



Children's Broadcasting Corporation

AAHS™ Affiliates

WJDM-AM, New York, 1660
KPLS-AM, Los Angeles/Orange, 830
KAHS-AM, Ventura, Calif., 850
WAUR-AM, Chicago, 930
WPWA-AM, Philadelphia, 1590
WKDL-AM, Washington, D.C., 1050
WKDV-AM, Manassas, Va., 1460
KAHZ-AM, Ft. Worth/Dallas, 1360
WCAR-AM, Detroit, 1090
WWTC-AM, Minneapolis, 1280
KIDR-AM, Phoenix, 740
KKYD-AM, Denver, 1340
WFUN-FM, St. Louis, 95.5 (2/97)
WZKD-AM, Orlando, Fla., 950
WKDB-AM, Baltimore, 1570
WSYW-AM, Indianapolis, 810
KCAZ-AM, Kansas City, 1480
WRAH-AM, Greenville, S.C., 1360
KKDS-AM, Salt Lake City, 1060
WNWZ-AM, Memphis, 1430 (2/97)
KDZZ-AM, Albuquerque, 1520
KMUS-AM, Tulsa, 1380
KMYZ-AM, Tulsa, 1570
WHOZ-AM, Mobile, Ala., 660
TBA, Honolulu
KKSO-AM, Des Moines, Iowa, 1390
KDYS-AM, Lafayette, La., 1520
WEIO-AM, Eau Claire, Wis., 1050
WOHZ-AM, Wheeling, W.Va., 1600
WAHH-AM, Wilmington, N.C., 1340
KYAK-AM, Anchorage, Alaska, 650

AAHS™ MISSION

Our mission is to entertain and educate children and their families through positive multimedia programming and products. We will always be responsive to the present and future needs of children.

Creative Corner

BREAKING THE AGE BARRIER

There's a world of difference between the musical tastes of a kid in primary school and a high school student, but they do agree on one thing: *The Stix Franklin Show* on Radio AAHS® is way cool.

The Stix Franklin Show airs Monday through Thursday from 7 p.m. to midnight Central time, when most work-weary adults have collapsed in front of the television. The fact that most listeners are kids allows host Stix Franklin to take more liberty with the music he plays.

"I play some things in my show that don't get played during other parts of the day; more alternative and rap stuff like Soul Coughing and No Doubt," Franklin says. "We're just as careful as ever with content, but the style pushes closer to the borderline."

The show's cutting edge sound attracts listeners as young as 6 and as old as 16. "Anybody who listens to Stix can understand why he has an audience of younger and older kids. He's got a nice hip edge to what he does, and he strikes a chord with the kids who listen," says Gary Landis, executive vice president of programming for Radio AAHS®.

Joking with callers and bantering with his Radio AAHS® AirForce DJ co-hosts, Franklin seems more like a big brother than a show host. That quality, he says, is what makes him appealing to such a wide age range.

"When I'm on the air, I'm talking to just one person. True, I'm reaching millions of kids, but I'm reaching them one at a time," he says.

While listeners are jamming out to Franklin's show, they're learning a few things along the way. Interactive fill-in-the-blank stories help build verbal skills, and Franklin's Magical Math Mysteries make solving a story problem more of a game than a chore.

Although he's only 28, Franklin is a veteran Radio AAHS® DJ. He was an air talent at WWTC when the station signed on as the first Radio AAHS® affiliate in 1990. From the sound of it, he won't be leaving anytime soon: "I go to work each day to have fun. I'm just glad I get paid to do it."



Stix Franklin takes AAHS™ to the edge.

Want to know more about Radio AAHS®?

TO RESERVE YOUR MARKET NOW OR TO GET MORE DETAILS ON AMERICA'S FASTEST GROWING MAJOR MARKET FORMAT, CALL BARB McMAHON COLLECT AT (203) 431-9225. ASK FOR A FREE TAPE OF "A WEEK IN THE LIFE OF RADIO AAHS®."

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724 First Street North
Fourth Floor
Minneapolis, MN 55401

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A PUBLICATION OF RADIO AAHS®



F E B R U A R Y 1 9 9 7

Parents' Choice Commends 'News For Kids'

Radio AAHS® has been honored with a Parents' Choice Audio Approval Award for the network's weekday news program, *Radio AAHS® News For Kids*. The coveted Parents' Choice Award is given annually for those audio productions, television programs, videos, books, toys, magazines and computer programs which represent the highest quality of production, entertainment and human values.

News for Kids is produced by Director of News, Information and Education Pamela "P.J." Gudmundson and written and co-produced by Chief News Correspondent Liv Learner with contributions from a team of young Radio AAHS® AirForce reporters. *News For Kids*, a three-minute package, covers top stories and daily information from a kid's point of view. Learner and the AirForce crew deliver *News For Kids* eight times each weekday.

News AAHS™ It Was, also included in the Parents' Choice Award, is a fast-paced weekly news recap written by Learner and co-produced by Production Director Andy Morantz. It airs four times each weekend.

PROGRAMMING RESPONDS TO YOUTH INTERESTS

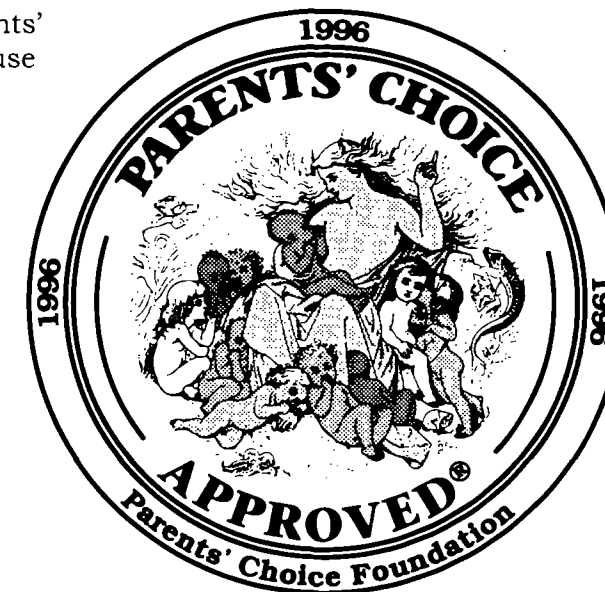
Gudmundson believes the programs are successful because they tap into current children's interests. "We listen to the kids and present issues and stories that are important to them," she said.

Radio AAHS® Executive Vice President of Programming Gary Landis said the Parents' Choice award is particularly flattering because there is no specific category for radio.

"In previous conversations with Parents' Choice, we expressed frustration because there was no category for what we do. The fact that we won the award demonstrates that they wanted to acknowledge us, even without a platform," he said.

Parents' Choice, the only nonprofit consumer guide to children's entertainment since 1978, offered hearty congratulations to Radio AAHS®.

"It is a joy for all on the Parents' Choice board to honor your contribution to children," said Diana Huss Green, the board's editor-in-chief. "Congratulations on your remarkable work!"



"The fact

that we won

the award

demonstrates that

(Parents' Choice)

wanted to

acknowledge us,

even without

a platform."

— Gary Landis
Executive
Vice President
of Programming,
Radio AAHS®



RADIO AAHS

TOP 10

countdown

- 10 **Cruella De Vil**
Dr. John
- 9 **Bug City**
Presidents Of The U.S.A.
- 8 **Ordinary Girl**
China Forbes
- 7 **Fly Like An Eagle**
Seal
- 6 **I Love You Always Forever**
Donna Lewis
- 5 **That Thing You Do**
The Wonders
- 4 **I Believe I Can Fly**
R. Kelly
- 3 **Buggin'**
Bugs Bunny
- 2 **Crazy**
Looney Tunes
- 1 **Space Jam**
Quad City DJ's

The AAHS™ Spotlight: LENNY GRAF

FINDING THE EXTRAORDINARY
IN THE ORDINARY

Never mind those songs about fairy tale lands and castles made of candy. Canadian entertainer Lenny Graf believes that fact can be just as much fun as fiction.

"Kids find the real thing more cool, especially if it's looked at from an offbeat perspective," Graf says.

If anyone can transform the ordinary, it's Graf. What could be considered more ho-hum than water? That's what young sidekick Patrick thinks in "Water," a cut from Graf's 1992 CD *A Forest Made of Spinach*. While Graf rhapsodizes about the qualities of water, Patrick offers the unenthusiastic response of a typical kid. But in the end, when he considers all the truly miraculous qualities of water, Patrick is swept up in the excitement and joins in the chorus. The song shot to the top of the charts on Radio AAHS®, becoming the No. 11 song for the year 1993.

The ultimate comedy team, Graf and Patrick pop up again on Graf's latest CD, *Planet Lenny*, to explore other environmental themes such as "Garbage" and "Earth."

NURTURE...

A Graf performance is a treat for the eyes as well as the ears. He moves effortlessly from flute to saxophone to guitar to piano (and seven other instruments), plying his act with humor and theatrics. He's a natural. So natural, in fact, that one might wonder if he's working at all. Like the straight A student who never has to study, Graf appears to simply be doing what comes naturally. In reality, however,



Canadian entertainer
Lenny Graf uncovers the fun
in everyday subjects.

this artist carefully mulls over every detail — even his seemingly impromptu jokes.

"Humor has to be well thought out. You have to think through the logic and picture how the pieces of the puzzle fit together," he says.

Graf ought to know. While studying classical music in college, he worked as a musical clown. Countless one-on-one conversations with kids taught Graf that youngsters have an entirely different sense of humor. Respecting that difference brings a genuine flavor to his music.

AND NATURE

As the son of big band leader Eddy Graf, Lenny grew up in a household where musical talent was encouraged and fostered. He began playing in his older brother's band and started to do big band work with his dad at age 14. When he was 19, Graf volunteered to perform at a Children's Aid Christmas party.

"The next year I went out and bought a guitar and learned to play," he recalls. "I started writing kids' songs and people asked me to play here and there. It sort of snowballed into a career."

Luckily for us.

The AAHS™ Factor

NOW BOARDING FLIGHT 1225 TO THE NORTH POLE

Who needs a sleigh and eight tiny reindeer when there's a United Airlines flight directly to the North Pole? During the recent holiday season, United Airlines joined with Indianapolis AAHS™ affiliate WSYW to take special needs children on a Fantasy Flight to Santa's village. More than 150 kids boarded the Dec. 14 flight destined for the North Pole.

Once in the air, pilots made a loop to Chicago and back "to add distance," explained Rick Smith, sales manager for WSYW. Radio AAHS® broadcast live from the aircraft, featuring interviews with the children and their parents. When the kids arrived back at the Indianapolis airport, they stepped into a winter wonderland. Volunteers had transformed a United terminal

into a realistic North Pole setting complete with a sleigh, elves and volumes of decorations. Naturally, Mr. and Mrs. Claus were on hand to greet all of their "visitors."

