television programming and commercials. Low-income and ethnic minority children and youth are presented with a television world often quite different from their own. The contrast between the television "haves" and their own "have

ing involved

not" status can elicit strong desires in youth eager to share in the consumer products shown in programs and commercials. Furthermore, television often demonstrates how these desirable commodities can be obtained through the use of aggression and violence.

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The effects of viewing violence on television can be mitigated. Children can be taught "critical viewing skills" by parents and in schools so that they learn to better interpret what they see on television. For example, children can learn to distinguish between fictional portrayals and factual presentations. In addition, children can be taught to recognize ways in which violence is portrayed unrealistically (e.g., when it is portrayed without any negative consequences). Children can also learn to think about alternatives to the violence portrayed, a strategy that is particularly effective when an adult viewing the violence with the child expresses disapproval of violence as a means of solving problems and then offers alternatives. The availability of such protective measures for some parents, however, does not absolve the film and television industries from their responsibility for reducing the level of violence portrayed on the screen.

Television can be an effective and persuasive teacher of prosocial attitudes and has the potential to make a major contribution toward reducing violence. Among the strategies that may strengthen television's positive effects are:

- Inclusion of more prosocial messages and nonviolent problem-solving in television productions;
- Compliance with laws requiring broadcasters to serve the educational and informational needs of children by providing television programs that help educate children to prevent violence;
- Restricting times when dramatized violence is shown; and
- Creating and using a meaningful rating system that is based on a program's potential for damage to the child rather than on parents' sensitivities.

"Smart Parent's Guide To TV Violence" Audience List

30 PTA Parents

15 Gap Foundation Parents

10-20 Pre-interviewed & Special Guests

35-45 KQED Viewers

FAX

TO: Karen Finney - 415-6-7805

FROM: Kim Scott

RE: KUED snow

Re: 16 total w/ cover

This fax machine is picky so this might
take a few tries.

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- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

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

* DRAFT *

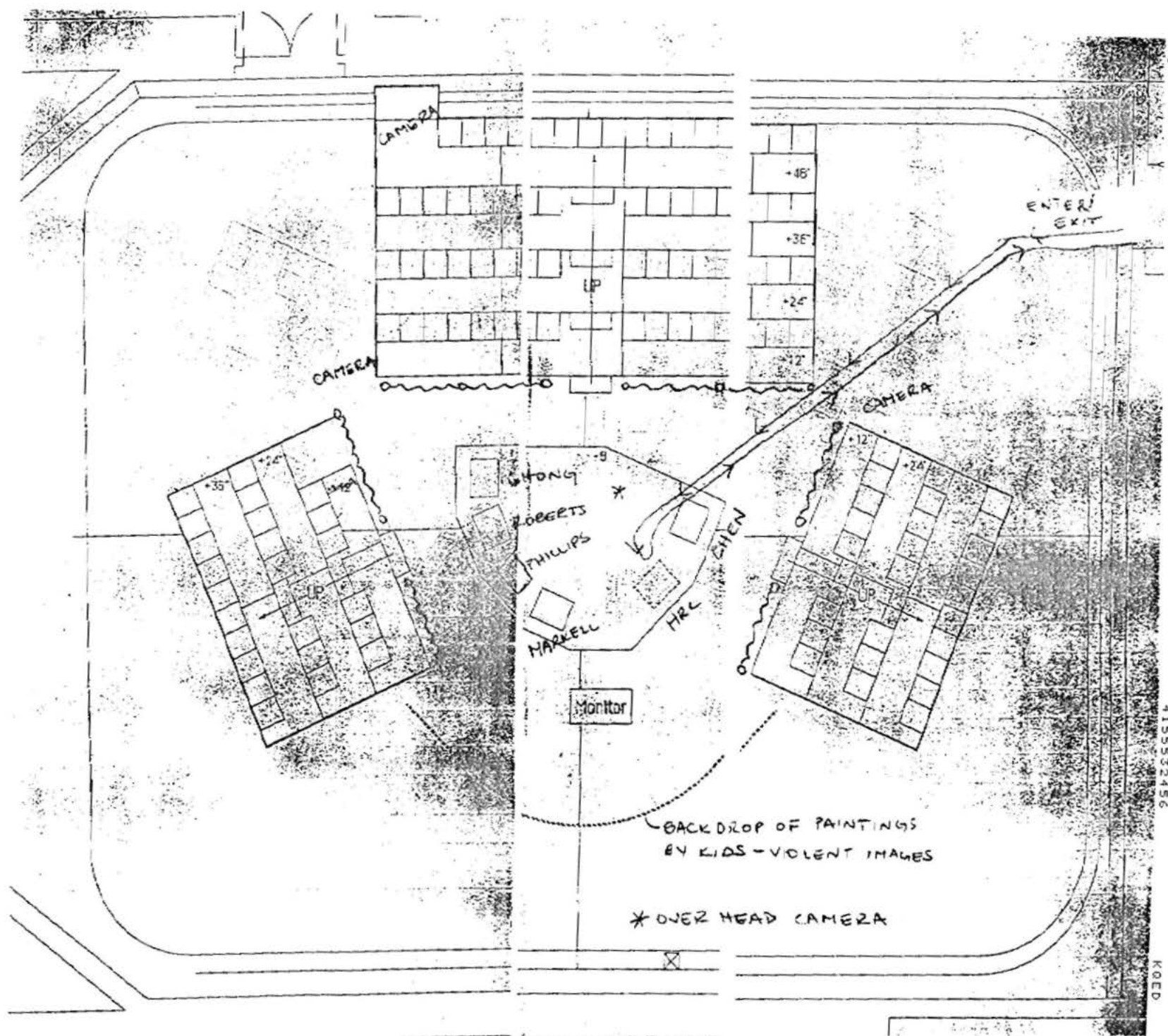
SMART PARENTS GUIDE TO TV VIOLENCE
PRODUCTION SCHEDULE FOR 5/30/96

as of 5/24/96
 TENTATIVE

2:30p	Crew Call: Supvr, TD, VID, VT, AUD, CAM 1, CAM 2, CAM 3, CAM 4, LD, UTIL, SM, FD
2:30p-3:45p	Cam align, tech setup; etc.
3:45p-4p	Crew break
4p-4:30p	director meet with crew
4:30p-5:30p	Possible rehearse; fixes; whatever
4p	call for makeup
4:15p-4:45p	dominique to makeup
4:45p-5:15p	milton to makeup
5p-5:30p	guests arrive - view roll-in packages
5:15p-6:45p	guests (4) to makeup
5:30p-6p	Crew meal
5:30p-6:15p	audience arrives and seated in Atrium
6:15p-6:45p	Jon pre-interviews and preps audience
6:45p-7p	Seat audience in Studio A
7p-9p	Tape show; record on 1" switched line, backup, ISO 1, ISO 2; quad split on vhs; PB 1" insert reel
	(b)(6)
9p-9:15p	Crew Break
9:15p-10:15p	Full tech strike
10:30p	Crew out and goodnight

