

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Judy Kern-Fazio to Melanne Verveer and Katy Button [partial] (1 page)	11/12/1997	Personal Misfile, b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12090

FOLDER TITLE:

Column [Binder]

2017-1164-S

rc2701

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]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(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]

TO: DON BAER
FROM: MARK PENN
DATE: OCTOBER 23, 1995
RE: CHANGE IN OPTIMISM MEMO

I have added some additional sentences and data on the Reagan point. Please review.
***denotes where the change occurred in the document.

To: Don Baer

From: Mark Penn

Re: Follow-up on Optimism ~~denotes change in memo~~

Optimism:

What is optimism?

Optimism is the belief that Americans have that their own future will be better than it is today in the next few years, no matter how difficult the problems we face. Americans are, by nature, mostly optimistic about their own abilities and futures; they are pessimistic about the ability of others to help them.

Americans want – and need—a message from their leaders that connects with their basic belief in their futures. Without doubt, America expects its leadership to understand the problems average Americans face. But most Americans also want to hear from those leaders that there is a clear path to overcoming the problems and need a message which offers *hope* that America will overcome them to become a stronger, healthier nation. To be credible, the picture of the future must be accompanied by a sense that an administration that has been in office for three years has us already moving in the right direction.

While Americans, as any people, have anxieties today, we are no where near the level of pessimism and fear that existed in 1992. Americans were very close at that time to losing faith in themselves. If we permit that to happen again, then this feeling will dissipate our chances of re-election. The numbers we see today are in fact very close to the poll findings when Reagan talked about Morning in America. Money magazine, during the Reagan years, tracked a poll question which showed that Americans believed they will be better off a year from now by a margin of 34% better to 15% worse in mid 1984, with half saying it will be the same. Money dropped even asking this question in the early nineties during the recession. They just put it back in August, and people were optimistic by 41 to 6%, a record for the question. *** In fact we are at a 14 year high for the question, with the low point in 1981 when Reagan took office, (30% worse and 26% better) and other high points when Reagan won reelection (37% better and 13% worse on January 1, 1995) and when Bush won 39% better and 7% worse.

Consumer confidence, another long-tracked measure of optimism, has surged to over the 1985 level for the first time since then 1990. In 1992, the

index stood at 61.6, and has climbed steadily since then to an average of 100.3 for the January to September period of this year (100=1985 sentiment).

At the same time, the economy as an issue has sunk from nearly 60% as the chief concern of Americans to as low as 13% in New York Times polls. It now is the most important issue, but with only slightly more than one quarter of the electorate. Some would say that we missed a major opportunity to declare optimism over the summer when consumer confidence was at its peak. It still stands at 97.

Voters do not now believe that America is moving in the right direction.

The results of the actual economic performance based on unemployment, inflation and interest rates, the traditional measures by which Americans judge the economy are quite good, but have not been transferred into political success ("Clinton Deserves Better" in USA Today).

We can fault no one but ourselves for this occurrence. While the economy improved and dropped off of the radar screen as the major issue, and consumer confidence exceeded 1985, the administration continued to talk in guarded and pessimistic terms. Our major accomplishment – a 59% approval rating on handling the economy – was never utilized effectively with confidence. *** Failure to recognize the optimism in the electorate and to correctly revive it and to instead feed into a self-fulfilling prophecy of pessimism could be the single biggest mistake we would make that would cost us the election.

CHANGE OCCURRING TODAY

When asked about the changes that are occurring in America, the voters cited worries about healthcare, retirement funds, the decline in family, taxes, decay in morals, crime, and the economy. **Most of the changes that people worry about relate to their concerns over the decay of morals/values in their own community, not to global economic/technological change.**

Our polling figures show that although Americans are worried about the information age and about the global economy, have tremendous faith in technology and in the information superhighway. Technology touches more people (49%) than any other major development in society and it is seen overwhelmingly as a positive. This is a country so technology crazy that the release of Windows 95 became the number one news story for several days. It is an electorate that sees an America that is smart, strong and able to adapt to change and come out on top. They react enthusiastically to themes that put America first: they worry whenever our leaders position the country as just one of many nations in a global economy.

Keys to expressing optimism:

1. Explaining how we are moving in the right direction
2. Faith in what Americans have done and will do for themselves, given the opportunity.
3. Use of innovative thinking to master change and see us to the 21st Century.
4.

responsibility
leadership, ~~etc~~, common ground.

 Vision for the future based on American values based on family, opportunity,

Sample Optimism Language:

America today is coming back strong. Look at what America has done in the last three years – America created 7 million new jobs. America reduced the number of people in poverty by 5%, the largest change since 19XX. America brought back its auto industry while creating new worldwide leadership in computer software and technology.

Americans today are preparing to enter the 21st Century. We are a strong, smart and resourceful people. We have a younger generation brighter, better educated and better prepared to deal with this new world than ever before. They will succeed if we give them the opportunities they need.

And we are giving Americans those opportunities. Through job training, through programs that will put a computer in every classroom, through ...

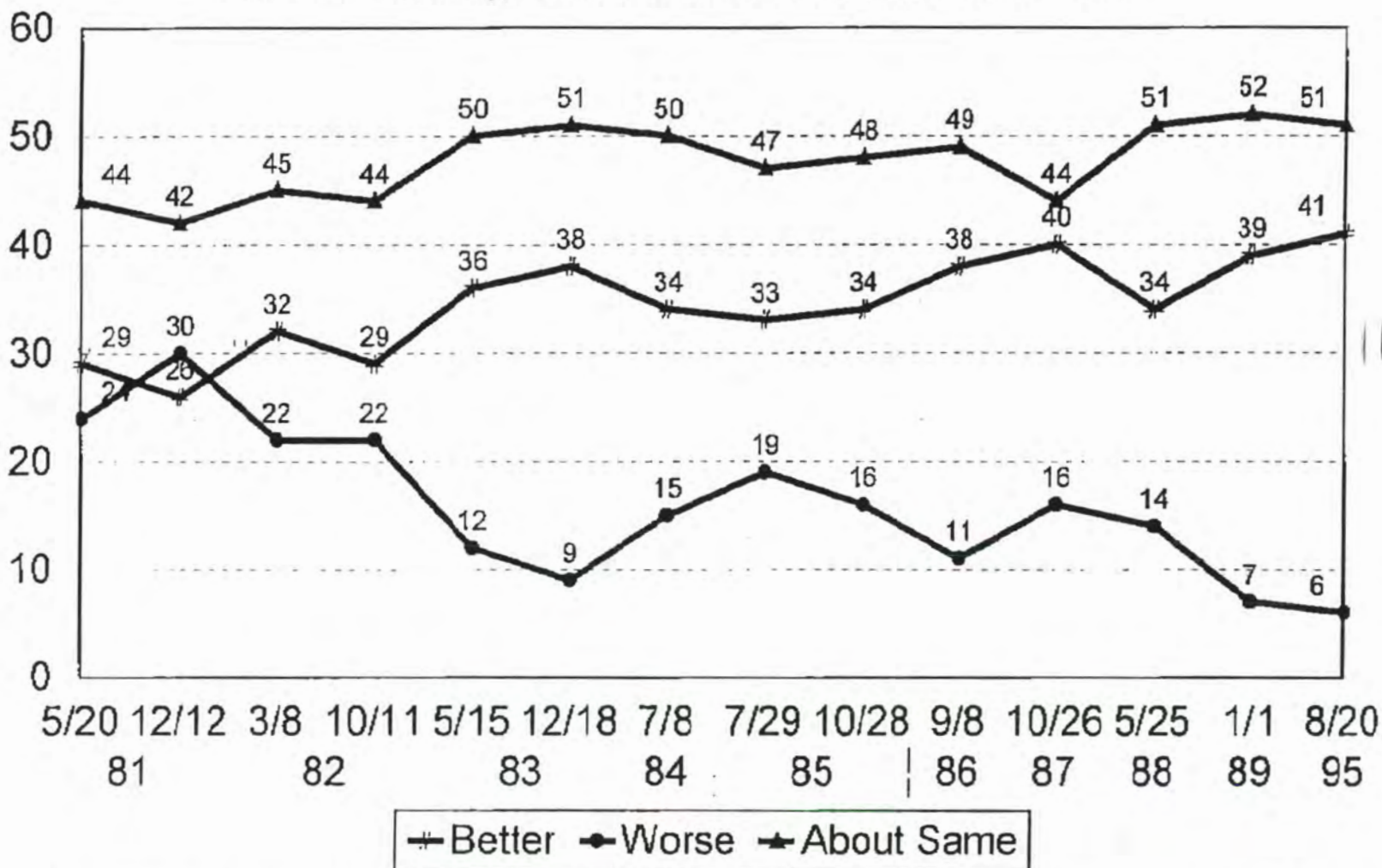
Of course we have problems. But even some of our most difficult ones have shown progress. A year after we passed the assault weapons ban and started to place 100,000 new police on the streets, crime started to decline and is down 5% this year. Murders and violent crimes have declined the most. You can never give up on America and Americans. Just when things appear to be the darkest, we turn them around. We are truly a comeback nation.

But with all of the changes occurring today, we cannot lose sight of the need to preserve our basic American values. And we have been doing just that...

In addition the, the speech in Iowa did a good job of talking about both optimism and values, (better than the sample text) and there is a great deal of language in that speech that could be put to use in other speeches.

Expectation for Personal Finances: 1981- 1995

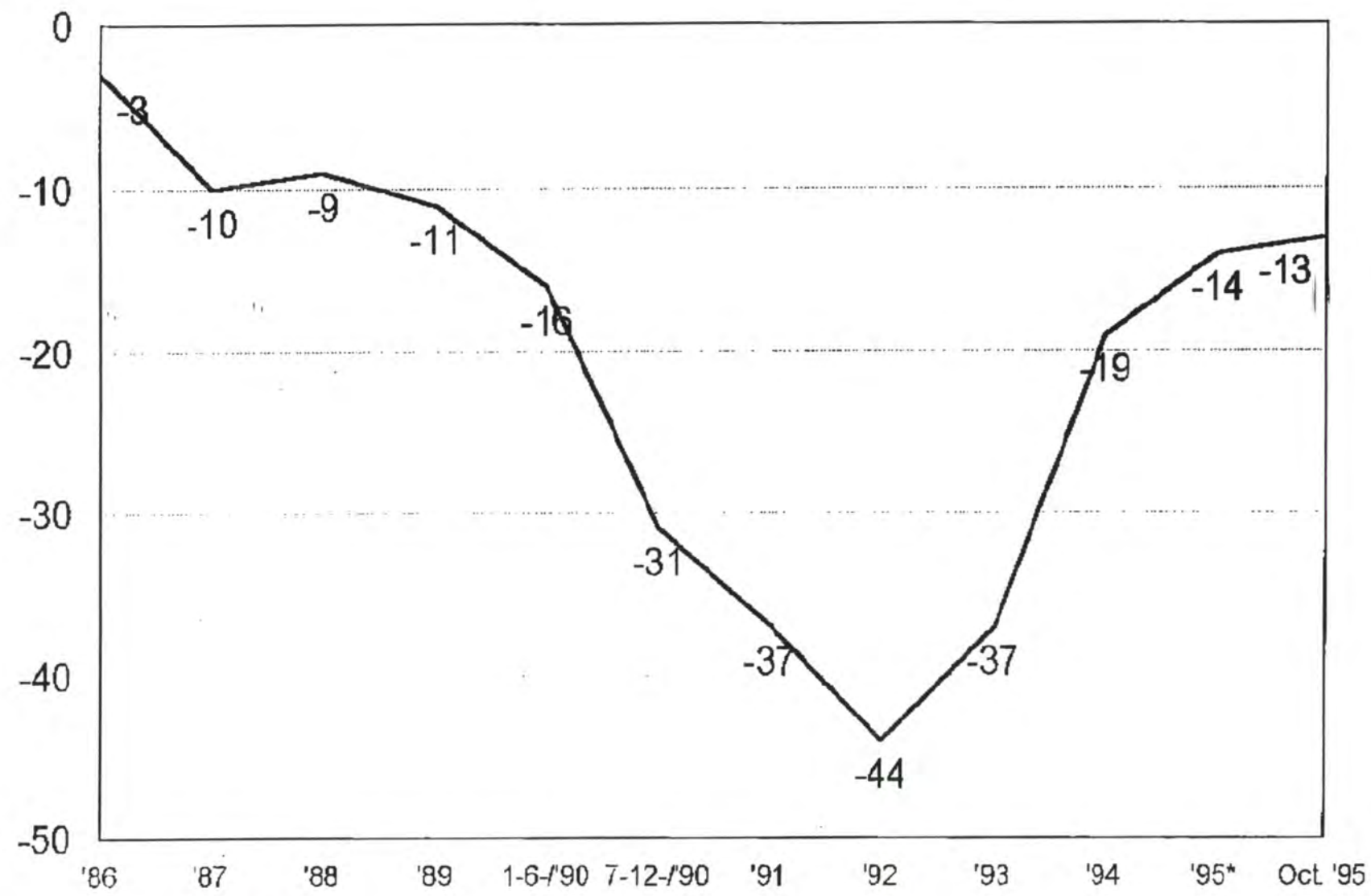
"Looking ahead, do you think that a year from now you personally will be better off financially, worse off or in about the same state as now?"



Source: ABC/Money Magazine. With 41% who say "better," we are at a 14 year high water mark. During the Reagan years, 34% on average said "better" and 17% said "worse."