In true holiday tradition, no one left Santa's village empty-handed. Thanks to the generosity of 42 local and national vendors, United was able to give each child a carry-on bag brimming with toys.

The event was a hit with advertisers as well as the children, Smith said. WSYW has secured several new advertising contracts as a result of its work on the Fantasy Flight.

"Best of all, we know we were really able to make a difference in the kind of holiday those kids had," Smith said. "That makes all the work worthwhile."

Making Waves

NEW YEAR, NEW SOUND

As folks in Chicago rang in the New Year, they also tuned in a new family entertainment sensation. Radio AAHS® hit the Chicago airwaves Jan. 1 when WAUR, a station owned and

operated by Children's Broadcasting Corporation, began broadcasting the signal at 930 on the AM dial. WAUR is the seventh Radio AAHS® station in a top 10 radio market.

CBC SIGNS ST. LOUIS FM STATION

Children's Broadcasting Corporation has secured its first major FM market with the signing of WFUN in St. Louis. WFUN, owned by local broadcasting company Coletre, signed an agreement to begin broadcasting Radio AAHS® in February.

WFUN is an old pro at children's broadcasting. Since 1991, the station

has been airing its own programming targeted to youngsters aged 5 to 15.

"Radio AAHS® gives us a chance to go after a slightly younger age group," said General Manager Reed Hale.

Hale said WFUN will continue to broadcast its own programming, airing Radio AAHS® middays, evenings and weekends. The signal will reach the entire St. Louis community.

Kid-Tested,

Mayor-Approved

Just how much does

the city of

Mobile, Alabama

like Radio AAHS®?

Enough to have

its mayor star in a

television spot promoting

local affiliate WHOZ.

In the commercial,

Mayor Mike Dow

sports an

AAHSIE™ costume

and asks,

"Is this a great

radio station,

or what?"





WINNER OF THE 1994
CRYSTAL RADIO AWARD

Recently, RADIO AAHS® welcomed a new arrival to the Twin Cities—The Coveted CRYSTAL RADIO AWARD For Excellence In Community Service!

The Crystal Radio Awards were established by the National Association of Broadcasters (NAB) to recognize radio stations' efforts to improve the quality of life in their communities. It is the most prestigious award in Radio Broadcasting today! Of the eligible 12,692 licensed radio stations in the country, only 10 are chosen as winners. RADIO AAHS® is a winner!

"RADIO AAHS® has shown tremendous commitment to its community," said Bob Fox, chairman of the NAB Radio Board. Through events such as:

- *Tour de Kids Bike-A-Thon for Charity*
- *Toys For St. Louis Flood Victims*
- *F.U.N. Day Broadcast (Families United For Non-Violence)*
- *Variety Club Children's Hospital Broadcast*
- *Toys At Christmas*
- *RADIO AAHS® Earth Day Tree Give-Away*

RADIO AAHS® continually demonstrates its commitment to making the world a better place for its young listeners and their families.

RADIO AAHS®—THE MOST EXCITING AND UNIQUE RADIO FORMAT IN AMERICA TODAY!





About Radio AAHS®

Children's Broadcasting Corporation's (CBC) Radio AAHS® is the country's mega-exciting and mega-entertaining 24-hour network radio format for kids 12 and under and their parents.

Radio AAHS® is an award-winning programming mix of music, news, stories, games, current events and weather. Radio AAHS® is broadcast live, via satellite from flagship station WWTC-AM in Minneapolis and is the only live 24-hour radio network in the United States providing this type of programming.

Radio AAHS® is seventy percent music—an eclectic melange of hits from all musical genres including pop, jazz, oldies and movie soundtrack cuts—which is as pleasing to moms and dads as it is to kids. Beyond music, **Radio AAHS®** has News for Kids, written and reported by kids, our **Radio AAHS AirForce®** reporters. You'll experience interactive quizzes/"**The Radio AAHS® Brain Game,**" interviews and discussions. A day at **Radio AAHS®** includes highlights like: "**The All-American Alarm Clock®**" (a four-hour morning show), "**Avenue "A"™**," (a four-hour midday show), "**The BIG Show**" (four hours of fun in the afternoon/late afternoon)," "**Just Kids®**" featuring the **Radio AAHS AirForce®** kids (one hour at the end of The BIG Show every weekday and three fun-packed hours Saturday morning/late morning), and in the evening and through the night lots of "**Great Music for Great Kids®.**" Weekends are extra special when **Radio AAHS®** broadcasts two hours live on Saturdays from Universal Studios Hollywood and two hours live from Universal Studios Orlando on Sundays. **The Kinetic City Super Crew**, an adventurous science mystery show, and the **Radio AAHS® Countdown with Stix Franklin** round out all that is entertaining and educational about **Radio AAHS®**. One of the newest features is "What's Up? with Evan Roberts," a Thursday evening radio talk show hosted by 13-year-old radio whiz, Evan Roberts, live from his Long Island, NY, bedroom.

The **Radio AAHS AirForce®** features 20 fabulous kids who can be heard one, two and/or three at a time every weekday afternoon during **The BIG Show**. **Radio AAHS® Vice President of Fun Heather Hogan**, 15, is not only a kid deejay, she is also a science reporter for **Radio AAHS® News** (award-winning news for kids) and serves as a global ambassador and consultant to CBC/**Radio AAHS®** adult management and staff. Heather's input is as significant to CBC as input from the Company's major programming and development partners.

Radio AAHS® is currently available to approximately 40 percent of the country through 29 affiliate stations, including station acquisition pending in Chicago. Those **Radio AAHS® affiliate stations** include: Albuquerque, NM, KDZZ-AM 1520; Anchorage, AK, KYAK-AM 650; Baltimore, MD, WKDB-AM 1570; Chicago, IL, WAUR-AM 930; Dallas/Ft. Worth, TX, KAHZ-AM 1360; Denver, CO, KKDY-AM 1340; Des Moines, IA, KKSO-AM 1390; Detroit, MI, WCAR-AM 1090; Eau Claire, WI, WEIO-AM 1050; Greenville, SC, WRAH-AM, 1360; Honolulu, HI, TBA; Indianapolis, IN, WSYW-AM 810; Kansas City, KS, KCAZ-AM 1480; LaFayette, LA, KDYS-AM, 1520; Los Angeles/Orange, CA, KPLS-AM 830; Manassas, VA, WKDV-AM 1460; Memphis, TN, WNWZ-AM 1430 (2/15/97); Minneapolis, MN, WWTC-AM 1280; Mobile, AL, WHOZ-AM, 660; New York, NY WJDM-AM 1660; Orlando, FL, WZKD-AM 950; Philadelphia, PA, WPAW-AM 1590; Phoenix, AZ, KIDR-AM 740; Salt Lake City, UT, KKDS-AM 1060; St. Louis, MO, WFUN-AM (1/31/97); Thousand Oaks/Ventura, CA, KAHS-AM 850; Tulsa, OK, KMYZ-AM 1570; Washington, DC, WKDL-AM 1050; Wheeling, WV, WOHZ-AM 1600; and Wilmington, NC, WAHH-AM 1340.

Look for **Radio AAHS® Online** through NetRadio at <http://www.netradioaahs.net>, one of the most frequently visited online sites for kids. Stay tuned for many new and exciting **Radio AAHS®** advertising/promotion and multi-media ventures and adventures!

12/96



**In support of its mission,
Radio AAHS®:**

- Offers educational entertainment to all young people and their families.
- ➔ Provides a platform for communication between family members.
- Provides its services in a thoughtful and caring way.
- Serves as an advocate for children.
- Feels a strong sense of community service.
- ➔ Keeps a low commercial load to emphasize programming and provide less clutter for advertisers.
- ➔ Provides a professional and enjoyable atmosphere for its employees and advertisers.

PR@GRAMMING



Monday Through Friday

The All-American Alarm Clock®

With Brad Lane and Liv Learner – A wake-up show for the whole family that resounds with music, information, and fun – mixed with traffic and weather reports, special features, quizzes, contests, and lots of laughs!

Avenue "A"™

Join Amy as she hops on the Radio AAHS® magic bus for a trip to Avenue "A."™ It's not a show, it's a destination for the imagination! Enjoy great music and fun on Avenue "A."™

Storytime Theater™

Great stories from history and classic adventures of childhood – hosted by Radio AAHS® personalities and other celebrities.

The BIG Show

Don Michaels and the Radio AAHS AirForce® present Brain Games, Radio AAHS® News For Kids, and lots of great music.

Great Music For Great Kids®

With Stix Franklin and Rocky Holiday – Stix spins the hits all evening long and Rocky provides an "audio nightlight" for our nightowl friends.

"What's Up? With Evan Roberts"

Live from his Long Island bedroom, Evan Roberts explores topics ranging from recycling to politics and sports to movies during this one hour talk show for kids. Listeners from across the country call in to talk about whatever is on their minds.



Brad Lane &
Liv Learner



Amy



Don Michaels



Stix Franklin



Weekends For Great Kids

"Just Kids – Saturdays"®

Hosted by members of the Radio AAHS AirForce®, this three hour show is filled with interviews, recipes, environmental tips, call-in segments, science experiments, stories, jokes, and of course, Great Music for Great Kids!

Radio AAHS® Countdown

Listeners choose the songs and Stix Franklin counts them down. Hear the Top 20 hits four times each weekend.

Live Programming From L.A. & Orlando

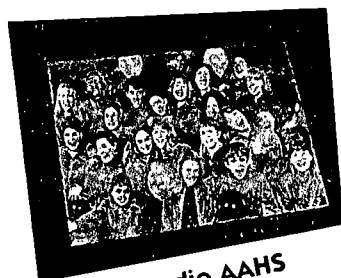
Each Saturday Bruce Barker from Radio AAHS® – Los Angeles hosts two amusing hours Live from Universal Studios Hollywood, and every Sunday Jammin' JoJo and the Jammin' Posse bring you music and entertainment Live from Universal Studios Florida.

Kinetic City Supercrew

Hop aboard the Kinetic City Express for a half-hour science adventure produced by the American Association for the Advancement of Science.

OOHS & AAHS™

Aahsie hosts this historic, nonsense show featuring the greatest songs ever to appear on the Radio AAHS® Countdown.