need to discuss [001]

12:30 PM 5/28/96





Seeing Is Believing

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JOHN SILBER

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The recent attention that has been brought to bear on the content of movies is also overdue, given their powerful influence on the culture. At least we have a movie ratings system, although there is much we can do to refine it and to improve the content of films in the first place. For example, we can look to countries such as Great Britain and Australia, which have stricter codes for violent content. But in this chapter the focus is primarily on

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There is another option parents might consider: Just turn the televisions, video games, and VCRs off—for an evening, a week, a regular day each week. When I made this suggestion in an interview with *Woman's Day*, readers responded enthusiastically. Some parents, fed up with not only depictions of violence but the excessive influence of television in general, wrote to say they had already tried out the idea.

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The Miami group is among the many parent and consumer groups urging the FCC to enforce its regulations and to strengthen them, by requiring the networks to air more educational programming. In 1991, twenty-seven hours of quality children's programming aired each week. The President and FCC Chairman Reed Hundt would like to see the FCC require each network to broadcast at least three hours a week. As of this writing, the FCC has not yet taken action on this proposal. In response to public petitions, however, Westinghouse, which has recently purchased CBS, has voluntarily made such a commitment. The FCC's decision will not affect cable stations, since they are considered exempt from government regulations because they do not use the public airwaves.

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That's why public television, which has consistently provided educational programming for children, deserves our tax dollars and charitable contributions. Shows like *Sesame Street* entertain while they teach math and reading. *Where in the World Is Carmen Sandiego?* makes learning geography fun and exciting. With the help of music videos and special effects, *Bill Nye, the Science Guy* transports science out of the classroom and into the world. Many "hit" educational shows are creations of the Children's Television Workshop, which was founded in 1968 to explore television's potential as an educational medium. In May 1995, John Wright and Aletha Huston, professors of human development at the University of Kansas, released the results of a four-year study on how television influences the academic skills, school readiness, and school adjustment of low-income children. They found that preschoolers who watched as little as twenty-five minutes per day of educational children's programs like *Sesame Street* did significantly better on standardized verbal and math tests when they started school and consistently spent more time on reading and other educational activities than did children who watched primarily noneducational cartoons and adult programming.

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Acknowledging that commercial television is driven by the need to make a profit does not let executives and programmers off the hook. As Newton Minow said in a 1995 keynote address to a conference of Children Now, a leading nonpartisan, nonprofit organization for children: "In an ideal world, the people who work in television would have to take an oath like the Hippocratic oath: 'Do no harm.'" How could they uphold it? They could begin by asking themselves if they would allow their own children, grandchildren, nieces, nephews, and neighbors

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KQED TV9
KQED 88.5FM
San Francisco Focus

KQED Inc.
2601 Mariposa Street
San Francisco, CA 94110-1401
415 864-2000

April 16, 1996

Patty Solis
The White House
Office of Scheduling and Advance
1600 Pennsylvania Ave. NW OEOB, Rm. 1851/2
Washington, DC 20500
Fax #(202) 456-2461

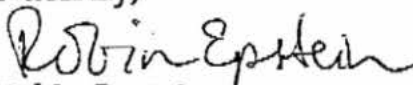
Dear Ms. Solis,

We are honored that the First Lady is considering taking part in our PBS special, *The Smart Parent's Guide to TV Violence*. Following is a short synopsis of the program along with highlighted sections from *It Takes A Village* that we feel are particularly relevant and would want her to emphasize. We would feature Mrs. Clinton in the second half of the show and would require no more than an hour and a half of her time between 7:00 and 8:30 on the evening of May 30th. She would be joining Dr. Robert Phillips of the American Psychiatric Association and Joan Dykstra, President of the National PTA on stage. (Page 4 and 5 of the show format detail the portion of the show in which she would appear.)

The program is designed to help parents take control of the TV set in their homes as well as to help them participate in the public debate on this critical issue. As a mother and a national leader the First Lady would lend a personal and political perspective that would enhance the effectiveness of this important program.

The special will be co-hosted by the talented talk show host, Dominique diPrima and Dr. Milton Chen, author of *The Smart Parent's Guide to Kids' TV*. It will be scheduled to air in prime time around the country in September. We are thrilled about the possibility of the First Lady's participation and will be in contact with you over the next few days. You may also reach me at (415) 553-2460. I look forward to talking with you further.

Sincerely,


Robin Epstein
Associate Producer

cc Karen Finney, Press Office

30-45 min.
w/ Dr. Phillips

SHOW FORMAT

OPEN - a montage of fast action violence dissolving to and from pans of children's artwork about television violence, and sometimes superimposed by transparencies that are slow motion shots of children playing and laughing. Graphic facts as newspaper headlines float by and fade in and out on different areas of the screen. (i.e., *4 of 5 Americans think TV violence contributes to real life violence. Or, 74% of station managers agree - TV is too violent. And, 1 in 4 Americans won't give up their TV sets for \$1 million.* - TV Guide Poll 1992.) (Audio mix of music, with short comments and questions from children and adults. Either that, or VOs reading the headlines) As smoke clears we see the show title stamped over a blown out television, *The Smart Parent's Guide to TV Violence*.

