

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	re:John C. Wright [partial] (1 page)	06/22/1995	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20048

FOLDER TITLE:

PBS [Folder 2]

2013-0534-S

rc1728

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

File
PBS

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

June 26, 1995

REMARKS BY THE FIRST LADY HILLARY RODHAM CLINTON
AT PBS PANEL DISCUSSION
WHITE HOUSE

MRS. CLINTON: Good morning. And welcome, everyone, to the White House for this very important meeting. I am delighted that you could all be with us, and I want particularly to recognize a few people who were able to join us this morning. We have Representative Jim Moran from across the river in Virginia, and Representative Eleanor Holmes Norton from here in the District of Columbia.

We are also delighted that Richard Carlson, the President of the Corporation for Public Broadcasting; Ervin Duggan, the President of the Public Broadcasting Service; Delano Lewis, the President of National Public Radio; and Larry Irving, the Secretary for Communications in the Department of Commerce are also all here with us.

This is a meeting about a very important subject. It is about the role that television plays in the lives of our children and, particularly, the role of public broadcasting. I think that it is very important in our country today to acknowledge and admit that television is a pervasive influence in our lives and has a particularly significant impact on the development of our children.

There are some who have engaged in a long discussion -- even an argument -- over the last decades about what television means in our lives, what the role of violence, for example, in television is. But I would like to focus today on an issue that we are now finding more about, and that I hope will influence the debate about the role of public broadcasting and its contribution to children's development as we struggle with and argue over the proper role of government.

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Public broadcasting is for many, many children the only channel available that has consistently effective educational programming. Probably about 40 percent of our families in America do not have access to cable television. And because of the demographics and incomes of those 40 percent of our families, we know that they have a disproportionate number of our children. More than 40 percent of our children reside in those 40 percent of our families.

If you were to look, as I have done, at the daily television schedule of our three major networks and our public broadcasting channel, you would see what is available for those children in those homes. Now, certainly, there are other options on cable, but they are often far outnumbered by channels that provide information and programming that is not always suitable for our children.

But looking only at the four available channels that those 40 percent of our families have access to, it is clear that what is available to children with respect to their educational and developmental needs is not usually found on commercial television. It is found during the day on public broadcasting.

And there are those who think that the educational programming of public broadcasting is a luxury. But to them I would ask: What is the necessity that can be substituted for that luxury? Where are the outlets for the kind of helpful, productive, learning opportunities that children have access to on public broadcasting day in and day out?

But you don't have to take my word for it. You don't have to take anybody's word for it. We actually have research. We have evidence about the impact of television and the impact, in particular, of public broadcasting.

One of my great hopes from a meeting such as this is that our decision makers will not just engage in ideological discussions, but will make decisions based on the evidence that we have available to us. If one disagrees with the evidence -- fine. Provide counterevidence. But it is difficult to engage in a conversation about what is in the best interests of our children if the people engaging in it are merely taking ideological positions.

And so, today, I have asked some people who have a great deal of experience and knowledge about the impact of television and, particularly, the impact of public broadcasting on children, and

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especially on low-income children who often do not have the educational opportunities, the intellectual stimulation, the academic preparation that many of us try to provide for our own children.

I am sure anyone who has followed our national discussion about television knows of the woman I am about to introduce. She is someone who, for many years, has been, in effect, sounding the alarm about the impact of television. I wish that alarm were heard in every family more loudly than it sometimes is, as well as in the board rooms and legislative chambers of our country because she has pointed out, time and time again, that children are shaped by what they see, by what they hear, by what they are taught.

And the constant, pervasive presence of television in most of our homes is a challenge for parents who will have to learn and be willing to accept responsibility for monitoring more closely the television-watching of their children. But it is also a challenge for the larger society.

And so it gives me great pleasure to introduce Peggy Charren. She is the founder of Action for Children's Television and is currently serving as a visiting scholar at Harvard, continuing to examine and accumulate and analyze evidence about the impact of television on our children's lives.

* * * * *

MS. CHARREN: There's time for a few questions, and I thought that, given that we have the First Lady with us, we would let the First Lady ask the questions today instead of the audience.

MRS. CLINTON: Well, the one thought that kept running through my mind after what we've heard is, can you imagine any child rushing home from the first day of school and trying to tell the Power Rangers that she'd gone to school? (Laughter and applause.) You know, there's just sort of a disconnect there.

Well, I really find everything that each of you has said to be born out in our common experience. Really, it is common sense. But let's see if we can maybe take it one step further for people who are still saying to themselves, well, if this is so important, commercial television will pick up the slack; if this is so significant in the lives of our children, there will be a market for it, so all of what you are saying can be understood and accepted, but

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doesn't necessarily lead to the conclusion that you have to have a public television presence with designated programming for children in order to make the point that each of you has supported.

So let me ask both Peggy and John and then everyone else to comment. Why isn't it likely that if the worst were to happen, and the programming that we've already talked about and the significance of it that the research has demonstrated were to disappear, that that vacuum wouldn't be filled by the existing marketplace?

MS. CHARREN: I think that if there's anything that my 27 years of activism on behalf of choices for children on television has proved, it is that even with a lot of conferences, even with articles in the paper, even with the people who make that kind of television having children, they will not provide the kind of programming that children need that really enhances education. They are more comfortable with the other kind of programming.

And the problem is that when you talk to 2- to 15-year-olds in a voice that you want to tell them something important, you speak in a different language to preschoolers, to elementary-age kids and to older kids. And if you want to get the most eyeballs watching the commercials, you tend to say things that all children will listen to. And maybe all children do read comic books at one point. But when you talk to them about how wonderful literature is, you do it the way the book business does. And Public Broadcasting handles that screen the way the book business handles children's books.

MR. WRIGHT: I think the most important thing to think about with respect to the private sector is not that it's unwise, not that it's entirely vicious, not that it's a handicapping condition to the entertainment and education of children, but that they are focused entirely on the bottom line. They exploit children. They gather eyeballs glued to TV sets which they then sell to ad agencies and advertisers who then re-exploit the children to sell them products they don't need, food that's not good for them, and toys that enhance their fantasy and their willingness to attend the programs which gather their eyeballs for sale. I think I'll stop on that line. (Laughter.)

But the research that they do -- I spoke to the executive producer of Mighty Morphin Power Rangers, and I asked her, what kind of research do you do? How do you know what messages you are getting across to children? And she said to me -- and this is a

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quote -- "After every rap we sit around and we ask each other, what questions have we answered; what ideas would children take away from this episode that we have just made?" And in the research community -- this was at a Children Now conference and some of you were there -- in fact, you were there by television -- everybody said, you asked who? They said, we asked ourselves.

Until we start asking the children, until we start doing the research, something other than market research, until we leave a program like "My So-Called Life," -- one of the few decent programs for young people that the commercial ever made that was cancelled. Not enough eyeballs to sell. Not a wide enough range of children watching it. And every network has done that. I can remember "Hot Hero Sandwich" on NBC -- a wonderful, wonderful program. What happened to "Big Blue Marble" on ABC? And many, many, many more.

It is incompatible. The system is incompatible. You've got to do it because air waves belong to the people, the children belong to the people. And you've got to have something for kids that is theirs.

MS. MANZANO: Well, I'd just like to say, the private sector won't pick up the slack because I'm always amazed that "Sesame Street" hasn't been imitated in the private sector. We've been on the air so long, and everybody agrees that we're great. But nobody cares to sort of -- to imitate us. And like you said, there were all these wonderful shows for children that got cancelled right away.

I was asked once to write for a children's show on commercial television. And I asked, what age group is this show aimed at? And they said, oh, you know, kids. (Laughter.) Well, how could -- you don't write for a three-year-old the same way you write for a five-year-old, and certainly not a seven-year-old. So I knew immediately that they hadn't even examined themselves and they didn't even know what they were going to say to these children. It was bottom line. And they started out with the result of what they wanted their show to do which was sell a certain product -- not what the show was about.

MS. CHARREN: And one of the worst problems that happened in the last few years is that the show itself has become a product too often on children's television on commercial broadcasting. And that's unfortunate because it -- that line between editorial and commercial speech so you don't know who's talking to you.

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And it means that we're telling our children, one in four of whom lives below the poverty line, what they should spend money on to feel good, to have friends. And that's really very sad. They can do what they do as long as we have the part of that broadcasting service that is saved for public broadcasting which cares first about the public and first about our children. And I'm not sure they care about anything else at all.

MRS. CLINTON: Joan, do you want to add anything?

MS. DYKSTRA: No. I think everyone has stated it very clearly. I think the bottom line is that we want quality programming for children. They have an opportunity. They can give us quality programming. I fail to see where it is. I do know that PBS brings me quality programming for children.

MRS. CLINTON: You know, I think it's an important point that the economy that we all rely on is driven by a need to create aspirations and expectations and, really, unfilled wants. I mean, that's how people continue to buy goods and services. So that's really the reason -- for a market economy in a way that is going to continue to grow and provide more prosperity for people, it has to be rooted, in a funny kind of way, in people's insecurity. I mean, if all of us today said to ourselves, we have more than enough stuff, we are not buying anything else, and we really meant it, you know, that would not be good for the economy. (Laughter.)

So there is a need on the part of the economy, and particularly one like ours, to continue to try to create in our minds the desire for more and different things. And there's absolutely nothing wrong with that. That is the way the system works.