Radio AAHS
AirForce



Rocky Holiday

afiliate's

Market

Call Letters

Dial Position

Albuquerque, NM	KDZZ-AM	1520
Anchorage, AK	KYAK-AM	650
Baltimore, MD	WKDB-AM	1570
Chicago, IL	WAUR-AM	930
Dallas/Ft. Worth, TX	KAHZ-AM	1360
Denver, CO	KKYD-AM	1340
Des Moines, IA	KKSO-AM	1390
Detroit, MI	WCAR-AM	1090
Eau Claire, WI	WEIO-AM	1050
Greenville, SC	WRAH-AM	1360
Honolulu, HI	TBA	
Indianapolis, IN	WSYW-AM	810
Kansas City, KS	KCAZ-AM	1480
Lafayette, LA	KDYS-AM	1520
Los Angeles/Orange, CA	KPLS-AM	830
Manassas, VA	WKDV-AM	1460
Memphis, TN	WOWW-AM	1430
	(expected on air date of 2/15/97)	
Minneapolis, MN	WWTC-AM	1280
Mobile, AL	WBLX-AM	660
New York, NY	WJDM-AM	1660
Orlando, FL	WZKD-AM	950
Philadelphia, PA	WPWA-AM	1590
Phoenix, AZ	KIDR-AM	740
Salt Lake City, UT	KKDS-AM	1060
St. Louis, MO	WFUN-FM	95.5
	(expected on air date of 3/1/97)	
Thousand Oaks/Ventura, CA	KAHS-AM	850
Tulsa, OK	KMYZ-AM	1570
Washington, DC	WKDL-AM	1050
Wheeling, WV	WOHZ-AM	1600
Wilmington, NC	WAHH-AM	1340

O&O's

February 3, 1997

Radio AAHS® kid deejays: ordinary, precocious, lively, whacky & talkative!

kid deejays



Radio AAHS AirForce®

Both ordinary and precocious, the Radio AAHS AirForce® is a lively, whacky and, of course, talkative crew of some 20 kid deejays and kid reporters. AirForce members spend their air shifts bantering with adult deejays, kids across the country and each other. They introduce songs, talk trivia, tell jokes and deliver our award-winning news for kids. Our kid reporters cover beats including: computers, books, science, entertainment, health & safety, pets, videos, toys & games.

Tune in most afternoons and hear any combination of our AirForce members: Adam, Lindsay, Nora, Danielle, Jimmy, Naomi, Becca, Heather Hogan our "Vice President of Fun," Allyson, Brianna, Kay, Rose, Yves, Jaya, Kate, Evan, Zoe, Jenny, Anna, Stephanie, Tom, and Will.

Phone calls



Listeners of all ages call the Radio AAHS® studio lines to make requests, give their answers to the Brain Game, get more information about sponsors' products and services, report school news, and chat with our DJ's and guests.

***Daily Calls**  8,755

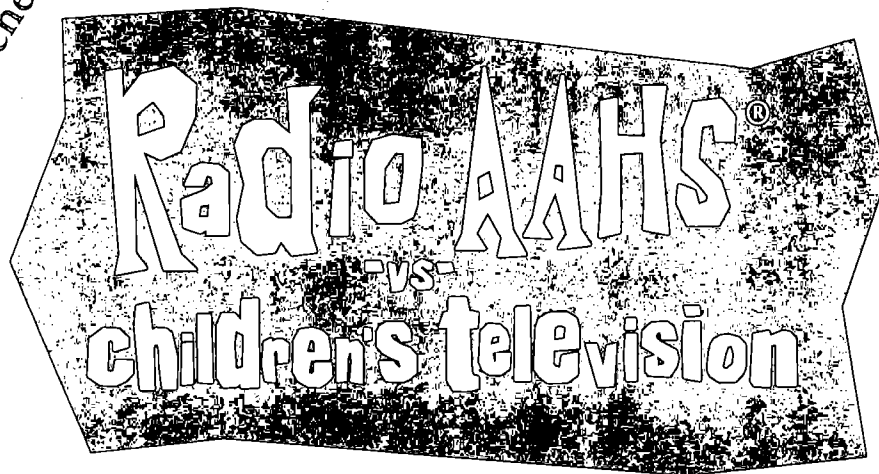
***Weekly Calls**  60,617

***Monthly Calls**  262,675

Annual Calls (1995)  3,206,525

*Calls received in January-June, 1996.

Yes, we call ourselves, "Children's Radio" but we're better described as family radio. When a child turns on Radio AAHS®, Mom and Dad are a captive audience, increasing effectiveness for advertisers!



TV ► *Only Influences* ► **KIDS**

RADIO AAHS® ► *Influences Both* ► **PARENTS
KIDS**

△ Since parents and children frequently listen to Radio AAHS® as a family together (about 1 parent to every 2 kids*) we offer advertisers a special opportunity to reach *both* decision makers . . . *at the same time!*

*Source: Strategic Radio Research, AccuRatings, Minneapolis, July 1992

testimonials



"I am sincerely appreciative that there is a station devoted to children, that makes sense to my 4-year-old son, that we can enjoy together."

James W. Greenlee, PhD
Central Medical Incorporated

"With Radio AAHS, I can be assured that what my children hear will be 'pure' entertainment, educational and fun, I can turn off the television without children screaming in protest . . . When my children are at school and it's just me, do I switch back to WCCO? No. I can get housework done faster and with a positive attitude because of the music on Radio AAHS."

Mrs. Kerry Reif

"Radio AAHS has really filled a void in (my daughter's) life. She feels like all the D.J.'s are her friends. She loves the music, games and commercials she hears on Radio AAHS . . . We have purchased many tapes by artists we have been introduced to by Radio AAHS."

Lori A. Leder-Fogel

"I've told all the students at Los Amigos and their parents about Radio AAHS . . . You are AAHsome! Keep talking!"

Pam Wright
Principal

"We believe that results from broadcast advertising are far more important than ratings. Radio AAHS has played a key part in the roll-out of Hollipop soft drinks . . . Thousands of children and adults have participated in the promotion and we know that many of them were the direct result of Hollipop advertising heard on Radio AAHS."

Jim Ramsburg
Ramsburg Media Services

Media

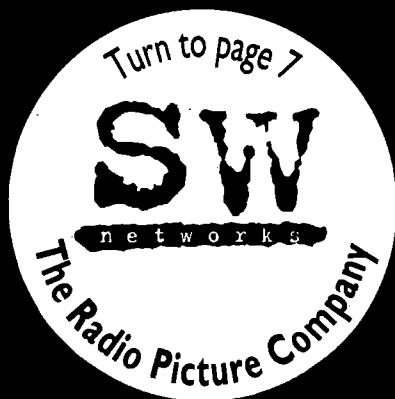


Children's Broadcasting Corporation and its Radio AAHS® format continue to receive an extraordinary amount of local and national press coverage. A partial listing of the publications and broadcast organizations that have covered our growth and activities follows. Reprints of newspaper and magazine articles are available.

- *Inside Radio, Jan. 8, 1997
- *Star Tribune, Jan. 4, 1997
- *Chicago Sun-Times, Jan. 2, 1997
- *MN Law & Politics, Jan. 1997
- *City Business, Dec. 27, 1996
- *Shreveport Times (LA), Dec. 26, 1996
- *Inside Radio, Dec. 16 & 2, 1996
- *Star Tribune, Dec. 14 & 2, 1996
- *Radio World, Dec. 11, 1996
- *R & R, Dec. 6, 1996
- *MediaWeek, Dec. 2, 1996
- *Advertising Age (NY), Dec. 2, 1996
- *Hollywood Reporter, Dec. 2, 1996
- *Teen Beat, Dec. 1996
- *Billboard, Nov. 30 & 9, 1996
- *R & R, Nov. 29, 22, & 15, 1996
- *Finance & Commerce (MN), Nov. 29 & 9, 1996
- *Star Tribune, Nov. 28, 16, 15, & 9, 1996
- *Radio World, Nov. 27, 1996
- *Reuters America, Nov. 27 & 8, 1996
- *Dow Jones News Service, Nov. 27, 14, & 8, 1996
- *Commercial Appeal (TN), Nov. 23, 1996
- *Daily Advertiser (LA), Nov. 19, 1996
- *Broadcasting & Cable, Nov. 18, 1996
- *Duluth News Tribune, Nov. 15, 1996
- *Pioneer Press, Nov. 14 & 9, 1996
- *Inside Radio, Nov. 11, 1996
- *Radio Ink, Nov. 11, 1996
- *Party Line (NY), Nov. 11, 1996
- *City Business, Nov. 8, 1996
- *Detroit Free Press, Nov. 8, 1996
- *ADV Magazine (PA), Nov. 1996
- *FORMAT, Nov. 1996
- *Parents Express (PA), Nov. 1996
- *MediaWeek, Oct. 28, 1996
- *Billboard, Oct. 26, 1996
- *Daily Herald (IL), Oct. 21, 1996
- *East Side Review (MN), Oct. 21, 1996
- *Inside Radio, Oct. 21 & 3, 1996
- *R&R, Oct. 18, 1996
- *Mpls Star Tribune, Oct. 17, 11, 10 & 7, 1996
- *Chicago Sun Times, Oct. 16, 1996
- *MediaWeek, Oct. 14 & 7, 1996
- *St. Paul Pioneer Press, Oct. 12, 1996
- *Billboard, Oct. 12, 1996
- *The Orange County Register, Oct. 10, 1996
- *Dow Jones News Service, Oct. 9, 1996
- *Marketing News (IL), Oct. 7, 1996
- *Broadcasting & Cable, Oct. 7, 1996
- *BrandWeek (NY), Oct. 7, 1996
- *AdWeek (GA, NY, & TX), Oct. 7, 1996
- *Mobile Register, Oct. 5, 1996
- *Mpls CityBusiness, Oct. 4, 1996
- *Hollywood Reporter, Oct. 4, 1996
- *Cincinnati Enquirer, Oct. 3, 1996
- *Daily Challenge (NY), Oct. 1, 1996
- *Coeur D'Alene Press (ID), Oct. 1, 1996
- *Twin Cities Bus. Monthly, Oct. 1996
- *Reuters America, Sept. 30 & 27, 1996
- *Investors Bus. Daily, Sept. 30, 1996
- *Inside Radio, Sept. 30, 1996
- *Mpls Star Tribune, Sept. 30, 28, 19, 17 & 16, 1996
- *Brainerd Daily Dispatch (MN), Sept., 29, 1996
- *Vidette Times (IN), Sept. 28, 1996
- *St. Paul Pioneer Press, Sept. 28 & 22, 1996
- *The Star (NY), Sept. 28, 1996
- *Rockland Journal (NY), Sept. 28, 1996
- *The Reporter (NY), Sept. 28, 1996