ABC/Money Magazine Consumer Comfort Index Averages

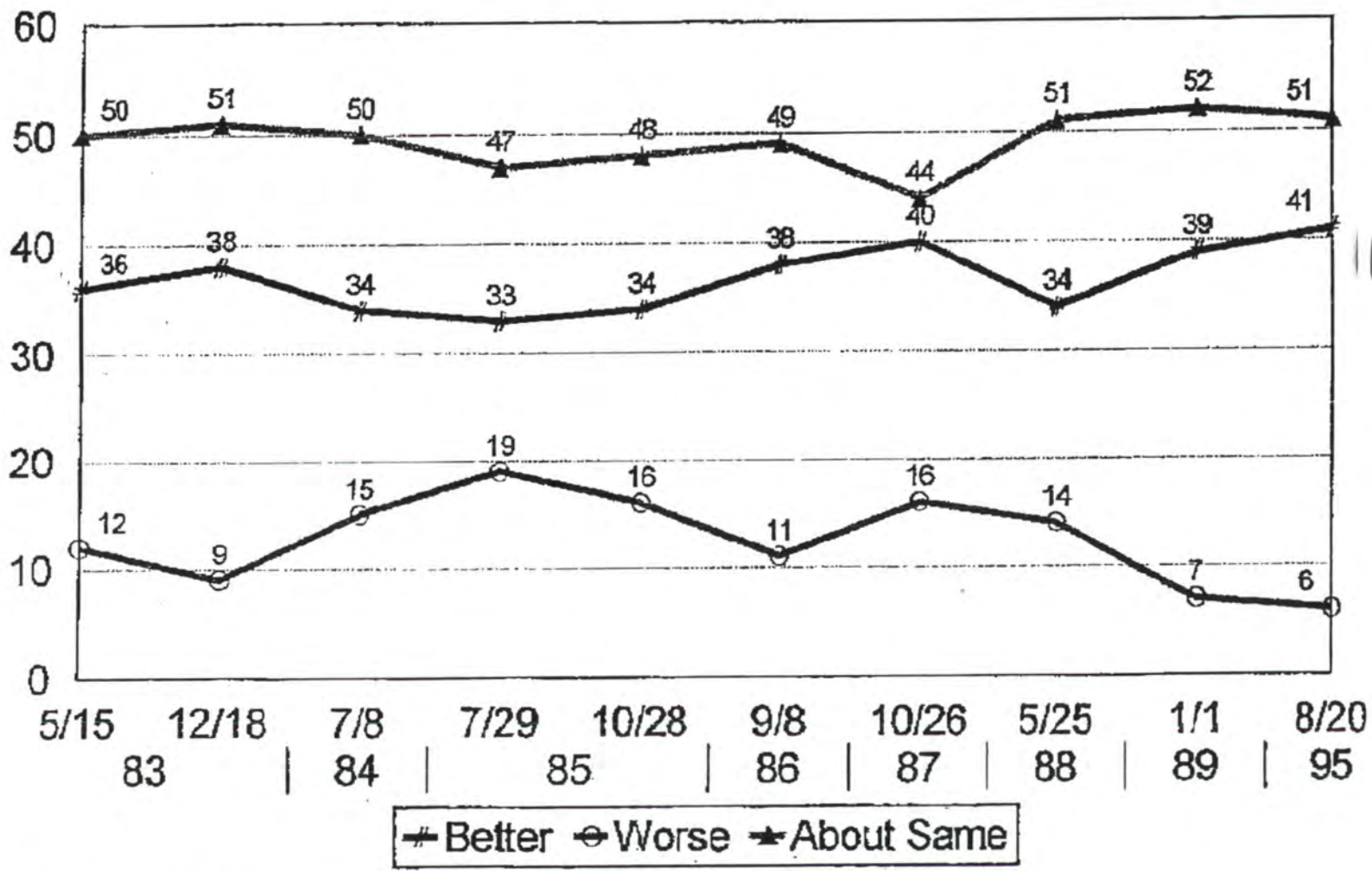
Scale of +100 to -100



* As of Oct. 11, 1995

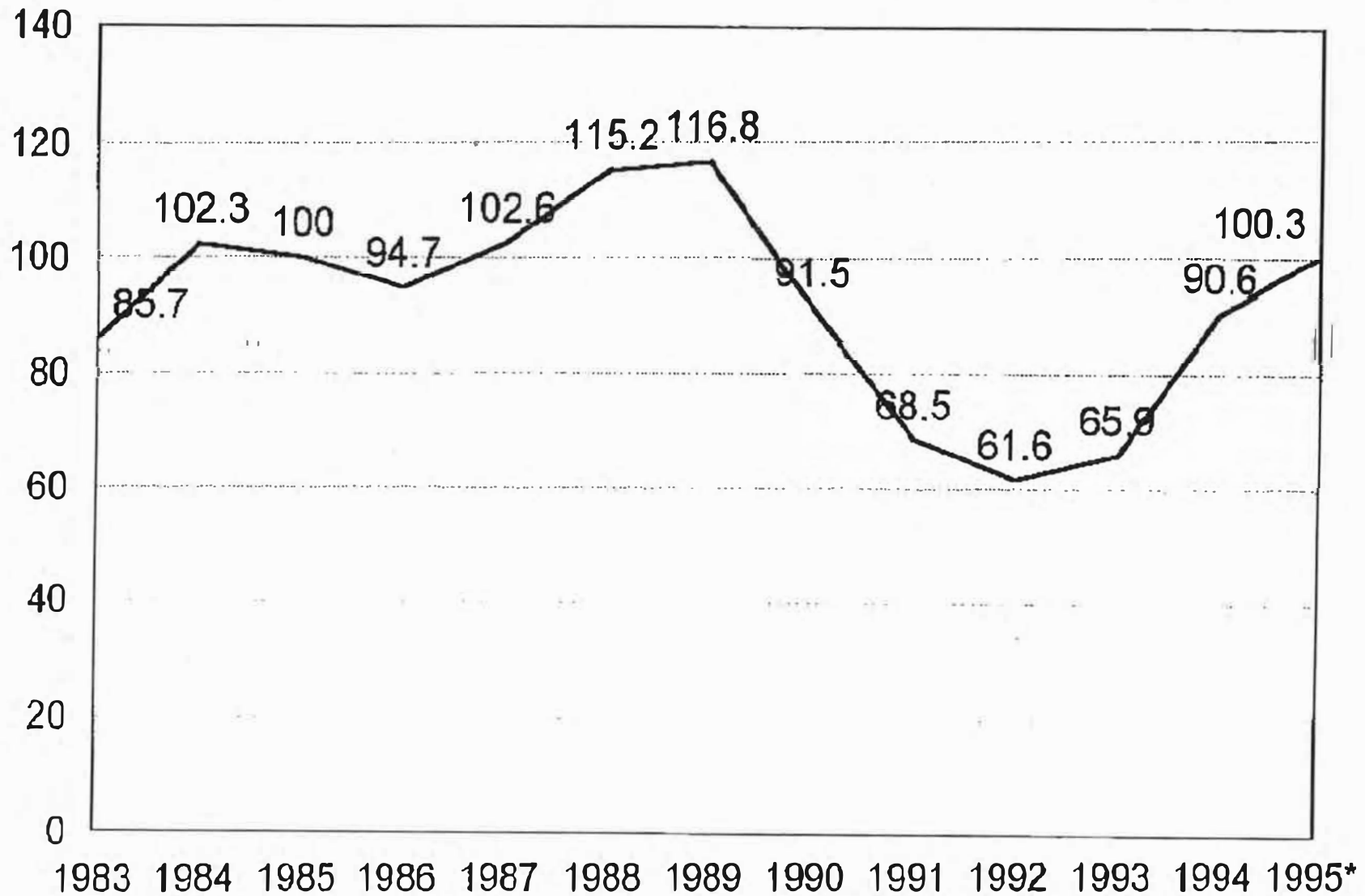
Expectation for Personal Finances: 1983 - 1995

"Looking ahead, do you think that a year from now you personally will be better off financially, worse off or in about the same state as now?"



Source: ABC/Money Magazine

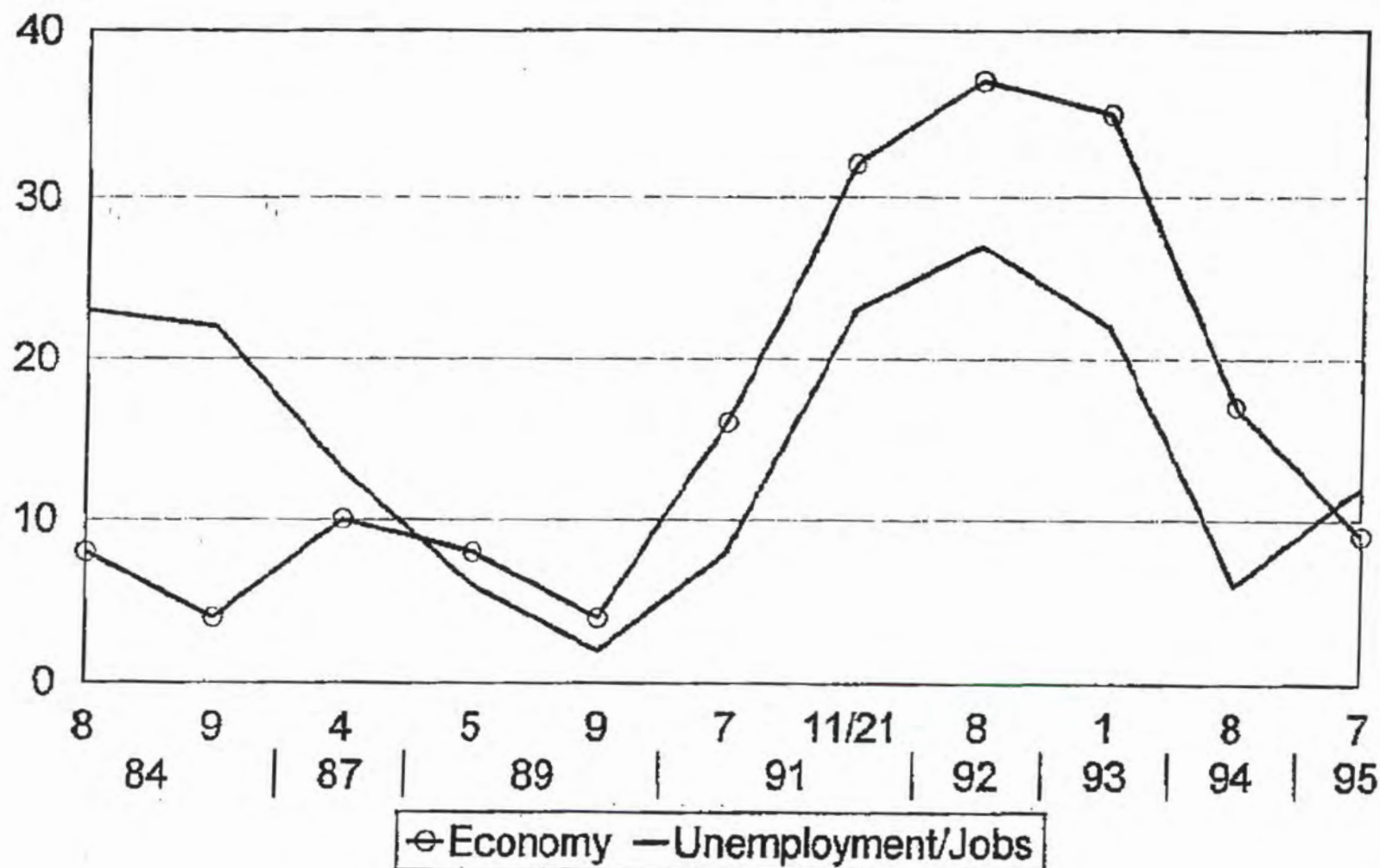
Annual Average Consumer Confidence Index



Note * Jan - Sept 1995 average. All data produced by The Conference Board. N=5,000 households.

Most Important Problem

Gallup Survey Trend on Economy and Unemployment/Jobs Responses





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FROM: _____

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Lissa Muscatine
OA/Box Number: 12090

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MEMORANDUM

TO: MELANNE VERVEER
KATY BUTTON

FROM: JUDY KERN FAZIO *Judy*

RE: FOLLOW-UP BACKGROUND FOR PROPOSED COLUMN

DATE: NOVEMBER 12, 1997

Last week, Hearst Entertainment President Bruce Paisner and "PM for Kids" Producer Jerry Shevick met with FCC Mass Media Bureau Chief Roy Stewart, CME President Katherine Montgomery, Representative Ed Markey, and Senators Conrad Burns and Byron Dorgan. In preparation for those meetings, we uncovered additional programming information that might be of interest to Mrs. Clinton. Huma kindly suggested that we forward the attached memo to her attention.

I had hoped that the much discussed "PMK" episode featuring a segment on food safety would also be available today. Unfortunately, it is in the last stages of editing and will be forwarded to you shortly. We hope you and the First Lady will be pleased with the final result.

(b)(6)

Until my return to the office in mid-December, my colleagues Jennifer Blum and Dennis Eckart will continue to follow children's programming and other issues of interest to Hearst. Please feel free to contact Jennifer at 775-7991 or Dennis at 775-4439.

Again, thank you for your courtesy and patience during the past several weeks. It has been a pleasure to work with you and others on the First Lady's staff.

cc: Jennifer Blum
Dennis Eckart

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M E M O R A N D U M

November 12, 1997

TO: Melanne Verveer

FROM: Dennis Eckart
Jennifer Blum

RE: Additional Talking Points for Column on Children's Programming

As Judy mentioned in a phone call with Huma on Monday, we are enclosing some additional information which we thought that Mrs. Clinton might find useful for her column. We believe that an article this fall would be particularly timely in light of the upcoming renewal period for television shows and recent publicity as to the merits/failures of the new FCC rule (see enclosed New York Times Magazine questioning the necessity of the rule). As a recent report by the Annenberg Public Policy Center also indicates, many broadcasters are looking for reinforcement by government officials and public policy groups that they continue to support the educational programming and the FCC rule.¹

Compliance with FCC Rule:

There is anecdotal evidence indicating that, even though there are quality programs available, barriers still exist which keep these shows off the air during the hours specified in the FCC guidelines. For example, market conditions in the New York Metropolitan Area have made it necessary for some producers to pay network affiliates to air their educational programs. One company actually paid \$200,000 for a 6 am Sunday timeslot (a time not included in the FCC guidelines). The irony in this is that the same network throughout the country "satisfies" its FCC obligation by re-running episodes of an outdated show for 2.5 hours a week. Many other affiliates similarly are satisfying the obligation by showing their traditional teen fare.

* Ratings & "Sweeps": Some of the educational shows are doing well in the ratings. "PM for Kids", for example, it is doing better than every children's show on CBS. However, even with solid ratings, it is unclear how many of these quality shows will be picked up for a second season. Because the economic success of television shows dictates in large measure their futures, the ratings received during the November "sweeps" period is critical to the future of many of the new educational programs that were born out of, in part, the FCC rule. This demonstrates the difficulty of creating and sustaining a successful children's show, particularly if the show is in syndication. Independently produced shows truly must "earn" their ratings and their timeslot on

¹ See enclosed report by the Annenberg Public Policy Center, "Children's Educational Television Regulations and the Local Broadcaster: Impact and Implementation" (6/9/97), at 17. [hereinafter the Annenburg Report].

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network affiliate stations.² Many network affiliates are contractually required to pick up certain networks shows. In addition, companies which produce several children's shows are able to "sell" their "FCC-friendly" educational fare (regardless of quality) with their more commercial, non-educational traditional fare, in effect forcing the affiliates to take the whole package.

It is alarming that these indicators may lead to the failure of the few new quality educational shows that have been produced. If these shows are not renewed, it is unlikely that any producer will take the gamble to make other educational shows to meet the intent of the FCC rule. On the other hand, if the networks and their affiliates give the nod of approval, they may create a new trend toward additional FCC-friendly shows.

* Marketing: Interestingly, quality shows do well in almost any morning timeslot between 6:00 - 12:00. However, more critical to the success of quality educational programming than timeslots is marketing of the show. Currently, network affiliates invest little or no money marketing children's educational programming. Without the investment in the promotion of quality children's programming by networks or local stations, the FCC guidelines are likely to be of little value.³

* Smaller Markets: Non-network children's shows often have difficulty getting on the air in rural areas. In those markets there are typically fewer stations that fill up the desirable timeslots with network shows that do not necessarily meet the intended definition of educational. The result is that, ironically, in viewing areas where educational programming is particularly important, such as poorer rural areas, it is less likely to be shown. Because of these barriers, it is also unclear how the smaller markets are meeting the FCC three hour rule for educational programming.

Please let us know if we can provide you any additional information. Thanks for all of your help.

cc: Judy Fazio

111694.1D

² See Annenberg Report, at 15. Non-network local broadcasters tend to be more creative in their sources for educational programming.

³ See Annenberg Report, at 25-6. As one of its recommendations, the report suggests that broadcasters invest more in the promotion of their quality shows.

Washington wants more educational programming for children — and it's true that the cartoons could be better. But what's wrong with just letting a kid laze about in front of a TV?

Giving Saturday Morning Some Slack

By Charles McGrath

Remember Saturday morning? The expectancy, the blissfulness, the sense of utter freedom? The most sublime moment was the first — the instant when, unprodded by either alarm clock or parental summons, you emerged into consciousness and experienced an almost physical sense of release, a floating up from the mattress, as you realized that you didn't have to go to school. And the rest of the day — of the whole weekend — then seemed to spread out limitlessly from the edge of the bedcovers, a blank and beckoning horizon.

You could do absolutely anything you chose. You could turn over, tunnel under the pillow and go back to sleep. You could just lie there for a while, woolgathering and listening to Dad's snores rumble from down the hall. You could get up and play with your slot cars or your electric train. You could check on the gerbils, in hopes that they might be mating again. You could build a model plane, snuffling in deep, head-jolting whiffs of Testor's glue. You could even read — that was not unheard of back then.

But what you chose to do, of course, was watch TV. You sprang up and, still in your pj's, went to the kitchen and fixed yourself a bowl of Froot Loops or Lucky Charms, which in violation of the first commandment of the household — no food in the living room! — you carried boldly over the forbidden threshold and set on top of the Magnavox. You turned on your favorite show and then curled up on the sofa or stretched out on the carpet in front, and with any luck you remained there, motionless, for hours. If, as the critics used to complain, TV is a drug, then no opium den was ever sweeter.

Charles McGrath is the editor of The New York Times Book Review.

On a good Saturday morning, one when Mom wasn't too cranky, you got to stay in your pajamas until noon.

In those days, of course, television was largely unregulated. No one, not even Mom, was paying much attention to what or how much we watched. In recent years, children's programming has been endlessly scrutinized, and thanks in large part to parental lobbying groups, it has come under more vigilant Federal controls. The newest set of regulations was supposed to go into effect this fall, requiring that stations devote at least three hours a week — most of them on Saturday, presumably — to educational programming for children under 16. So far, compliance has been spotty at best. Like those that preceded them, the new regulations are vague and unenforceable. No one can agree on what constitutes educational television, and the burden of policing falls not on the Government but on viewers, who are expected to keep tabs on their local stations. The stations claim, not unreasonably, that their hands are tied by the networks, which these days supply almost all the programming. The networks, meanwhile, have for the most part done little more than tinker with the existing shows and declare that they fit the bill. Disney's "101 Dalmatians," for example, turns out to teach friendship and responsibility, and "N.B.A. Inside Stuff," professional basketball's show for children, is said to impart "life lessons."

This is actually not as dumb as it sounds. All TV imparts life lessons of a sort — if only lessons in how greedy or manipulative or boring television producers can be. And what we take away from the experience of watching television is more than what the programmers have put there. Watching television, even if you watch it alone, is also a social experience, and

it's often a ritual. Part of the magic of the old Saturday-morning drill had almost nothing to do with content, or with anything that could be regulated. The magic was in the safety and the sameness — the reassuring security — of the ritual itself.

WHAT YOU WATCHED, IF YOU GREW UP IN the 50's or early 60's, was not the parade of otherworldly characters that nowadays lurches forth — robots and superheroes mostly, so poorly animated that their dialogue and their expressionless mouths are forever out of sync and that Captain America, for example, walks as stiffly as if he had just had a hip replacement. In those days, what you watched, most likely, was a Saturday-morning program that originated at your local station. It featured an adult figure, either clownish or avuncular, depending on local custom, and perhaps a puppet or two or a dimwitted visitor, whose job it was to fill with patter the intervals between the showing of vintage cartoons, doled out as sparingly as if they were some rare elixir — which indeed they were.

In Boston, where I grew up, we had "Boombtown," with Rex Trailer, a handsome singing cowboy, and his faithful, if none-too-bright, sidekick, the sombreroed and serape-clad Pablo. (I was astonished to discover once, when my father took me to one of Rex's "personal appearances," that Pablo was not really Mexican and that he also had extremely bad breath.) The show began with a film clip of Rex galloping to the studio on his handsome palomino, Goldrush — galloping from where was never entirely clear; New Hampshire, perhaps — but the rest, except for the cartoons, was broadcast live. Rex did rope tricks and was occasionally persuaded to take out his guitar, or his "git-fid-

Illustration by Ross MacDonald

dle," as he called it, and sing. (One of his tunes, I seem to recall, had a chorus that consisted of the word "hoofbeats," repeated over and over.) Once in a while a visitor dropped by to talk about fire safety or disease prevention.

It was all a little boring and overearnest, and in retrospect it's amazing that "Boomtown" lasted as long as it did, from 1956 to 1976. (Pablo died years ago, but Rex, I was happy to learn recently while trolling through the Internet, has prospered in the new business of video résumés.) Yet the very dullness and predictability was an essential and soothing part of Saturday morning; it slowed time down, after a fashion, and helped stretch out those precious hours into a drowsy prelunch eternity — a kind of Keatsian daze in which the antics of Popeye and Bluto and Elmer and Woody never staled, no matter how many times we'd seen them before.

Had we known it, we never would have watched, but "Boomtown" was, by today's standards at least, highly "educational." And oddly enough, this show and others like it were in part done in through the efforts of Action for Children's Television and other lobbying groups dedicated to reforming children's programming and reducing its dependency on commercials.

STILL, TODAY'S SATURDAY-MORNING FARE, though much maligned, is in a number of essential ways no worse than what we watched as kids. Some of it, in fact, is little altered: the whole inspired Looney Tunes gang (Bugs, Porky, Daffy, Sylvester, Tweety et al.) still turn

into, on the one hand, an airhead rodent with a high-pitched North London accent and, on the other, a macrocephalic mad-scientist mouse with plans to take over the world. These shows, like the better prime-time cartoons — "The Simpsons" and "King of the Hill" — successfully talk to kids and adults both. They sometimes seem to operate on two simultaneous planes of reference, in fact, and they pay children the great compliment of not dumbing everything down for them. Or maybe they merely recognize that children know more than we think, or wish, they did.

But where the Saturday-morning TV of today differs enormously from the TV most of us watched is in the virtual absence (except in shows like "Captain Kangaroo," for very young children) of adult figures — of the Rexes and Pablos, those benign gatekeepers, or emissaries from the real world, who while seeming to share our delight in cartoons, our near reverence for them, also reminded us of the importance of brushing our teeth and crossing at crosswalks. Grown-ups turn up on Saturday morning now as either idiots, like the crazed geek who does comic spots on "Disney's 1 Saturday Morning," or meanies, like the crotchety, incompetent teachers and principals on the cartoons "Recess" and "Pepper Ann."