But I do think there is a dark side that we don't pay attention to. And it's something that was just alluded to -- that when we turn our children and think of our children as miniature adults, and really see them primarily as consumers, as little shoppers who we want to turn into grown-up buyers of as many goods and services as we possibly can sell them, that has a very different perspective than if we see them as individuals with certain potentials who it is our responsibility as parents, as citizens to nurture.

And so there is an inherent conflict as the Professor pointed out. And it is very difficult, I think, to be fair to

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commercial television, for them to fulfill a nurturing developmental responsibility when that is not, as they clearly understand, their bottom line.

So part of what we have to do as a society is to assign different roles and responsibilities to different sectors of our society. And commercial television has a different role and responsibility, particularly as it pertains to children, than public broadcasting.

And I think without that kind of choice, it is very difficult for parents, even those trying hard to be conscientious ones, Joan, to do what they believe they should do. I mean, teaching values to children in between commercials on Saturday morning cartoons is a lot harder, believe me, than watching "Sesame Street" or "Mr. Rogers" or "Barney" or something like that with your child.

So it's not an either/or. And that's what I think we have to keep trying to emphasize. It is not an either/or where it's only commercial television or it's only public broadcasting. It is both. And we have to see the responsibilities, particularly for child rearing, in a much broader way so that each sector of our society, starting with parents, but expanding far beyond just the nuclear family, understands they have a role in determining how well our children turn out.

And that's really what your research has shown is that we know children are going to watch television. What we have to do is provide the best possible choices. But if we don't have the choice, then we've already made the decision, haven't we? And that's what we're trying to avoid in this discussion about what happens with the future of public television.

MR. WRIGHT: I'd like to add a parenting anecdote because I think you did bring in parents and you did bring in teachers, and they are going to be critical in the future of kids' understanding and use of media.

And I'd just like to tell a very quick story. I have four grandchildren, two more on the way. And these four kids love to watch television. They watch lots of television. But none of them, as yet, know that there is such a thing as commercial broadcast entertainment television. I'm not even sure about PBS. And the reason is that television for them is something that you take off the shelf in a little box and put it in a machine and play it. And on

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that shelf are videocassettes and books. And the videocassettes were taped off the air; they were bought; they were rented. I blush to admit, some of them were taped from rented copies. (Laughter.)

But they got there because some parent cared enough to put them there and to let the children watch over and over again, as they do with their favorite books, the stories that are dear and near to them.

MS. CHARREN: And to follow up on that, a lot of the choices that are available from the new technology, which I mentioned earlier, are not available to kids who need them the most. They are expensive. Cable is expensive. Some of the pay channels are money on top of money, and they provide a number of the choices that cable does provide for children, and that if we don't really take care of the public sector of broadcasting, we are going to have a situation in this country that will make what's going on now look nice by comparison when we don't reach one, whole, big portion of kids growing up in America. So I want to take very good care of PBS.

MRS. CLINTON: And I just want to add to that comment, Peggy, that we haven't talked this morning about the evidence that I think is now conclusive about the impact of watching violence on television and on children's behavior. We have argued about this issue ever since the Surgeon General's report back in 1972 talking about the impact of television viewing on children's behavior. There have been many studies since.

And it is like the old problem we have -- every time there is another irrefutable piece of evidence about the linkage between smoking and lung cancer, there will be somebody, well-paid, who will stand up and say, well, that's not definitive. And we face the same problem when we talk about the effects of violence and children's behavior.

But Peggy is right. I mean, this is not just a do-gooder, altruistic, nice thing that people like Peggy and I and the rest of us here think should be done because we like children's television. Certainly, I do. And I believe strongly in it. And that's what my daughter watched, and we read the books that went along with it.

But I am equally concerned about the other side of the equation that the Professor talked about. And that is, those children who are not watching the 25 minutes a day of public

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broadcasting but are, instead, watching the 25 minutes of commercial television without much parental supervision or mediation as to what they are seeing.

It is absolutely true that not every child who watches hundreds of hours of violent television becomes violent. But most of the reason for that rests in the home and the neighborhood that are structured and coherent enough that the child's experience of watching television is mediated. But in the absence of that mediation, and in the absence of the other factors that help a child separate reality from fantasy, that help a child learn empathy and sensitivity, it is absolutely clear that the television-watching habits of vulnerable children will affect both their own violent behavior and their response to violence that they see around them. It has a desensitizing impact.

So this is an issue that we think goes far beyond the narrow concerns of the group of us who are arguing strongly to preserve public television and, particularly, educational and children's programming. It is also a plea to all programmers of television, including commercial television, to think about the impact of your decisions.

The bottom line can be described in many ways. Only one of those descriptions concerns profitability and the dollars that come in. There's a bottom line to society as well. And we think that bottom line is better served by having better television programming for our children

Thank you all very much for being with us. (Applause.)

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file PBS

To: Kim Widdess
From: Nicole Rabner

I was going to wait to get you the complete list of additional people to be invited to the PBS event on Monday, but thought instead that it makes sense to get started. Call me at x67263 with any questions. Thanks

PBS event: 10am on Monday, June 25th

Administration People:

Commerce Department

Clarence L. Irving
Assistant Sec. for Communications and Information and Administrator, NTIA
National Telecommunications and Information Administration
The Department of Education
Herbert C. Hoover Building
14th & Constitution Avenue, NW
Washington, D.C. 20230
482-1840

Kristin Van Hook
National Telecommunications and Information Administration
The Department of Education
Herbert C. Hoover Building
14th & Constitution Avenue, NW
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Ellen Bloom
National Telecommunications and Information Administration
The Department of Education
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Bernadette Maguire Rivera
National Telecommunications and Information Administration
The Department of Education
Herbert C. Hoover Building
14th & Constitution Avenue, NW
Washington, D.C. 20230
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Education Department

Linda Roberts
Office of Education and Technology
Special Assistant to the Sec.

Sharon Robinson
Asst. Sec. for Educational Research and Improvement
Department of Education
Capitol Place
555 New Jersey Avenue, NW
Washington., D.C. 20208
202/219-2050

Tom Payzant
Assistant Secretary for Elementary and Secondary Education
Department of Education
Federal Office Building 6
400 Maryland Avenue, SW
Washington, D.C. 20202
202/401-0113

Darlene Taylor
Corporation for Public Broadcasting
879-9775

White House Staff to be invited

Skila Harris, Mrs. Gore's Office
ext. 66640

+

Diana Zuckerman, OFL
ext. 67288

Carol Rasco, DPC
ext. 62216

Alexis Herman, OPL
ext. 66455

Jen Klein, DPC
ext. 62599

Laura Tyson, NEC

ext. 62174

Steve Ricchetti, Leg. Affairs
ext. 66493

Janet Marguia, Leg. Affairs
ext. 66620

Susan Brophy, Leg. Affairs
ext. 62230

Carey, Paul, Leg. Affairs
ext. 66493

Lorraine Miller, Leg. Affairs
ext. 66620

Ginny Torzano, Press Office
ext. 62580

Other

Diane Blair (knows about the event, pls make sure she's on the list)

To: Pat Griffin, Ann Cattalini
From: Melanne Verveer
Date: June 22, 1995

We propose to invite the following members to the event that the First Lady is hosting on Monday, June 25th at 10:00 am. Mrs. Clinton will host a panel discussion on children and public television.

Members of Congress:

Senate:

Packwood
Hatfield
Byrd
Specter
Harkin
Stevens
Inouye
Rockefeller

House:

Bliley
Dingell
Fields
Markey
Porter
Obey
Norton
Morella
Wynn
Hoyer
Moran
Lowey
Pelosi
Leahy
Rogers

bcc: Kim Widdess

Kim, Ann has this and will invite after consultation with Pat.

PBS EVENT OVERALL SCHEDULE
Monday, June 26, 1995
SOCIAL OFFICE DRAFT a/o 6/23-- 3 (S. Farnsworth)

10:15-10:30am Briefing
10:30-11:15am East Room Remarks
11:25-11:45am Kids Event in the First Ladies Garden

8:45 a.m.

Childrens Television Workshop
performers and essential staff (Big Bird &
Alice Snuffleupagus characters) arrive in
one van at the SOUTHEAST GATE and proceed
to the South Portico.

- Ushers Office and Diane Sappenfield to
meet and assist w/set up in the China
Room. (USHERS: van contents, character
set up needs list attached)

Childrens Television Workshop Guests:

- Laurent Linn, Big Bird
coordinator/handler
 - Mark Ruffin, Alice coordinator/handler
 - Carroll Spinney, Big Bird performer
 - Debbie Spinney, wife
 - Judy Sladky, Alice Snuffleupagus
 - Debra Simon, CTW markeing/events
director
 - Brad Dennis, van driver
- ** Clearance info provided to Kim Widdess

**CHINA ROOM: Holding/Changing room for Big
Bird & Alice**

9:00 a.m.

The following arrive at the East Appts
Gate w/set up materials and are escorted
to the two Mezzanines for changing/set up.
(Note: van to park on East Exec.)
STAFF: Wayne, April and two

- Noel MacNeal, Puzzle Place puppeteer
 - Carmen Osbahr, Puzzle Place puppeteer
 - Rob Gardner, Puppeteer asst
- Yael Bloom, Lambchop
- Lloyd Ritter, Lambchop asst
- Donna Colvin, Robocrook
- Lou Nemeth, Robocrook asst

- Alice Cahn, Miss Frizzle

- Lynn Thigpen, The Chief

- Kate Taylor, The Chief asst

** Cleared by Widdess; Ushers Office and April have set up needs. All will hold in the Mez. Area until prior to East Garden event.