DISSOLVE TO STUDIO - audience applauding, instrumental music continues and fades under hosts' intros.

INTRO SHOW - Our two co-hosts introduce themselves and pose the concept of the show to the studio audience and the viewer. (They tease the First Lady's presence.)

The hosts give concise explanations of the three points the special will address: 1. The purpose of this program is to present solutions and strategies for parents to use in their homes to help them minimize, defuse and analyze violence on TV with their children. 2. The program will strive to connect concerned parents around the country with each other and with responsible organizations tackling this problem that touches all of us. 3. The program will not spend time debating whether or not television violence affects viewers. Rather, it will proceed on the conclusions of overwhelming evidence showing that violence does have an effect, especially on young viewers. The special will help parents better understand types of violence and types of effects, both behavioral and psychological. We will, however, state the problem to establish the context for our discussions and to stress the urgency of the topic.

This leads to Dominique's intro to our first roll-in package which communicates the seriousness of the problem and kicks off the discussion. Milton pushes "play" and the first image on the set monitor is a pan of a child's picture of TV violence. We dissolve to the pre-produced segment full screen.

ROLL-IN #1 - The package combines young peoples' thoughts about TV violence broken up by example clips from shows (including ads and movie promos) with graphics showing times aired. They are separated by 2 frames of

snow and a "psst" sound as though we were channel surfing. The segment will focus on violence in children's programs specifically. The piece will show young children pretending to be power rangers and acting out ninja turtles moves. Young people will talk about what scares them, what the differences are between animated and live action violence. They will also talk about the rules in their homes regarding the amount and types of television programming they are allowed to watch.

Graphic facts designed as news headlines move in and out (as in the open). Examples include, *The average 6th grade kid has watched 100,000 acts of TV violence including 8,000 murders.* and *The average kid's program has 5 times as many violent acts as prime time TV.*

We'll see kids buying TV character toys that promote play that imitates the program violence. We see the graphic statement, *If TV didn't affect people there would be no commercials.* We also see an updated stat of, *Advertisers spend \$1 billion a year advertising to kids.* The piece ends with a freeze frame from the Schwarzenager film, "Predator," with a superimposed image of a rubber stamp warning in red that states, *"TV Violence is Harmful to Your Child's Health."* (We add stamp sound effects.)

DISSOLVE TO STUDIO - The questions start. Dominique asks the audience, "Do your kids watch violent shows?" "Do they imitate what they see?" "Do you talk with them about what they watch?" (We include an answer from Sherman Spears, an articulate young African American disabled as a result of real violence, who is in the audience.) "Do you worry about the impact of violent images on your children?" "Why is there so much violence on television?" Milton adds his own wit and wisdom to the stories and answers as well.

Milton presents the concept of the TV diet and Dominique elicits questions, comments and stumbling blocks parents in the studio audience have experienced when attempting to take control of the TV set. They discuss having different aged kids in the house. They confess to the difficulties they have in setting an example. Going on a TV diet yourself? What do you do when the kid throws a tantrum?

Dominique introduces Dr. Robert Phillips of the American Psychiatric Association to discuss the latest study's emphasis on violent acts that go unpunished. "What's missing from the picture?"

The conversation moves to the topic of racial and gender images of violence on television. After a couple of comments Dominique introduces the roll-in package and Milton pushes play on the set monitor. The segment starts with another child's illustration.

ROLL-IN #2 - General programming beyond the Saturday a.m. fare for children. The discussion includes racial and gender images of violence. Using the same graphic and production style as the previous package this roll-in deals with the criminalizing of communities on the news and in reality shows, and the objectifying of women and romanticizing violence against them in music videos and commercials. Again, graphic facts move through sections of the screen like headlines. (Examples: A 1989 study of television programming by Williams and Condry found that *African Americans are more likely to be portrayed as victims, suspects and perpetrators of violence than other races..* In 1988 the American Academy of Pediatrics noted that *56% of music videos show violent acts, usually against women..*)

Children are interviewed about their feelings after witnessing frightening news stories, from murders and kidnappings to fires and dangerous weather. The package ends with a stamp graphic that states, *Watch at your own risk.*

DISSOLVE TO STUDIO where discussion progresses to the subject of psychological fears of society and groups in society caused by repeated viewing of violent images and content.

Milton points out the dangers of stereotypes found in old re-runs that increase in number as the channel choices expand. He tells the story of his daughter reacting to Asian stereotypes on the tube. Dr. Phillips speaks of the desensitizing affect of seeing the Rodney King beating over and over again. We discuss ways to re-sensitize children to TV violence by asking how the victim might feel? How would you feel if the violent act happened to you or someone you care about?

As the discussion progresses Dominique brings on Joan Dykstra, president of the National PTA to talk about their work on the issue of violence and television. She talks about their alliance with the cable industry and the positive results. She emphasizes the parents role in teaching media literacy.

Milton rolls tape and the set monitor dissolves from a child's picture to home video footage of a family struggling with the question in their living room.

ROLL-IN #3 - a series of home video clips from families dealing with their kids, themselves and the television(s) in the house. The series includes footage from kids with TVs in their bedrooms. Milton pauses the clips on the studio set monitor in order to comment or to give Dominique and the audience a chance to respond to the scenes they and the home viewers are witnessing.

The series of clips shows successes and failures while the hi-8 discussions give the studio audience and our guests a chance to say how they would have

handled similar situations. We get the perspective of single parents as well as grandparents who are raising their children's children.

A clip from hi 8 footage of a group of ten year olds watching "Mortal Kombat" raises questions about peer pressure. Dominique points out that a restrictive rating has been shown to add to a programs attraction for boys. Another clip demonstrates the difficulties of getting the kid to turn off the TV. Milton stresses the importance of letting children have a voice in setting the rules and selecting which shows to watch. The discussion also brings out the difficulties parents themselves have in turning off the television.

Another clip shows a family trying to discuss a movie promo that scares the child leading to a discussion of promos and ads at inappropriate time slots. Another household shows kids watching cartoons prompting a discussion of different kinds of violence and how to talk with children about what the consequences would have been if the behavior of the cartoon characters took place in real life.