Saturday-morning TV, moreover, is nothing like as sweetly languorous as it used to be. Where a show like "Boomtown" used to come on at 6:30 or 7 and stay on the air for several hours, the new programs come, one after the other, at half-hour intervals, further punctuat-

disfigurement (popping eyeballs, missing digits, smoking ears, anvil-shaped heads) without causing any harm at all.

In the end, the effect of the new, hyper Saturday-morning style, whether deliberate or not, is to make time pass faster and to do away with the old sensation of endlessness, of moments hardly ticking by. As an experiment, on a recent Saturday I watched children's TV for five hours straight, from 7 to noon. (Don't try this at home, parents, without medical supervision.) I was bored much of the time, yet when I closed my eyes and tried to doze, I was invariably jarred awake by some new sound effect or other. But I was astonished by how quickly the hours flew. It was Saturday afternoon before I knew it.

THE KIDS MAY NOT MIND, HOWEVER, or even notice, for how many of them get to enjoy the full five-hour orgy anymore? We wake them up before dawn for the long drive to the hockey rink, and then there's band practice, ballet lessons, the math tutor and, if there's time, that play date we penciled in a few weeks ago and that we can confirm now on the car phone on the way to the orthodontist.

Many kids today, if they watch Saturday-morning TV at all, watch it the way grown-ups watch "Today" or "Good Morning America" — on the run, in snatches, while hastily swallowing a vitamin pill. And on those mornings, increasingly rare, when we parents yield to temptation — when, in response to that gentle tugging on our foot or to the tiny hand clamped over our nose, we say, "Mommy and Daddy are tired right now, why don't you turn on TV for a little while?" — we are afterward undone with guilt, certain that we have cost them at least 20 points on the SAT's. For grown-ups as well as children, Saturday morning is quickly becoming a thing of the past, just another slot in the overfull datebook of our lives.

In the grand scheme of things, this may not be the worst fate that has befallen our civilization, but it's regrettable nonetheless. We all of us need some down time, and children especially. There is actually something to be said for doing nothing and for learning how to be bored. There is even more to be said for escapism, for stepping out of time. And this is where children's TV has truly let us down: not in its shameless huckstering or in its shying away from "educational content," whatever that is. The problem is that the sustained quality of the daydreaming it offers is so seldom worth waking up for. Children's TV doesn't need fewer cartoons; it needs better cartoons, better drawn and with better characters. It needs narrative, which is not the same as an action plot. It needs modulation and variety. And it needs, every now and then, the voice of an adult — if for no other reason than to gently remind children that they can't stay in their pajamas forever. ■

There is actually something to be said for doing nothing, and for learning how to be bored. There is even something to be said for escapism.

up; the Lucky Charms leprechaun, ageless and ever-twinkly, still boasts about how many marshmallows his product contains; Franken Berry, Count Chocula, Cocoa Puffs — they're still being hawked, too, the latter newly enhanced with an infusion of Hershey's chocolate. Barbie's still around, of course, and so are those various creatures — dolls, ponies, mermaids, trolls — with long manes in need of curling and brushing. Dolls that urinate have not gone out of fashion, and neither have weapons-laden space vehicles (batteries not included).

There are even some cartoons on now that are better and more sophisticated than anything we ever watched: the darkly ironic "Ren and Stimpy," for example, or "Men in Black" (where the cheesiness of the animation actually contributes to the humor) or, my favorite, the improbable "Pinky and the Brain," about a pair of lab mice that, as the result of an accident at Acme Labs, have been transformed

ed by promos and advertisements for shows coming up later, and most of these shows leap on the screen with MTV-like logo sequences and rock-inspired theme songs and then lurch from commercial to commercial in short, hyperactive bursts. Many of the newer shows — "The X-Men" and "The New Adventures of Voltron," for example — are inspired by comic books, and with their lantern-jawed, steroidal heroes, stilted dialogue and creaky plots, they employ an aggressive, hard-edged freeze-frame style in which there is seldom a quiet or reflective moment. The violence in these shows, of which there's a fair amount, isn't realistic, exactly — the bad guys tend to be rendered unconscious rather than outright killed or maimed — but neither is it as surreally goofy as the violence in a Road Runner or Tweety and Sylvester episode, say, where bombs and missiles and explosives of every kind go off with thrilling frequency, blowing cats and coyotes sky high and wreaking amazing, if temporary,

Children's Educational Television Regulations and the Local Broadcaster: Impact and Implementation

A study conducted by Amy B. Jordan (Ph.D., University of Pennsylvania, 1990) and John L. Sullivan (Ph.D. candidate, University of Pennsylvania) for the Annenberg Public Policy Center of the University of Pennsylvania under the Direction of Kathleen Hall Jamieson.

9 June 1997



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Foreword

The Annenberg Public Policy Center was established by publisher and philanthropist Walter Annenberg in 1994 to create a community of scholars within the University of Pennsylvania which would address public policy issues at the local, state and federal levels. Consistent with the mission of the Annenberg School for Communication, the Center has four ongoing foci: Information and Society; Media and the Developing Mind; Media and the Dialogue of Democracy; and Health Communication. Each year, as well, a special area of scholarly and social interest is addressed. The Center supports research and sponsors lectures and conferences in these areas. This series of publications disseminates the work of the Center.

Kathleen Hall Jamieson
Director

Summary

This study was designed to assess the impact of the new Federal Communications Commission regulations involving educational programs for children on the current activities and future intentions of a representative sample of local broadcasters. In open-ended interviews with representatives from 28 stations around the country we explored local broadcasters' familiarity with the new regulations; current and planned efforts to provide educational programming; intended and unintended consequences of the regulations for local broadcasters; and implications of these findings for public policy.

Some of the highlights of this report are:

- Local broadcasters are, on the whole, familiar with the FCC's new reporting and programming requirements. The aspects of the regulations that were most understood involve the "three-hour rule" and on-air identification of educational programming. There were, however, several misconceptions about restrictions on when such programs can air (some mistakenly believed the upper limit to be 5:00 p.m. or midnight) and about restrictions on commercials during these programs.
- Local broadcasters intend to comply with the three-hour rule and have made plans to air the three hours within the allowable time frame (7:00 a.m. to 10:00 p.m.). Several respondents were concerned about how to deal with preemptions by sports programming (particularly a concern for West Coast affiliates) and the intense competition to attract and keep a child audience during the popular Saturday morning hours.
- Non-affiliated local broadcasters will get their programs from a variety of sources; network affiliates will almost exclusively air network-provided educational fare in the 1997/98 season. This represents a departure from the current practice of using a mix of network and syndicated programming to fulfill children's programming requirements. An Annenberg Public Policy Center content analysis of networks' 1996 educational offerings indicates that they are educationally weaker than syndicated programs. Moreover, many of the respondents in this study said that they would stop producing their local programs, since they needed to make room for network-provided programs.
- Network affiliates will actually *decrease* the amount of children's programming they offer, while "weblets" (UPN and WB affiliates) and independents will slightly *increase* their educational offerings. Because the major four networks will be providing the suggested minimum three hours of educational programming to their affiliates, affiliates will be dropping their syndicated or local programming, resulting in fewer programs for children. In addition, the very early morning hours (5 a.m. to 7 a.m.) will no longer be filled with children's educational programming because these hours now fall outside the allowable time frame for children's programs. However, the amount of educational programming on independent and "weblet"

stations will increase slightly beginning in the Fall of 1997, possibly because of the greater supply of these shows currently on the syndication market.

- **Local broadcasters intend to comply with the FCC's reporting requirements.** All say they currently identify their educational programs with on-air identifiers (usually an E/I symbol) and in material they send to *TV Guide* and the local newspaper. An Annenberg Public Policy Center survey found, however, that only two percent of parents recognized the meaning of the E/I symbol. In addition, according to an APPC content analysis of newspaper coverage of children's television, very few newspapers carry the broadcasters' E/I labels.
- **Local broadcasters believe that their communities do not care about their children's educational programming efforts.** They cite low ratings and lack of feedback as evidence for this belief. An APPC survey indicates, however, that parents do care about what their children watch (nearly three quarters said they were concerned about the content of children's programs). It is possible that parents are simply confused about the new regulations and unsure how to provide feedback.

The study therefore points to a number of efforts that can be made to increase the viewership and profitability of children's educational programming: developing (in collaboration with the networks) education and outreach programs for the local broadcasters' audiences; cultivating advertisers by highlighting the benefits of association with educational programs; soliciting community input rather than relying on viewer-generated feedback; and involving other media (e.g., newspapers) in providing parents and children with the information they need to make positive viewing decisions.

Introduction

Background

On August 8, 1996, the Federal Communications Commission unanimously passed regulations designed to put “teeth” into the Children’s Television Act (CTA) of 1990, which Congress had passed in order to increase the availability of educational children’s television. Beginning January 2, 1997, commercial broadcasters must identify, on the air and in printed listings, their educational programs for children age 16 and under. Beginning in September, 1997, broadcasters who wish to have their license renewal applications expedited must begin airing three hours of core educational programming each week. “Core educational” programs are defined as those that have education as a significant purpose, air between 7:00 a.m. and 10:00 p.m., are regularly scheduled, and are at least 30 minutes long. Broadcasters may air somewhat less than three hours of such programming (though they will then be subject to a more extensive application review) if they demonstrate that they are serving the child audience in other ways (FCC, 1996).

The new regulations are a significant departure from previous CTA requirements, which offered a less rigid definition of “educational/informational programming.” As a result, some broadcasters used questionable programs to satisfy those requirements. In one well-known example, “The Jetsons” was cited as an educational program that teaches children about “what life will be like in the 21st century” (Kunkel and Canepa, 1994). While the revised definition of educational programming still allows for both traditional academic and prosocial programs, it now requires that programs be “specifically designed for children” with “education as a significant purpose”—two definitional components that would disqualify a program such as “The Jetsons.”

The CTA originally contained no guidelines as to the *amount* of programming broadcasters needed to air in order satisfy the FCC. Some broadcast markets aired an average of four hours a week of educational programs, while others aired as few as two (Kunkel and Canepa, 1994). Moreover, programs were often aired at times that made them vulnerable to preemption by sporting events. One educational program, “Beakman’s World,” was preempted so much that its creators feared viewers would give up on trying to find the program (Keller, 1996). The FCC’s new guidelines do not allow frequent preemption of core programs and require stations to air a preempted program at another time during that week.

Finally, the 1997 requirements require broadcasters to air programs at times when children are actually awake and potentially in the audience—between 7:00 a.m. and 10:00 p.m. Previous studies indicate that educational programs have often been aired before sunrise (with a typical start time as early as 5:00 a.m.) (Jordan, 1996). Programs will not count toward the three required hours unless they begin after 7:00 a.m.

The regulations are designed to increase the amount of educational programming available to children over the commercial broadcast airwaves and to raise awareness among viewers of the broadcasters' efforts to provide programs for children. Reporting requirements that went into effect at the beginning of 1997 are already producing results: educational icons air at the beginning of programs alongside the ratings,¹ and E/I symbols (for "educational/informational") have begun to appear in newspapers and *TV Guide*. Programming requirements have also increased pressure on networks, many of which have agreed to provide some, if not all, of the three hours of educational programs to their affiliates. Networks' educational efforts have received intense scrutiny by researchers, the press, and advocates. It remains to be seen whether the networks' proposed 1997/98 lineups will live up to the spirit and the letter of the FCC regulations for children's educational programs.

FCC regulations and the local broadcaster

Overshadowed in the debate over the implementation and implications of the FCC's regulations regarding children's television is the role of the local broadcaster. A commercial broadcaster receives a license by agreeing to "serve the public interest, convenience, and necessity" (FCC, 1984). It is the *local commercial broadcaster*, not the network, that receives the license. In order to renew its license every seven years, each broadcaster must provide evidence that it has fulfilled its public interest obligations.² Putting its FCC license at risk could jeopardize the existence of the local station.

Implementation of FCC regulations therefore occurs at the local level. If it is an affiliated station, the local broadcaster relies on the network to provide the majority of core educational programs — but takes a leap of faith in doing so, trusting that the provided programs are truly educational. In addition, the local broadcaster shoulders responsibility for informing the public about its educational fare, keeping a public file, and pulling together the license renewal application forms. Responsibility for providing educational children's programs to the public ultimately lies with the local broadcaster.

This study assesses the impact of the new FCC regulations on the current activities and future intentions of a representative sample of local broadcasters. The study coincides with the initial stages of the implementation of these regulations. In open-ended interviews with representatives from 28 stations around the country, we explored the following questions:

- How familiar are local broadcasters with the new regulations?
- What are broadcasters currently doing to serve the child audience and how, if at all, will these efforts change as a result of the new regulations?

1 Although the icons exist, they may be less than helpful to viewers. Most air for less than five seconds. Moreover, each network has its own unique (and sometimes obscure) symbol. NBC, for example, uses a bald head with glasses that opens up to reveal an E/I. ABC uses a lightbulb with a voice-over that says, "illuminating programming."

2 In cases where the local broadcaster is owned and operated by a network, the network does hold the license and files the renewal application.

- Who will provide the three hours of programming for affiliates and independent stations, and how are these programs selected?
- How will the requirements affect scheduling practices?
- What are the overall consequences (intended and unintended) of the regulations for the local broadcasters?

In answering these questions, we explore local broadcasters' current practices and future efforts. We conclude by recommending ways in which regulatory efforts might be more effectively implemented at the local level.

Methodology

The local television stations were chosen using a purposive sampling technique in order to obtain a representative sample across market size, geographic area, and station affiliation. First, we used Nielsen Media Research figures for Designated Market Area (DMA) sizes as reported in the *Broadcasting & Cable Yearbook 1996* to estimate the number of television households for each market. To obtain a representative sample of market sizes, we divided all DMAs in the United States into three size categories: large (the top ten U.S. markets), medium (from 1.58 million to 500,000 TV households per market), and small (under 500,000 TV households per market). The final sample consisted of stations from four different markets: one large, two medium, and one small (see Table 1).

To ensure geographic diversity in the sample, we chose one market each from the Northeast, South, Midwest, and West. Within each chosen market, we contacted every station listed in the *Broadcasting & Cable Yearbook 1996* for an interview. Out of a total possible sample of 32 television stations, 28 were successfully surveyed for this study (representatives from three stations did not return phone calls, and one refused an interview), for a response rate of 87.5 percent. These 28 stations were also representative of all station affiliations, including the networks (NBC, ABC, CBS, Fox), the "weblets" or fledgling networks (UPN and WB), and independent stations (including religious and Home Shopping affiliates; see Table 2).

Table 1. Market sizes of sampled stations

Market size	Number of stations
Large	12
Medium	12
Small	4
Total	28

Table 2. Network affiliations of stations in sample

Network affiliation	Number of stations
NBC	5
CBS	4
ABC	4
Fox	3
UPN	2
WB	2
Ind	8
Total	28

To select the respondent at each television station, the interviewer called the main station telephone number and asked for the person in charge of children's programming. While most requests were directed immediately to the programming director or programming coordinator, sometimes it was difficult to locate one individual who was responsible for children's programming at the station (or who felt comfortable responding to questions). In these cases, requests for information were referred as high as the general manager of the station. So, while most of the interview respondents were involved with programming (see Table 3), general managers and community affairs directors were also surveyed. Finally, of the

29 professionals interviewed for this study, 15 identified themselves as the children's television liaison for their station (see Table 3).³

Table 3: Job titles of respondents

Job title	Number of respondents	Number of children's television liaisons
Program director	14	7
Programming (various)	6	4
General manager	5	1
Public/Community affairs	3	3
Other/Unknown	1	0
Total	29*	15

*There were 28 interviews but 29 respondents because one interview was conducted simultaneously with two individuals at the same station (the program director and the general manager). That interview is hereafter considered one response.

The data consisted of responses to a series of open-ended questions about knowledge of the FCC regulations and the impact of these regulations on the business practices at the respondents' stations (see Appendix for a list of the interview questions).⁴ The interviews were conducted over the telephone over a seven-week period during February and March of 1997. Each averaged between 20 and 25 minutes in length. All tape-recorded interviews were transcribed for analysis.

What is a "local broadcaster"?

Understanding the impact of the new FCC regulations on local television broadcasters requires consideration of three distinct types of business arrangements in the television industry, all of which are called "local broadcasters": owned and operated (O&O), network-affiliated, and independent stations. First, "owned and operated" stations are completely owned by their respective networks. The number of O&Os was limited in 1984 by the FCC, which ruled that networks could own a maximum of 12 stations and that the potential audience reached by these stations could not exceed 25 percent of U.S. television households (Reed and Reed, 1992, p. 555). However, the 1996 Telecommunications Act eliminated these restrictions on station ownership and increased potential audience reach allowance of these stations to 35

3 Although only 15 self-identified children's television liaisons were interviewed, as noted later, this does not mean that these stations had no identified person in this position.

4 Once the respondent agreed to the interview, a time was set for it. In general, however, most interviews took place immediately following the introduction of the project by the interviewer. The interviewer asked for permission to tape record the interview; only two of the respondents refused the request. Detailed notes were taken by the interviewer in these cases.

percent of all U.S. television households (Telecommunications Act of 1996). Second, nearly 60 percent of all broadcast stations (as of 1992) are affiliated stations, which have contracts with major networks to typically receive more than 70 percent of their total programs from them (Reed and Reed, 1992, p. 15). Major networks provide the affiliates with programs at little or no cost in exchange for advertising time on the stations. Lastly, about 20 percent of U.S. television stations are independents. These stations have no affiliation with networks and instead buy their programming on the open market from syndicators, often with similar barter agreements for advertising time.

O&Os, affiliates, and independents are distinguished by the degree to which each station type can make autonomous decisions about its program selection and scheduling. O&Os are located in the largest television markets and therefore occupy a powerful position vis-à-vis advertisers and syndicators. The network itself is the primary decision-maker about programming selection and scheduling on these stations. Affiliates are semi-autonomous in the sense that they can be flexible in their scheduling and program selection while also honoring their network contractual obligations. The stations with the most autonomy are independents, which select and schedule programs without having to worry about obligations to a single programming source or network. In this report, both O&Os and affiliates will be referred to as “affiliates” because decisions regarding children’s educational programming are typically made at the network level.