9:30 a.m.

Panelists and a few key staffers arrive at the NORTHWEST GATE and are escorted to the Blue Room by Nicole and Katie. Ushers to have coffee available. (Cleared by K. Widdess)

PANELISTS:

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

9:30 a.m.

All staff and social aides in place.

9:45 a.m.

East Visitor Gate opens for guest arrival. Guests proceed to their seats in the East Room.

- Coat racks in East Recptn Room
- Social Aides to seat
- Screens up across China Rm
- East Room seating: Michelle Crisci w/SAs

10:00 a.m.

Sound check in the East Garden.

Contact: WHCA

- escort outside; guests will be entering via colonnade

10:00 a.m.

THE FIRST LADY arrives in the Red Room for event briefing. After briefing, she proceeds to the Blue Room to meet with panelists/stage participants:

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

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

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

PROGRAM:

- **THE FIRST LADY** opens and introduces Peggy Charren.
 - Peggy Charren makes remarks and asks each panelist to introduce his/herself. Following introductions, each make brief remarks in the following order:

- John Wright
- Joan Dykstra
- Sonia Manzano

11:15 a.m. - Following Sonia Manzano, **THE FIRST LADY** initiates discussion with the panelists and concludes the program.

NOTE: There will be an interpreter off stage.
 (USHERS: small platform)

11:00 a.m. Approx. 40 children and their chaperones from the Georgetown Language Summer School arrive at the East Appts Gate and proceed to the East Lawn for lunch at the picnic tables.
 - Robyn Dickey is coordinating the children and their activities

11:15 a.m. Upon conclusion of program, **THE FIRST LADY**, Peggy Charren and Sonia Manzano proceed to the Diplomatic Reception Room to greet:

- Carroll Spinney, Big Bird performer

- Debbie Spinney, wife
- Judy Sladky, Alice Snuffleupagus
- Laurent Linn, Big Bird handler
- Mark Ruffin, Alice handler
- Yael Bloom, Lambchop,
"Lambchop's Sing-Along"
- Lloyd Ritter, Lambchop asst
- Donna Colvin, Robocrook, "Where in the World is
Carmen, San Diego"
- Lou Nemeth, Robocrook asst
- Alice Cahn, Miss Frizzle, "Magic Schoolbus"
- Lynn Thigpen, The Chief, "Where in the World is Carmen,

San Diego"

- Kate Taylor, The Chief asst
- Noel MacNeal, Puzzle Place puppeteer
- Carmen Osbahr, Puzzle Place puppeteer
- Rob Gardner, Puppeteer asst

Note: Big Bird and Alice Snuffleupagus will not be
in full costume at this time.

EAST ROOM GUESTS: John Wright, Joan Dykstran and
the East Room guests are escorted by Social
Aides to the East Garden via the staircase and
out the Book Sellers Door. The guests will be
positioned on the other side of the hedges.

PRESS: The press will be escorted by Press Office
staff out the North Portico, thru the Book
Sellers into the East Garden. Press area will
be:

** TBD staffer to coordinate Book Sellers traffic

11:25 a.m. CHILDRENS EVENT PROGRAM

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

- Big Bird and Alice talk to the
children briefly from the stage and introduce
THE FIRST LADY who enters from the Book
Sellers.

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

- THE FIRST LADY makes brief remarks to the children.

11:40 a.m. Following remarks, Big Bird and Alice Snuffleupagus depart the Garden. THE FIRST LADY exits stage and is joined by the following characters as she greets the children:

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

11:45 a.m. - THE FIRST LADY departs East Garden with the children and proceed to the Photo op site.

Guests depart East Gate.

OFFICE OF THE VICE PRESIDENT
WASHINGTON



TO: Nicole for Melanne
FROM: Gregory C. Simon
Chief Domestic Policy Advisor Veneer.

☐ FYI

☐ Comment

☒ Action

Additional invitees
to PBS event. Please
let me know whether
children or invitees
are welcome.

Ellen wants to know if she can bring
her 3 and 5 year olds?

NO

invitations - other ideas

House

★

Hal Rogers — chairs subcommittee that
appropriates PTFP money
(for equipment)

Fields, Markey, Bliley, Dingell, Obey, Porter
plus others you listed

Senate

Hatfield

Byrd

Pressler

Hollings —

Moynihan

Pat DeLeon

Packwood

Speaker

Harkin

Stevens

maybe — Gorton
Burns

NTIA

Lamy Irving

Ellen Bloom

Kristan Van Hook

Bernadette Maguire

Rivera

★ Jim Wasilewski

Michelle Farquhar
(if there can be more than 4)

Columnist —

Ellen Goodman

Boston Globe

maybe - Morton Kondracke —
(w/ article in today's
Roll Call)

Meg Rosenfeld — Wash Post

June 25, 1995

*file
public
broadcasting*

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Liz Bowyer, Brenda Costello
SUBJECT: Briefings for Monday, June 26

Children's Television Event

- Briefing
- Scenario
- House and Senate budget proposals
- Panelists bios and statements
- Suggested questions for panelists
- Script for Big Bird/Alice Snuffleupagus
- PBS program and character descriptions
- Executive summary of study on the effects of educational TV viewing
- Guest list

American News Women's Club Event

- Briefing memo
- Background on the News Women's Club
- Guest list

Yale Law School Dinner

- Memo from Steve Honigman
- Invitation

RESULTS Dinner

- Briefing
- RESULTS letter to the World Bank and IMF
- Update on foreign assistance legislation
- USAID talking points
- Newspaper editorials on RESULTS

Remarks

- Children's television event
- News Women's Club
- RESULTS Dinner

June 25, 1995

CHILDREN'S TELEVISION EVENT

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

I. PURPOSE

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

II. BACKGROUND

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

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

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

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

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

PBS/Children's Television

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

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

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

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

III. PARTICIPANTS

Blue Room

- See scenario for guest list

Note: Congressman Jim Moran will be among attendees

Roundtable Discussion

-HRC

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

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

-Joan Dykstra, President, National PTA

-Sonia Manzano, "Maria" on Sesame Street

First Ladies Garden Event

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

IV. PRESS

Open Press

V. SEQUENCE OF EVENTS

See attached scenario.

VI. REMARKS

Prepared by Lissa Muscatine.

Attachments

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

THE WHITE HOUSE

WASHINGTON

TO: THE FIRST LADY

WHAT: PBS EVENT -- TWO PARTS

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

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

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

FROM: Ann Stock, Sarah Farnsworth

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

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

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

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

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

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

PROGRAM:

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

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

11:15 a.m.

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

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

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

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

Ladies Garden during this time.

11:25 a.m.

FIRST LADIES GARDEN EVENT PROGRAM:

- THE FIRST LADY, Big Bird and Alice Snuffleupagus proceed to the Book Sellers Area where Big Bird and Alice are announced to the children.
- Big Bird and Alice talk to the children briefly from the stage and introduce THE FIRST LADY who enters from the Book Sellers. (See briefing book for Big Bird's remarks.)
- THE FIRST LADY makes brief remarks to the children.

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

11:40 a.m.

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

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

11:45 a.m.

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

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

FUNDING FOR CPB
(millions of dollars)

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

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

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

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

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

BUDGET PROJECTIONS

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

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

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

Peggy Charren

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

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

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

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



Peggy Charren
275 Memorial Drive #504
Cambridge, MA 02138
Phone/Fax 617-876-6620

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

I Open with thanks to the First Lady

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

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

II Describe the constituency represented in the room

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

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

III Tell why we're here

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

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

REPORT DATE: June 25, 1995
REPORT TIME: 2:59 PM

A **Hon. Susan A. Brophy Jr.**

A **Ms. Cheryl Bruner**

A **Ms. Anne Bryant Jr.**
Washington, DC

A **Ms. Mary Burgan**

A **Mr. Kris Burnham**

A **Ms. Alice Cahn**

Mr. Paul Carey

A **Hon. Richard W. Carlson Jr.**
President and CEO, Corporation for Public Broadcasting
Washington, DC

A **Ms. Shelley Carter**

A **Ms. Peggy Charren**
Cambridge, MA

A **Mr. Jeff Chester**

A **Mr. Peter Coan**

A **Ms. Lisa Sherman Cohen**

A **Ms. Miriam Crawford**

A **Ms. Mary Crosby**
American Academy of Child & Adolescent Psychiatry
Washington, DC

A **Mr. Colin Crowell Sr.**
Office of Rep. Markey

A **Mr. Isaac Cummings**

A **Ms.. Marge Degnon**

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

A **Mr. Robb Deigh**

A **Mr. Bradford Dennis**

A **Ms. Mary Dewhirst**

A **Mrs. Kimberly Dorgan**

A **Honorable Ervin S. Duggan Jr.**

President & CEO, Public Broadcasting Service
Alexandria, VA

A **Mr. Timothy J. Dyer Sr.**

Executive Director, National Association of Secondary School Principals
Reston, VA