*Press-Enterprise (NY), Sept. 28, 1996
 *Orlando Sentinel, Sept. 28, 1996
 *New York Post, Sept. 28, 1996
 *Mt Vernon Argus (NY), Sept. 28, 1996
 *Los Angeles Times, Sept. 28, 1996
 *Lansing Times (IL), Sept. 28, 1996
 *Finance & Commerce, Sept. 28, 1996
 *The Daily Times (NY), Sept. 28, 1996
 *Citizen Register (NY), Sept. 28, 1996
 *Chicago Tribune, Sept. 28, 1996
 *Dow Jones News Service, Sept. 27, 1996
 *Union Leader (NH), Sept. 27, 1996
 *Marin Independent Journal (CA), Sept. 21, 1996
 *Cincinnati Enquirer, Sept. 7, 1996
 *The Orlando Times, Sept. 5, 1996
 *Anchorage Daily News, Sept. 4, 1996
 *Mpls Star Tribune, Aug. 28 & 13, 1996
 *St. Paul Pioneer Press, Aug. 23, 1996
 *The Tampa Tribune, Aug. 22, 1996
 *The Star Press (IN), Aug. 22, 1996
 *The Pantagraph (IL), Aug. 22, 1996
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 *Broadcasting & Cable, Aug. 19, 1996
 *Video Store Mag., Aug. 18 & 4, 1996
 *Los Angeles Times, Aug. 18, 1996
 *Billboard, Aug. 17 & 10, 1996
 *Investors Bus. Daily, Aug. 13, 1996
 *Inside Radio, Aug. 13, 1996
 *Business Week, Aug. 12, 1996
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 *Tulsa World, August 6, 1996
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 *Sun Sentinel (FL), July 31, 1996
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 *Mpls Star Tribune, July 31, 27, 18 & 2, 1996
 *Inside Radio, July 31, 29 & 1, 1996
 *DailyVariety (CA), July 31, 1996
 *Dow Jones News Service, July 30 & 26, 1996
 *Reuters America, July 30 & 26, 1996
 *The Washington Times, July 27, 1996
 *MediaWeek, July 22 & 1, 1996
 *Sun Sailor (MN), July 10, 1996
 *Billboard, July 6, 1996
 *Mpls CityBusiness, July 5, 1996
 *Chicago Sun-Times, July 1, 1996
 *Radio Business Report, July 1996
 *FORMAT, July 1996
 *Reuters America, Inc., June 12, 18 & 28, 1996
 *Dow Jones News Service, June 18 & 28, 1996
 *St. Paul Pioneer Press, June 27 & 29, 1996
 *New York Post, June 24, 1996
 *Mpls Star Tribune, June 19, 1996
 *New York Times, June 17, 1996
 *Radio Business Report, June 17, 1996
 *Orange County Register, June 14, 1996
 *Minneapolis CityBusiness, June 14, 1996
 *Inside Radio, June 6 & 13, 1996
 *Maryland Gazette, June 12, 1996
 *Advertising Age, June 10, 1996
 *Radio Ink, June 3, 1996
 *Electronic Media, June 3, 1996
 *Des Moines Business Record, June 3, 1996
 *Washington Times, June 3, 1996
 *Popular Communications, June 1996
 *Mpls Star Tribune, May 4, 6, 14 & 31, 1996
 *St. Paul Pioneer Press, May 14, 17 & 31, 1996
 *Minneapolis CityBusiness, May 31, 1996
 *Dow Jones News Service, May 3 & 31, 1996
 *Reuters America, Inc., May 13 & 30, 1996
 *The Star-Ledger (NJ), May 27, 1996
 *Orlando Sentinel, May 24, 1996
 *West Orange Times (FL), May 23, 1996
 *Wilmington Morning Star (NC), May 21, 1996
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 *Tempe Daily News Tribune, May 18, 1996
 *New York Newsday, May 11, 1996
 *R&R, May 3 & 17, 1996
 *Investor's Business Daily, May 6, 1996
 *Inside Radio, May 6, 1996
 *Wall Street Journal, May 6, 1996

RADIO'S 75TH CELEBRATION



**RADIO
AAHS**

Vol X, Number 19
Sept. 18-Oct. 1, 1995

U.S.A. \$4.95
CANADA \$5.95

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INTERVIEW

CHRISTOPHER DAHL



Over the past 25 years, Christopher Dahl has spent the majority of his career founding or acquiring numerous distribution, marketing and entertainment-related businesses.

He began his career in 1967 in the media department of **Knox-Reeves Advertising** in Minneapolis, where he developed the "30/30 Piggyback" concept for the agency's clients, most notably **General Mills** and **Alberto-Culver**.

In 1969, Dahl left the agency to start his own business, a holding company which became involved in ventures that varied from photo finishing and retail photo sales, to the national distribution of toys and notions.

Toward the end of the '70s, Dahl sold his various business interests to devote more time to his family, and to develop his passion for creative writing. During this time he conceived a book and several television screenplays, the most commercially successful resulting in the hit TV series, "The Six Million Dollar Man."

In 1986, he founded **Community Airwaves**, a venture initially chartered with acquiring and operating small-market Radio stations in the Upper Midwest. From its first acquisition, an AM/FM facility in Redwood Falls, MN, Community Airwaves has grown to a group of 19 stations in nine markets in the Upper Midwest and Hawaii.

In 1990, Dahl formed **Children's Broadcasting Corporation** to purchase **WWTC-AM Minneapolis/St. Paul**, which has become the flagship station for the growing national network of **Radio AAHS®** affiliated stations. Radio AAHS/Children's Broadcasting Corporation is the only national Radio network devoted exclusively to programming for children 24 hours a day, seven days a week. There are currently 26 affiliate stations covering approximately 30 percent of the United States.

Dahl is a native of Minneapolis/St. Paul where he now lives. He received his bachelor's degree from the University of Minnesota in 1967 and also studied at the Harvard Business School of Advanced Management.

Dahl is a member of the World Presidents' Organization, the Minneapolis Executives Organization, the National Association of Broadcasters and numerous local civic organizations. He is also on the national advisory board of the National Children's Film Festival.

INK: Let's start out with the obvious question. Why on earth did you decide to go into children's broadcasting?

DAHL: A couple of reasons. Number one, I have been in small-market Radio for a number of years through the ownership of a group of Radio stations. Like a lot of people in this industry, I saw the need for a national AM format that would work. In researching different opportunities and different options, we realized that 19 percent of the entire U.S. population wasn't being served by Radio, the market of kids 12 and under. The other reason was that I grew up with Radio. I remember great Radio before television. It was a wonderful part of my existence as a child. I felt, if we could bring that back to the kids today, we would have an audience. Just as a sidebar, I raised two kids

SIDELINES

◆ Leisure activities: **Travel, upland bird hunting, fishing, food, wine, reading, & sailing — all activities I can do at my summer hideaway on the Canadian border which exemplify leisure.**

◆ Recommended reading: **The Bible — life's driver's manual. It has it all: wisdom, psychology, law, drama, great love stories, escape, adventure, passion.**

◆ The most interesting person you know is: **My life has been filled with a lot of interesting people. It would be impossible to crown one of them "most interesting."**

◆ If you had 30 minutes to sit and talk with one person, whom would you choose? **I wish I had the time to spend 30 minutes with anybody!**

◆ If you were granted one wish, what would it be? **An eternal state of bliss. If I had that, all the rest would be irrelevant.**

◆ If you could go back in time, where would you go? **I don't think I'd take the trip. It's great being in the here and now.**

◆ Whom did you listen to on the Radio when you were growing up? **All the kids' Radio dramas: "Sky King," "Sergeant Preston," "The Lone Ranger."**

◆ What did you want to be when you grew up? **I am not sure the growing process has been completed yet, but if I'm there, I am doing pretty much what I imagined. An unemployable Radio junkie running his own business — great job security.**

◆ What is your pet peeve with Radio? **Very few operators invest any money in our future. Have you ever heard of a Radio R&D department?**

◆ What has been your most elusive goal? **The ability to honestly see all sides of an issue.**

◆ Of what achievement are you most proud? **My family — a wonderful work in progress.**

◆ As a listener, what is your favorite format? **Radio AAHS® — I love all formats, and we play most of them on our nonchildren's stations, but I really do love our AAHS™ format. I can be a kid again just by tuning in.**

◆ What advice would you give someone who wants to get into Radio? **The same advice I gave my oldest son: Read everything you can find on Radio, work harder and think smarter than everyone else. In other words, make your own luck, and if you're really good, dad will promote you!**

quite possibly the most unique and complex format in Radio today. It isn't just Raffi and Barney. In fact, they are hardly played at all! We start out with the "All-American Alarm Clock®," which is a very upbeat, up-tempo, wake-up show that involves personalities — some real, some imaginary. They talk back and forth, do news, music, call-ins, jokes. Next we rotate to a program which is kind of a hip-urban "Sesame Street," called 'Avenue "A"™.' Here we lower the music gauge a little bit to reach a slightly younger audience. Throughout the day, I might add, we have The Radio AAHS Brain Game, where kids can call in and win a prize. At our current pace we will have received over four million phone calls this year. At noon we have Storytime Theater™, which is a half-hour segment where we may play Jack Nicholson reading "How the Leopard Got Its Spots," or a wonderful piece called "Mr. Beethoven Lives Upstairs," or maybe an old rerun from the "heyday" of Radio. When kids come back from school, we go into a super music mode. We have 20-25 kids on our Radio AAHS AirForce that come in one, two at a time to do a daily three-hour segment after school. Then, we repeat Storytime Theater™ at night. After that, we go into a heavy music rotation with Stix Franklin, who is becoming quite the celebrity heartthrob with the subteen set. As I mentioned earlier we have live programming from Disneyland on Saturdays and from Walt Disney World on Sundays. We have a news department, headed by an adult, but we have seven or eight AirForce kid reporters who cover different beats. It's all highly produced news... it might be an interview with a kid from Bosnia, or a kid that was involved in



**Dahl with sons
Chris Jr. and
Corky.**

the L.A. earthquake or a human interest story. They basically focus on good news, but it could be the positive side of bad news, all through a kid's viewpoint.

WHAT ABOUT LOCAL PROGRAMMING?

INK: What about local programming? If I'm running an affiliate station, do I need to create local children's programming of any kind?

DAHL: Some of our affiliates have local programming. It isn't necessary. We urge our affiliates to take the feed full-time. Kids really don't care where the programming comes from.

INK: Do you produce anything yourselves?

DAHL: Yes, we produce quite a lot of material, especially within our dayparts, and with "The All-American Alarm Clock," and 'Avenue "A".' We also have our own in-house creative team that produces a lot of our commercials.

INK: You're not only doing traditional Radio programming, but you also have a magazine and an on-line service. Tell us about that.