Other selections show parents talking with their kids. Milton pauses to point out the different kinds of questions that can be used. "If there is violence on a program ask your child how he could have solved the problem without violence. When does the "good guy" use violence? Why does he use it? When do "bad guys" use violence? Is it okay for the good guy to use violence if the bad guy uses it too? What would happen if the good kids at school used the same kinds of violence that good characters use on TV shows?"

When one moment captures siblings of different ages with different tastes trying to decide what to watch Milton suggests getting into the habit of knowing what you are going to watch before turning on the set. Some families even make out their own TV guide.

One of the last and most successful examples prompts comments citing the positive uses of television. The final clip ends with a graphic stamp warning, or a diet related warning, "*Parental Guidance Advised!*"

→ **DISSOLVE TO STUDIO** where Dominique introduces Hillary Rodham Clinton to a standing ovation. The First Lady discusses some of the concerns dealt with in "It Takes A Village." The discussion leads to the parent's role and concrete steps that can be taken in the home to deal with the violent stranger in the house. Then the focus turns to a discussion of how parents can become active in their communities around the issue, how to ensure that the entire village takes responsibility for the problem. We present and discuss the problem of TV violence as an issue of public health.

Dominique takes a question about the V-chip and gives a clear definition to which we add graphic illustration from KRON. Mrs. Clinton and guests

make the distinction between government censorship and a parent's right to control what comes into her home. Milton stresses that the V chip can't be an excuse for the broadcasters to no longer be concerned about the content and air times of their programming. Audience discussion refers to people's inability to program even the clock on the front of their VCRs.

We get advice from the First Lady both as a parent and as a national leader and advocate for children. We explore how parents can most effectively make their voices heard, how they can affect the networks and cable operations, as well as public policy set by the FCC and Congress.

They inform the viewers and studio audience about some of the many organizations and coalitions, including the PTA, that are concerned and doing something about television violence and children. The following discussion provides a spectrum of different ways to get involved and Dominique intros a short package with contact numbers.

Milton roles the monitor and we see a child's handwriting.

DISSOLVE TO ROLL-IN #4 We pull out to see a second grader's painting that includes her written call to "Erase the violence!" The piece combines short, inspiring and hopeful statements from kids with names and numbers of organizations active around this issue as well as government and industry as well as corporate sponsors to demand action. The segment winds up with several examples demonstrating positive uses of television and ends with a superimposed stamp graphic warning, *"If irritation continues call your broadcaster."*

DISSOLVE TO STUDIO wide shot of the audience applause with music coming in under Milton and Dominique's good-byes to the honored guests, the studio audience and the viewers at home. Directly to the camera, Milton punches a button on his remote and the viewers TV appears to flash to black. After a long second the credits start to roll over black. We hear a mix of music and audio from show clips.

PTA - Program how it works

Family tv diet

→ HRC V-chip / Book stuff

Questions to
Parents

Panelists

Don Roberts - Stanford University

(Mar. 4 - briefing on TV violence)

Family Conference - Nashville

Advisory Board for Violence Study by Cable Industry

Robert T.

Dr. Phillips - (African American psychiatrist)

(Mar. 23⁹⁴ Healthcare Reception)

Participated in V-chip event w/ POTUS, VPOTUS
& HRC / Tipper

Family Conference - Nashville

Milton Chen

- Family Conference - Nashville
- wife is computer tech / kids

① Who are the audience?

② Joan Dykstra's role? - talk about Family & Community
Critical Nursing Proj.

③ Specific programs from the book
to highlight?

→ No Psychiatrist

U of Kansas - John

① Who on the panel

Jannie Harrell - PTA

What Parents Can Do?

-empowering parents

WH Conf. on Children

Dr. Phillips (African American Psychiatrist)

Don Roberts - Stanford

(Nashville conf.)

Cable tv + violence studies

Skila - Family
Conference

2 segments

audience - parents

groups being invited PTA inviting some

also call-ins.

Mary Jane
England

FAX TRANSMITTAL SHEET

Date: April 16, 1996

Time: 6:00pm

To: The White House Press Office

Attn: Karen Finney

Fax Number: (202) 456-7806

From: Robin Epstein, KQED
2601 Mariposa Street
San Francisco, CA 94110

Message:

① Children Now → Parental TV monitoring
groups?

If there are any problems in the transmission of this document or if all
pages are not received, please call Robin at 553-2460.

Number of pages following:

11

KQED

K: Karen Finney
(Press office)

OFFICE OF SCHEDULING FOR THE FIRST LADY

DATE 2/15

ORGANIZATION/ EVENT	KQED
DATE	Wednesday, April 24 th (flexible)
LOCATION	California
EVENT DESCRIPTION	One hour special PBS program
STATUS	ACCEPT _____ REGRET _____ PENDING _____ VIDEO _____ LETTER _____
CONTACT	Milton Chen
NOTES	Karen - what do you think? - Hilky

Use -

This is a good idea. We
should consider participating
in some fashion.

KF

—



February 13, 1996

KQED TV9
KQED 88.5FM
San Francisco Focus

KQED Inc.
2601 Mariposa Street
San Francisco, CA 94110-1400
415 864-2000

Mrs. Hillary Clinton
The First Lady
The White House
Scheduling Office
Washington, DC 20502

Dear Mrs. Clinton:

On behalf of KQED and public television, we invite you to participate in a one-hour special PBS program on the subject of helping parents cope with TV violence. Our working title is "Parental Discretion Advised." The chapter in your book, It Takes A Village, provides an excellent blueprint for helping parents to understand the effects of TV and to take control of the TV set with their children.

Our program, produced this spring to air in September, 1996, will allow you a chance to carry your message to a national audience of parents and educators. We also plan for the program to be made available on home video for extended use by parents' groups. We would like you to participate on stage as one of several invited experts, making your points and responding to comments and questions from a studio audience of parents. The program format is described in detail in the enclosed description. The National PTA is considering an endorsement and outreach partnership and their president, Joan Dykstra, may join the program.