Ms. Joan Dykstra

Ms. Marion Wright Edelman

A **Ms. Anita Farb Esq.**

National Association of the Deaf
Silver Spring, MD

Mr. Arnold Fege

Assistant to Ms. Dykstra, National PTA
Washington, DC

A **Mr. Arnold Fege**

A **Ms. Barbara Feinman**

A **Ms. Carole Feld**

Vice President, Promotion & Advertising, PBS
Alexandria, VA

Ms. Allyson Felix

A **Mr. Andrew Firth**

Ms. Deborah Forte

Ms. Terri Lee Freeman

Washington, DC

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

- A **Ms. Patricia Garcia**
- A **Ms. Sara Garland**
- A **Mr. Anthony Garrett**
San Francisco, CA
- A **Ms. Pamela Gilbert**
- A **Ms. Dara Goldberg**
- A **Ms. Susan Gorin**
Austin, TX
- A **Mr. Albert Guida Jr.**
- A **Ms. Mary-Clancy Haack**
- A **Ms. Christina Hamilton**
- A **Mr. Hance Haney**
- A **Ms. Leslie Harris**
Director of Public Policy, People for the American Way Action Fund
Washington, DC
- A **Ms. Janis Hazel**
- Ms. Ellen Healy**
- A **Dr. Dorothy I. Height Esq.**
President, National Council of Negro Women
Washington, DC
- Ms. Alexis Herman**
- A **Ms. Robin Lindsey Hill**
- A **Ms. Marjorie Hogan**
- A **Mr. John Holler**
- A **Ms. Kristin Hook**

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

- A **Ms. Jeanne Hopkins**
- A **Ms. Aletha Huston**
Lawrence, KS
- A **Hon. Clarence Irving Jr.**
Assistant Secretary for Commun, Department of Commerce
- A **Mr. Jason Isaacson Jr.**
Washington, DC
- A **Mr. Michael Jacobson**
- A **Ms. Karen Jaffe**
- A **Ms. Ann Kahn**
- A **Ms. Annette Kane**
Executive Director, National Council of Catholic Women
Washington, DC
- A **Mr. Andrew Kennedy**

Ms. Jen Klein

Ms. Nancy Klein
- A **Ms. Carol Klinger**
- A **Ms. Marcia Knutsen**

Mr. Stephen Edward Kulcvycki
- A **Mr. Stephen Kulevycki**

Mr. Larry Lancit
- A **Rabbi Lynne Landsdberg**
Rabbi, Religious Action Center
Washington, DC
- A **Ms. Jane Lee**

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

A **Ms. Patty Liberman**
New York, NY

Mr. Laurent Linn

A **Mr. Harvey Long**

A **Dr. Richard Long**

A **Ms. Jennifer Luray**

A **Ms. Noel MacNeal**

A **Mr. Cleo Manuel Jr.**

A **Ms. Sonia Manzano**

Ms. Shirley Marcus

Ms. Janet Marguia

A **Mr. Gary Marx**

A **Ms. Sheila McCarron**

A **Ms. Sally McConnell**
Alexandria, VA

Mr. John Melby

Ms. Lorraine Miller

Mr. Lawrence Molumby

A **Ms. Susan Monaco**

A **Ms. Katherine Montgomery**
Washington, DC

A **Hon. James P. Moran Jr.**
Representative, House of Representatives
Washington, DC
Guest: Mr. Paul Cullen

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

Ms. Ellen Morgenstern

A **Mr. John Moscarella**

A **Mr. David Moulton Ret.**
Office of Rep. Markey

Ms. Lisa Navaretta

Mr. Nou Nemeth

A **Ms. Nancy Neubauer**

A **Mr. Robert A. Neuman**

A **Ms. Carmen Osbahr**

Mr. Cameron Page

A **Tom Payzant**

A **Ms. Kara Peterman**

A **Mr. Anthony Pharr**

A **Mr. Cecil "Gregg" Powell Jr.**

A **Mr. David Razon**

A **Ms. Barbara Reisman**
Director, Child Care Action Campaign
New York, NY

A **Ms. Janet Rice Elman**

A **Ms. Michelle Richards**
Alexandria, VA

Mr. Llyod Ritter

A **Ms. Bernadette Rivera**

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

- A **Mr. Tim Robbins**
- A **Ms. Sharon Rockefeller**
- A **Mr. Mitchell Rose**
Mr. Donald Ross
- A **Mr. Mark Ruffin**
- A **Ms. Kelli Ryan**
Mr. Rabbi Saperstein
- A **Ms. Barbara Jean Scherb**
- A **Mr. Andrew Jay Schwartzman**
- A **Ms. Karen Sherman**
- A **Mr. Ken Sherman**
- A **Mr. Mark Silbergeld**
Washington, DC
Ms. Toby Silver
- A **Ms. Debra Simon**
- A **Ms. Marsha Simon**
Senate Labor Committee
Washington, DC
- A **Ms. Judy Sladky**
- A **Ms. Marilyn Smith III, Esq.**
Executive Director, NAEYC
Washington, DC
- A **Ms. Gigi Sohn**
- A **Ms. Carroll Spinney**

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

A **Ms. Debra Spinney**

Ms. Suzanne Stutman
Washington, DC

A **Ms. Leslie Sullivan**

A **Ms. Sharyn Sutton**

A **Ms. Julie Tagen**

A **Ms. Bettilou Taylor**

A **Ms. Darlene Taylor**

A **Ms. Kate Taylor**

A **Ms. Marjorie Tharp**
Public Affairs Assistant, American Academy of Pediatrics
Washington, D.C.

A **Ms. Lynn Thigpen**

A **Ms. Erica E. Tollett**
Senior Public Policy Analyst, National Black Child Development Institute
Washington, DC

Ms. Cecily Truett

Mr. Mike Tyler

A **Ms. Trudy Vincent**

A **Mr. Tom Walls**
Office of Senator Dale Bumpers
Washington, DC

A **Mr. Jim Wasilewski**

Mr. Bill Wasserman
Washington, DC

A **Mr. John Windhausen Jr.**
Congressional Communications Staff

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

A **Mr. John Wright**
Lawrence, KS

Mr. John Wright

A **Ms. Patty Yoxall**
Chicago, IL

A **Ms. Diana Zuckerman**

R **Ms. Skila S. Harris**
Special Assistant to the Vice President and Chief of Staff to Mrs. Gore, Office of the Vice President

R **Ms. Carol Rasco**

R **Mr. Steve J. Ricchetti RN**

R **Ms. Linda Roberts**

R **Ms. Sharon Robinson**

R **Ms. Ginny Torzano**

R **Ms. Laura Tyson**

REPORT DATE: June 25, 1995
REPORT TIME: 3:00 PM

TOTAL COUNTS

Number of Accepts:	133
Number of Regrets:	7
Number of No Responses:	32
Number of Unknown Guests:	0
Number of Expected Attendees:	165

TO: Hillary
FR: Lisa
RE: American News Women's Association Event
DT: June 25, 1995

You are scheduled to host approximately 180 members of the American News Women's Club at the White House in the East Room on Monday, June 26. They have been invited to hear you give remarks and then to stay for tea and refreshments.

If you recall, this is the forum to which you are going to announce that you are writing a column. Lissa is drafting remarks. The event will be open to press coverage.

The American News Women's Club was formed in the 1930s to assist women journalists gain rightful recognition. Today, its membership totals about 300 people, including journalists Helen Thomas and Sarah McClendon. The Club also has associate members representing community leaders and ambassadors' wives. Annually the club gives scholarships to young journalists and provides in-training programs to enhance professional skills. I have attached a brief history of the club and a brochure.

Every First Lady since Eleanor Roosevelt has been an Honorary Member of the American News Women's Club. You are an honorary member.

Recent past speakers to the club have been Dee Dee Myers, Alice Rivlin and Sarah Brady.

The History of the American News Women's Club, 1932-1994

Founded April 4, 1932 as a Newspaper Women's Club, a group limited to women reporters and writers employed by newspapers, the American News Women's Club today embraces professional writers, editors, print and broadcast journalists, illustrators and communicators. Members now represent newspapers, radio, television, publishing, public relations, education and government, reflecting a rapidly changing news industry and a wider range of employment opportunities for today's woman.

But founders Margaret Hart and Katharine Brooks would be surprised at this turn of events since their purpose was to create an elite news club, exclusively for newspaper women. To do this, they broke away from the Women's National Press Club, where non-reporters, including publicity writers (a relatively new field for women and not one held in high esteem by professional newspaper women) met for a weekly luncheon to hear a guest speaker.

The first membership roster of the Newspapers Women's Club included women from the Washington newspapers of that era: The Evening Star, The Washington Post, The Washington Times and The Washington Herald. The new club also admitted a limited number of prominent women who had been helpful to women reporters gathering news. These "Associate Members" continue to constitute a vital segment of Club membership.

Over the Club's 62 year history, its name has changed several times, signaling the Club's response to a changing industry and a changing world. In the early 1940s, active membership grew to include women in Latin America, and the Club's name was changed to the American Newspaper Women's Club. This name endured until July 1981 when the current American News Women's Club name change was adopted. This final change permitted women from radio and television, as well as from newspaper, magazines and newsletters, to identify professionally with the Club. The new name also provided membership identity for women in the public relations and public affairs.