DAHL: Radio AAHS Magazine is produced jointly with Warner Music Enterprises and is the only kids' magazine in the country that comes with its own CD or cassette tape of the top kids' songs. We also are on Time Warner's Pathfinder, which is the most heavily ac-

cessed area on the Internet today. We are right up there with *Time* and *Sports Illustrated*. The address is <http://www.radio-aahs.com>. One of the interesting things about the Internet site is that the local affiliates have access to a "Playing in Your Town" page where they can describe exciting activities they are sponsoring or that are taking place in their city for kids and families. Otherwise, the site follows our magazine, which in fact follows our programming, with stories, games, jokes, letters and artwork. In our first month we had over 10,000 visits to the Radio AAHS web site. I think everyone's been very impressed with it.

INK: Any other thoughts?

DAHL: My one last thought is the very important fact that this industry has looked at kids very skeptically for a long time and it's time we started giving this almost 20 percent of the country access to Radio. We're entering our sixth year and what we're doing is revolutionizing the Radio listening patterns of kids 12 and under. When we received the NAB Crystal Award last year, Eddie Fritts said, "You know, you're not only delivering audience to Radio, but you are delivering an entirely new audience to Radio." That new audience also happens to be the fastest growing demographic in the country today.



INTERVIEW

and a funny thing happened when they turned 11 and 12 years old, they started to listen to Radio. When Radio was responsive to them, they were responsive to Radio. I didn't seem to think that kids 12 and under would react any differently if we provided a product.

INK: You began your children's network not too long after a couple others failed. How did you use it to your advantage, or did you?

DAHL: I think you are referring to the Imagination Station. If I can recall, that was successful on a local basis in Orlando, but one of the problems was that they went national right off the bat and ran out of money. I started up almost the same time they did, but my desire was to prove it on a local basis before going national. This is a very mature industry. People aren't quick to endorse new ideas. So we knew it was going to be a long haul, and we wanted to perfect it locally before we went national. A number of kids' television networks have become extremely successful by broadcasting to this age group — Fox Kid's Network, Nickelodeon, The Turner Cartoon Network and all have taken a long time to develop. It's no different in Radio where you have to build the network piece-by-piece.

INK: Radio totally abandoned children's programming when television took hold, believing that kids wouldn't listen to Radio anymore.

IF YOU PROVIDE IT, THEY WILL COME

DAHL: Kids don't listen to Radio but the reason they don't listen is because there is nothing on the Radio for kids to listen to. If you provide a product they will listen to it. In fact, they do listen rather aggressively. In markets that broadcast Radio AAHS, ninety-one percent of the kids under 12 listen to Radio. When I was growing up, the kids' programs that existed were national. They had a national branded identity and Radio, with a few exceptions, has gotten away from that. Radio AAHS is bringing that back to Radio too. With the network, the Radio AAHS Magazine, the Radio AAHS web site on the Internet and our national interactive phone system, we are branding kid's Radio the same way Nickelodeon has branded kids TV. In our market kids think of Radio AAHS not WXYZ-AM.

INK: One of the things that impresses me about your operation is how big your network has become and how tied in you are with national companies like Time Warner, Disney and others, who obviously see your value. Can you explain some of these relationships?

DAHL: We are extremely proud of these relationships. The Radio AAHS-Warner Music Enterprises joint venture produces the country's first kids' monthly magazine that comes with its own CD or cassette of the top songs on Radio AAHS. Potentially, there is a huge market out there that can be reached through the Radio airwaves, as well as through the magazine and eventually through our record label.

Disney sees Radio AAHS as a new way of reaching their core audience, kids under 12, and we produce live shows each weekend from Disneyland and Walt Disney World. It is interesting that our audience isn't just kids. Like adult formats, 50 percent of our listening is done in cars so we capture mom and dad too.

INK: From what I understand you're

getting good advertising support for that demographic as well.

DAHL: Yes. On a local basis, we've taken an AM station here in Minneapolis/St. Paul from the 15th or 16th billing AM station to the 4th biller in the market. Radio AAHS is the only game in town in terms of programming to kids, but because we get mom and dad too, traditional advertisers are a solid business for us. It's like somebody saying, "I'm going to give you demo XYZ all to yourself." You would laugh, but that's what we have with kids under 12.

INK: This is a format that is very difficult to produce on a local basis because of the type of programming that you're doing, is it not?

DAHL: Yes. We're literally a clearinghouse for kids music. Our library has thousands and thousands of kids songs. For somebody to say, "Gee, we'd like to start doing this locally," they'd have a difficult time not only in developing the character identities and the shows, but amassing the music library we have developed over the past six years. On the other hand there isn't any reason why this has to be a local format. Kids don't care whether Nickelodeon comes from Orlando or from New York. They don't care where Mighty Morphin Power Rangers is produced. They understand that media today is more national than local. Broadcasters always want to localize satellite formats as much as they can, but you really don't have to do that with Radio AAHS.

INK: One of the things that I would ask if I were investigating the possibility of putting this on my Radio station on a local basis is how difficult, or how different, a sale is it and how much time does it take before you really start seeing results?

DAHL: We've put a lot of money into the flagship Minneapolis station, but if we were an affiliate station, it would have been profitable after the first six months of operation. AccuRatings did a study for us and we were number one in family listening and the ninth most listened to station when you factor in kids. There's a great story to see with the format. It's a concept sale that produces results for advertisers.

INK: When you're talking about any format, it is designed to be targeted towards a fairly narrow audience, although I'm not so sure that kids are very narrow. Narrow

Clockwise from top: Dahl and 1994 vice president of fun, Jimmy Freeman; Dahl accepting the 1994 Crystal Radio Award from NAB President/CEO Eddie Fritts; and Dahl with Cheech Marin who was part of the lineup at the second successful Radio AAHS concert, 1993.

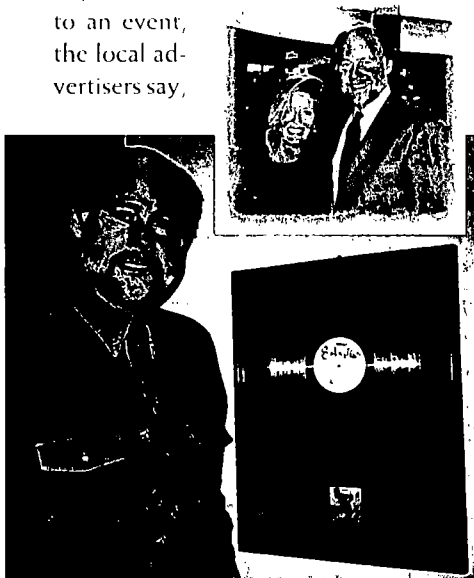


INTERVIEW

audience formats have a tendency to succeed in the top 10 markets. How deep can you go with this particular format and still make money with it?

A FORMAT FOR THE TOP 100

DAHL: It is a format for the top 100 markets. It doesn't mean that somebody in a smaller market can't make money with it, but we really don't want to go much deeper than 100. As you say, it is something that needs a large population to support it. When we deliver 8,000 to 10,000 kids to an event, the local advertisers say,



Top to bottom: Dahl with wife Linda; This gold album — "Sebastian" — from Disney's *The Little Mermaid* was the first ever presented to a children's Radio entity.

"We know somebody is listening to this and something must be working." I don't think you can do that in a small market.

INK: You said that AccuRatings had done a research study. What other kind of research has been done related to this format?

DAHL: Arbitron has done surveys. We are working with Arbitron in terms of a new methodology. I don't think Arbitron, AccuRatings or Children's Broadcasting has developed the right method of rating kids. The average age of our listener is seven and a half years old. We know they don't respond to Arbitron's approach the same way an adult does. We are putting a fair amount of effort into audience measurement and most of it is outside traditional methods. I can't really comment on some of the things that we are

working on now, but it will be different from any of the present approaches.

INK: Do you think that the trend you've got happening signals any changes in the Radio industry in terms of how we need to program?

DAHL: I think it's an interesting fact that we have a 10 billion dollar industry and, if you talk to most of the major operators in this industry, you would find that zero dollars are going toward research and development. Most other industries in America are looking out for their futures. Radio seems to spend a lot of time in the past and present and almost no resources are allotted to the future. I think broadcasters are going to be forced to look at products, like Radio AAHS, that provide new audiences and new ad revenue.

INK: One of the things that I was totally impressed by, was the number of affiliates that you had, especially in the larger markets. Can you touch on that?

DAHL: We've been very fortunate with the expansion we have had. In little more than two and a half years we've captured almost a third of the United States. We also have the support and vision of some major broadcasters: NewCity Communications in Orlando; Bonneville has us on in Phoenix; and Evergreen in Detroit. I think these are people who are looking at this as one of the last frontiers of Radio. The company also owns and operates stations in Minneapolis, Los Angeles, Dallas, Kansas City and Denver.

INK: If you listen to the way your network is presented it is not something that one can just fall into. I would imagine that you have had a lot of hit and miss experimentation until you got it to the point where it is today. Though it sounds like it is very appealing to kids, it also sounds like it is relatively sophisticated in its approach, not something that you probably just stumbled onto.

DAHL: You are right. It is constantly evolving. This product was not put together by people outside the Radio industry. Everybody in this company has an extensive background in Radio. Our executive vice president of programming, Gary Landis, is one of the top programmers in the country. He has done a great job in the three years that he has been here, recognizing not only the trends in the kids' music industry, but the trends in the kids' entertainment industry and translating them to our network. We target kids and

their parents and have waded through copious amounts of research and listener feedback, garnering experience and applied common sense in developing this format. A survey we conducted of over 1,000 parents found that 56 percent of the respondents listened to Radio AAHS without their children. We present ourselves as an entertainment medium that happens to educate as opposed to an education medium that happens to entertain.

INK: You've had good success in that. I understand the record companies have told you that they can tell when you turn a Radio station on in a market because of the increase in sales that immediately takes place.

DAHL: Minneapolis/St. Paul is ranked number two in the United States for kids' record sales. We believe this is primarily due to Radio AAHS. It operates just like a traditional Radio station; people hear the music and they go out and buy it. We think we will have a bigger impact on the kids' music industry as we grow.

GOING PUBLIC

INK: Could you touch on the fact that you are a public company?

DAHL: We went public a couple of years ago and the public has responded very well. We've raised 17 million dollars through the public markets. I think investors have been very supportive in terms of looking at this as a long-term concept. They realize there is significant profit potential once the network is fully developed.

INK: It is a real PR move also ... if you've got an AM Radio station and don't know what to do with it.

DAHL: Yes, it is a huge PR move. When we go into a market, we often capture front-page coverage and usually full-page coverage in the variety section. I don't know of another format that can generate that sort of interest. It really is doing something good for the kids. I've never been involved in a business where people actually thank you for what you're doing. I hear this a lot from our listeners. They really appreciate Radio AAHS. It is bringing back what Radio does best: making theater of the mind, the imagination, as vivid as it was back in the golden days of Radio.

INK: Could you give a brief overview of what a typical day's programming would be like?