I wrote The Smart Parent's Guide to Kids' TV (enclosed) in 1994, out of similar concern for helping parents make sense out of this medium consuming so much of our children's (and our own) time. You'll see that we have been sounding the same notes in calling for parents to take a more conscious approach to TV in our homes. I will be a cohost for the program, and we are currently searching for a nationally known journalist/TV host to moderate. Currently we are targeting a studio taping date of Wednesday, April 24, for which we would need your presence for about four hours. This date can change depending on your schedule and those of our host and other invited guests.

I participated in the Families and Media Conference moderated by the Vice President last July in Nashville and had the opportunity to meet members of the White House staff, Carol Rasco and Skila Harris. They are familiar with my work and KQED and I am sending them copies of this letter, in the hopes they will support your appearance on our program.

Sincerely,

Milton Chen
Center Director
KQED Center for Education & Lifelong Learning
phone: (415) 553-2139, fax: (415) 553-2380

Robin Epstein
415-553-2460

cc: Ms. Carol Rasco, Assistant to the President for Domestic Policy
Ms. Skila Harris, Special Assistant to the Vice President

**PARENTAL DISCRETION ADVISED:
THE SMART PARENT'S GUIDE TO TV VIOLENCE
A One-Hour Special Produced by KQED-San Francisco
National PBS broadcast in September, 1996**

February, 1996

INTRODUCTION

The National TV Violence Study released this month found more than 18,000 violent interactions in a sample week of TV programming in 1994. The perpetrators of TV violence go unpunished in 73% of violent scenes. Only 4% of violent programs emphasize an anti-violence theme. The current outcry of public concern is long overdue. Why does American TV present so many violent acts, from murder and rape to assaults and gang warfare? Is all TV violence created equal? What are the effects of TV violence on what children do and think? Most importantly, what can parents do about it?

There is a growing national consensus that TV violence affects a child's behavior, attitudes, and outlook on life. Recent statements from President Clinton, Vice President Gore, and Senator Dole have drawn unprecedented national publicity to the issues of how TV is used in families. Public broadcasting, through the Public Television Outreach Alliance's "Act Against Violence" campaign, is one of many organizations from the public and private sectors focusing on violence in communities across the country. For example, the Family and Community Critical Viewing Project, sponsored by the National PTA, National Cable TV Association, and Cable in the Classroom, is providing workshops for parents and teachers to help families take better control of the TV set.

Parents have been identified as a key missing link in dealing with TV violence. To support parent education and understanding, KQED is producing a one-hour special about the effects of TV violence on children and the vital role parents play in the TV-child relationship. Using a mixture of a studio audience format with field-produced segments featuring families using TV, the medium of television will be used to examine itself, to look at its own content, and to present practical ideas for parents and caregivers to reduce the negative impact of televised violence.

The goals of the special are three-fold. First, we want to take an honest look at how violence is depicted on television, its many types and contexts, and its types of impacts on young viewers. Second, we want to provide parents with strategies to limit the amount of violence their children watch and to give them tools for discussing and analyzing TV's violent programming with their families. Finally, we hope to empower viewers by getting them

involved in the increasing public debate around this issue affecting the future of our children and our society.

Dr. Milton Chen, Director of the KQED Center for Education & Lifelong Learning, will co-host the special with a nationally-recognized television host/journalist. We are looking for a co-host who has a personal interest in the subject and the skills to work with our studio audience and guest experts. This program is based in part on Dr. Chen's book, The Smart Parents Guide to Kid's TV, published by KQED Books in 1994. The book addresses not only TV violence, but related issues of TV advertising, stereotyping, and how TV can be turned into a positive, educational force in children's lives. Dr. Chen and his work have been featured on ABC's *Primetime Live*, *Entertainment This Week*, and PBS's *Frontline*; in newspapers ranging from *USA Today* to the *Los Angeles Times*; and numerous radio talk shows. He is one of the leading spokespeople on the subject of TV and kids.

THE PROGRAM

This one-hour special will begin by investigating what children are really watching, from the standard kid's TV menu airing after school, Saturday mornings, and during family viewing hours, to programming designed for more adult viewing, from the six-o'clock news to late night shows. Very little programming isn't seen by at least a percentage of the younger population, and we'll present samples of the range of TV violence in these types of programs.

We'll see that violence has a long tradition on television and we'll find out how it is being enhanced through the latest technological developments. Footage from 50 years of television will illustrate content as well as add an historical perspective. We'll see old clips from "Roadrunner" and "Have Gun Will Travel" along with scenes from programs currently on-air to illustrate the ways TV in the '90s has and hasn't changed from TV in the '60s and '70s, when today's parents were growing up.

After a short review of the violent content in American television, Dr. Chen will present a series of approaches parents can take to help minimize, defuse and analyze violence on TV for their children. Just as parents care about their children's nutrition, they must also be concerned about their children's television consumption. Dr. Chen will recommend a "TV Diet" reducing excess viewing with more selective viewing. We'll see families at home trying to cut back. We'll hear from them, as well as members of the studio audience, as they comment on their difficulties and successes in limiting the quantity and improving the quality of TV viewing in the home.

This special will include a number of short pre-packaged segments to inspire discussion and to teach media literacy skills. These segments will profile

effective TV use by parents and children in homes, and the reactions of children themselves to the TV violence they've seen. We'll give guidance on how a parent can communicate values to counteract media images promoting aggressive behavior as an acceptable way to solve problems. These segments will show how parents and children can discuss TV violence and engage in media literacy activities to arm children with a better understanding of the medium. One segment might show a variety of devices to help parents select programming for their children, including an explanation of how the V-chip might work.

Dr. Chen and his co-host will bring out the expertise of a variety of guests, representing parents' organizations, child advocacy groups, university researchers, schools, and public health agencies. These guests can include Dr. Robert Phillips from the American Psychiatric Association; Joan Dykstra from the National PTA; Professor Donald Roberts from Stanford University; and Sherman Spears, a young African-American man confined to a wheelchair after being caught in gang crossfire. Mr. Spears works for "Teens on Target," a youth organization dedicated to educating other young people about ways to prevent violence, particularly gun-related violence.