Other key players in the commercial broadcasting system

Several other “key players” allow local broadcasters to conduct their business. Each has its own function and agenda:

- ***Advertisers.*** Both local and national advertisers play an integral role in all stages of the commercial broadcasting system. While national advertisers make deals with networks and syndicators to buy commercial time, local advertisers contract with broadcast independents, affiliates, and O&Os for access to their audiences.
- ***Syndicators.*** Syndicators are distributors of programming that (1) is not produced specifically for a single network (first-run syndication) or (2) is a rerun of existing or past network programming. Syndicators make the bulk of their profits from selling commercial time to national advertisers as part of barter agreements with the stations that broadcast their programs. However, according to one respondent, in order for a program to be interesting to national advertisers, it must have at least approximately 75 percent “clearance” (that is, must reach at least 75% of American TV households).
- ***Networks.*** The activities and decisions of networks are a vital part of the business operations of 80 percent of local commercial broadcasters. Through affiliation agreements, networks can have a profound impact on the programs that are broadcast on the local station and on the scheduling of those programs. Networks are also beneficial for local broadcasters because

they provide popular programs at little or no cost. This attracts large audiences, which in turn attract local advertisers.

- *Local community.* The parents, children, and local citizen groups who view the television programs broadcast by these stations can have an impact on programming through their direct (phone calls, letters, protests) and indirect (choosing to view a particular program) feedback.
- *Government regulators.* Regulations and oversight by government bodies such as Congress and the FCC can also affect the business operations of local broadcasters. The extent and type of this influence is investigated here.

As the analysis of the interviews will make clear, the interactions among these key players are important factors in determining the types of programs available to young viewers as well as when these programs are offered.

Results

Local broadcasters' knowledge and understanding of the regulations

The extent of knowledge about the new regulations and the strategies for their implementation were the first important issues investigated in this research. Specifically, what are the most salient features of these FCC policies for the individuals responsible for children's television at these local stations? To address this question, we asked the respondents whether they were aware of the new FCC regulations regarding children's educational broadcasting and what they understood those requirements to be. Table 4 charts the percentage of respondents who mentioned each aspect of the regulations in response to these questions. A "mention" was counted if the respondent *volunteered* a particular policy element, not in response to more specific probes (which came later in the interview). Note here that these percentages reveal only the respondents' understanding of policies, and not compliance (or intent to comply) with them.

Table 4: Respondents' mentions of specific FCC regulations on children's educational broadcasting

FCC regulation	Percentage of total respondents (N=28)
Minimum of three hours per week of educational programming	79%
Air time restrictions between 7 a.m. and 10 p.m.	57%
Responsibilities for FCC quarterly reports (listing contents of individual episodes, age-range appropriateness)	57%
On-air designation of educational programs with an "E/I" icon	54%
Distributing educational programming information to newspapers and TV listing services	46%
Limits on commercial time during children's programming*	39%
Keeping a public file at the station with information about educational programming for children	21%
Confused new FCC regulations with MPAA content ratings	18%

* Part of the 1990 CTA but not of the most recent FCC regulations.

Not surprisingly, the most salient elements of the new regulations were those that were most straightforward in their implementation: three hours of educational children's programs per week, broadcast at specific times, and designated with "E/I" icons. Mentioned only slightly less often was the requirement to distribute information about the E/I designation, content listings, and age-appropriateness to newspapers and television listing services. The relatively low number of respondents who mentioned the station's public file (21%) suggests that more effort on behalf of station managers or industry groups (such as the National Association of Broadcasters [NAB]) may be needed to increase the salience of this aspect

of the requirements. These respondents may be the first line of contact for parents and other interested viewers, so they need to be aware of the public file.

As Table 4 reveals, there were several misconceptions about the new regulations. First, while all of the respondents who mentioned the airtime restrictions for children's educational programs could identify what time these restrictions start (7 a.m.), they often did not mention or were mistaken about the 10 p.m. upper time limit — responses ranged from 5 p.m. to midnight. This is probably due to the fact that, when it comes to children's fare, mornings are the time of greatest concern to station programmers.⁵ In addition, 39 percent of the respondents mentioned limitations on commercial time during children's programming, which was *not* an element of the latest FCC regulations but was instead part of the 1990 CTA. Another interesting misconception (among five of the respondents) was that the interview questions were about the recent Motion Picture Association of America-style content ratings for children's television (TV-Y, TV-Y7, TV-PG, etc.). This misconception may reflect the degree of media attention given to the content ratings in recent months.

Local broadcasters' implementation of the regulations

Our second focus was on the strategies with which local broadcasters intend to implement the new programming and reporting regulations: designating a children's television liaison, compiling quarterly reports for the FCC, keeping a public file, and airing the required three hours of educational programming during the allowable time periods. Most local broadcasters felt that the impact of the new regulations on them would be minimal. However, as will become clear in a moment, the extent of the changes needed to meet the compliance standards varied across different station types and geographical regions.

Children's television liaisons

One of the FCC regulations that went into effect in January, 1997 calls for each station to identify a children's television liaison who will coordinate the filing of quarterly FCC reports, ensure that the station's public file is complete, and answer questions about the station's programming efforts. Of the 28 stations surveyed in this research, 20 reported that they had designated a current employee (or employees) to serve in the liaison capacity. The remaining eight were unfamiliar with the term and were uncertain about the purpose served by such a position. Those individuals primarily responsible for the liaison duties were program managers or program coordinators, although the stations that had public or community affairs personnel designated these individuals.

⁵ In addition, the nature of network affiliation contracts are such that preexisting prime-time schedules are generally set by the networks, with no children-oriented programming available during the 7 p.m. to 10 p.m. time period.

FCC quarterly reporting and the public file

Almost all respondents indicated that the new requirements regarding quarterly reporting and public files would have little impact on them. Most saw these as simply another layer of paperwork that had to be completed. There were differences, however, in the attention that different types of stations gave to ensuring their compliance with the new reporting regulations. Several respondents from affiliate stations noted that their information about compliance procedures came from an NAB booklet outlining the regulations. At least two other affiliate stations went further. One respondent from an ABC affiliate boasted that the station's lawyers and an independent investigator had determined that the station was in full compliance:

Just to get a head start on the whole thing, and then according to the specifics that the Commission released, copies went through our lawyers. We just wanted everything on January 2nd. In fact, we just had an in-house person that we hired to come through the station and check all of our FCC regulations, our technical, our public file, our issues list, and our children's programming. He gave us a blue ribbon, everything was fine.

A respondent from a network O&O indicated that the network's law department ensured that the stations it owned were in full compliance with the letter of the law. He remarked, "there are a bunch of people in Washington, I don't know exactly how many, whose job it is to make sure that we, as a network and as owned and operated stations, comply in every facet with the FCC's regulations." This legal attention was not mentioned by the respondents from independent stations, which suggests that they may not have a comparable level of legal expertise at their disposal.

Amount of educational programming

Although the FCC regulations do not *require* three hours of educational programming, all respondents stated that their stations would offer at least three hours by September of this year (and most said they were already in compliance). For the 20 respondents who were able to identify both the current and future (Fall) amount of children's educational programming at their stations, an average was taken of these amounts for the basis of comparison (see Table 5). Although the majority of stations had already altered their program schedules to include three hours of educational programming (and planned to continue with three hours), there were subtle differences in the amount of this programming across the three station types. For instance, weblets offered on average the most educational programming, and the weblets and independents sampled also planned to slightly increase the amount of their educational offering beginning in the Fall of 1997.

Table 5: Average amount of educational programming by station type

Station type	Average number of hours	
	February/March, 1997	Fall, 1997
Networks (N=11)	3.6	3.2
Weblets (N=3)	4.2	5.0
Independents (N=6)	3.4	3.5

As Table 5 reveals, network O&Os and affiliated stations will be *decreasing* the number of hours they devote on average to children's educational programming. There are two explanations for this trend. First, each of the major networks will provide its stations with the mandated minimum three hours of educational programming in the Fall. Respondents at several of these stations stated that they would as a result cancel their existing syndicated or local programs, which would account for the decrease shown in Table 5. Second, several respondents stated that because there were no benefits associated with exceeding the minimum three hours, there was no incentive for them to provide more. For example, one Fox program manager explained why he had decided to reduce the amount of his station's educational programming from 3.5 to 3 hours in the Fall:

We had been overachieving the half hours just because we felt it was part of our responsibility to do so, but we found out in the subsequent rulings that have come down and the license renewals that have come past since this thing has happened, that stations don't necessarily get extra credit for doing it. So, you try to be a nice guy and essentially they say, "So?"

Thus, the effect of the new regulations on the amount of children's programming is mixed: While weblet and independent stations will increase the amount of educational programming on average, network O&Os and affiliate stations plan to support somewhat less of this programming beginning in September.

Air times of educational programs

Respondents were asked when they intended to air their educational programs in the Fall. Table 6 provides an example of the air times for Fall programs in a large market. The table indicates that the majority of network programs will air on Saturday (particularly in the morning). One exception is Fox, which will air one of its educational programs during its weekday strip. This continues the networks' tradition of concentrating their children's programming on Saturday morning. Weblets and independents, on the other hand, are much more likely to air their educational programs on weekday mornings.

Table 6: Percentage of total educational programs across days in a large market for Fall, 1997

Station type	Weekdays		Saturday		Sunday		Total
	Morning (7-12)	Afternoon (12-4)	Morning (7-12)	Afternoon (12-4)	Morning (7-12)	Afternoon (12-4)	
Networks	0%	7%	14%	8%	0%	0%	29%
Weblets	21%	0%	4%	1%	1%	0%	27%
Independents	14%	7%	10%	0%	11%	0%	42%
Total	35%	14%	28%	9%	12%	0%	98%*

*Total number of hours of educational programming = 35.5.

While one of the goals of this research is to outline the ways in which local broadcasters intend to comply with the FCC regulations (as discussed earlier), it is also important to understand how, in the absence of an explicit definition of “educational,” local broadcasters select programming that fits the requirements. This section will outline the factors and constraints that shape the types of programming available to children. It will also outline how the new regulations fit within the long-established business structures that guide choices and decision-making at these local television stations.

Local program directors build their broadcast schedule from three types of television programs: network, syndicated, and locally produced. Network programs are either produced or bartered in syndication by the network itself (and not the local broadcaster), and are typically transmitted to the local broadcaster via satellite feed. In contrast, syndicated programs are created by independent producers and are bought by the local broadcaster directly from syndicators, usually in a 50/50 barter agreement in exchange for advertising time. Purchasing syndicated programs is a relatively inexpensive way for local stations to fill their schedules. Finally, locally produced programs are created by employees of a local station for its own broadcast. Because both pre- and post-production costs are carried by the local broadcaster alone, this type of programming is the most expensive.

Selecting educational programs

The new requirements regarding educational programming provide a somewhat broad and nebulous definition of “educational.” As a result, acquiring such programming calls for a variety of strategies. When asked how they selected programming that met the FCC requirements, these local broadcasters mentioned four things:⁶ trusting the syndicator, looking for a “seal of approval” from independent groups, trusting the networks, and using their own judgment.

⁶ Strategies were not mutually exclusive; many respondents used more than one at a time.

Trusting the syndicator

When asked how they decide whether or not a purchased program meets the FCC requirements, several respondents noted that they generally trusted the syndicators, who often gave assurances that the program was “pre-approved.” As one program director at a WB affiliate noted, in cases where the program has not even been produced yet, local broadcasters rely on *descriptions* provided by the syndicators of the shows. Below are two examples from other respondents who mentioned this process of pre-approval:

Well, usually they have been predetermined whether they fit the requirements before they get to me. It's not something that I put a stamp of approval on. The FCC paperwork has to be filed proving that it meets these requirements, that there is certification of that....I mean a lot of times they'll come with a certification paper that will say that this has been, has gotten the stamp of approval to meet the FCC stipulations. (Program manager, independent)

We do it in concert with our Law Department at NBC. The stuff is cleared, strictly through our Legal Standards Department in Washington, D.C. The staff works closely with the FCC, and with both the network and our owned and operated television stations, to make sure that every syndicator who provides programming for our air, that's supposed to qualify, to the best of our ability we make sure that they do qualify. (Program manager, NBC affiliate)

Producers may believe their programs are pre-approved because in the past they have been listed on FCC applications that have been successfully renewed. Or producers may be referring to the 1996 FCC regulations that list examples of acceptable core programs.

Looking for a “seal of approval”

Many respondents said that they look for accreditation from various children's advocacy groups or from academics as further proof that a program is educational for children. As one general manager of a Fox station stated, “if a syndicator sells a show as FCC-friendly, they usually provide some type of information that will support that claim, whether it's an endorsement from an organization or some other information to support that it is an FCC-friendly show.” Several types of accreditation were laid out in more detail by a program manager at an ABC affiliate:

We look at the program very carefully, make sure that the syndicator provides us with the right written credentials and that they get the credentials from somewhere else other than them just making it up....Letters from the NEA, or letters from support groups, children's support groups that say this is acceptable to the National Educational Association, or Peggy Charren is the producer [laughs], or whatever. Whatever it takes to get some credibility that's beyond what the syndicator itself says.

The interviews made it clear that the syndicators were generally responsible for obtaining these accreditations in support of educational programs. Especially in larger markets, where syndicators face more competition for their product, this burden falls to them.

Trusting the networks

Among the respondents from stations affiliated with one of the four major networks (57% of the sample), none said that they second-guessed the network's decisions. In fact, many of these respondents said that they accepted the programs they received from their networks on faith as educational and informational for children. Said one respondent from an affiliate:

The network just labels their program. They don't give us a reason of why they've labeled it. For example, they haven't told us why they've labeled "Winnie the Pooh" as educational/ informational for ages 6 to 9. They just do that and we make the decision based on our watching the program and understanding what the criteria is for educational and informational. (Program director, ABC affiliate)

As this comment makes clear, it is unlikely that the network in this case has produced specific guidelines or a definition of educational programming for their affiliates. However, decisions to distribute educational programming to affiliates are not challenged at the local level.

Using their own judgment

Finally, when there was choice involved at the local level, regardless of the other strategies for program selection that respondents mentioned, almost all stated that they used their own judgment in deciding whether or not a particular program is educational. These judgments were made by viewing a pilot or written descriptions of the program before deciding to purchase it. Here were the responses of several individuals about their criteria for program selection:

What we usually do is, have them give us a lengthy description of the program, episodes that they've known in the past, and coming up in the future, what they have scheduled for the season. Samples, you know, send us a demo tape of a show, or of some of the shows. That way, we have an understanding of what the content is, and we can determine whether this would be appropriate and would meet the requirements of the FCC. (Station manager, independent)

I guess the best way to tell our children's programming is to sit down and look at it. If it's educational in some way to me, it's going to be educational for children....I think I would not pick up a show unless I saw it. (Programming coordinator, NBC affiliate)

As these and other comments illustrated, there was some concern with relying solely on the syndicator's assessment of a program's educational value. These concerns were more common at independent stations

than affiliates, perhaps because an independent station generally did not have the recommendations of a network (or a network's law department) to assist it in evaluating the educational value of particular programs. Several respondents also emphasized that the programs had to be "entertaining" as well as suitably "educational" in order for them to be viable.

Who is ultimately accountable?

The local broadcaster is ultimately responsible for airing programs that meet the FCC's criteria. Because these criteria are broad and not clearly defined, these respondents employ the outlined strategies (which include simply accepting the network's word) to help them decide what is "educational" and what is not. These interviews revealed the somewhat murky process of valuation and accreditation that accompanies the selection of these programs. Indeed, in the case of a bad decision made by a station programmer, no "failsafe" process will ensure that the inappropriate (that is, educationally weak) program will not find its way onto the broadcast schedule.

Scheduling educational programs

Beginning in September, 1997, "core" educational programming must be regularly scheduled, not preemptable, and aired between the hours of 7 a.m. and 10 p.m. The justification for such regulations lies in the fact that many of the broadcasters' educational programs have been aired at times when few children are in the audience or when the programs were vulnerable to replacement by sports programming. When asked about current and future scheduling of educational programs, respondents brought up a number of issues that indicate scheduling may become difficult.

The issue of preemption

For many broadcasters, airing educational programs within the FCC's post 7:00 a.m. time frame means finding time on Saturday mornings. But weekend airing often presents conflicts between children's educational programming and sports programming. Since many broadcasters have commitments to broadcast tennis, auto racing, football, or college basketball, they worry that they may have to preempt their children's programs. Strictly speaking, core programs cannot be preempted. Some respondents, however, felt that exceptions should be made. One respondent from an NBC affiliate said:

I know one of the sister stations asked one of the Commissioners: "What about sports? How many times are we going to be able to preempt a kids' show and have it still considered a core program?" I think they said something like three times or something like that. That's going to be very, very difficult. They don't seem to be very flexible in terms of being able to preempt for something you have no control over.

The issue of preemption for sports programming is especially important for broadcasters on Pacific Time. Time differences between the East and West Coasts mean that many Pacific Time sports contests begin as early as 9:00 a.m. Such scheduling may put their children's educational programs in jeopardy.

The issue of attracting children

Most commercial broadcasters do not build their identity on their children's programming. One exception, of course, is Fox, which established its reputation and its revenue base as the "Fox Kids Network." Independents are also likely to find their strength in children's programs, since they often look to fill an underserved niche by targeting the child audience. Affiliates of "the big three," however, are much more likely to define themselves through their local news programs and on the strength of their network's adult programs, even for weekend programming.

Although most of the network affiliates' children's programs are concentrated on Saturday morning, the networks and local broadcasters have, in the last several years, cut back on the number of hours of children's programs. In 1994, NBC began programming exclusively for teens. And in 1997, CBS announced that it would eliminate all children's programs except those the FCC required. Fox, as well as Nickelodeon, Disney, and other cable channels, has made such significant inroads into the networks' child audience ratings that the networks have nearly abandoned the effort to woo children back. Instead, networks and their local affiliates have begun to program for adult audiences in what traditionally had been their children's time period. Cartoons have been replaced primarily with local or network news. Said one respondent at an NBC affiliate:

For a station like a traditional affiliated station like ours, which is a lot of news and a lot of sports, [we] haven't historically done a lot of children's programming. How do we get noticed in that area? How do we make them notice, particularly when every station is marketing now?