DAHL: Our programming is great stuff. It is

THURSDAY
December 26, 1996

The Times

SHREVEPORT ■ BOSSIER CITY ■ ARK-LA-TEX

A Gannett
newspaper

Children's radio station is popular in Lafayette

The Associated Press

LAFAYETTE — At age 7, Holly James of Lafayette is an avid radio listener. She has her favorite programs, her favorite disc jockeys and her favorite songs.

And she names her favorite stations with an adult-sized conviction, Radio AAHS (pronounced OZ).

"Radio AAHS is the coolest station," she says through her partial set of incoming adult teeth. "I listen to it every night when I'm going to sleep."

Found on the AM dial in the Lafayette area at KDYS, Radio AAHS is a kids' radio network at its finest. The local all-kids station signed on the air on Sept. 7 with a bash at the Lafayette Children's Museum that attracted almost 1,000 children and parents.

The 24-hour radio station aims at audiences from ages 12 and under, and it pumps out a 10,000-watt signal reaching to Ville Platte, south to Franklin, west to Jennings and east to Grosse Tete.

Although this is kid radio, it shares many similarities with traditional adult radio including drive-time programs, personable DJs and lots of music. Listeners can even call in song requests and an-

swers to contests.

The similarities stop there. A day's lineup includes story telling, educational programs and lots of fun all wrapped into an enriching entertainment medium. Nearly 70 percent of the format is music. The other 30 percent is filled with stories, jokes, call-in segments and talk shows.

Instead of off-color jokes, there's Storytime Theater. Instead of persuasive advertisements, there's Fascinating Facts. Instead of concert ticket giveaways, there's The Brain Game and word trivia.

Even the music is a little different. The format is an eclectic mix of all music genres including jazz, reggae, folk, oldies, pop, novelty tunes and movie soundtracks. There is the occasional song by The Beatles or Mariah Carey, but listeners are more likely to hear the theme from *Jurassic Park* or an upbeat version of *Hokey Pokey*.

The station also has a slick hat-wearing cartoon cat mascot named, appropriately, "AAHS the Cat."

All of the songs and programs are closely screened for content and language before they spin at RADIO AAHS, said Chris Dahl, president and founder of Children's Broadcasting Corp., which op-

"This is a healthy alternative to network, cable television and traditional radio. Many of our programs encourage kids to think, to use their imagination. TV doesn't always offer that."

Chris Dahl, president and founder of Children's Broadcasting Corp., which operates Radio AAHS

erates the station. Dahl is the station's founder. You can bet that there are no four-letter words or backward satanic messages on this frequency.

"This is a healthy alternative to network, cable television and traditional radio," Dahl said. "Many of our programs encourage kids to think, to use their imagination. TV doesn't always offer that."

Signing on for the first time in the spring of 1990 with just one station in Minnesota, Radio AAHS now has 32 affiliates in the United States and 30 across

the Middle East. The station is in 26 of the nation's 100 top radio markets including New York, Los Angeles and Chicago, which are the top three. Dahl estimates that the station reaches 40 percent of the country's population.

"We wanted to give kids a station that was entertaining and educational," said Dahl, who has worked in radio much of his life. "When we started there was nothing else like it in the country."

Although KDYS is the first radio station in Louisiana totally formatted for children listeners, it's for parents as well. Holly's mother, Karen, said she likes the "kid-friendly music and the quality programming." But most of all, she trusts the station to bring quality programming into her home.

There is lots of kid input on the programming selections, Dahl said. One of the company vice presidents is a 15-year-old girl named Heather Hogan who serves as a consultant to the station. Not only is she a kid DJ, she is also science reporter for Radio AAHS News, a daily news program for kids reported by kids.

"We call her the 'vice president of fun,'" he said.

The network is a commercial radio sup-

ported by many national advertisers such as Nike, Keebler and McDonald's, who are banking on kids' spending power. Advertisers cite economic estimates that show children control billions of dollars in commercial spending.

Local affiliate KDYS also relies on a bevy of local sponsors.

Given the fragmentation of traditional radio markets into specialized formats such as country, rock 'n' roll, gospel or blues, children's radio stations are a logical step, said KDYS general manager Chuck Wood. He said most parents with young kids realize the need for this type of programming.

"I really realized the need for children's radio when I was in the car with my daughter and the radio was on," said Wood, who lives by the First Amendment but thinks parents should censor what the children listen to. "There were no programs that aimed at her age group, and frankly I didn't want her listening to what was playing."

From the start, Lafayette has become a big supporter of children's radio. It was the biggest sign-on day in the history of the network, Woods said.

THE DAILY ADVERTISER

Lafayette, Louisiana

November 19, 1996

50 cents

Robert S. Wolf
Entertainment Writer

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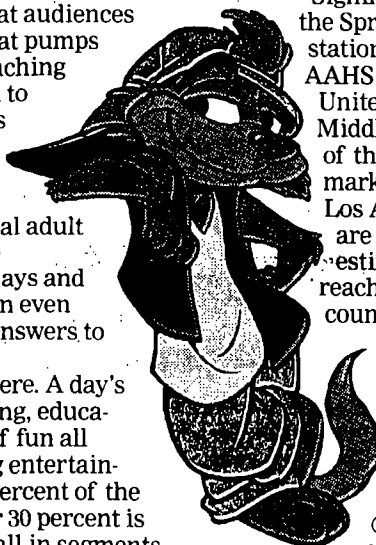
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CHILDREN'S RADIO IS GETTING

BIG



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closely screened for content and language before they spin at Radio AAHS, said Chris Dahl, president and founder of, Children's Broadcasting Corp. which operates the station. Dahl is the station's founder. You can bet that there no four-letter words or backward satanic messages on this frequency.

"This is a healthy alternative to network, cable television and traditional radio," Dahl said. "Many of our programs encourage kids to think, to use their imagination. TV doesn't always offer that."

There is lots of kid input on the programming selections, Dahl said. One of their company vice presidents is a 15-year-old girl named Heather Hogan who serves as a consultant to the station. Not only is she a kid deejay, she is also science reporter for Radio AAHS News, a daily news program for kids reported by kids.

"We call her the 'vice president of fun,'" he said.

The network is a commercial radio supported by many national advertiser such as Nike, Keebler and McDonald's, who are banking on kids' spending power. Advertisers cite economic estimates that show children control billions of dollars in commercial spending.

Local affiliate KDYS also relies on a bevy of local sponsors, one of which is *The Daily Advertiser*.

Given the fragmentation of traditional radio markets into specialized formats such as country, rock 'n' roll, gospel or blues, children's radio stations are a logical step, said KDYS general manager Chuck Wood. He said most parents with young kids realize the need for this type of programming.

"I really realized the need for children's radio when I was in the car with my daughter and the radio was on," said Wood, who lives by the First Amendment but thinks parents should censor what the children listen to. "There were no programs that aimed at her age group, and frankly I didn't want her listening to what was playing."

From the start Lafayette has become a big supporter of Children's radio. It was the biggest sign-on day in the history of the network, Woods said.

Storytime Theater airs wholesome stories narrated by famous voices such as Nicholas Cage reading "Davy Crockett" or Danny Glover reading "How the Leopard Got His Spots."

The station also has a toll-free interac-



Dave Graichen of AAHS radio station broadcasts to a growing audience of children around Acadiana. P. C. Piazza/The Advertiser

"Many of our programs encourage kids to think, to use their imagination. TV doesn't always offer that."

Chris Dahl

tive phone system. Callers can request songs, answer brain teaser questions, speak to the deejays and participate in numerous contests and games. In 1995, the station received more than 3 million calls. The station now averages 300,000 calls a month since an interactive system was installed in June of 1996.

Radio AAHS also has a World Wide Web site on the Internet and can be reached at www.radio-aahs.com and also in full audio via www.netradio.net.

The radio format is beamed to KDYS via satellite from WWTC-AM, the flagship station in Minneapolis, Minn., and then fed to a computer at the KVOL station in Lafayette before hitting the air.

The only local program for now is the Birthday Club that announces children's birthdays on the air. Wood said several local programs will be added to the line-up by early next year, some details are still being worked out. Some of the shows will feature kids broadcasting to kids.

Anchorage Daily News

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ANCHORAGE, ALASKA, WEDNESDAY, SEPTEMBER 4, 1996

PRICE 50 CENTS



BOB HALLINEN / Anchorage Daily News

April Gunther, who goes by the on-air name of April AAHS, is the host of All American Alarm Clock, a local segment of a kids-oriented network, Radio AAHS, heard on 650-AM.

Station aims AAHS at children

'Kid radio' hits Anchorage

By KIM RICH
Daily News reporter

Local children's radio show host April Gunther waited patiently one morning as the youngster on the other end of the phone line struggled with stage fright. He stammered, hemmed and hawed, then fell silent.

Finally, after an awkward pause, Gunther gently told the listener the correct answer to that morning's quiz question, which had been phoned in by someone else only moments before.

"That's what I was gonna say," the caller said. "I get mixed up at times."

Gunther assured the young listener that everything was OK, and told him to call back again, real soon.

Soothing the jitters of little listeners is part of the job for Gunther, who among the preschool to 12-year-old set is known as April AAHS (as in "oohs and aahs"), after the station that carries her show.

Gunther hosts "The All American Alarm Clock," which airs weekdays from 7 a.m. to 9 a.m. on Radio AAHS, the Anchorage affiliate of national radio network Radio AAHS.

Last September, radio station KYAK's owner, Comco Broadcasting Inc., abandoned the AM station's longtime country-western format and signed on with AAHS, distributed by the Minneapolis-based Children's Satellite Network. The network, which debuted in 1990, has 31 nationwide affiliates, including stations in Los Angeles, New York City, Dallas and Denver.

Sometimes identified in print as Radio OZ, the network operates 24 hours a day, seven days a week, with a mix of music, call-in games, story-telling and news geared toward children.

The development of a network like Radio AAHS is part of what Comco president Gary

Please see Page E-4, AAHS

AAHS: Anchorage radio station's all-children's programming aimed at adults, too

Continued from Page E-1

Donovan called "niche" programming, or the fragmentation of the airwaves after the relaxation of federal laws governing the number of radio stations one company can own.

While Radio AAHS is considered the granddaddy of all-children's radio programming, others are investigating what people like Donovan believe is a potentially lucrative, and previously largely ignored, radio market: young children.

ABC Radio Networks is preparing to test its own children's radio network by the end of the year, according to the industry publica-

tion Mediaweek.

Radio programming for children is a tough sell to advertisers because the audience is not measured using traditional ratings books.

"The jury's still out," said Fred Rosenberg, a new advertiser on Radio AAHS and owner of the children's playland, Discovery Zone.

Rosenberg said he decided to advertise and offer Discovery Zone as a sponsor of the Club AAHS kids membership club in part because he believed in the concept of an all-children's radio format. He praised the programming as being "uplifting."