The program will have a highly visual look, with graphics raising issues and presenting statistics, nuggets of interesting and provocative information. Some of the facts are frightening, such as "The average American child watches 100,000 acts of televised violence, including 8,000 murders, by the time she or he finishes sixth grade." Other findings point to the potential for positive uses of television, such as the conclusion from a study by the Carnegie Foundation that states, "With selective viewing, television can richly contribute to school readiness."

We will pose graphic and verbal questions to the viewers, and to the studio audience and to our guest experts. We will present questions designed to stimulate discussion, such as, "Why do you think there is violence on TV?," "Do you think television violence affects your life?," and "Would the V-chip help you use TV in your home?"

Beyond effects on aggressive behavior, the program will also look at the "psychological violence" impacting a broader group of viewers from a young age. As children develop a distorted picture of the level of violence in the real world, they can develop fears of going outside, fears and stereotypes of other people and groups of people in society. We'll examine racial images of violence on TV and their impact on children, and particularly on children from those communities most often portrayed as dangerous and violent.

An important aspect of this program will be its ability to act as a catalyst for citizen action, for parents and other caregivers to take action in their own communities. Parents need to voice their opinions to each other, TV

networks and programmers, advertisers, the FCC, Congress, and organizations working to improve the TV our children watch. Action steps for parents will be featured, from organizing a school-wide "Smart TV Week" to PTA workshops to letter-writing campaigns.

SCHEDULING & DISTRIBUTION

We anticipate "The Smart Parent's Guide to TV Violence" will be scheduled by PBS in September, 1996, as part of its annual Back to School Month of special programs for families and educators. We are planning for the program to also be available in home video and for audio-visual use in classrooms, extending its use as a parent education tool. Video and book tags will run at the end of the program, as well as information on resource lists and additional information available via KQED's World Wide Web site (<http://www.kqed.org>). Outreach and promotional partnerships will be sought with national organizations promoting the effective use of TV. Pointers from the KQED Web site can be made to these other organizations active in the field.

PRODUCTION STAFF

Jon Fromer, Producer, has been producing children's and family programs at KQED since 1994, including a multicultural storytelling pilot, "Short Stories and Tall Tales." For 8 years, he produced Home Turf for KRON-San Francisco (NBC), an issue-based, hip-hop-oriented series for teens. His documentaries for adults include "Navajo Medicine" and a special about the late Bill Graham. His productions have been honored with eight Northern California Emmys, an Iris from NATPE (National Association of Television Program Executives), five Action for Children's TV Awards, and four Ollie Awards from the American Children's Television Festival.

Michael Schwarz is Senior Executive Producer for KQED. Since 1988, Schwarz has supervised the production of KQED's news and current affairs programs. Most recently, his productions include "Paul Ehrlich and The Population Bomb" and he is currently developing a series on comparative approaches to juvenile justice. His programs for public television have won numerous awards, including three national Emmy Awards, a George Foster Peabody Award, an Alfred I. duPont-Columbia University Journalism Award, and the Grand Prize in the Robert F. Kennedy Journalism Awards.

FUNDING

Funding for "The Smart Parent's Guide to TV Violence" is provided by the Bernard Osher Foundation of San Francisco.

SHOWS FOR YOUNGSTERS AND THEIR PARENTS TOO

How to maintain a well-balanced diet from small-screen bites

BY N.F. MENDOZA
TIMES STAFF WRITER

You wouldn't pack your child's "Lion King" lunch box with just Kool-Aid, Funyons, Twinkies, Snickers bars and Sour Patch Kids, would you?

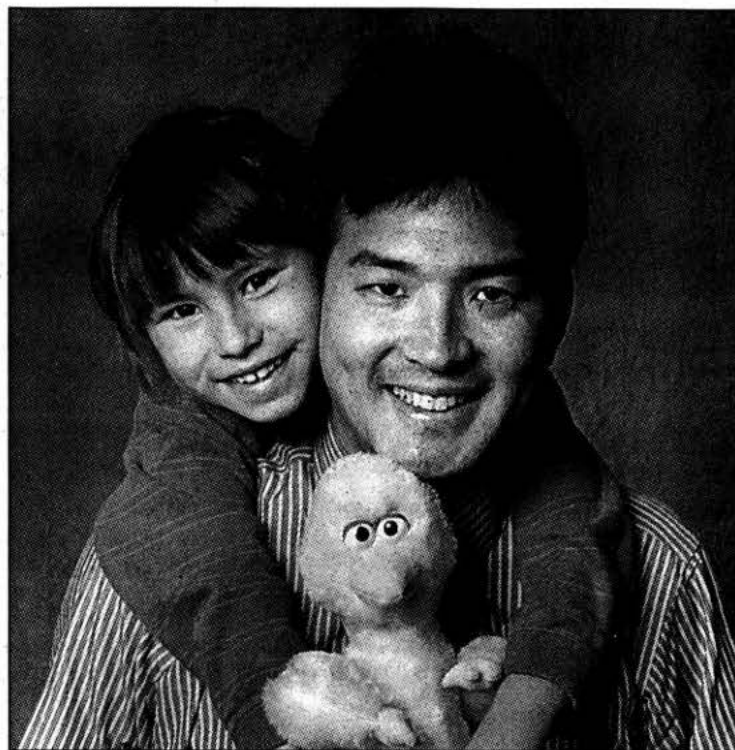
If you answer, "Of course not," you probably want to make sure your child has a balanced television diet.

In TV language, this means your child can watch the almighty "Mighty Morphin Power Rangers"—considered in the "dessert category." But be sure you round it out with a show such as Nickelodeon's "Nick News"—the "main course." If ABC's "Sonic the Hedgehog" dashes across your screen often, he can be balanced out by the syndicated Jack Hanna's "Animal Adventures."

At least, this is the analogy that communications research expert Milton Chen uses to encourage parents to be more aware of what their kids are watching.

To get kids to comply, bring TV into the family system, suggests Chen, author of "The Smart Parent's Guide to Kids' TV." Many parents don't realize how relevant television is—so much so, he asserts, that they should consider television as important in their kids' learning as the child's teacher. "Television is a very important medium. It has its effects, consciously and unconsciously."