The "Clubhouse" in April of 1932 was the Ladies' Dining Room of the National Press Club. Meetings were Mondays at tea time. Then, in February of 1933, Prohibition was repealed and the Press Club asked the women to move so that the Press Club bar — a popular watering hole for thirsty newsmen — could be enlarged. The newswomen found a second floor space at 1406 H Street NW, renting space for \$25 a month. Several years and moves later, the Club began renovating space in a one-story building at 1604 20th Street NW. The Club officially moved into 1604 when Eleanor Roosevelt turned the key to open the door. The Club found a permanent home in 1961 with the purchase of 1607 22nd Street, NW, burning the mortgage at the Women's National Bank in 1979.

Early on, the Club established several traditions. Six months after formation, a party honored Mrs. Herbert Hoover. Also that year, the Club honored Lady Astor, formerly of Virginia and a member of the British Parliament. A year later, in March 1933, the new first lady, Eleanor Roosevelt was the honoree. Since then, each first lady has been invited into Honorary Membership, a category that also includes Queen Elizabeth of Great Britain, the Queen Mother, and Amelia Earhart, invited to membership shortly before her fatal flight.

Civic and charitable contributions are another club tradition, starting with a 1933 May Day Fair that raised \$500 to benefit Children's Hospital. The most successful event in this tradition was our five-year "Washington Celebrity Tennis Tournament of Charities," sponsored and run by ANWC, and underwritten by the AMF Corporation. The annual tournament raised nearly \$60,000, all of which was distributed to 39 area charities.

The Club has always maintained its focus on journalism and our responsibility as professional role models for young women. Since 1975, the ANWC Scholarship Program has made it possible for some of the area's top high school and college journalists to attend Northwestern University's National High School Institute, the University of Maryland's Summer High School Institute, and American University. Since 1990, awards have been made for study at the University of Maryland School of Journalism's Capital News Service and to the Duke Ellington School of the Arts' Partners in Journalism Program of the D.C. Public Schools.

Since 1985, our Professional Pursuits monthly dinner has spotlighted newswomen and their achievements, providing inspiration and guidance to aspiring women journalists. Our members' published work can be read and appreciated in the Permanent Collection of the Works of American Newswomen, founded in 1985. Our historic photo collection is being restored in the Hall of Fame, begun in 1985 as an ongoing visual history of ANWC events.

The American News Women's Foundation, an offshoot of ANWC, raises money for a variety of causes through its annual roast. In 1993, the foundation honored UPI's Helen Thomas, an ANWC member. In 1994, the foundation will honor Catherine Filene Shouse of Wolf Trap. Opera star Beverly Sills will emcee the event, to be held May 17, 1994.

President's List

AMERICAN NEWSWOMEN CLUB EVENT - Monday JUN 26 1995 - 2:00 PM State Floor - Business - East
Visitors Entrance

THE FIRST LADY

Page 1

REPORT DATE: June 25, 1995
REPORT TIME: 3:21 PM

A **Ms. Patricia J. Absher**
Washington, DC

Ms. Margaret Adams
Senior Editor & National Affai, Good Housekeeping Magazine
Washington, DC

A **Ms. Sandra A. Alley**

A **Mrs. LeGene Anderson**
Arlington, VA

A **Ms Elma Williams Andrea**
Bethesda, MD

A **Ms. Melinda Andrews**
Arlington, VA

A **Ms. Corinne Antley**
Washington, DC

Ms. Leslie M. Aun
Office of Public Relations, MCI
Washington, DC

A **Ms. Mary Ellen Ayres**
Washington, DC

Ms. Wilma A. Bailey
Falls Church, VA

A **Ms. Julie Ballesteros**
Reston, VA

A **Mr. Robert Baron**
Publisher, Fulcrum Publishers
Washington, DC

Ms. Miriam Bass

A **Mrs. Maurine Beasley**
Bethesda, MD

A **Hon. Ralph E. Becker Jr.**
Washington, DC

REPORT DATE: June 25, 1995
REPORT TIME: 3:21 PM

A **Mrs. Jeanne Viner Bell**
Washington, DC

A **Ms. Marynoele Rovis Benson**
Washington, DC

A **Ms. Ellen Berman**
Chevy Chase, MD

Ms. Minerva Bernardino
New York City, NY

A **Ms. June Bowers**
Sarasota, FL

A **Mrs. Goody Braun**
Washington, DC

Ms. Jean A. Briggs
New York, NY

Ms. Grace M. Brown
Washington, DC

Ms. Helen B. Burns
Washington, DC

A **Ms. Mary Lou Byler**
Washington, DC

Mrs. Roselyn Carter
Plains, GA

A **Mrs. Joan Walsh Cassedy**
Washington, DC

A **Ms. Anna C. C. Chennault**
Chairman, Council on International Cooperation
Washington, DC

A **Mrs. Elizabeth L. Chittick**
Palm Beach, FL
Guest: Ms. Mary Gereau

Mrs. Cheree Cleghorn
Bethesda, MD

Mr. Reese Cleghorn
Dean, College of Journalism, University of Maryland
College Park, MD

REPORT DATE: June 25, 1995
REPORT TIME: 3:21 PM

A **Mrs. Catherine J. Cole**
Alexandria, VA

A **Ms. Sue Burlingame Coover**
Chevy Chase, MD

A **Ms. Susan F. Costas**
Washington, DC

A **Mrs. Margery A. Crane**
Washington, DC

A **Mrs. Ruth Crook**
Washington, DC

A **Ms. Virginia Daly**
Potomac, MD

A **Ms. Barbara Dana**
Washington, DC

Ms. Alva Dawson
Arlington, VA

A **Ms. Paula L. DeLo**
Washington, DC

A **Ms. Evelyn DiBona**
Great Falls, VA

A **Ms. Marie A. Dolan**
Washington, DC

A **Ms. Janet Donovan**
Washington, DC

Ms. Dina Dorich
Arlington, VA

Mrs. Karen K. Drellich
Cool, CA

A **Mrs. Betty Cole Dukert**
Washington, DC

A **Ms. Alison Duquette**
Chevy Chase, MD

Ms. Patricia Dwinnell
La Jolla, CA

REPORT DATE: June 25, 1995
REPORT TIME: 3:21 PM

A **Ms. Marian Qasem El-Saad**
McLean, VA

A **Mrs. Hoda Maher El-Sayed**
Washington, DC

A **Ms. Barbara A. Estabrook**
Washington, DC

Ms. Elizabeth M. Farrell
New York, NY

A **Ms. Elizabeth Fielding**
Fort Washington, MD

A **Mrs. Mary Jane Fisher**
Washington, DC

Mrs. Gerald R. Ford
Rancho Mirage, CA

Mr. Al Frascella
Fairfax, VA

A **Ms. Ann Cottrell Free**
Bethesda, MD

A **Ms. Suzanne Ganschinetz**
Washington, DC

A **Ms. Anne Ganz**
Washington, DC

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A **Ms. Tara K. Gorman**
Rockville, MD

A **Ms. Michele Gottlieb**
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Washington, DC

Ms. Eloene Griggs
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Ms. Camille Marie Grosdidier
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A **Ms. Grail Hanford**
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A **Ms. Beverly Gross Heller**
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A **Mrs. Eileen Higgins**
Gaithersburg, MD

A **Ms. Wilhelmina Cole Holladay**
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A **Ms. Sandy Holland**
Director of University Relations, The George Washington University
Washington, DC

Ms. Colleen House
Washington, DC

A **Ms. Jean Ross Howard**
Washington, DC
Spouse: Mr. James Phelan

A **Ms. Lily L. W.(Li-Wen) Hsu**
Washington, DC

Mrs. Grace Hudson
Washington, DC

A **Ms. Kathleen P. Hughes**
Herndon, VA

Ms. Linda Hull Strine
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A **Mrs. Pauline Innis**
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Ms. Lesley Lowe Israel
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Ms. Anne Marie Ives
Manager, N/A
Alexandria, VA

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Easton, MD

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Chevy Chase, MD

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Minden, LA

Mrs. Lady Bird Johnson
Austin, TX

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Tallahassee, FL

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A **Ms. Allison Laland**
Washington, DC

A **Ms. Janis Lamar**
Orange, CA

A **Ms. Nancy Lang**
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A **Ms. Patricia Conley Lusk**
Washington, DC

A **Ms. Myint Lwin**
Bethesda, MD

Hon. Pat Gates Lynch
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Washington, DC

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Ms. Kathleen A. McCormick
North Potomac, MD

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Dale City, VA

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Communications Coordinator, KPMG Peat Marwick
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Washington, DC

Shukria Alimi Raad
Silver Spring, MD

Ms. Jean Osgood Rainey
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A **Ms. Libby W. Schroeder**
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Mrs. Arnold Schwartz
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Edison, NJ

A **Mrs. Guillermo A. Suro**
Chevy Chase, MD

A **Ms. Barbara H. Taylor**
Germantown, MD

Ms. Helen J. Thomas
UPI
Washington, DC

A **Ms. Joan Timberlake**
Washington, DC

A **Ms. Deborah T. Toll**
Bethesda, MD

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A **Mrs. William M. Tribble**
Bethesda, MD

A **Ms. Sandra Trupp**
Washington, DC

A **Miss Dorothy E. L. Tuttle**
Ithaca, MI

Ms. Katherine Tynberg
Washington, DC

Miss Dorothy U'Renn
Washington, DC

A **HE (Amb.) Jukka Valtasaari Jr.**
Ambassador of Finland to the U, Embassy of Finland
Washington, DC