Certainly this trend can present problems for programmers trying to find a home for their educational children's shows. It is difficult to create an awareness of children's TV offerings when only a few hours are aired. It is also difficult to create audience "flow" when cartoons are sandwiched between local and network news and talk shows. As one respondent of an NBC affiliate pointed out:

Well, we don't have a great deal of flexibility. It's not really the best situation to have children's programming coming out of "Meet the Press" but that's what NBC has on Sunday morning from 9:00 to 10:00. And, again, 6:00 to 8:00 a.m. we're doing local news so there's not an opportunity to put it on that early in the morning. The news department is not terribly thrilled to have kids' programming as a lead-in to their news, but that's the only way we can get it all in. Luckily, with NBC we have things like "NBA Inside Stuff" and that's actually what we put till late into our news because, you know, that seemed to make more sense than "Saved by the Bell."

The issue of competition

Broadcasters also worry about competition in an increasingly crowded field. Many respondents believe that children's programs (particularly children's educational programs) will cluster together. One respondent from an NBC affiliate said:

Now there's going to be all these other children's programs back-to-back, we're going to have to all air it in a certain window. The numbers are going to be lower for those programs. Lower than they ever were...are now. Is it going to bring even more kids to the table? I don't know. I'd be surprised.

Although educational programs in theory can be aired Monday through Sunday, 7:00 a.m. to 10:00 p.m., as a practical matter the majority of local network affiliates schedule such programming on weekend mornings, typically Saturdays. Because, as noted earlier, the affiliates of the "big three" do not see their primary audience as consisting of children, they like to keep children's programs separate from the general and adult ones. Affiliates also take their programming from the network, which schedules them in those traditional Saturday morning hours. The result is a concern that there will be too much competition for too few child viewers.

There are, however, broadcasters who counter-program. Fox, for example, airs much of its educational programming in its *weekday* strip at a time when competition for child viewers is limited and programming alternatives are mainly adult fare (e.g., "Oprah Winfrey" or news). Some station managers, particularly at independents and smaller networks that are not tied to a weekend schedule, look for a niche that is not already filled. One independent broadcaster said:

I'm trying to counter-program and run shows a little later than early morning because it's really difficult for me to compete against the networks and even the other stations in the market that have kids behind them. I try to...move it later so it won't go up against the four other stations that are running kids' stuff within that time.

Implications for public policy

It is important to obtain an early view of the local broadcasters' efforts and intentions regarding the FCC's regulations for children's educational television in order to develop recommendations for effective implementation. Admittedly, assessing the overall impact of the regulations before the 1997/98 season may be a bit premature, since most of the programming requirements do not go into effect until September, 1997 (and the data for this report were collected in February and March of 1997). Many respondents, when asked what effect they expected the new programming and reporting requirements to have on their station, felt that it was "still too early to tell." A few respondents even suggested that we re-interview them in six months, once they had had a chance to try out their ideas and strategies. However, it seems as though a number of potential consequences for the local broadcaster—both intended and unintended—could result from the FCC regulations. Such consequences need to be identified and may ultimately need to be addressed with either fine-tuning of the regulations or increased attention at the local level.

Intended consequences

Unsurprisingly, the 28 respondents interviewed for this study indicated that they will adhere to the FCC guidelines. The majority of the local broadcasters were already fulfilling their reporting requirements—rating programs, airing educational icons, and providing newspapers, grid services, and *TV Guide* with information about their ratings and educational programs. Many also seemed diligent about keeping a public file.

More important, *all* intend to air the minimum three hours a week of educational programming in order to receive expedited review of their license renewal applications. As pointed out earlier, a broadcaster need not air a full three hours of educational programming as long as it is engaged in other activities (short-form programming, community events) to serve the child audience. Airing less than three hours, however, means that the broadcaster must submit to a fuller review by the FCC. Most broadcasters seem reluctant to invite what they perceive as further interference by the government, so they have opted to comply rather than risk more stringent regulations in the future.

Anticipated universal compliance may also reflect the fact that the *networks* are increasing their offerings of educational programs. As of this writing, most have agreed to offer their affiliates the full three hours' worth. Of course, the local broadcaster must trust that the networks are providing genuinely educational programs. Said one ABC affiliate: "We rely on the network. We don't second-guess the network. If they say something's educational, we buy into that." A recent Annenberg Public Policy Center content analysis of children's educational programs in one sample market indicates that such trust may be misplaced (see Jordan and Woodard, 1997). This study found that the majority of the networks'

educational offerings were only “minimally” or “moderately” educational. Syndicated programming, however, was much more likely to be rated as “highly educational.”

The increased availability of quality syndicated educational programs has also made the regulations less burdensome. In 1996/97, syndicators stepped up the production and marketing of their educational programs because they believed the three-hour rule would increase demand. As a result, there were far more acceptable educational programs to choose from for the 1997/98 season—by one respondent’s estimates, 35 to 40 new educational programs. As one respondent from an independent station said:

A benefit due to the legislation is that better-quality programs are being produced that are desirable for a programmer to acquire. There were a lot of programs out there that could be considered FCC-friendly or FCC-acceptable which were pretty weak programs. So there has been a huge launch pad now through syndicators knowing that they can get shows launched and there is a need and a requirement. It has also improved the quality and the amount of prospects out there.

Regarding these questions of impact, the majority of respondents seemed to subscribe to the theory of the “third person effect”—that is, the regulations will have a negative impact on other broadcasters but not on the respondent’s own organization. Most of the broadcasters said that they are already airing three hours of educational programming and that the only change in their own business practices would be to step up the reporting of the programs and shift around the air times. But because the parent networks are providing most, if not all, of the three hours’ worth of educational programs, the burden of actually locating and financing educational programs is not on the local broadcaster’s shoulders. In fact, preliminary data on 1997/98 hours indicate that the local network affiliates will do somewhat less educational programming next year than they did even this year (the smaller network affiliates and the independents will do somewhat more, going beyond the required three hours). Nevertheless, the actual responsibility for airing truly educational programs and communicating information about these programs ultimately rests with the local broadcaster.

If the broadcasters do what they say they will be doing next season—both in terms of reporting and programming requirements—the FCC regulations will have their intended effect. More educational programming will be aired at more reasonable hours and on a more consistent basis. However, several repercussions of the regulations may not have been anticipated by the regulators or the broadcasters.

Unintended consequences

Although they received some educational programs from the networks prior to the FCC’s three-hour rule, local broadcasters were chiefly responsible for ensuring that they were meeting the educational/informational needs of children. The language of the 1990 CTA was vague: there were no

time requirements for weekly program hours, and short-form programming, such as public service announcements and interstitials, was an acceptable way to “serve the child audience.” Abuses were frequent—dubious programs were listed as educational, and public service announcements often took the place of more serious educational efforts (Center for Media Education, 1992). The 1996 regulations laid out a quantifiable goal: “three hours of regularly scheduled programs at least 30 minutes in length.”

With three hours of programming as a benchmark, there is a perception among local broadcasters that nothing but core programming efforts will “count” in their application for license renewal. A number of network affiliate respondents indicated that they would probably drop their short-form programs (for example, news segments featuring local teens) and would cut back on their community efforts. This, however, appeared not to be the case with independents, who have a greater interest in maintaining a child audience.

Locally produced children’s educational shows are also likely to suffer. Prior to the new regulations, many stations created their own programs to fulfill their children’s television requirements. The networks provided only minimal amounts of educational programming, and the available syndicated fare was of marginal quality. Now, with both network and syndicated programs in abundant supply, locally produced programs are either too expensive or left without an available time slot in the schedule. This seems unfortunate, as locally produced programs are likely to be one means by which stations can stay in touch with the needs and interests of the children and parents in the community. Said a representative of a CBS affiliate:

Unfortunately, we were not able to keep up [the local teen talk show] because of the time frame. CBS will be providing us with weekend news. We didn’t have a program access slot [for it] which meant that we would go to our network programming. We had to drop production on the program, to discontinue that, and pick up all children’s programming from the network.

A final, related unintended consequence of the proliferation of externally produced educational programs is a local broadcaster’s seeming inability to shape the content of its educational programs in response to the concerns of the local community. Local broadcasters receive their licenses by agreeing to serve the public interest, but the “public” has become a nebulous, often national audience rather than a community of local parents and children. With little or no educational material produced in-house, many of the program directors and general managers had only the vaguest notion of what their educational programs were about or who they were for. Most had to refer to written descriptions in discussing those programs. Given the tight market constraints on local broadcasters, they may ultimately lack the institutional capacity to directly respond to the concerns and interests of the local community regarding the content of educational programs.

Conclusions and recommendations

The 28 broadcasters interviewed for this study have all begun to comply with the FCC's reporting requirements that went into effect on January 2, 1997. They keep a public file, identify their educational programs on the air, and send information on their educational programs to newspapers, grid services, and *TV Guide*.

The broadcasters also intend to air a minimum of three hours of educational programming each week. Much of that programming will be provided by the networks, some will be selected from the abundant supply of syndicated fare, and very little will be locally produced. The overall tone of the interviews, however, indicates very little enthusiasm for the regulations. Even though the NAB agreed to abide by the three-hour rule in the weeks before the regulations were issued, broadcasters are typically resistant to any form of government regulation. In addition, most of the respondents seem confident in their belief that broadcasting educational programming will never be profitable.

The prevailing belief among broadcasters, particularly affiliates of the larger networks, is that children's educational programs do poorly in the ratings, no matter where they come from or when they are aired. Said one respondent from a Fox affiliate:

The reality of it is this: as a television station and a free, over-the-air broadcast, for-profit enterprise, I have one thing to keep my television station on the air. That's ratings. Everybody knows going in these shows don't do ratings. They just don't. Very seldom do you put a show like this on the air and be able to command a significant part of the audience.

Coinciding with the belief that educational shows are destined to be poorly rated is the conviction that the public does not care. Over and over broadcasters said that the three-hour rule was the brainchild of the advocates and that the public, by and large, would neither notice the change in programming nor care to watch such programs. Said a representative of an ABC affiliate:

I've been doing the educational/informational as well as the commercial reports on the Children's Television Act that went into effect, what was that? 1990? And I have not ever had a parent or an educator come to me to look in the file or to look at these reports. No one has ever shown any interest in it.

The combination of these two widely held beliefs—that educational programs will never attract viewers and that the public at large doesn't care about these efforts—may ultimately create a self-fulfilling prophecy. Only one respondent in 28 mentioned that the station promoted its educational programs beyond the newspaper listings and occasional on-air announcements. That respondent, from an NBC affiliate, mentioned that he had received some posters about the program ("Saved by the Bell") that he was asked to distribute to local junior high and high schools. (He did not mention whether he had done so.)

It may be that these stations believe that no matter what promotional efforts they make, high ratings for educational programs cannot be achieved. It may also be the case that stations are already working at capacity and there are neither the resources nor the personnel to make a significant promotional effort. Said one overwhelmed respondent from an ABC affiliate: "You know, either there is a *promotion* director who is also a *program* director or else the general manager has taken over the program director duties....It's called downsizing, I guess." In the end, a lack of effort to promote the programs will perpetuate a community of uninformed non-viewers.

This finding should be of serious concern to children's advocates and policymakers alike. The local broadcasters' feeling that parents and other local viewers do not care about educational programming is not surprising given the lack of local feedback about such programming. However, this lack of feedback may be evidence not of public apathy about children's educational programming but rather of the disjuncture between national policy and local implementation. From the standpoint of the local citizen, the best way to improve children's programming has traditionally been to concentrate lobbying efforts at the federal level (through Congress and regulatory agencies such as the FCC). However, these national policies must be implemented by broadcast stations that may not perceive either the necessity or urgency for these changes and are therefore likely to see the regulations as unnecessary government intrusion into their business.

Recommendation #1: Educate the audience through outreach and promotion

Results from the Annenberg Public Policy Center's 1996 and 1997 studies of parents and children suggest that the broadcasters may be misreading confusion and lack of information as apathy. The most recent APPC survey (Stanger, 1997) indicates that the majority of parents (71%) *are concerned* about what their children watch on television, and only 16.5 percent said they were "very positive" or "mainly positive" about the quality of children's programming. In addition, surveyed parents *are confused* about broadcasters' labeling of educational programs. Only *two percent* of the parents could correctly tell the interviewer the meaning of the "E/I" label on broadcasters' programs (even though more than half of the respondents said their children would be more likely to watch a program if the children knew it was educational).

Local broadcasters should become more active in promoting educational programs within the community—raising awareness that these programs exist and how children benefit from them. Clearly, putting an E/I label on at the beginning of the program (or in the *TV Guide*) is not accomplishing the task. Materials related to the program could be distributed to local schools, after-school programs, camps, and youth organizations. Local tie-ins to national programs could raise awareness and interest in educational programs. Bill Nye ("the Science Guy"), for example, could host the local science fair; the local zoo could produce a segment for "Jack Hannah's Animal Adventures."

Recommendation # 2: Develop resources by cultivating advertisers

With many stations already functioning at capacity and pouring their resources into the more lucrative adult programming, a joint effort between network and local broadcaster, or syndicator and local

broadcaster, would seem in order. An increased effort to encourage advertiser support might also be productive. Advertisers who market to children need to adjust their expectations of the type of audience educational programs can deliver. By definition, they must target a narrower segment in order to succeed (otherwise the material will be too advanced for some members of the audience and too simple for others). The programs therefore are unable to deliver the large numbers that can be expected of entertainment-only programs. Such shows do, however, offer other rewards—an audience that is more “engaged” in processing the content of the show, an aura of respectability, and the blessing of parents who, according to APPC surveys, care about what their children watch. One of our respondents from an NBC affiliate said:

The bottom line here is if there were shows out there that could meet the advertiser minimums, then we wouldn't have any problem at all. But they don't. What we hear from buyers is: “I gotta see a 5, I gotta see a 3.” And the shows don't do that well. So the reality of it is that the activist groups are really pointing the gun in the wrong direction. What they should be saying is...to the American public or, actually, to Kellogg's, they should be saying, “Wait a minute, you need to be in these shows. You need to support them financially and keep them on the air.”

One respondent from a different NBC affiliate pointed out that most of the large network affiliates do not even know how to sell advertising time on children's programs, since they do it so infrequently:

Well, for our sales department, they probably need to learn how to sell children's programming, which they have ignored in the past because it's only been a couple of hours and now that it's three hours every week they might figure out how to actually sell to children's programming.

Another respondent from an ABC affiliate, who seems to have given the issue some thought, stated:

I think if there's any success at all, it will be approaching a non-traditional advertiser and saying, “We're going to have this educational block, would you like to have your name associated with it?”

Recommendation #3: Involve other media

Newspapers and magazines also need to make a stronger commitment to providing information about children's educational programs. Aday's analyses of newspaper coverage of children's television (1996, 1997) indicate that children's television is rarely reviewed, and when it is, the stories do not provide the detail parents need to direct their children's viewing. Parents, for example, might benefit by knowing what age a program is intended for, what educational elements are incorporated into a program, and even whether the critic likes the program.

Recommendation #4: Solicit community input

Media outlets, including the television stations themselves, need to let parents know how they can contact a broadcaster. Many parents may care and may have strong feelings about children's television but lack an understanding of how or where to direct their comments. Do they write a letter to the FCC? Do they call the network that provides the programs? Do they call the local station? And while calling a local station for information about children's programming may seem logical, it may not be easy.

Researchers at the Annenberg Public Policy Center made calls to each of the Philadelphia-area commercial broadcasters to find the titles, air times, and target ages of educational programs. Most stations did not have a designated "children's television liaison" (as required by FCC regulations), and it often took repeated transfers and multiple phone calls to connect with the right person. That person was often reluctant to provide us with the information, even though it was supposed to be easily available to the public. If determined researchers encountered frustrations and obstacles to obtaining what is supposed to be public information, what might parents encounter? How might they react?

Clearly, then, developing a stronger relationship between the local broadcaster and the viewing community would be in order. Broadcasters who provide more information about their educational programs may find viewers who are more likely to spend time with the programs. An increase in ratings would be beneficial to all—the network, the broadcaster, the advertiser, and the child viewer. In addition, broadcasters who solicit input and feedback from their audience may get a more consistent and reliable reading of their viewers' needs and interests than the irate phone calls that come in after a particularly controversial program.

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Appendix: Interview protocol and questions

Interview protocol

I appreciate your willingness to speak with me about the impact of FCC regulations on local broadcasters' decision making around children's television programming. I will be speaking with a couple dozen broadcasters around the country about this issue and will be including interview data in a larger report on the children's television industry that will be released in June. Let me assure you that the Annenberg Public Policy Center is an academic, non-partisan research center within the University. Our hope is that this study will increase the level of awareness of the rewards and challenges that face local broadcasters.

Let me also reassure you that anything you tell me will be strictly anonymous. Your name will not be used in the report; nor will it be connected to quotes that are used in the report. If you want to say something off the record, just let me know and the quote won't be used in the report. If you don't mind, I'd like to tape record our interview so that I don't have to scribble furiously while we talk.

Interview questions

1. Are you aware of the new FCC requirements regarding children's educational programming that went into effect last month?

NO/DON'T KNOW

Ask to speak with someone else who may know more about the regulations or might have more specific programming knowledge.

YES

Continue to the next question.

2. What is your understanding of these new regulations (what they are, and what they mean for your station)?

3. Can you tell me how your station intends to meet the requirements?

PROBE ISSUES:

(a). What is your station doing at present to support educational programs for children?

(b). How, if at all, will you have to change your business or programming practices as a result of these new rules?

(c). Will you use 3 hours of children's programming or less than that?

- (d). What specific programs will you be using to fulfill the FCC requirement for children's educational programming?
 - (e). Where do (or will) you get this programming? Is it be supplied by the network, bought in syndication, or locally produced?
 - (f). Do you have a children's television liaison in place (hired)? Who is it and what is her/his job description?
 - (g). What actions, if any, will you take to provide information about these educational children's programs to the public (in program guides, local print media, etc.)?
4. How would you select an "educational" children's program that complies with the FCC requirements?
- PROBE ISSUES:
- (a). How do you decide which programs fit the FCC's requirements for children's educational broadcasting?
 - (b). Do you rely on, for example, information provided by the network, marketing information about the programming, or your own judgment of the programming?
5. What concerns or hopes, if any, do you have about these new regulations?
- PROBE ISSUES:
- (a). In what time slots will you air (or are you airing) these educational children's programs?
 - (b). What are some of the factors you consider when placing children's programs into your broadcast schedule?
6. What do you think the effect of these new programming and reporting requirements will be (on your station or on the country as a whole)?
- PROBE QUESTIONS:
- (a). Do you expect a change in your ratings because of these new educational children's programs?
 - (b). What do you think the community response will be?
 - (c). Do you expect a change in the overall revenue of the station as a result of these new regulations?