"Parents make sure children are reared, make sure they are fed, clothed, get the right shots, are educated in schools, learn math and English," he says. "But children learn from them. Teachers know that parents can do more in the first five years to educate their kids than teachers can do in 12 years. Children are wired to learn." And smack in the



HOME ROLE MODEL: Milton Chen, author of "The Smart Parent's Guide to Kids' TV," and his 7-year-old daughter Maggie.

middle of the living room during those formative years is the TV set, which parents can monitor.

Family viewing is the highest priority in smart viewing, according to Chen: "It really starts with families and values and parents' interest in listening to their children and seeing what they're watching." Parents, he stresses, need to "balance out the junk." If your child must watch the "Power Rangers," encourage him or her to check out—by watching together—Disney's "Ocean Girl," an action-adventure show with an emphasis on ecology.

Chen, director of the Center for Education and Lifelong Learning at San Francisco PBS affiliate KQED, says he likes the concept of "webs of learning"—meaning one supports another; for example, TV helps school. He believes TV can promote many positives. "TV can support children's interest in science, nature, computers, horseback riding, sports ... there's a range of programming beyond what is specifically produced for kids to support their interests."

He cites his own recent family trip to South Africa as an example. He, his wife and 7-year-old daughter Maggie have developed an interest in the continent, animals, wildlife and politics as a result of the trip. "Now we

watch programs about it, or 'National Geographic Specials' about elephants. We're just one example of how our family interests are supported by television."

Chen says that his own interests don't interfere with his evaluation of good programming for kids. Some shows he recommends for their appropriate age groups are PBS' "Barney," "Mister Rogers' Neighborhood," "Ghostwriter" and Nick's "Clarissa Explains It All" and "Nick News."

He says he likes the BBC notion that "children's programming should reflect a full range of adult programming," including news.

After age 10, kids are watching prime-time shows. "I can just encourage parents to find programs that are for general audiences, but carry positive and educational messages." Chen says he suggests science and nature programs on Discovery, The Learning Channel and "National Geographic" specials.

But, above all, he stresses: Watch with your kids and balance their TV diet.

"The Smart Parent's Guide to Kids' TV" by Milton Chen is available from KQED Books for \$8.95 and can be found in the parenting/education section of your local bookstore.

Specialty Shows

Public Affairs, News

SUNDAY: Meet the Press, 7 a.m. KNBC. ...

Sunday Morning, 7:30 a.m. ... **Good**

Morning America, 8 a.m. KABC. ...

the Nation, 9 a.m. KCBS. ... **L.A. Extra**, 10

a.m. KABC. ... **Vista LA**, 10:30 a.m. KABC.

... **Wall Street Journal**, 11 a.m. KABC; 7:30

p.m. Friday KVCR. ... **Clive James'**

In the 20th Century, 11 a.m. to 7 p.m.

KCET. ... **This Week With David Brink-**

ley, 11:30 a.m. KABC. ... **City View**, 5:30

p.m. KABC. ... **60 Minutes**, 7 p.m. CBS.

TUESDAY: Frontline, 9 p.m. KCET. ...

Oaxacalifornia, 10 p.m. KCET.

WEDNESDAY: Life & Times "The Writ-

ing on the Wall," 7:30 p.m. KCET.

FRIDAY: Washington Week, 7 p.m. KVCR;

8 p.m. KCET KPBS; 8:30 p.m. KOCE. ...

Street Week, 7:30 p.m.; 8 p.m. KOCE,

KPBS; 8:30 p.m. KCET. ... **Louis**

Rukeyser's 1995 Money Guide, 9 p.m.

KCET. ... **Cronkite Interviews Clinton**,

10 p.m. KCET. ... **The Works III** offers video

essays about Los Angeles, 11 p.m. KCET.

SATURDAY: Making It: Minority

cess Stories, 10 a.m. KTLA. ... **Teen**

Talk, 11:30 a.m. KDOC. ... **To the Con-**

trary, 1 p.m. KCET. ... **John McLaugh-**

lin's One on One, 2:30 p.m. KCET (Friday

midnight KVCR). ... **The McLaughlin**

Group, 6:30 p.m. KNBC; 7:30 p.m. (Friday)

KPBS. ... **The Crusaders**, 7 p.m. NBC.

Science and Nature

SUNDAY: Animal Adventures on "Uncom-

mon Canines," 9:30 a.m. KABC. ... **Weekend**

Travel Update, 2 p.m. KNBC. ... **Califor-**

nia's Gold ... With Huell Howser visits

the Golden Gate bridge, 7 p.m. KCET.

MONDAY: Bill Nye the Science Guy, 7:30

a.m. KCAL (Monday through Thursday), daily at

5 p.m. KCET and 4 p.m. KPBS. ... **Wild &**

Ica, 2:30 p.m. KCET (through Thursday). ... **Future**

Quest reports on the future of ocean ex-

ploration, 7:30 p.m. KPBS; 8 p.m. KCET.

TUESDAY: Nova journeys to Kilimanjaro, 7

p.m. KVCR; 8 p.m. KCET KPBS.

THURSDAY: Legendary Trails travels to

"The Way of St. James—David Lodge" driving

along the Camino de Santiago from the middle

of France to northwest Spain, 8 p.m. KCET.

SATURDAY: Travel Travel, 6 a.m. KCBS.

... **Newton's Apple**, 9:30 a.m. KCET. ...

The Victory Garden, 10:30 a.m. KCET. ...

Animal Adventures on "Man and Mam-

mal," noon, KABC. ... **Madison's Adven-**

tures Growing Up Wild, noon, KCBS. ...

Emergency Call, 4 p.m. KNBC. ... **Travel**

With Chuck Henry: America's

Time Machine looks at Washington's

Smithsonian Museum, 4:30 p.m. KNBC.

—N.F. MENDOZA

Children benefit when parents are their TV guides

By Nanci Hellmich
USA TODAY

Children watch TV an average of four hours a day and that ought to be cut in half.

Plus, parents should take stock of their kids' TV menu, encourage them to watch educational programming such as *Reading Rainbow*, *The Magic School Bus* and *Ghostwriter* and discourage them from watching shows that are intended for adults, such as violent cop shows.