Ms. Shirley Wagener
Silver Spring, MD

A **Ms. Anne Walker**
Silver Spring, MD

A **Mrs. Julia M. Walsh**
Washington, DC
Guest: Ms. Beth Montgomery

Ms. JoAnne Webb
Falls Church, VA

Miss Ruth Wehle
Washington, DC

A **Ms. Laura Weller**
Washington, DC

A **Ms. Sarah P. Wells**
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A **Mrs. Peggy Whedon**
Washington, DC

A **Ms. Helen R. White**
Reston, VA

Ms. Susan Lee White
East Quogue, NY

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- A **Ms. Nicola Whitlock**
Arlington, VA
- A **Ms. Leslie Wilder**
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- A **Hon. Eleanor Lyons Williams, III**
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- Ms. Emily Womach**
Germantown, MD
- A **Mrs. Virginia von Fremd**
Bethesda, MD
- R **Mrs. Louise S. Ansberry**
Lancaster, PA
- R **Mrs. Margaret Long Arnold**
Concord, NH
- R **Ms. Bernice Baer**
Washington, DC
- R **Ms. Anita B. Carton**
Washington, DC
- R **Mrs. Esther Lipsen Coopersmith**
Washington, DC
- R **Ms. Julia Cuniberti**
Washington, DC
- R **Mrs. Alice T. Curran-Orlando**
Washington, DC
- R **Ms. Betty Debnam**
Editor & Publisher, The Mini Page
Washington, DC
- R **Mrs. W. D. Deibler**
Temple Terrace, FL
- R **Ms. Jan DuPlain**
Director, Washington Communications, WETA-TV
Washington, DC
- R **Mrs. Violet Faulkner**
Washington, DC

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- R **Ms. Linda Joyce Forristal**
Hyattsville, MD
- R **Ms. Shirley M. Green**
Washington, DC
- R **Mrs. Sylvia Hermann**
Bethesda, MD
- R **Ms. Olga Hirshhorn**
Washington, DC
- R **Mrs. Charles Hufnagel**
Chevy Chase, MD
- R **Ms. Margaret Kahliff**
Washington, DC
- R **Ms. Susan King**
Washington, DC
- R **Mrs. Jean C. Lavinder**
Washington, DC
- R **Ms. Velma Linford**
Washington, DC
- R **Mrs. John W. Marriott**
Washington, DC
- R **Ms. Dian McDonald**
Alexandria, VA
- R **Mrs. Bernice W. McGrath**
Laguna Hills, CA
- R **Ms. Juliette C. McLennan**
Washington, DC
- R **Ms. Julie Moon**
U. S. Asian News
- R **Mrs. Jefferson Patterson**
Washington, DC
- R **Ms. Margaret B. Paul**
President, Educational Challenges, Inc.
Alexandria, VA
- R **Ms. Malinee Peris**
Bethesda, MD

Richard
Coulson

Jim Moran
~~James Watson~~
> Intro Peggy -
founder
of Action for
Children
TV + Visiting
Schooler
at
Howard

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR PBS PANEL DISCUSSION
THE WHITE HOUSE
JUNE 26, 1995

[Acknowledgments]

I want to thank you, first of all, for inspiring this event. Many of you asked to come and talk about public broadcasting and what it means for our children. The President and I are both grateful for your help in convening this panel discussion -- and for your willingness to share your ideas and visions at such a critical time in the history of PBS. I want to offer special thanks to Peggy Charren for her years of service to our nation's children.

You will be hearing today from experts in the field -- those who have researched the effects of public broadcasting programs on the development of children. A representative of parents who see in their own families the joys and learning that Barney and Big Bird and Baseball bring to our homes and schools. And we will even hear from Sesame Street's Maria herself.

This occasion presents us with a wonderful opportunity to consider where we are as a society when it comes to ensuring the well-being of our children.

Friends + children
waiting

We live in an era of unprecedented opportunities for our children. It is an era ripe with possibility thanks to the end of the Cold War, the evolution of the Information Age, the advance of medical and scientific technology, and a growing understanding of the complete world in which we live.

Yet, as those of us who are parents know so acutely, it is also a time of great challenge for America's children. Children today shoulder burdens and uncertainties that earlier generations never knew. They are subjected to too many hazards of modern life in their schools, streets, and neighborhoods. They face a global marketplace that is so competitive that their career dreams are fraught with anxiety over whether they even will be able to pay the rent. They are routinely and unfairly stereotyped as apathetic, uncaring, uninterested, and unmotivated -- a Generation X that has no reason for hope or optimism.

In this climate, we have to ask ourselves: How much do our children really matter to us? Are we doing everything we can to help every child in America fulfill his or her God-given potential?

We all know that education is the gateway to opportunity -- and opportunity, when married with responsibility, is a recipe for the American Dream. Education is about building character and civility and permanence -- the anchors of our democracy.

Without education, the American Dream becomes the impossible dream.

But education is not just the product of schools. It is what children learn in their families. In their homes. From their friends and neighbors. And education is also the facts, images, ideas, and values conveyed through the electronic media on television and radio.

In the past few weeks, there has been considerable discussion about the negative effects of violent television shows and movies on our children. Yet, ironically, some of those who lament the loudest about the breakdown of our moral and civil codes are the first to recommend *actions that will threaten* eliminating the very programs that now serve to strengthen children and families. > X

They claim that public television -- Nova, Barney and Mr. Rogers -- are the preserve of some "cultural elite." Those who propose elimination of critical funding for these programs fail to realize that public broadcasting's greatest asset is its ability to operate free from the demands of the marketplace. The freedom to be, in the words of one journalist, "an oasis in the vast wasteland of commercial TV"... "enlightening, entertaining, not elitist, but democratic." ✓

Sixty percent of public television viewers live in families

that make less than \$40,000 a year. Public broadcasting is the sole source of educational programming accessible to every American. It is not a luxury only enjoyed by the wealthy when 40% of all Americans who don't have cable rely upon public broadcasting as their lifeline to news and culture and children's programs.

President Gore said it best a few months ago when he said "what does sound elitist is trying to take away a valuable resource from the people who need it most. (What sounds elitist is the small group of ideologues in Washington, DC, telling the American people that public broadcasting isn't good for them.)" ✓

All of public broadcasting -- every program, every station, every educational service from which children and their parents benefit -- costs a little over a dollar a year for each American. I would challenge anyone to find a federal dollar more highly leveraged in an educational effort. For every single dollar that they receive, public TV and radio stations raise \$5 to \$6 from private sources. In so doing they reflect the American proverb, "An investment in knowledge pays the best interest."

Eliminating federal funding will have a nominal impact on balancing the budget, but it would devastate public broadcasting. The small amount of seed money the government provides constitutes about 14 % of the total broadcasting budget.

and yet close to 90% of the 70 million children in the country have regular exposure to at least one PBS program. It is the best example of how a small investment reaps big rewards.

Yet some do not believe investing in our children's education is worthwhile. Sadly, PBS is but one target. If we sacrifice education, health, and nutrition programs for our children we will undermine the most important foundations of our future.

Throughout its 25 year history public broadcasting has enjoyed bi-partisan support. If it is to survive, those who claim to value children and families must join us in its defense. As Maria might say, this effort must be sponsored by both the letter "D" and the letter "R." [NOTE: At the beginning and end of every show, she says: "Today's Sesame Street was brought to you by the letter C and the number 7" -- or whatever the letter and number of the day are.]

At stake here is not just one program. At stake is not just one public broadcasting station. At stake is an ideal. An ideal of who we are as a nation, how we want to define the democratic enterprise, and how much we care about our children.

This is no time to give up on the legacy of democracy or the promise of our young people. This is no time to give up on what

40% families

is best about America.

I am confident that with your help we will ensure that the next generation of Americans benefits from public broadcasting in a way that adults and children have for the past 25 years.

Thank you.

#

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- R **Ms. Alan Randall**
Washington, DC
- R **Mrs. Catherine Redmond Simms**
Chevy Chase, MD
- R **Ms. Sylvia Rowe**
VP Publ. Rel., The Sugar Association, Inc.
Washington, DC
- R **Mrs. Warren Saylor**
Silver Spring, MD
- R **Ms. Josette S. Shiner**
The Washington Times
Washington, DC
- R **Ms. Mimi Simms**
Arlington, VA
- R **Mrs. Thomas Skinker**
Chevy Chase, MD
- R **Ms. Dody Wilson Smith**
Arlington, VA
- R **Ms. Darian Strain-Valdez**
Washington, DC
- R **Mrs. Harold Strickland**
Washington, DC

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TOTAL COUNTS

Number of Accepts:	135
Number of Regrets:	38
Number of No Responses:	55
Number of Unknown Guests:	2
Number of Expected Attendees:	192

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

BIOGRAPHICAL SKETCH**JOHN C. WRIGHT** [001]**CURRENT POSITION:**

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

EDUCATION:

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

(b)(6)

PREVIOUS POSITIONS:

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

HONORS:

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

RECENT PUBLICATIONS:

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Raessi, P. and Potts, R. (1984) Pace and continuity of television programs:
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Precis of remarks by John C. Wright

Conversation on children's stake in Public Broadcasting.