Conclude Interview

Those were the questions that I had for you. Thank you very much for speaking to me, and if you have any further comments or questions about your interview or this study, feel free to contact me at the Annenberg Public Policy Center.

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Lissa-

Jen and I are DESPERATE
for your wise counsel
on this ... perhaps
early next week?
— Nisha

The Advertising Council inc

Eva Kasten
Executive Vice President

July 24, 1997

Milan Verveer
Office of the First Lady
The White House
2nd Floor, West Wing
Washington, DC 20500

*Lissa -
maybe possible
Column
idea*

Dear Milan,

Recently President and Mrs. Clinton launched a series of Advertising Council Public Service Announcements (PSAs) and declared helping children and their parents a top priority. I am pleased to send you a copy of the Ad Council's research report, "Kids These Days: What Americans Really Think About the Next Generation." I hope this research may provide useful background as you create messages and public policy that will support parents in the struggles they face in communities all across America.

As the largest provider of Public Service Advertising in the US, the Ad Council is using the power of media to improve circumstances for America's children. This research -- part of *Commitment 2000*, our 10-year commitment to children -- measures public attitudes towards teens, children and parents and has something to say about the impact of these attitudes on our children. The results are not necessarily encouraging:

- Only 37% of Americans believe that today's children, once grown, will make this country a better place.
- The majority of Americans describe teens in negative terms; "rude," "irresponsible" and "wild."
- Only 19% of parents think it's very common for parents to be good role models and teach their kids right from wrong.

Despite these negative factors, Americans also expressed a willingness to help:

- Three in four Americans strongly believe helping others is the right thing to do.
- Nearly half say they would be very comfortable volunteering to be a mentor.
- 85% said that helping others makes them feel good.

This Ad Council report was prepared by Public Agenda and supported by a grant from Ronald McDonald Charities. It is the first of a series of reports the Ad Council and its partners will release over the next four years that research public attitudes and behaviors about children's issues.

I hope you enjoy the report and find it useful.

Sincerely,

Eva Kasten

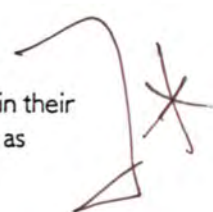


KIDS THESE DAYS: WHAT AMERICANS REALLY THINK ABOUT THE NEXT GENERATION

Summary of Findings

FINDING ONE: The Moral Meltdown

Americans are convinced that today's youth face a crisis -- not in their economic or physical well-being but in their values and morals. Most Americans look at today's teenagers with misgiving and trepidation, viewing them as undisciplined, disrespectful, and unfriendly.



FINDING TWO: It's Not Just Teens

Public dissatisfaction and disapproval extend beyond the nation's teenagers. Even young children are viewed in a negative light. Many Americans think children are spoiled and out of control, not friendly, helpful, or engaging. And people apply these criticisms to children across a broad economic spectrum, to children from disadvantaged backgrounds as well as children from the middle and affluent classes.

FINDING THREE: Careless Parents

Americans believe that parents are fundamentally responsible for the disappointing state of today's youth. People say parents fail to teach youngsters right from wrong and pass on the values children need to learn in order to become productive members of society. Too often, people say, today's parents have children before they're ready; give them presents instead of guidance and attention; and fail to provide necessary discipline. Even parents themselves from all income, ethnic, and racial backgrounds agree.

FINDING FOUR: Mitigating Circumstances

Americans acknowledge it is tougher to be a parent or a child in today's world. They recognize that more than ever, parents -- and especially mothers -- must work hard and sacrifice for their children. Americans also believe today's youngsters face threats from society that can undermine their parents' best efforts. People are extremely concerned about ubiquitous threats endangering all kids: drugs and crime; sex and violence in the media; and public schools that often fail to deliver education in a safe and orderly environment.

FINDING FIVE: Never Give Up

Notwithstanding their extensive criticisms of young people, Americans refuse to give up on kids. They care deeply about their well-being and believe that tackling the issue is of paramount importance to our society. Most encouraging, they are stubbornly optimistic about the chances of reclaiming the lives of even the most troubled teens.

FINDING SIX: Solutions That Miss the Mark

Government programs aimed at improving the health and economic circumstances of young people miss the mark in three important ways as far as the public is concerned. First, Americans define the children's issue as predominantly moral in nature, not one of money or health. Second, people believe the crux of the problem is parents, not a lack of government programs. And third, welfare has left a legacy of skepticism about government intervention on behalf of the family. Even when it comes to low-income, at-risk kids, Americans doubt that such programs could help. They suspect that parents who need such programs will fail to take advantage of them.

FINDING SEVEN: Solutions That Show Promise

Because they define the problem as one of values, Americans gravitate toward solutions that help develop young people's character. People believe the schools should help teach kids discipline, honesty, and respectfulness toward themselves and others. They believe community centers and volunteer organizations like the Boy Scouts could be effective because they lend moral structure to youngsters' lives.

FINDING EIGHT: Will Individual Americans Help?

Americans are convinced that young people need adults in their lives who will help guide them to responsible adulthood. But will Americans -- as individuals -- help in the task? People say all the right things about helping, but they also have concerns. Many are not sure that their efforts will be well received. They fear embarrassing those they are trying to help. They want to make sure that they themselves are not taken advantage of. Finally, many Americans believe that those who receive help should show their appreciation, return the favor when they can, and take responsibility for helping themselves. As it is, only about a third of Americans volunteer regularly, although most say they could find extra time to do so.

SPECIAL FOCUS: The Views of African American, Hispanic, and White Parents

In order to compare the views of African American and Hispanic parents to those of white parents, supplementary interviews were conducted with 300 black and 300 Hispanic parents. The results: regardless of race and ethnicity, all three groups of parents are critical of how teens and children are turning out, of the job parents are doing, and for the most part, all are concerned about the same social problems threatening youngsters. Where there are differences, these are usually differences in degree, not in kind. African American and Hispanic parents are sometimes more critical of today's youth than are white parents, for example, and black parents are more attracted to government child and health care programs.

SPECIAL FOCUS: What Kids Have to Say

Teenagers surveyed as part of this study generally describe themselves as happy and say they have warm relations with their parents and other adults in their lives. But large numbers also say they have plenty of time on their hands and describe an environment filled with hazards and potential trouble. A third say there is no adult in the house when they come home and about a quarter admit they have engaged in risky behavior such as smoking cigarettes or drinking alcohol.

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Public Agenda is a non-profit, non-partisan organization that seeks to raise the level of public discussion about critical policy choices facing the nation.

Kids These Days was made possible by a grant from Ronald McDonald House Charities and was conducted in partnership with The Advertising Council, both organizations are committed to efforts to improve the lives of children.

Copies of *Kids These Days* are available from Public Agenda, 6 East 39th Street, New York, NY 10016. Tel: 212/686-6610; Fax: 212/889-3461; e-mail: paresearch@aol.com. Copies are \$10.00 each, or \$5.00 for 10 or more copies. (For all orders, please add \$2.50 shipping and handling on one book; \$5.00 for 2-5 books; or \$10.00 for 6-25 books.)

PUBLIC AGENDA



**EMBARGOED UNTIL JUNE 26, 1997
AT 11:00AM EST**

FOR MORE INFORMATION CONTACT:
Margaret Suzor Dunning, Public Agenda
212/686-6610
Paula Veale, The Advertising Council
212/984-1930
Judi Ketcik, RMHC
312/836-7462 or 312/810-2252

AMERICANS DEEPLY TROUBLED ABOUT NATION'S YOUTH EVEN YOUNG CHILDREN DESCRIBED BY MAJORITY IN NEGATIVE TERMS

CHICAGO, IL -- Only 37% of Americans believe today's children, once grown, will make this country a better place, according to *Kids These Days: What Americans Really Think About The Next Generation*, a new public opinion study released today by Public Agenda. Across all demographic groups, the public is intensely concerned about the moral and ethical development of America's youngsters and see these problems as widespread, affecting families of all income levels. Americans believe parents are fundamentally responsible for ensuring their children grow up with the right values, yet only one in five say it is very common for parents to be good role models and teach their children right from wrong.

Kids These Days was conducted for Ronald McDonald House Charities and The Advertising Council -- both organizations are committed to improving the lives of children. The study also explores how people feel these problems should be addressed and what solutions they are willing to support.

"This groundbreaking research is a 'wake-up' call to many in the non-profit arena who want to make a profound impact on childrens' lives," said Ken Barun, President and CEO of Ronald McDonald House Charities. "While these findings are sobering, the study will help us understand and address those roadblocks to getting more people involved in finding solutions," Barun added.

Not only do the majority of Americans describe teens in negative terms, they also are surprisingly critical of children (defined for this study as being 5 to 12 year olds). When asked what first comes to mind when they think about today's teenagers, Americans use adjectives such as "rude,"

-more-

"irresponsible," and "wild," while younger children are characterized as "lacking discipline" and "spoiled." Only 12% of Americans, for example, say it is very common for kids to treat people with respect, a view shared by white (8%), Hispanic (11%) and African-American (17%) parents.

"Americans are frightened *for* and in some cases frightened *of* our children and fault parents for the problems they see," said Deborah Wadsworth, Executive Director of Public Agenda. "The public does acknowledge how difficult it is to be a parent in today's world, but is riveted by one goal -- the necessity of teaching all children the values of integrity, ethical behavior, concern for others, respect, civility, compassion, and responsibility," added Wadsworth.

Even parents themselves are critical of the job parents are doing. The majority of parents say couples break up their marriages too easily, instead of trying to stay together for their kids, and 58% of black, 50% of white, and 49% of Hispanic parents say parents who fail to discipline their children are very common. The public acknowledges the difficulties families face with four in five saying it is much harder for parents to do their job these days. Seven in ten Americans consider drug and alcohol abuse, and excessive violence and sex on television and in the movies as very serious problems. Sixty-two percent feel crime and gangs are serious threats to kids. But although the public believes these are tough times to be a parent, they ultimately feel parents are not rising to meet the challenge.

SOLUTIONS WITH PROMISE

Notwithstanding the public's bitter criticism of kids, Americans refuse to write them off as unsalvageable and are clear on what needs to be done to help them. First and foremost, people believe children thrive when their parents care for them and teach them right from wrong. Then they look to schools to supplement and reinforce the values they believe parents should provide; two-thirds say improving the public schools would be a very effective way to help young people. Support for after-school programs, volunteer organizations such as the Boy Scouts, and tougher measures to keep kids off the street, is also strong. Americans rank government funding for child and health care programs at the bottom of a list of twelve items that would be very effective in helping kids, in part because such programs do not speak to their primary concerns about children's moral development.

"What is key is Americans don't want to give up on kids and believe in programs that will develop young people's character. Our efforts will focus on mobilizing Americans to volunteer in ways that will address their concerns and meet the needs of our nation's youth," said Ruth Wooden, President of The Advertising Council.

Kids These Days also measured the views of 12 to 17 year olds. Most of America's adolescents report they themselves are doing well, and 66% say "faith in God is an important part of my life." But 49% also feel most kids their age need more guidance and attention from adults. Only 39% say parents who are good role models and teach their kids right from wrong are very common. Seven in ten also say they usually hang out with friends without anything specific to do. Few feel they are respectful toward each other or toward adults, and only one-third think they will make the country a better place.

Kids These Days, the initial phase of a multi-year research effort, is based on two telephone surveys within the continental United States. This first is a survey of 2,000 randomly selected adults aged 18 years or older, plus oversamples of 300 African-American and 300 Hispanic parents (margin of error for the 2,000 is plus or minus 2%). The second is a survey of 600 randomly selected young people aged 12 to 17 years old (margin of error is plus or minus 4%). Both surveys were conducted in December of 1996. In addition, Public Agenda conducted six focus groups in sites across the country, as well as dozens of in-depth, follow-up telephone interviews with adults who had completed the survey.

AMERICANS' VIEWS TOWARD KIDS

- ◆ Sixty-one percent of Americans think youngsters' failure to learn such values as honesty, respect, and responsibility is a very serious problem.
- ◆ Nine in ten Americans say the failure to learn values is widespread; only 8% say it mostly affects kids from disadvantaged backgrounds.
- ◆ Sixty-five percent of Americans who say they have a lot of contact with teenagers describe teens disapprovingly.
- ◆ Sixty-three percent of black, 61% of Hispanic, and 49% of white parents say teens getting into trouble because they have too much free time is very common.

- ◆ Only 12% think it's very common for teens to be friendly or helpful toward neighbors.

AMERICANS' VIEWS TOWARD PARENTS

- ◆ Sixty-three percent of Americans say it is very common for parents to have children before they are ready to take responsibility for them.
- ◆ Fifty percent of the general public, and 51% of parents, say it is very common for parents to equate buying things for children to caring for them.
- ◆ Only 19% of parents think it's very common for parents to be good role models and teach their kids right from wrong.
- ◆ Four in ten parents, the same as for the general public, say parents who resent advice about their kids are very common.
- ◆ But 51% of Americans say parents who sacrifice and work hard for their kids are very common; and 3 in 4 believe mothers who have to give up time with their kids to work and make ends meet is very common.

KIDS' VIEWS TOWARD KIDS

- ◆ Forty-one percent of adolescents say they see people their age using drugs or alcohol every or almost every day.
- ◆ Thirty-three percent of adolescents say there is no adult at home when they return from school.
- ◆ Six in ten believe most or all people their age pay too much attention to their appearance.
- ◆ Sixty-five percent say they get a compliment or encouraging word from adults every or almost every day.
- ◆ Seven in ten believe people should help others because it's the right thing to do; 69% say someone who gets help should express their gratitude.

AMERICANS' ATTITUDES TOWARD HELPING

- ◆ Three in four Americans strongly believe helping others is the right thing to do.
- ◆ Sixty percent say people who receive help should show appreciation.
- ◆ Fifty-one percent feel those who benefit from help should return the favor if they can.
- ◆ Nearly half say they would be very comfortable volunteering to be a mentor.

The principal researcher and author of *Kids These Days* was Steve Farkas, Public Agenda Vice President and Director of Research. For information on how to obtain a copy of *Kids These Days*, contact Public Agenda by phone (212/686-6610), fax (212/889-3461) or E-mail (paresearch@aol.com).

Public Agenda is a nonpartisan, nonprofit public opinion research and education organization working to help citizens better understand complex policy issues and to help the nation's leaders better understand the public's point of view. It was founded in 1975 by Daniel Yankelovich and Cyrus Vance.

The Advertising Council, founded in 1942 and the largest source of public service advertising in the nation, has made a 10-year commitment to focus the majority of its resources on developing campaigns which improve the circumstances of children in this country. As part of Commitment 2000: Raising a Better Tomorrow, the Council will develop hundreds of ads on a variety of different topics which will benefit children.

Ronald McDonald House Charities (RMHC) has made a \$100 million commitment over the next five years to fund programs that provide comfort and care to children and families. RMHC will use this important research to help guide its giving, and it will be shared with people and organizations on the frontlines advocating for at-risk children, including national and grassroots philanthropic organizations, as well as community and church leaders.

TABLE 1: VIEWS ON TEENAGERS

"Now I'm going to describe different types of teenagers and ask if you think they are common or not. How about teenagers who [INSERT ITEM]? Are they very common, somewhat common, not too common, or not common at all?"¹

% saying "very common"	General public	Parents	Parents of teens	African American parents	Hispanic parents	White parents
Face social problems like drugs, gangs, or crime	62%	66%	62%	71%	72%	64%
Get into trouble because they have too much free time	50	51	45	63	61	49
Have poor work habits and lack self-discipline	41	40	43	49	46	38
Lack good role models	36	36	35	43	34	36
Are wild and disorderly in public	30	33	30	49	43	31
Are lively and fun to be around	29	25	24	35	25	25
Are friendly and helpful toward their neighbors	12	10	12	16	14	10
Treat people with respect	12	9	9	17	11	8

1. "Teenagers" were defined for respondents as 13 to 17 years old.

Sample Sizes:

General public = 2,000; Parents = 763; Parents of Teens = 162; Parents of Children = 293; African American Parents = 367; Hispanic Parents = 348 White Parents = 596; Youth = 600.

TABLE 2: VIEWS ON CHILDREN

"Now I'm going to describe different types of children and ask if you think they are common or not. How about children who are [INSERT ITEM]? Are they very common, somewhat common, not too common, or not common at all?"¹

% saying "very common"	General public	Parents	Parents of children	African American parents	Hispanic parents	White parents
Face social problems like drugs, gangs, or crime	54%	56%	52%	63%	58%	53%
Are spoiled and do not appreciate what they have	48	49	44	54	51	48
Don't get enough attention and support from adults	46	45	42	45	47	45
Are bright and eager to learn	32	32	37	40	37	32
Are out of control in public areas such as restaurants and movies	31	30	28	39	34	29
Are lazy and do not apply themselves	30	30	30	38	28	28
Are physically or sexually abused	21	23	21	31	29	21
Are friendly and helpful toward their neighbors	17	17	22	25	19	16
Treat people with respect	12	11	14	20	14	9

1. "Children" were defined for respondents as older than 5 but not yet teenagers.

TABLE 3: VIEWS ON PARENTS

“Now I’m going to describe different types of parents and ask if you think they are common or not. How about parents who [INSERT ITEM]? Are they very common, somewhat common, not too common, or not common at all?”

% saying “very common”	General public	Parents	African American parents	Hispanic parents	White parents	Youth (12-17 years old)
Mothers who have to give up time with their kids to work so their families can make ends meet	75%	78%	83%	76%	79%	NA
People who have children before they are ready to take responsibility for them	63	65	72	69	63	41
Parents who break up too easily instead of trying to stay together for the sake of their kids	55	57	56	57	58	31
Parents who sacrifice and work hard so that their kids can have a better life	51	54	65	58	52	50
Parents who do not know how to communicate with their kids	51	52	54	56	51	32
Parents who think buying things for their kids means the same thing as caring for them	50	51	53	52	51	29
Parents who fail to discipline their children	50	50	58	49	50	33
Parents who spoil their kids	49	50	56	46	50	43
Parents who resent advice about their kids even when it comes from people who mean well	43	42	48	44	40	NA
Fathers who act like their careers are more important than their kids	35	35	47	39	33	NA
Parents who care more about their jobs than their kids	NA	NA	NA	NA	NA	11
Parents who abuse welfare and teach their kids to depend on handouts	32	31	41	43	29	NA
Mothers who give up time with their kids and go to work to gain personal satisfaction	27	29	32	33	26	NA
People who are failures as parents and should never have had kids to begin with	22	21	31	29	17	12
Fathers who are affectionate and loving toward their kids ¹	22	20	24	20	20	35
Parents who are good role models and teach their kids right from wrong	22	19	32	25	18	39

1. Wording for Youth: “Fathers who are warm and loving toward their kids”

TABLE 4: PROBLEMS FACING TODAY'S KIDS

"I'm going to describe different problems and ask if you think each is a serious problem facing today's kids. How about [INSERT ITEM]? Is that problem very serious, somewhat serious, not too serious, or not serious at all for today's kids?"