And the popular *Mighty Morphin' Power Rangers* program shouldn't be viewed on a regular basis.

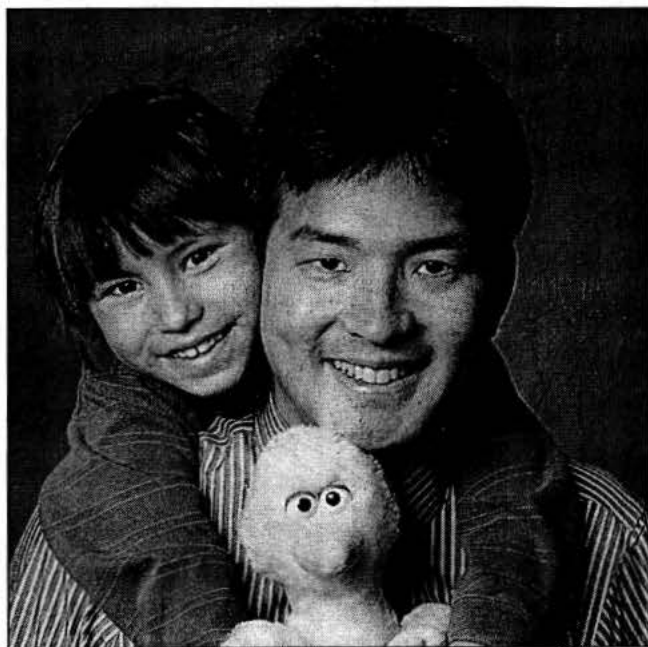
So says Milton Chen, author of a new book, *The Smart Parent's Guide to Kids' TV* (KQED Books, \$8.95) and director of PBS station KQED-TV's Center for Education and Lifelong Learning in San Francisco. Chen has worked with the Children's Television Workshop, the makers of *Sesame Street*. He has an 8-year-old daughter, Maggie.

In the book, he points out that children are watching TV an average of four hours a day, 28 hours a week, 1,400 hours a year, close to 18,000 hours by the time a child graduates from high school. That compares to 13,000 hours a child spends in school from kindergarten to graduation.

Parents should allow their kids to watch TV shows that promote values they believe in, and some of the popular programs should be desserts in TV diets and not the main courses.

In general, parents "need to grab some time back" with their kids and away from TV, Chen says.

"I often quote one of my colleagues at KQED: 'It's not that TV is bad. It's just that there's a lot of bad



SMART PARENT: Milton Chen, author of 'The Smart Parent's Guide to Kids' TV,' tries to limit daughter Maggie's viewing time to about two hours a day.

television."

Q: Are children really watching that much TV?

A: It's pretty astounding. But those numbers have been very consistent over the past decade or two. They are Nielsen numbers. Even with 500 channels, there are only 24 hours in a day for kids to watch TV, and they have to eat, go to school, get dressed.

... Still, it's an enormous amount of time. TV sets are on in American households about seven hours a day.

Q: How much TV should kids be allowed to watch?

A: All the national groups and parenting groups — National PTA, Academy of Pediatrics — who have looked at this issue would like to cut it in half. Also, I'm saying in the book

Keep track of viewing habits to make the best of your time

Want to break away from unconscious TV viewing?

In *The Smart Parent's Guide to Kids' TV*, author Milton Chen suggests keeping a TV diary. Here's how:

► On a large sheet of paper or poster, create a one-week calendar. Write the days of the week across the top, and the hours from wake-up to bedtime down the left side. Within each day, write the names of each family member.

► Post the chart in a conspicuous place. Every day, each person should keep track of what he or she watched and when. Or, one person could keep track of everyone's viewing by checking with each family member at the end of the day.

Four important things to do with your TV diary.

► Add it up. Once you've filled it out for a week, add up the amount of time each family member has watched TV. Then take a look at who watched which programs. Are your children watching more or less than the national average of four hours a day?

► Evaluate the programs you watched. What do you remember about them? What did you like or dislike? With older children, ask if the viewing was unplanned. If it was unplanned, discuss what other activities they could have pursued.

► Examine when kids watch. Do they watch in the mornings before school or day care? Before bedtime? Saturday or Sunday mornings? Discuss with your children parts of the day that might be spent doing other things.

► Evaluate your own TV watching. Does your viewing compare with the national average for adults, also about four hours? Are there periods that could be better spent in learning activities with your child?

let's redirect more viewing toward positive and educational programs.

Q: How much TV does your daughter watch?

A: It varies somewhat. We're trying to keep it about two hours a day (including videos).

Q: How do you set limits?

A: My wife is much better at setting limits than I am. Maggie was

watching half an hour of cartoons in the morning. She'd wake up earlier than we were, and we'd groggily tell her she could watch TV. But we found it set the schedule back and sometimes her mood wasn't what we liked it to be. So we said, "We're not going to watch TV in the morning." And there wasn't a huge tantrum. She said, "You know you've been

talking about that for awhile."

Q: What shows shouldn't parents allow their kids to watch?

A: I really wish parents wouldn't let kids watch programs that aren't intended for them, especially kids between 2 and 8. They should avoid programs that feature violence. This reality genre of cops shows in particular. The research is very clear that consistent viewing of these programs really leads children to become fearful and believe the world is a very mean place. Those programs lead to a cynicism and a meanness on the part of children as well adults.

Q: Do you think parents should let the kids watch *Power Rangers*?

A: I wouldn't rule out watching *Power Rangers* on occasion, but I'm concerned when a show like that is so popular that the characters become our children's heroes. They become the people our kids want to dress up like, behave like. I wish our children had other heroes that espoused nonviolence.

Q: Do you let your daughter watch it?

A: She's seen it on occasion, but she's not a regular viewer.

Q: How much of kids' viewing habits are formed by their parents example?

A: A great deal of it is the example of parents. ... There is something curious going on with this generation of parents who grew up with television. We watched shows when we were little, and we don't think we were affected. But we don't realize television's a lot more violent, a lot more graphic and a lot more commercial. Commercials are much more hard-hitting and the production techniques are much more sophisticated.

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