In addition, his two children listen to the station and

he felt he could reach not only kids, but also their parents.

"My kids will ask me to put it on if they're in the car," Rosenberg said.

That's precisely AAHS' marketing strategy, said Donovan. AAHS relies on a belief that for every two children listening, there's one adult.

Consequently, the programming, throws in enough oldies, rock, folk, jazz and country music to keep adults tuned in, said Joy Plaschko, media-relations manager for the network in Minneapolis.

Donovan said they have yet to measure the radio audience in Anchorage, and he believes that because the radio format is so new, national ratings ser-

vices such as Arbitron have yet to begin measuring the format on a regular basis.

But about 55,000 preteens live in Anchorage, and that's his target, he said. Part of the way he's trying to reach them is by dropping the network's programming for two hours every morning to do the station's own show, complete with local kids' radio personality, April AAHS.

Additionally, Donovan relies on wisdom used at the headquarters level. Donovan cited James U. McNeal, marketing professor at Texas A&M University, who in his book, "Kids As Customers: A Handbook of Marketing to Children," wrote that chil-

dren receive an average income of \$4.42 per week, or \$7.5 billion annually, and influence another \$130 billion in household purchases.

Another way Donovan said he measures the AAHS audience, as well as let advertisers and parents know it's there, is through promoting local events, such as ice skating at Westchester Lagoon last winter.

But some advertisers are not so sure they're reaching a viable audience.

June Jean, owner of the Hippy Hop Toy Shoppe, advertises with Radio AAHS, but said she is frustrated by the lack of information about the audience she may, or may not,

be reaching. She also cites name identification problems.

Jean nonetheless said she still supports the idea of kids' radio and likes Radio AAHS' programming.

"I'll stick with it for a while," she said.

Donovan said AAHS "pays its way," but couldn't stand alone without sharing staff and facilities of Comco's other stations in Anchorage, KYMG (Magic 98.9 FM) and KGOT. Regardless of the uncertainties of children's programming, he said he finds the possibilities invigorating.

"It's exciting for me after 25 years to be on the leading edge of something I believe in," he said.

KIPLINGER'S

PERSONAL FINANCE MAGAZINE

SAVING & INVESTING: **SMART INVESTING**

By Manuel Schiffres

Mom, would you buy me a company?

A good way to whet kids' interest in investing is to buy them shares of stock. Companies such as Disney, McDonald's and Toys "R" Us are long-standing favorites. Here are two other, less-popular stocks that have won praise from analysts.

For kids with a sweet tooth, there's **Tootsie Roll Industries** (symbol TR, New York Stock Exchange, recent price \$36; call 312-838-3400 for an annual report). Tootsie makes not only those soft, stick-to-your-teeth chocolate candies but also Blow Pops, Dots and Junior Mints, among other sweets. Analyst James Yu of Gabelli & Co. rates the stock a buy, citing the company's solid balance sheet and management's commitment to spurring growth by developing new products and making acquisitions. Yu estimates Tootsie Roll's private market value—what it would sell for in a

buyout—at \$46 per share.

For the more aggressive child—investment-wise, of course—check out **Children's Broadcasting Corp.** (AAHS, Nasdaq, \$7; 612-338-3300). Based in Minneapolis, CBC operates Radio AAHS (pronounced "Oz"), a round-the-clock network that carries children's programming over seven company-owned stations and 29 affiliates. Analyst Melissa Cook of Prudential Securities says children spend about \$17 billion a year and influence spending of about \$150 billion. CBC, she says, offers advertisers a cheap way to reach this market. Cash flow should turn positive next year, says Cook, whose 12-month target price for the stock is \$20.

VALLEY EDITION

Los Angeles Times

**Sunday
Final**

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A Veteran of the Airwaves—at Age 13

What's up with Evan Roberts? Just about everything for your average eighth-grader with his own national weekly broadcast.

By Lynne Heffley

What's up, halloo, how do ya do, this is Evan Roberts and welcome to What's Up, with me, Evan Roberts, here on Radio AAHS. . . . This show, "What's Up? With Evan Roberts," is a little different than most of the shows you hear on Radio AAHS. This is talk, whatever you want to talk about just call up and talk to me. . . . It's a free phone call, what a deal. . . .

If it wasn't for the fact that broadcaster Evan Roberts' voice hasn't yet dipped into the lower registers, you'd swear that the unhesitating verbal flow, emphatic cadences and glibly rolled syllables belonged to some 30-year-old veteran of the airwaves.

A 13-year-old national talk-show host, Evan Roberts has only been on the air since May (he was 12 then), but this freckle-faced, red-headed baby broadcaster is astonishingly comfortable behind the microphone. The eighth-grader is heard weekly, live from his Long Island bedroom studio, over the Children's Broadcasting Corp.'s 24-hour kids' radio network, Radio AAHS, reaching audiences in 27 states, from Anchorage to Orange to Orlando.

During his hourlong show, Roberts takes calls from listeners his own age, give or take a few years, does feature bits, funny news, sports reports and ad-libs up a storm, while taking cues from his producer back in Minneapolis, the network's headquarters.

Sure, there are occasional grammatical slips and pronunciation glitches, but nothing throws this radio pro, whose on-air career began when he delivered a New York Mets play-by-play to a local radio station at age 9.

"Really, I just try to have my own style," Roberts said, after naming NBC's Bob Costas and Mets announcer Gary Cohen as tops on his most-admired list. "I try to make the kids comfortable when they call up. When other people do talk shows they don't even want kids calling up."

It's something he knows firsthand, having been hung up on in the past.

For Roberts, a good talk-show host "should always know his stuff, never be at a loss [for] words, and whenever a kid calls up, be ready for what they ask about."

The Mets are hot, folks, they are bidding for the wild card, they're playing the Expos today, I am pumped up about the Mets, and of course we'll get into that a little bit later on in sports. . . .

It was Roberts' own enterprising nature and cyberspace acumen that brought him to the attention of Radio AAHS execs—and enabled him to start a college fund.

"I was on America Online, and I looked up different people's profiles and I found Gary Landis [Radio AAHS executive vice president of programming]. I sent him a tape, and before I knew it, he flew in from New York to meet me. He liked me and I had a show."

That's pretty much the way it happened, according to Landis.

Christopher Dahl, president of Children's Broadcasting Corp., "had been wanting to do a show hosted by a kid almost from the day I got here in 1992," Landis said. "I bought the concept, but my line was that we will do the



THOMAS A. FERRARA

THE NATURAL: "I never know what's going to happen," Evan Roberts says, "it just comes out of my mouth."

show when we find the kid. . . . And here I am, looking for that kid for nearly four years, and he found us."

The day he received Roberts' e-mail, Landis e-mailed a response, then talked to Roberts' parents. "The next day, Evan had his media kit on my desk, complete with video."

Without even looking at the video, however, Landis had a "gut feeling" he'd found his host, just from looking at a photo of the "impish and precocious"-looking boy. "It was consistent with the vision I had had all along."

□

Pretty, blond Barbara . . . has a bizarre boast: She's the world's only airhead, literally. If you blow gently into the Topeka, Kan., girl's right ear, the blast of air will pass through her head and exit from her left ear. . . . I like it.

Besides "Wacky News," Roberts has regular segments on sports, "Sing for Stuff" and "Guess What I'm Eating" bits.

That's not all: "We have 'Surf's Up,' where I go on America Online, the World Wide Web, Prodigy and tell listeners about it," Roberts said, plus a "Question of the Night" "on all sorts of topics"; "All righty then, best present, worst present, what do you want to talk about?"

Although he has a script—Roberts does his share of writing, too—"most of the time I'm ad-libbing," he said. "I never know what's going to happen—it just comes out of my mouth."

"He's the kind who can look at a piece of paper, get the essences and go on his own," Landis noted. "The script is

merely there as something to lend support, because all the while he's talking—and this is another indication that this is a brilliant young man—he's wearing a set of headphones and the producer, P.J. Gudmundson, back in Minneapolis, is throwing cues to him in his headphones."

Roberts, whose parents and 16-year-old sister are his biggest boosters, became a broadcasting fan at an early age, according to his mother, when dad Joel would "announce" nighttime sports events the next morning for his son, who was too young at the time to stay up for them.

At about age 6, "Evan began calling his dad at the office and announcing sports events," said Janice Roberts, a children's songwriter. "He would announce from the time he got up till he went to sleep. I'd listen to his raspy voice in the bathroom in the morning. I couldn't believe it."

It was Mom who, after her music was used on the Mets' local kids' radio sports show, got Evan a tryout play-by-play gig in the Mets booth during spring training. "He blew them away," she said.

Perhaps, then, Roberts' plan for the future isn't so surprising.

"I want to keep on doing this show as long as I can," he said, "but when I grow older, when I'm 30 or 35, my goal is to become the radio broadcaster of the New York Mets." Watch out, Gary Cohen. □

"What's Up? With Evan Roberts" is heard locally Thursdays at 5 p.m. on KPLS-AM (830), a station based in Orange.

Lynne Heffley is a Times staff writer.

"All the News
That's Fit to Print"

The New York Times

New York: **Today**, sultry, isolated thunder. High 90. **Tonight**, fair, muggy. Low 75. **Tomorrow**, some sun, scattered thunder. High 87. **Yesterday**, High 73, Low 68. Details, page 39.

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\$3 beyond the greater New York metropolitan area. + \$2.50

40

THE NEW YORK TIMES **STYLES** SUNDAY, JULY 14, 1996

13, on the Air and Pushing Peas

By PAUL WISENTHAL

MOVE over, Howard Stern! Here comes 13-year-old Evan Roberts, live from his bedroom in Woodmere, L.I.

The skinny, red-haired freckle-faced youngster has his own one-hour show, "What's Up With Evan Roberts," at 8 P.M. on Thursdays on the Radio AAHS (pronounced OZ) network. He is the only youth in the New York area who has a show on

the 24-hour nationwide children's network. The show, which is carried locally on WJDM-AM, a 10,000-watt station in Elizabeth, N.J., that operates at the 1660 frequency, is broadcast in 30 major cities.

Decked out in plaid flannel pajamas and Beavis and Butt-head slippers for a recent show, Evan conducted discussions on topics like "Guess what I'm eating?" and "If you were a fly on the wall, where would you like to be and why?" A segment called "Surf's Up," about

hot topics on the Internet, featured his computer, Cyber Buzz.

This week, Evan, a seventh-grader, celebrated his birthday by asking listeners to name their best birthday presents, their worst presents and their "dream presents."

Debbie Solomon, a senior partner for media research at J. Walter Thompson in Chicago, estimated that about 100,000 youngsters listen to the network at any given time. About 30,000 to 40,000 of those are in the New York area, she said.