[If "very" or "somewhat serious":] "Do you think this problem mostly affects kids from lower income families, or is it widespread?"

% saying problem is "very serious"	General public	Parents	African American parents	Hispanic parents	White parents
% saying problem is "widespread" ¹					
Kids abusing drugs or alcohol	71%	69%	79%	83%	67%
Kids abusing drugs or alcohol is widespread	95	95	93	93	95
Kids seeing too much violence or sex on television and in the movies	69	71	76	75	71
Kids seeing too much violence/sex in the media is widespread	96	97	95	95	98
Kids threatened by crime or gangs	62	64	77	77	60
Kids threatened by crime/gangs is widespread	67	70	75	73	71
Kids failing to learn such values as honesty, respect and responsibility	61	63	67	66	62
Kids failing to learn values is widespread	91	91	88	90	92
Welfare programs that encourage single-parent families and teen pregnancy	58	57	66	62	55
Welfare programs encouraging single-parent families/teen pregnancies is widespread	46	47	55	50	46
Public schools that fail to give kids a good education	49	52	60	53	49
Public schools failing to give kids a good education is widespread	76	77	61	71	80
Fewer families teaching their kids religious faith and values	49	50	58	55	48
Fewer families teaching religion/values is widespread	95	95	91	92	95
Kids suffering because of economic pressure on their parents	44	44	60	53	42
Kids suffering from economic pressure on parents is widespread	64	67	64	61	69
Kids lacking the support of strong communities where neighbors care about them	40	44	58	45	41
Kids lacking support from communities is widespread	80	82	74	72	84
Families facing a shortage of government programs that support kids	27	30	47	36	27
Shortage of government programs that support kids is widespread	50	51	43	54	51

1. Percentages saying problems are widespread are based on respondents who identified the problems as either *very* or *somewhat serious*

TABLE 5: WAYS TO HELP YOUNG PEOPLE

Now I'll read different ways to help kids and ask how effective you think each would be. Do you think that [INSERT ITEM] would be a very effective way to help kids, somewhat effective, not too effective, or not effective at all?¹

% saying "very effective"	General public	Parents	African American parents	Hispanic parents	White parents	Youth (12-17 years old)
Improving the quality of the public schools ²	67%	71%	76%	67%	70%	51%
More programs and activities for kids to do after school in places like community centers	60	60	75	67	57	46
Employers giving parents more flexible work schedules so they can spend more time with their kids	55	57	66	59	58	NA
Nighttime curfews after which kids could not be on the streets without their parents	53	55	63	66	54	30
More involvement by volunteer organizations dedicated to kids, like the Boy Scouts and the YMCA	53	51	61	55	50	NA
Pressuring the entertainment industry to produce movies and music with less violence and sex	49	50	54	58	49	26
Tougher punishment for kids who commit crime	48	51	50	48	52	49
Neighbors spending more time with kids and watching out for them	47	49	59	46	48	33
Increasing the wages and job security of parents	44	46	60	51	44	NA
Holding parents legally responsible when their kids get into trouble	37	35	32	37	37	15
More government funding for child care and health care programs	34	37	56	45	36	NA
Increasing government funding for such welfare programs as AFDC and food stamps	10	8	16	13	8	NA

1. Wording for youth: "Now I'll read different ways to help kids and ask how effective you think each would be."

2. Wording for youth: "Making the public schools better"

Clinton Presidential Records Digital Records Marker

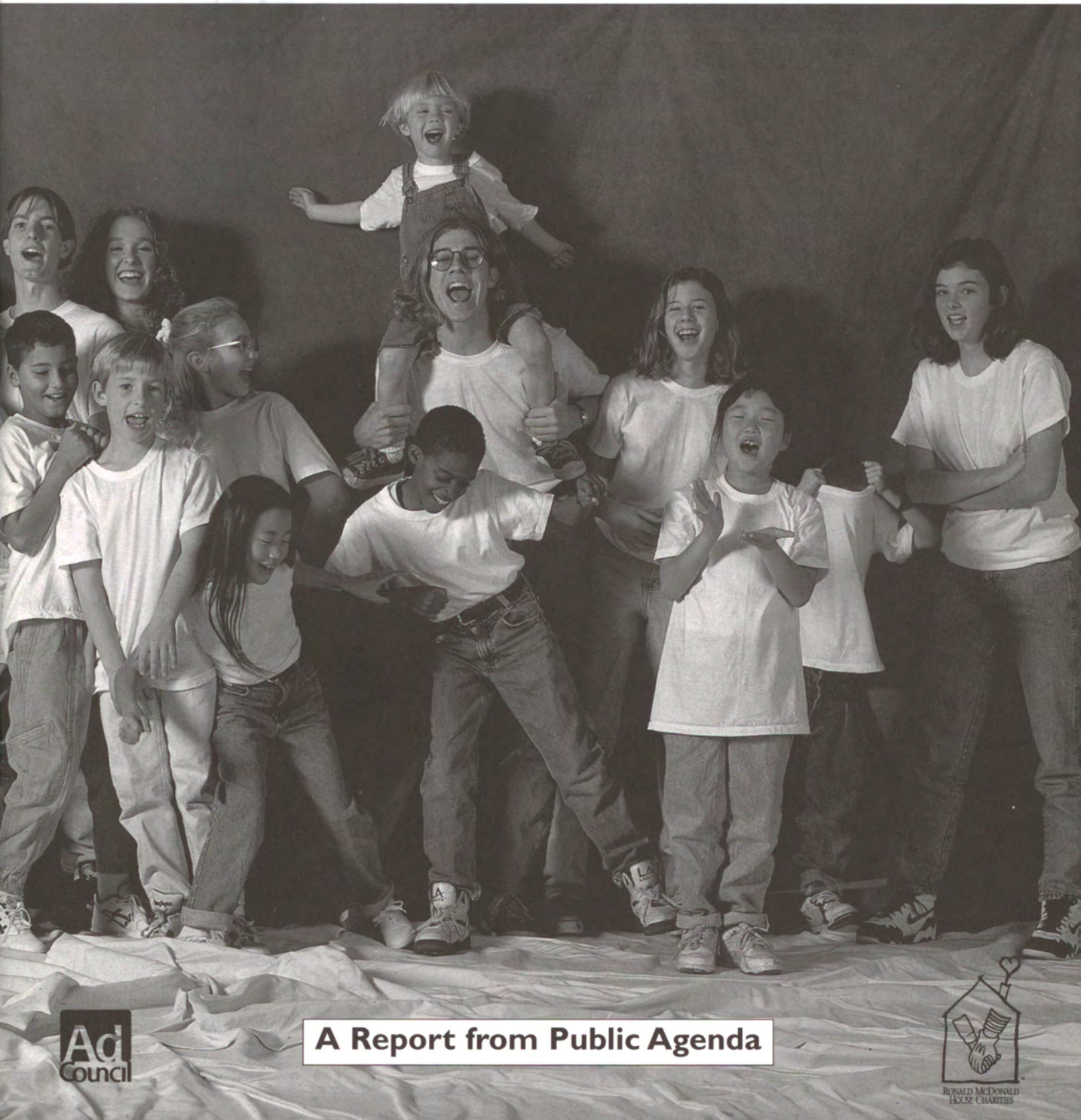
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KIDS THESE DAYS:

WHAT AMERICANS REALLY THINK ABOUT THE NEXT GENERATION



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TOPICS

Divider Title: _____

TRIPS
S-Bosnia

THE WHITE HOUSE

DETERMINED TO BE AN ADMINISTRATIVE

MARKING INITIALS: VB DATE: 9/15/17

June 5, 1997

Spc. Cesar G. Soriano
3325 N. 20th Road
Arlington, VA 22207

PERSONAL
&
CONFIDENTIAL

Dear Spc. Soriano:

Thank you for your thoughtful and inspiring letter. I am happy to enclose the photograph from Bosnia and appreciate greatly your commitment to our nation. Our servicemen and women are daily in my prayers and especially those who continue to serve there. Like you, I am grateful for the opportunity I had to be a part of our efforts to restore peace in the region.

With best regards, I am

Sincerely yours,

Hillary Rodham Clinton
Hillary Rodham Clinton

Enclosure

TO: HRC
FROM: Lissa
RE: Column Topics
DATE: June 20, 1997

I wanted to get your feedback on columns for the next few weeks, and particularly next week.

FOR NEXT WEEK (Due Tuesday, June 24) -- We have several possibilities:

- 1) Tribute to Rosalynn Carter pegged to your trip to Pikeville. This could talk about her commitment to mental health education, child immunizations, and affordable housing, with some anecdotes from the house-building session in Kentucky. If you want to do this, I'll need to talk to you for a couple of minutes.
- 2) A column about adoption in anticipation of Congressional action on the bill. No votes are likely in the next week or two, but it might be worth urging passage and reminding people that children are out there waiting.
- 3) You could write about the G-8, but by the time this is published the newspapers will have been saturated with coverage of the summit.

FOR TUESDAY, June 31

Since this column will run over July 4 weekend, I thought we could do your Bosnia idea here. The problem is that Alice and Pam have no letters of the kind you described. Could they be elsewhere in the pipeline? The most we've come up with is a handful (at most) of letters sent right after your trip to Bosnia.

FOR TUESDAY, July 8 (while you are in Madrid)

I suggest doing a tribute to King Juan Carlos and his efforts to promote and sustain Spanish democracy. It could have a personal tone, yet be framed in the context of the new NATO and the emerging democracies of Europe. We can do most of the column before the trip, which would be helpful since logistics will be difficult.

FOR TUESDAY, July 15 (while you are in Salzburg, Austria)

We have a couple of possibilities:

- 1) A fun reminiscence about the Sound of Music, how it was Chelsea's favorite, and what it's like to be in Vienna.

2) A column about the women's conference, who was there, and what the issues are (possibly tied into the conference of future leaders in Salzburg).

FOR TUESDAY, July 22 (two days after you return from the trip)

I think we should consider doing a whole column on Portugal, especially given the importance of your visit to the Portuguese government and people. We could talk about everything from the country's political history to its beauty.

REST OF THE SUMMER

Since things will be slow in late July and August, I'm going to try to get several columns in the can:

- 1) Food Safety
- 2) Smoking and the Movies

In August we can also do a column on the ABA Commission on Women and another on the 125th anniversary of Yellowstone. But we need to come up with more topics.

TO: HRC
 FROM: Lissa *dm*
 RE: Column
 DATE: June 3, 1997

We have a very busy week next week, so I wanted to try to start on the column as early as possible. I can think of three possibilities and wanted your initial reaction:

1) Father's Day (the column will run over Father's Day weekend).

I don't have anything specific in mind, but maybe there is something you want to say about fathers and their roles. If not, we lack a good peg. You wrote about your father last year. The Gore conference is no longer going to focus on fathers. So I'm not sure where that leaves us. (Unless the President wants to do a guest column about fatherhood, the way he wrote about his mother for Mother's Day last year).

2) Education standards and expectations as seen through a school like Banneker HS

We could use Banneker as the focal point for a column about what it takes to educate our children. It would be a nice plug for the school and show your continued commitment to DC. And it would offer a vehicle to talk about education standards, expectations, etc. and how they can be applied even in places where the school system is falling apart.

3) Food Safety

I don't know enough about this subject yet, but if you give a speech on it next week, there might be a way to turn it into a column. — *Let's try*

Some ideas for the following weeks are:

June 17 -- Racial Reconciliation (based on Ohio University)

June 24 -- Habitat for Humanity *or G-8*

July 1 -- *Maybe a column about nurses (although we have to be careful because the budget reduces funding for nursing education)*

July 8 -- King Juan Carlos and his role in promoting democracy in Spain, with color from your visit to Majorca and Madrid. *+ w/ NATO?*

July 15 -- Trip column

Can we do both in sequence?

*Bosnia
 Food
 Adoption
 Banneker*

TO: HRC
FROM: Lissa and June *dm*
RE: Column topics
DATE: April 4, 1997

Here are some possible column topics for the coming weeks.

1) POTUS Knee Recovery

What it's been like to take care of your husband with his knee injury. You could talk about how much it makes you appreciate the difficulties encountered by people with permanent disabilities. Column could be partly serious, partly light.

Yes ☒
No ☐

2) Brain Conference

Obviously we need to do our own version of the TIME and Newsweek columns on this issue, and it should probably run the week of the conference. (Due a week from Tuesday)

Yes ☒
No ☐

3) Organ Donation Issues

Kelly (and Jeff) are getting me material. She says she has discussed this topic with you.

Yes ☐
No ☐

Let's see what this info. might be

4) A defense of government as explained through federal efforts at food safety and consumer protection

The recent outbreak of Hepatitis A might be a good vehicle to talk about the important role that government plays in keeping us safe from disease, contamination, pollution, etc. (Along the lines of the chapter in your book).

Yes ☒
No ☐

5) The Mother-Daughter Banquet at Sidwell

It might be fun to write about how you and the other mothers hooked up to prepare for this occasion.

Yes ☐

No ☒

6) The Service Summit

If there is anything left to say

Yes ☐

No ☐

Maybe

MEMORANDUM

To: HRC
Fr: June *June*
Re: Column Ideas
Da: January 22, 1997

Lissa, the editors at Creators, and I came up with the following column ideas for the upcoming weeks. Please let me know which ones you'd like to pursue.

1. District of Columbia. Why you think it's important that all Americans, through the federal government, play a bigger role in helping our capital city meet its unique challenges and fulfill its potential. Why we can't allow the capital of the world's richest and most powerful nation to struggle alone with so many daunting problems. Why D.C. is more than just a city full of federal buildings and national museums, but a community of distinct neighborhoods and diverse citizens, a place where real people live and work. Perhaps discuss your previous involvement and what you hope to do with the city in the future.

Yes () No ()

2. Microcredit Summit and Microlending Awards. How microcredit and microlending are important tools in lifting women and families out of poverty, in building local economies and strengthening communities. You can write about your own visits to projects in South Asia, South America, and the U.S, as well as your involvement in the Good Faith Fund in Arkansas. You can describe the federal government's efforts to promote microlending, as well as any interesting events that may occur at the Summit.

Yes () No ()

3. Early Childhood Development Conference. Why the time between ages zero to three is important in a child's intellectual and emotional development. Include details from the conference.

Yes () No ()

4. The "humanization" of politics. Your thoughts on the importance of expanding our national political agenda to address real-life issues and why they played a prominent role in the last election.

Yes () No ()

5. Working Mother Magazine. In its February issue, this magazine will name you one of the country's 25 most influential working mothers. Why it's important to value all mothers, whether they work in or out of the home.

Yes () No ()

6. Your Grammy Nomination. If you go to the ceremony, a tongue-in-cheek account of your experience. What is it like to be nominated for an award that only entertainment superstars are supposed to get.

Yes () No ()

7. Children's Letters. I am enclosing the memo I sent to you earlier on this topic, as well as a copy of Alice Pushkar's memo about how children's letters are answered.

Yes () No ()

###

Creators

The Citadel

Projections ~~Wanted~~ for the 21st c.

TO: HRC
FROM: Lissa *gm*
RE: Column
DATE: October 10, 1996

I had a few more ideas for possible columns. Just want your reaction:

1. The Bosnia Hospital Partnership that we will be announcing at the White House on the 21st. The column could start with the Bosnian comic strip that warns kids about land mines and then it could go into what these hospitals are trying to do.

Yes ☒
No ☐

2. Women in Afghanistan -- We could talk about this in terms of what is going on with women around the world (genital mutilation, bride burning, etc.)

Yes ☒ — *after election*
No ☐

3. Our first column for November will be due election day. Since we can't say much at that point, I thought maybe you could do a a thank-you to Americans for their hospitality during the campaign, followed by a catalogue of campaign highs and lows. The highs could include great people you met, innovative programs you saw, or funny things kids said to you. The lows could be logistical problems (plane breaking down in Texas; not having enough time to stay in any place very long; etc.)

Yes ☒
No ☐

These columns could be added to our current list, which includes:

Socks
Domestic Violence
Answering Letters

> on
Any specific column you would like to do for next week? We have a Socks column in the works, but we could also do Afghan women, which certainly is a topic in the news.

Tanner painting

Overweight Study

TO: HRC
FROM: Lissa
RE: The Column
DATE: November 8, 1996

I had a conversation with Creators today that requires a longer discussion on our part. But in brief, they are eager to "re-launch" the column to attract new and lapsed subscribers. Obviously we don't want a relaunch until we have thought through how we are going to use the column in a second term. In the meantime, we need to think carefully about our topics in the coming weeks.

My suggestions are as follows (please check if you agree/disagree):

For next week (due Tuesday):

Option #1: What you did on election day and how it felt to be part of history on election night (This is Creators' idea and they are pushing it very hard. I think it could work).

Option #2: Domestic violence

Option #3: Letters from readers

For November 19 (when we will be en route to Australia)

Option #1: A scene-setter for the Asia trip

Option #2: Domestic violence if we didn't do it for the 12th

For November 26: (when we will be in Thailand)

I think this provides a perfect opportunity for a powerful column on child prostitution in Asia -- why it happens and what is (or isn't) being done about it (and the complicity of foreigners who create demand for it by visiting these countries for sex vacations etc).

For December 3: (when we will be en route to Bolivia)

You could do a column on the meeting of the First Ladies of the Hemisphere and what you and they are trying to accomplish (we've never written about this before).

When you have the time and inclination, we do need to discuss the column at greater length.

TO: HRC
FROM: Lissa *jm*
RE: Column Ideas
DATE: Sept. 20, 1996

Here is a suggested schedule of column topics that I have worked out with Creators. Please check if you want me/June to pursue these.