The White House, June 26, 1995

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

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

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

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

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

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

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

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

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



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BIOGRAPHY

JOAN DYKSTRA

NATIONAL PTA PRESIDENT 1995-97

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

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

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

-more-

Page 2--Dykstra Biography

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

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

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

###

6/95

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

Good morning. I'm Joan Dykstra, president of the National PTA. I represent more than 8 million members-- most of them involved, concerned parents-- who pay attention to what their children are watching on television. I'm delighted to address the National PTA's ongoing support for public broadcasting in America. Many of you in this room know that for more than two decades, the PTA has been on a crusade to improve the quality of programs that our children watch on network television.

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

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

(more)

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

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

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

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

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

(more)

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

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

#

CHILDREN'S TELEVISION WORKSHOP

Post-It® Fax Note	7871	Date	P. of pages
To	Bnl Klassen		From Ellen
Co./Dept.			Co.
Phone #			Phone #
Fax #	202-223-9579		Fax #

BIO SKETCH: SONIA MANZANO

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

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

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

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

Post-it* Fax No. 7671		Date 6/22	# of pages 2
To Liz Boyer		From Ellen Morgenthau	
Co./Dept.		Co. CTW	
Phone #		Phone 212/875-6540	
Fax # 202-456-		Fax # 875-6114	

White House Comments for Sonia Manzano
Citizens Committee for Public Broadcasting
Draft 2: 6/22/95

2239

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

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

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

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

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

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

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

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

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

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

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

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

4. She had a role model.

5. We're making a difference.

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

(Thank you)

**"Alice
Snuffleupagus"**

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

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

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

THE PUZZLE PLACE

Who's Who

Kiki Flores

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

Leon MacNeal

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

THE MAGIC SCHOOL BUS

Who's Who

Ms. Frizzle (Lily Tomlin)

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

The Magic School Bus

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

LAMB CHOP'S PLAY-ALONG

Who's Who

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

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

Lamb Chop

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

- Charlie Horse (not attending)

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

- Hush Puppy (not attending)

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

- continued -



**KIDS' STUFF ON PBS**
guide to children's programming**LOOK AT WHAT'S ON PBS**
1994-1995 Children's Programming Roster**PRESCHOOL PROGRAMS****Barney & Friends**

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

Lamb Chop's Play-Along

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

Mister Rogers' Neighborhood

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

The Puzzle Place (New!)

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

Reading Rainbow

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

Sesame Street

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

— continued —

Shining Time Station

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

Storytime (New!)

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

SCHOOL-AGE PROGRAMS

Bill Nye The Science Guy (New!)

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

Ghostwriter

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

The Magic School Bus (New!)

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

Where In The World Is Carmen Sandiego?

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

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

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

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

ALICE: Big Bird!

BIG BIRD: Right, Alice.

ALICE: Right, Alice!

BIG BIRD: This is Alice Snuffleupagus.

ALICE: Alice Snuffleupagus!

BIG BIRD: Right!

ALICE: Right!

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

ALICE: ~~Important~~ *special*

BIG BIRD: Right!

ALICE: Right!

BIG BIRD: (DEEP SIGH OF FRUSTRATION)

ALICE: (DEEP SIGH MIRRORING HIS)

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

ALICE: Everywhere!

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

ALICE: Hillary Clinton!

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

HILLARY CLINTON ENTERS

BIG BIRD:

Alice, I think I see some more of our friends. (They exit. Other characters enter.)

June 23, 1995

MEMORANDUM TO THE FIRST LADY

FROM: SARAH FARNSWORTH

RE: BIG BIRD, ALICE SNUFFLEUPAGUS

=====

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

Big Bird

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

Alice Snuffleupagus

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

BOTH CHARACTERS

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

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

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

A Report to Children's Television Workshop

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

May, 1995

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

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

Executive Summary

Background and Purpose of Study

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

Method

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

Key Findings

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

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

Conclusion

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

To Julia A

File

President's List

PBS EVENT - Monday JUN 26 1995 - 10:30 AM East Room/Rose Entrance

THE FIRST LADY

Accepts and No Responses

- A **Ms. Marsha Adler**
Director of Government Relations, American Association of University Professors
Washington, DC
- A **Hon. Jane Alexander**
Chair
Washington, DC
- A **Ms. Julie Ayres**
- A **Mr. David Bauer**
- A **Ms. Marilyn Benolt**
American Academy of Child and Adolescent Psychology
Washington, DC ✓
- A **Dr. Diane D. Blair**
University of Arkansas
Fayetteville, AR
- A **Ms. Ellen B. Bloom**
National Telecommunications and Information Administration
Washington, DC
- A **Ms. Yael Bloom**
"Lambchop", M&R Strategic Services
Washington, DC
- A **Mr. Lynson Bobo**
Washington, DC
- A **Ms. Jill Bond**
Washington, DC
- A **Ms. Sylvia Bossi**
American Association of University Women
Washington, DC ✓
- A **Mr. Bob Bottenhoff**
- A **Ms. Carolyn J. Breedlove**
National Education Association
Washington, DC ✓
- A **Mr. Steven Brobeck**
Executive Director, Consumer Federation of America
Washington, DC ✓
- A **Ms. Susan A. Brophy**
The White House
Washington, DC

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REPORT DATE: February 16, 1996
REPORT TIME: 5.58 PM

Accepts and No Responses

A **The Reverend Cheryl Bruner**

A **Ms. Anne Bryant**
Executive Director, American Association of University Women
Washington, DC ✓

A **Doctor Mary Burgan**
American Association of University Professors
Washington, DC ✓

A **Mr. Kris Burnham**

A **Ms. Alice Cahn**
Director of Children's Programming, PBS
Alexandria, VA

A **Hon. Paul Carey**

A **Hon. Richard W. Carlson**
McLean, VA

A **Ms. Shelley Carter**

A **Ms. Peggy Charren** ✓
Cambridge, MA

A **Mr. Jeff Chester**
Washington, DC

A **Mr. Peter Coan**

A **Ms. Lisa Sherman Cohen**
Publicist, Children's Television Workshop
Forest Hills, NY

A **Ms. Mirlam Crawford** ✓
US Catholic Conference
Washington, DC

A **Ms. Mary Crosby** ✓
American Academy of Child & Adolescent Psychiatry
Washington, DC

A **Mr. Colin Crowell**
Office of Rep. Markey

A **Mr. Isaac Cummings**
Interpreter for the Deaf

A **Ms.. Marge Degnon**
McClain, VA

Page 3

REPORT DATE: February 16, 1996
REPORT TIME: 5:58 PM**Accepts and No Responses**

- A **Mr. Robb Deigh**
Director Corporate Communications, PBS
Alexandria, VA
- A **Mr. Bradford Dennis**
Van Driver
New York, NY
- A **Ms. Mary Dewhirst**
Director, Federal and Legislative Affairs Association of American Public Television Stations
Washington, DC
- Ms. Carol Dongero**
National Association of Child Advocates ✓
- A **Mrs. Kimberly Dorgan**
McLean, VA
- A **Mr. Ervin S. Duggan**
President & CEO, Public Broadcasting Service
Alexandria, VA
- A **Dr. Timothy J. Dyer**
Executive Director, National Association of Secondary School Principals
Reston, VA ✓
- A **Ms. Joan Dykstra**
President, National PTA
Washington, DC ✓
- A **Ms. Anita Farb**
National Association of the Deaf
Silver Spring, MD
- A **Mr. Arnold Fege**
Dir. Governmental Relations, National PTA
Washington, DC ✓
- A **Ms. Barbara Feinman**
- A **Ms. Carole Feld**
Vice President, Promotion & Advertising, PBS
Alexandria, VA
- Ms. Allyson Felix**
New York, NY
- A **Mr. Andrew Firth**
National Association Of the Deaf
Silver Spring, MD
- Ms. Deborah Forte**
Executive Vice President, Division Head of Scholastic Productions
New York, NY ✓ ?

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REPORT DATE: February 16, 1996
REPORT TIME: 5:58 PM

Accepts and No Responses

- A **Ms. Terri Lee Freeman** ✓
National Association of Child Advocates
Washington, DC
- A **Ms. Patricia Garcia**
US Catholic Conference
Washington, DC
- A **Ms. Sara Garland**
Washington, DC
- A **Mr. Anthony Garrett**
Americans for Democracy in Russia
San Francisco, CA
- A **Ms. Courtney Gerber**
- A **Ms. Pamela Gilbert**
Washington, DC
- A **Ms. Dara Goldberg**
Publicist, PBS
Alexandria, VA
- A **Ms. Susan Gorin** ✓
Executive Director, National Association of School Psychologists
Bethesda, MD
- A **Mr. Andrew Green**
- A **Mr. Albert Guida**
Vice President of Governmental Affairs, NMHA, Mental Health Liaison Group
Alexandria, VA
- A **Ms. Mary-Clancy Haack** ✓
Association of Youth Museums
Washington, DC
- A **Ms. Christina Hamilton**
- A **Mr. Hance Haney**
- A **Ms. Leslie Harris**
Director of Public Policy, People for the American Way Action Fund
Washington, DC
- A **Ms. Janis Hazel**
Field Coordinator, Association of American Public Television Stations
Washington, DC
- Ms. Ellen Healy**
Washington, DC

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REPORT DATE: February 16, 1996
REPORT TIME: 5:58 PM