Next week (due Tuesday): Fashion Targets Breast Cancer

The Fashion Industry's efforts on behalf of breast cancer research and awareness, pegged to the event at the White House with Princess Di on Tuesday. We could talk about Nina Hyde, the motivation for the industry's involvement, and what has been accomplished thus far.

Yes ☒
No ☐

+ breakfast w/ Lissa

The following week (due Oct. 1): Beijing a year later

We have terrific examples of progress that has been made here and overseas. Also could talk about what happens at the event on the 28th.

Yes ☒
No ☐

Other topics with no fixed date:

1. Socks -- we've never written about him, and it could be a nice, fun column.

Yes ☒
No ☐

2. Domestic Violence -- we could talk about the extraordinary efforts around the world to prevent domestic violence and strengthen laws against it.

Yes ☒
No ☐

*- especially our efforts here
- Pres. Bush's own experience*

3. Shannon Lucid as an example of the strides women have made

If she comes to the White House, there might be a good column about her (it could begin with your writing to NASA as a teenager).

Yes [☒]
No [☐]

We're also pulling together a column responding to letters you've received. We might want to consider doing one that deals exclusively with questions children ask you.

Any other ideas? *OK*

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
JULY 22, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Olympic experience	July 19	July 25
National Parks	Summer	August 1
Paralympics	Early August	August 8
POTUS Birthday	August 19	August 15
Love letter to Chicago	August	August 22
Democratic Nat'l Convention	August 26-30	August 29
Beijing Anniversary	September 5-6	September 5
School vouchers	N/A	September 12
USDA regulations	N/A	September 19
Computers/web site	N/A	Any time
Favorite books	N/A	Any time

Gene Lyons book

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
JUNE 12, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Olympic experience	July 19	July 25
Paralympics	Early August	August 1
Kids and college	August	August 8 ⇒ Vacation/ Nat'l Parks
POTUS Birthday	August 19	August 15 Yosemite
Summer books	< Response to letters	August 22 ⇒ have letter to Chicago
Convention	August 26-30	August 29 Top of Presidential Tower
Campaign kickoff/memories from '92	September 2	September 5 Beijing Anniv.
Back to school		September 12 great sports teams
Computers		Any time

- Why oppose educ. vouchers > for
- Anniv - of Beijing - get transcript of oral question on VOA

In Europe - big deal how b
help disabled citizens -
had been stuck in institutions
under Communist rule

/ Gene Lyons book

big issue

Nat'l Parks.

→ Beijing Anniv.

9/12 - Medal of Freedom

9/19 - ?

9/26 - Beijing Anniv

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
MAY 30, 1996

/Crawfords/

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Ireland State visit/Robinson	June 13	June 6?
Father's Day	June 16	June 13
↗ FMLA / <i>work + family</i>	current	June 20
↘ smoking?	current	June 27 <i>your witness</i>
Overseas trip	Early July	July 4 th or 11 <i>Radio Free Europe</i>
Work and family	N/A	July 18 <i>July 11</i>
Olympic experience	late July <i>July 21</i>	July 25
Highest ranking woman general	N/A	Any time <i>Aug. 2</i>
Computer literacy/hair web page	N/A	Any time <i>Aug. 8</i>
Youth violence	N/A	Any time <i>Aug. 15</i>
Domestic violence	N/A	Any time <i>Aug. 22.</i>
Tipper	N/A	Any time
Baby boomers	N/A	Any time
Influential books	N/A	Any time
An ordinary night at the White House	N/A	N/A
Rosalyn Carter/immunizations	N/A	N/A

older Olympic/new one / emotional angle

① Single sex-edu in

Govt. regulation on food + meat?

② Unsafe food - meat etc.

Computer Literacy

7/25 Olympics - focus on a few ppl -
Romer / electrified?

8/1 *Madison*

8/8 Chelsea kg at colleges? Single sex-edu.

8/15 - The POTUS 50th birthday

8/22

8/29 Democratic Convention

ball player car accident runner

May 30, 1996

JUNE SPEECH/COLUMN SCHEDULE

JUNE

June 5 (Wednesday)

Literacy event -- t.p. needed
[TENT] Miss America award -- t.p. probable

June 7 (Friday)

Travel to Pittsburgh:
Economy event tbd

Travel to Dallas:
State Party Convention -- speech needed

June 8 (Saturday)

Travel to Orlando:
Women/crime event -- tbd
Bipartisan Women's lunch -- tbd

St. Petersburg:
JJ Dinner -- t.p. probable

June 10 (Monday)

Travel to NY:
Ribbon Cutting at Cassidy's Place -- speech probable
DSCC Fundraiser -- t.p. possible

Travel to Detroit, MI:
Communication Workers of America Convention -- speech needed
WLF Fundraiser -- t.p. probable

June 11 (Tuesday)

Column due

June 12 (Wednesday)

Travel to Cincinnati:
WLF lunch -- t.p. probable

Travel to Chicago:
Educational Event tbd
National Association of Hispanic Journalists -- Carolyn to do

June 14 (Friday)

Travel to Kansas City, MO:

Children's Conference -- speech needed

June 17 (Monday)

June's Birthday

June 18 (Tuesday)

Congressional Picnic -- t.p. possible
Column due

June 20 (Thursday)

Travel to Boston:
WLF Fundraiser -- t.p. probable

In D.C.: Olympic torch arrival -- HRC role tbd

June 21 (Friday)

Senate Spouses lunch at White House -- t.p. probable

June 22 (Saturday)

DNC Reception -- t.p. at most

June 24 (Monday)

Travel to Nashville:
Gore Family Conference -- HRC role tbd

Travel to Seattle:
Mothers Against Violence in America lunch -- speech needed
Media event [TENT]
WLF Fundraiser

June 25 (Tuesday)

Travel to Eugene, Oregon:
Message Event tbd

column due

June 27 (Thursday)

Travel to G7 in Lyon, France

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
MAY 13, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Highest ranking woman general	N/A	Any time
Computer literacy/hair web page	N/A	Any time
Youth violence	N/A	Any time
Teen smoking	N/A	Any time
Land mines	currently in news	May-June
✓ Updated arts column	April 26	May-June
Father's Day	June 16	June 13
Olympic experience	Summer	Summer
Domestic violence	N/A	Any time
Tipper	N/A	Any time
Baby boomers	N/A	Any time
Influential books	N/A	Any time
An ordinary night at the White House	N/A	Any time
Rosalyn Carter/immunizations	N/A	Any time

/ Mas Robin /
Ireland State Dinner

June 6

Fuller # May 31
or
Sunder

June 20th

June 27th ?
for Family Letters

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
MAY 13, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Highest ranking woman general	N/A	Any time
Computer literacy/ hair web page	N/A	Any time
Youth violence	N/A	Any time
Teen smoking	N/A	Any time
Land mines	currently in news	May-June
Updated arts column	April 26	May-June
Father's Day	June 16	June
Olympic experience	Summer	Summer
Domestic violence	N/A	Any time
Tipper	N/A	Any time
Baby boomers	N/A	Any time
Influential books	N/A	Any time
An ordinary night at the White House	N/A	Any time
Rosalyn Carter/ immunizations	N/A	Any time

FIRST LADY HILLARY RODHAM CLINTON
"TALKING IT OVER" LONG-TERM PLANNING
APRIL 9, 1996

<u>DATE</u>	<u>EVENT/MILESTONE</u>
April 16	"Day of Remembrance" for victims of the Holocaust
April 18	Trial begins for Japanese cult leader Shoko Asahara
April 19	Oklahoma City bombing anniversary; Nuclear Safety Summit, Moscow
April 20	International Anti-Nuclear Conference on "Lessons of Chornobyl" in Ukraine
April 21	Big Brother/Big Sister appreciation week
April 22	Earth Day
April 23	12th anniversary of the discovery of AIDS
April 25	4th annual Take Our Daughters to Work Day
April 26	10th anniversary of Chornobyl
April 27	25th anniversary of Kennedy Center; Olympic Torch Relay begins
April 29	3rd anniversary of LA riots
May 2	National Day of Prayer
May 4	WH Correspondents Dinner

May 5	Cinco de Mayo
May 6	Public School Recognition week
May 9	Greek State Visit
May 12	Mother's Day
May 17	42nd anniversary of Brown vs. Board of Education
May 18	Opening of Olympic Stadium
May 23	12th anniversary of Surgeon General's report linking smoking to lung disease
May 27	Memorial Day
May 31	World No-Tobacco Day
June 1	National Family Day

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
APRIL 4, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Ron Brown/Oklahoma City	April 3	April 11
Start of Baseball season/Cubs fan	March 23-April 1	April 18
Highest ranking woman general	March 26	April 25?
Domestic/child abuse	April	May 2?
Mother's Day/POTUS guest column	May 5	May 2 or 10
Children's Conference	TBD	Spring
Hair/web site	N/A	Any time
Teen smoking	N/A	Any time
Tipper	N/A	Any time
Baby boomers	N/A	Any time
Olympic experience	Summer	Summer
Influential books	N/A	Any time
An ordinary night at the White House	N/A	Any time

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
MARCH 14, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Lady Bird/ Beautification	March 20	March 21
Overseas/Bosnia	March 23-April 1	March 28
Overseas/Greece	March 23-April 1	April 4
Start of Baseball season/Cubs fan	April 1	April 11
Domestic/child abuse	April	April 18
Mother's Day/POTUS guest column	May 5	May 2
Children's Conference	tbd	tbd
Hair/web site	N/A	Any time
Teen smoking	N/A	Any time
Tipper	N/A	Any time
Baby boomers	N/A	Any time
Olympic experience	summer	summer

→ 3-star general

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
MARCH 8, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
International Women's Day	March 8	March 14
Lady Bird/ Beautification	March 20	March 21
Overseas/Bosnia	March 23-April 1	March 28
Overseas/Greece		April 4
Start of Baseball season/Cubs fan	April 1	April 4 or 11
Italian State Dinner	April 2	April 4
Mother's Day/POTUS guest column	May 5	May 2
Teen smoking	N/A	Any time
Domestic violence	N/A	Any time
Tipper	N/A	Any time
Children's Conference	tbd	tbd

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
FEBRUARY 23, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
✓ Chelsea's 16th	February 27	February 27?
✓ Meeting w/ network executives	February 29	Bonus column/ March 3
International Women's Day	March 8	March 7 14 ↗
3/8 ✓ Whitewater/RTC report?	? 3/11	March 14 7 ↘
? Lady Bird/ Beautification or Rosalynn Carter	March 20	March 21
Start of Baseball season/Cubs fan	April 1	March 28 > Overseas
Italian State Dinner	April 2	April 4 April 4 - Overseas April 9 = Baseball St. Dine
Mother's Day/POTUS guest column	May 5	May 2
Teen smoking	N/A	Any time
Alzheimer's/Nancy Reagan	N/A	Any time
Domestic violence	N/A	Any time >>
Tipper	N/A	Any time
Children's Conference	tbd	tbd

Griffin > Pres yr. This happens..

Assisted Death

< Chelsea back to school guest column >

FIRST LADY HILLARY RODHAM CLINTON
CREATORS SYNDICATE "TALKING IT OVER"
PLANNING SCHEDULE
FEBRUARY 23, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
Chelsea's 16th	February 27	February 29
Meeting w/ network executives	February 29	Bonus column/ <i>Jay Sano</i> March 3
International Women's Day	March 8	March 7
Whitewater/RTC report?	?	March 14
Lady Bird/ Beautification	March 20	March 21
Start of Baseball season/Cubs fan	April 1	March 28
Italian State Dinner	April 2	April 4
Mother's Day/POTUS guest column	May 5	May 2
Teen smoking	N/A	Any time
Alzheimer's/Nancy Reagan	N/A	Any time
Domestic violence	N/A	Any time
Tipper	N/A	Any time

Note: May is Older Americans Month

November is National Alzheimer's Disease Month

Sept. 8 1996 is National Grandparents Day

MEMORANDUM

To: Lissa
Fr: Sabrina
Re: column ideas, timeline
Da: February 16, 1996

<u>IDEAS/ TOPICS</u>	<u>DATE OF EVENT</u>	<u>RELEASE DATE</u>
UNICEF/Jim Grant	February 24	February 22 or 29
Chelsea's 16th	February 27	Feb. 29/ early spring 2/22
Staff/Whitewater	N/A	February or March
? Meeting w/ network executives <i>Tipper Gore</i>	February 29	Feb. 29 or March 7 3/5
Lady Bird/ Beautification	March 20	March 21
Gridiron dinner	March 30	March 28/April 4
Italian State Dinner	April 2	April 4
Start of Baseball season/Cubs fan	Early April	April 4, 11, 18 <i>March 28</i>
Mother's Day/POTUS guest column	May 5	May 2, 9
Teen smoking	N/A	Any time
Alzheimer's/Nancy Reagan	N/A	Any time
<u>Primary Colors</u> spoof	N/A	Any time

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SICED REQUESTS

Divider Title: _____

CREATORS SYNDICATE

KATHERINE A. SEARCY
Vice President and Editorial Director

April 3, 1997

Ms. Lissa Muscatine
Office of Speech Writing
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

Dear Lissa:

Chi magazine, which has been faithfully publishing Mrs. Clinton's column since its inception, will be available to interview the first lady anytime after May 9. The interviewer would be Mrs. Silvana Giacobini, the publication's editor. She has asked to receive the standard White House photographs before going for the interview. Our understanding is that Mrs. Giacobini will not be bringing a photographer with her.

Thank you so much for your help in arranging this, Lissa.

Best regards,



Katherine A. Searcy

CREATORS SYNDICATE

KATHERINE A. SEARCY
Vice President and Editorial Director

February 7, 1997

Ms. Lissa Muscatine
Office of Speech Writing
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

Dear Lissa:

A while back, we discussed a request from the Press and Journal in Aberdeen, Scotland, for Mrs. Clinton to respond to a brief questionnaire for a regular feature in the paper. The circulation of the paper is 107,965, and it is the larger of two papers in Aberdeen. It has just started running Mrs. Clinton's column.

Enclosed is a copy of the Press and Journal for your perusal. I have flagged the feature, called "How the Other Half Lives." Also included is the original letter from Kay Drummond, the assistant editor who wrote with the request, and the list of questions.

I hope this helps. It would be terrific if this worked out.

Thanks for all your help, Lissa. I look forward to hearing from you.

Best regards,



Katherine A. Searcy

15-JAN-1997 16:04 FROM P & J SPORTS

TO

0018472470042 P.02



Press and Journal

ABERDEEN JOURNALS LTD, PO BOX 43, LANG STRAIGHT, MASTRICK, ABERDEEN AB15 80F [REGISTERED OFFICE]
TELEPHONE: (01224) 690222. TELE ADS 691212. FAX NO: (01224) 694613. EDITORIAL FAX NO: (01224) 663575.
TELEX NO: 73133. REGISTERED NUMBER 15256 SCOTLAND.

KD/IG

15th January, 1997

Margo Sugrue,
Regional Sales Director,
Creators Syndicate.

fax: 001-847-247-0042

Dear Margo,

An odd request, but one I hope you can help me with, given our new arrangement with the Hillary Clinton column.

We run a light-hearted feature every Saturday, entitled How the Other Half Lives. It's a straight-forward set of questions which we put to the wives/husbands/partners of well-known celebrities.

We'd like to feature Hillary Clinton in this slot in her role as husband of the President. Would you be prepared to find out for us if she'd be interested in taking part?

As you can see from the questions, it's a bit of fun, and I'm sure it would help boost readership of her new column.

I'd be very grateful if you could help us out. Looking forward to hearing from you.

Yours sincerely,

Kay Drummond
Assistant Editor

15-JAN-1997 16:05 FROM P & J SPORTS

TO

0018472470042 P.03

How the Star Army Does

FULL NAME _____

1. Where exactly were you born?

(*)

2. What is your earliest memory of childhood or schooldays?

(*)

3. Describe your typical day.

(*)

15-JAN-1997 16:05 FROM P & J SPORTS

TO

0018472470042 P.04

How the

that lived

4. What do you do to relax?



5. What is your favourite meal?



6. What do you like to watch on TV?



7. How and where did you meet your husband?



15-JAN-1997 16:06 FROM P & J SPORTS

TO

0016472470042 P.05

How many times

8. What do you admire most about him?

(*)

9. What annoys you most about him?

(X)

10. If you could swap places with anyone in the world, who would it be and why?

(X)

11. What is the first thing you would do if all your numbers came up in the Lottery?

(?)

12. What is the most embarrassing situation you have ever found yourself in?

(?)

15-JAN-1997 16:06 FROM P & J SPORTS

TO 0018472470042 P.06

How the life lived

13. What has been the happiest moment so far in your life?

ⓧ

14. Who would you most like to invite to dinner and why?

ⓧ

15. What is your greatest ambition?

ⓧ

16. How would you best like to be remembered?

ⓧ

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BACKGROUND INFO

Divider Title: _____

Spec. SORIANO

3325 N. 20th Road
Arlington, VA 22207
May 6, 1997

First Lady Hillary Rodham Clinton
The White House
Washington, D.C.

Dear Mrs. Clinton,

On December 10, 1995, your husband ordered me and 20,000 other American soldiers to Bosnia-Herzegovina in support of Operation Joint Endeavor.

I was frightened, maybe even a bit resentful, but my service in Bosnia — from December, 1995 until August, 1996 — became the most rewarding experience of my life. Putting my family and journalism career on hold for 9 months was inconsequential to helping restore the war-torn lives of Bosnia's people.

American soldiers shared in Bosnia's smiles, tears, sweat and blood. The atrocities and horrors of war we witnessed in Bosnia have opened our eyes to the suffering of people that occurs daily around the world. It was an experience that perhaps all Americans should see first-hand as an incentive to help the less fortunate — abroad and in our own backyard. Whether its through the Marine Corps or AmeriCorps, all that matters is for all Americans to help make a difference.

I am currently writing a book of our experiences in Bosnia, which I hope to someday publish. Many of my photographs and diary entries are also posted on my webpage (<http://members.aol.com/apstyle/index.html>). The fact that you, Chelsea, Sheryl Crow and Sinbad took the time to share in the soldiers' experience made me proud to be serving my country. Lest we forget, nearly 8,000 servicemen and women are still serving in Bosnia. I hope you will keep them in your prayers.

God bless you and your family, and God bless the United States of America.

Yours truly,



Spec. Cesar G. Soriano
29th Mobile Public Affairs Detachment
Maryland Army National Guard