Accepts and No Responses

- A **Dr. Dorothy I. Height**
President, National Council of Negro Women
Washington, DC ✓
- Hon. Alexis M. Herman**
Assistant to the President & Director of Public Liaison, White House
- A **Ms. Robin Lindsey Hill**
Church Women United
Washington, DC ✓
- A **Ms. Marjorie Hogan**
American Academy of Pediatrics
Washington, DC ✓
- A **Mr. John Holler**
- A **Ms Jeanne Hopkins**
Needham, MA
- A **Ms. Aletha Huston**
Center for Research on the Influences of Television on Children
Lawrence, KS ✓
- A **Hon. Clarence Irving**
Assistant Secretary for Communications & Information/Administrator, NTIA, Department of Commerce
Washington, DC
- A **Mr. Jason Isaacson**
Director, American Jewish Committee
Washington, DC ✓
- A **Mr. Michael Jacobson**
Executive Director, Center for Science in the Public Interest
Washington, DC ✓
- A **Ms. Karen Jaffe**
KidsNet Inc.
Washington, DC ✓
- A **Ms. Ann Kahn**
Past President, National PTA Board of Directors, KidsNet ✓
- A **Ms. Annette Kane**
Executive Director, National Council of Catholic Women
Washington, DC ✓
- A **Mr. Andrew Kennedy**
Citizens Committee for Public Broadcasting
Washington, DC
- A **Ms. Jen Klein**

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REPORT DATE: February 16, 1996
REPORT TIME: 5:58 PM**Accepts and No Responses****Ms. Nancy Klein**Citizens Committee for Public Broadcasting
Washington, DCA **Ms. Carol Klinger**A **Ms. Marcia Knutsen**
Association of American Public Television Stations
Washington, DCA **Mr. Stephen Kulevycki**
KCET
Los Angeles, CAA **Mr. Larry Lancit**
President, Lancit Media
New York, NYA **Rabbi Lynne Landsberg**
Rabbi, Religious Action Center
Washington, DCA **Ms. Jane Lee**A **Mr. Delano Lewis**
CEO, C&P Telephone
Washington, DCA **Ms. Patty Liberman**
Child Care Action Campaign
New York, NYA **Mr. Laurent Linn**
"Big Bird" Handler
New York, NYA **Mr. Harvey Long**
American Federation of Teachers
Washington, DCA **Dr. Richard Long**
Washington Representative, International Reading Association
Washington, DCA **Ms. Jennifer Luray**A **Ms. Noel MacNeal**
Puppeteer, Puzzle Place Productions
Los Angeles, CAA **Mr. Cleo Manuel**

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Accepts and No Responses

- A **Ms. Sonia Manzano**
Carmen Snadiego "Maria"
New York, NY
- A **Ms. Shirley Marcus**
Child Welfare League of America
Washington, DC ✓
- Ms. Janet Marguia**
- A **Mr. Gary Marx**
American Association of School Administrators
Arlington, VA ✓
- A **Ms. Shella McCarron**
National Council of Catholic Women
Washington, DC
- A **Ms. Sally McConnell**
National Association of Elementary School Principals
Alexandria, VA ✓
- A **Mr. John Melby**
Field Director, Citizens Committee For Broadcasting
Washington, DC ✓
- Ms. Lorraine Miller**
- A **Mr. Lawrence Molumby**
American Library Association
Washington, DC ✓
- A **Ms. Susan Monaco**
- A **Ms. Katherine Montgomery**
Center for Media Education
Washington, DC ✓
- A **Hon. (Rep.) James P. Moran**
(D Virginia), House of Representatives
Guest: Mr. Paul Cullen
- A **Ms. Ellen Morgenstern**
Vice President of Press, Children's Television Workshop
Brooklyn, NY
- A **Mr. John Moscarella**
- A **Mr. David Moulton**
Office of Rep. Markey
- Ms. Lisa Navaretta**
National Council of La Raza
Washington, DC ✓

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Accepts and No Responses

Mr. Lou NemethAssistant to Robocrook
Washington, DCA **Ms. Nancy Neubauer**
Association of American Public Television Stations
Washington, DCA **Ms. Helen G. Neuman**A **Mr. Robert A. Neuman**
President, Neuman & Company
Washington, DCA **Ms. Carmen Osbahr**
Puppeteer, Puzzle Place Production
Los Angeles, CAA **Mr. Cameron Page**
Citizens Committee for Public Broadcasting
Washington, DC ✓A **Dr. Tom Payzant**
Assistant Secretary, U.S. Department of Education
Washington, DCA **Ms. Kara Peterman**A **Mr. Anthony Pharr**
United Church of Christ
Washington, DC ✓A **Mr. Cecil "Gregg" Powell Jr.**
National Head Start Organization
Alexandria, VA ✓A **Mr. David Razon**
National Consumers League
Washington, DC ✓A **Ms. Barbara Reisman**
Director, Child Care Action Campaign
New York, NY ✓A **Ms. Janet Rice Elman**
Association of Youth Museums
Washington, DC ✓A **Ms. Michelle Richards**
National School Boards Association
Alexandria, VA ✓

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Accepts and No Responses

Mr. Lloyd Ritter
Washington, DC

- A **Ms. Bernadette Rivera**
National Telecommunications and Information Administration
Washington, DC
- A **Mr. Tim Robbins**
Washington, DC
- A **Mrs. Sharon Rockefeller**
President and CEO, WETA
Arlington, VA
- A **Mr. Mitchell Rose**
- Mr. Donald Ross**
Citizens Committee for Public Broadcasting
Washington, DC
- A **Mr. Mark Ruffin**
"Alice" Handler
Brooklyn, NY
- A **Ms. Kelli Ryan**
Washington, DC ✓
- Mr. Rabbi David Saperstein**
Religious Action Center
Washington, DC
- A **Ms. Barbara Jean Scherb**
- A **Mr. Andrew J. Schwartzman**
Media Access Project
Washington, DC ✓
- A **Ms. Karen Sherman**
Counterpart
Washington, DC
- A **Mr. Ken Sherman**
- A **Mr. Mark Silbergeld**
Director of the Washington Office, Consumers Union of the United States
Washington, DC ✓
- A **Ms. Toby Silver**
National Association of the Deaf
Silver Spring, MD
- A **Ms. Debra Simon**
Event Marketing Director, Children's Television Workshop
New York, NY

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Accepts and No Responses

- A **Ms. Marsha Simon**
Senate Labor Committee
Washington, DC
- A **Ms. Judy Sladky**
"Alice"
Bloomingdale, NY
- A **Ms. Marilyn Smith**
Executive Director, National Association for the Education of Young Children
Washington, DC ✓
- A **Ms. Gigi Sohn**
Media Access Project
Washington, DC
- A **Ms. Carroll Spinney**
"Big Bird"
Woodstock, CT
- A **Ms. Debra Spinney**
Woodstock, CT
- A **Ms. Suzanne Stutman**
President, Institute for Mental Health Initiatives
Washington, DC ✓
- A **Ms. Leslie Sullivan**
American Academy of Pediatrics
Washington, DC ✓
- A **Ms. Sharon Sutton**
- A **Ms. Julie Tagen**
- A **Ms. Betty Lou Taylor**
Professional Staff Member, Subcommittee of the US Senate Committee on A
- A **Ms. Darlene Taylor**
Washington Strategic Consulting Group, Inc.
Washington, DC
- A **Ms. Kate Taylor**
WGBH
Boston, MA
- A **Ms. Marjorie Tharp**
Public Affairs Assistant, American Academy of Pediatrics
Washington, D.C. ✓
- A **Ms. Lynn Thigpen**
WGBH
Boston, MA

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Accepts and No Responses

A **Ms. Erica E. Tollett**
Senior Public Policy Analyst, National Black Child Development Institute
Washington, DC ✓

A **Ms. Cecily Truett**
Puppeteer, Lancit Media
New York, NY

A **Honorable Mike Tyler**
Sapulpa, OK

A **Ms. Kristin Van Hook**
National Telecommunications and Information administration
Washington, DC

A **Ms. Trudy Vincent**

A **Ms. Carolynn Wallace-Reid**
Corporation for Public Broadcasting
Washington, DC

A **Mr. Tom Walls**
Office of Senator Dale Bumpers
Washington, DC

A **Mr. Jim Wasilewski**

A **Mr. Bill Wasserman**
M&R Strategic Services
Washington, DC

A **Mr. John Windhausen**
Congressional Communications Staff

Ms. Marlan Wright Edelman
Children's Defense Fund
Washington, DC ✓

A **Ms. Patty Yoxall**
National PTA
Chicago, IL ✓

A **Ms. Diana Zuckerman**

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REPORT DATE: February 16, 1996
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- R **Ms. Skila S. Harris**
Special Assistant to the Vice President and Chief of Staff to Mrs. Gore, Office of the Vice President
- R **Hon. Carol H. Rasco**
Assistant to the President for Domestic Policy, White House
- R **Hon. Steve J. Ricchetti**
Deputy Assistant to the President for Legislative Affairs (Senate), The White House
- R **Ms. Linda J. Roberts**
Puyallup, WA
- R **Ms. Sharon Robinson**
Dept of Education
Washington, DC
- R **Ms. Ginny Torzano**
- R **Hon. (Dr.) Laura D'Andrea Tyson**
Chair, The White House

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TOTAL COUNTS

Number of Accepts:	155
Number of Regrets:	7
Number of No Responses:	14
Number of Unknown Guests:	0
Number of Expected Attendees:	169