Radio AAHS, a production of the Children's Broadcasting Corporation in Minneapolis, employs 30 on-air youngsters, ages 11 to 16. The network produces a mélange of music shows, quizzes and a science mystery show called "The Kinetic City Super Crew."

"One time, a kid asked me how he could run faster," Evan said about his show. "I told him to eat peas. You have to be quick with an answer."

His childhood obsession with radio led to a job at 10, on Long Island's WGBB-AM as the host of two young people's call-in shows. He went on the air at Radio AAHS in May.

He spends three to four hours a week preparing for the show, glean-

ing ideas from letters, phone calls and from surfing the Internet. "I just go crazy on the show," he said. "I ad-lib a lot."

What won't be going on the air is his admiration for Howard Stern, said Evan, who has a role in the film version of Mr. Stern's best seller "Private Parts," which is scheduled for release by Paramount next February. He played the best friend of the young Mr. Stern.

"Howard really is a good guy," Evan said. "He is totally different from his radio personality."

"There's no way I could do a show like his, it's not my style," he said. "I stay away from sex. I don't think kids want to talk about that."



Thomas A. Ferrara

Evan Roberts, 13, broadcasts live from his Long Island bedroom.

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Homework still comes first for Long Island radio kid

By JOSEF ADALIAN

LISTENERS who tune in radio talk show host Evan Roberts can rest assured that the Long Island-based radio personality has done his homework before going on the air.

The reason: Roberts is only 12 years old — and if he doesn't finish his homework, his mom won't let him do his show, a weekly hour-long forum for kids of all ages to sound off about whatever's on their pre-pubescent minds.

"My mom always tells me that if my grades go down, the show is finished," Roberts told The Post.

If mom ever does try to

halt Roberts' radio career, she'll have a very unhappy son. The junior Roberts has been in love with radio since the tender age of six, when he began turning down the volume on TV sports broadcasts and doing his own play-by-play commentary.

When Roberts turned 10, his mother wrote to WGBB (1240 AM) in Long Island, urging them to put her son on the air. Within a month, he was hosting "Kids Sports Talk" for the station.

Roberts' big break came last year when he wrote an e-mail letter to kids-oriented Radio AAHS explaining his love for the medium.

"After that, they asked for

a meeting, and bad-a-boom, bad-a-bing, I had a radio show," Roberts explains.

But rather than just focusing on sports, "What's Up?" — as Roberts' show is called — lets kids talk about anything they want, with Roberts serving as a sort of apolitical Rush Limbaugh.

"Some kids don't even like sports, so we let them talk about whatever they want," says Roberts, whose show is heard every Thursday at 4 p.m. on WJDM (1660 AM).

Roberts — who hosts each week's show from his bedroom/radio studio — says his core demographic audience is made up of listeners aged 9-12, with a smattering of younger

tykes thrown in as well. "Some kids are shy, so I try to make them feel comfortable," he says.

Indeed, even though most of his audience is made up of his peers, Roberts says preparing a weekly program isn't as easy as it might seem. "It's a tough job," Roberts says. "Most people think it takes five or 10 minutes to get ready, but it takes all week."

While Roberts loves his gig at Radio AAHS, he's already thinking about his grownup radio career.

"My ideal job would be to become a radio broadcaster for the Mets," he says, sounding quite serious about reaching just that goal.



EVAN ROBERTS

Hosts weekly radio show.



Steve Wolt for The New York Times

Heather Hogan, in foreground, a 14-year-old D.J. for WWTC-AM, is also "vice president of fun" for the Children's Broadcasting Corporation.

Children's Radio Is Courting Preteens and Advertisers

A New Format Struggles To Make Money

By BARNABY J. FEDER

MINNEAPOLIS — Heather Hogan is a full-speed-ahead chatterbox of a 14-year-old who does not yet know what she wants to do for a career. But she already has the kind of corporate title many might envy.

Ms. Hogan is "vice president of fun" at the Children's Broadcasting Corporation here, as well as a popular part-time D.J. at WWTC-AM, the flagship station of the corporation's fledgling children's radio network.

The network, which the company calls Radio AAHS (as in oohs and aahs, get it?), stretches from KYAK, Anchorage, to WZKD, Orlando, Fla., and fills 70 percent of its day with music, including reggae, rock, country, classical, folk and jazz. The other 30 percent is filled with stories, jokes, call-in and quiz segments, interviews and child-oriented news.

"It's my job to suggest kid issues and what kids want," Ms. Hogan said.

The target audience for Radio AAHS is children 12 and younger. And while it seems to be drawing listeners — last year it logged more than three million telephone calls, not to mention assorted E-mails and letters — the tougher task is convincing advertisers and station owners

**Today's youngsters
ignore radio or listen
to rock stations.**

that there really is a commercial niche for national radio programming aimed at young listeners.

So far, the company is not making money, and eight stations that tried the programming have dropped it.

"We were surprised and upset by the lack of response," said Carmen V. Nardone, whose WMXH-AM in Wilkes-Barre, Pa., broadcast Radio AAHS and other children's programming for three months, starting in July 1993. His station jumped to 15th from 39th in local rankings after switching back to an adult-oriented format, Mr. Nardone said.

No one doubts that the 49 million preteens are a potent market many advertisers would love to reach. They spend \$7.5 billion annually and influence another \$130 billion in household purchases, according to James McNeal, a professor of marketing at Texas A & M University.

The prevailing wisdom, though, is that today's youngsters either ignore radio or listen to the rock stations of their older siblings. Advertisers direct about 70 percent of the more than \$1 billion they spend trying to reach children on television and almost all the rest on magazines.

Ratings services like the Arbitron Company do not even track the listening habits of preteens.

"Convincing a mature industry that there's a demand for something like this that they never believed existed is a big undertaking," conceded Christopher T. Dahl, founder and chief executive of the Children's Broadcasting Corporation.

But he has company. Kidstar Interactive Media Inc., based in Seattle, is trying to build a similar network from a flagship station in Seattle (KKDZ at 1250 AM). Kidstar says it hopes to be in the 10 largest markets by the end of the year.

Unlike Children's Broadcasting, which went public three years ago and now trades on Nasdaq, Kidstar is privately held. Its backers include: Vulcan Ventures Inc., an investment group for Paul Allen, the billionaire co-founder of the Microsoft Corporation; Bandai, the Japanese toy company that makes Mighty Morphin Power Rangers; the CSK Corporation, the largest shareholder in Sega; Benesse, a major Japanese publisher, and NTT America Inc., a unit of Nippon Telegraph and Telephone.

Kidstar says that it is more of a multimedia experience, with its

magazines, on-line services and open phones making it "two-way radio." "We're both out there with machetes in the forest carving a new market for media buyers," said Julie Diamond, a spokeswoman.

At AAHS, Gary Landis, the company's executive vice president, is a 20-year network radio executive who was lured from Los Angeles in 1994 to enliven programming.

"There's a misperception that children's radio is Barney and Raffi, which we don't play," said Mr. Landis, who operates out of an office overrun with Gumby figures, toys and his young sons' art. His latest program: "What's Up With Evan Roberts?" is a quirky, call-in show broadcast Thursday evenings from the Woodmere, L.I., bedroom of 12-year-old Evan Roberts.

Children's Broadcasting reckons it is at least a year away from achieving its first profit. Last year it reported a net loss of more than \$6 million and total revenue of \$5.1 million. Some 42 percent of the revenue came from four small company-owned stations that have not switched to the Radio AAHS format.

But there have been encouraging developments. Its public offering three years ago found a solid market at \$11.50 a share, though it closed Friday at \$8.25. It managed to raise another \$19.5 million in a secondary offering at \$10 a share in February.

The Radio AAHS network has grown from WWTC to include six other company-owned stations and 20 affiliates that broadcast to about a third of the nation. That includes the recently acquired WJDM-AM, an Elizabeth, N.J., station that reaches much of the vital New York City market. The station operates at the 1530 and 1660 frequencies — the latter is in the so-called expanded band that only newer radios are equipped to receive.

Most importantly, Children's Broadcasting has been able to form alliances with some entertainment heavyweights like the ABC Radio Network, the Walt Disney Company and Time Warner Inc.

Disney has given Radio AAHS the chance to broadcast weekend shows live from its theme parks and to develop other tie-ins. Time Warner's computers host the network's Internet site (www.radio-aahs.com). ABC provides audience research, advice in adding affiliates and a place in the inventory of programming that ABC offers national advertisers.

One major new advertiser on AAHS is the Southland Corporation, the Dallas-based parent of 7-Eleven stores. Southland's media buyer had turned Children's Broadcasting down after a presentation because it could not provide ratings numbers. But Marva Cathey, 7-Eleven's national advertising manager, approached the company on her own after learning about it and listening to the Dallas affiliate.

"It became obvious to me that if something was to develop, it had to be seen as an investment," said Ms. Cathey, who in April signed a one-year agreement providing 7-Eleven with on-air advertising space on the Radio AAHS Internet site, opportunities to plug into the network's interactive phone system, special joint promotions and several dozen live broadcasts from 7-Eleven stores around the nation.

"The kids' market is an economic time bomb waiting to explode for radio," William T. McClenaghan, senior vice president of research and development for ABC Radio Networks, said in a recent report.

Mr. McClenaghan's optimism is based in part on his assessment that almost half the nation's 5,000 AM radio stations are losing money and desperately seeking new formats. But that view may be out of date.

"Specialty formats like talk radio have made them more successful," said James Blackburn, a radio station broker in Alexandria, Va.

Mr. Dahl is working to cobble together a larger network of affiliates. "We need more than 50 or 60 percent of the national market to put us on the radar of national advertisers," he said.

The Des Moines Register

DES MOINES, IOWA ■ MONDAY, APRIL 15, 1996 ■ PRICE 35 CENTS

THE DES MOINES REGISTER ■ MONDAY, APRIL 15, 1996 7-B

INVESTMENTS

Company poised to grow as fast as its employees

Would you buy stock in a company that employs a 14-year-old with the title of "vice president of fun"?

The company is **Children's Broadcasting Co.** Its stock trades in the Nasdaq market at \$8.75 a share, and if a number of things click into place for the company, there could be a \$40 price tag on the stock in four years, according to one analyst.

Children's Broadcasting of Minneapolis operates the only full-time radio network targeted to preteens and their parents in 27 cities, including Des Moines (KKSO-AM 1390).

Corporate officers and managers are well past voting age, but the company employs 30 youngsters at its Minneapolis studios, ages 11 to 16, led by the 14-year-old fun veep.

The kid broadcasting crew, called the Air-Force, takes over during after-school hours to serve as deejays and reporters covering news beats including computers, books, science, entertainment, health and safety, pets and toys.

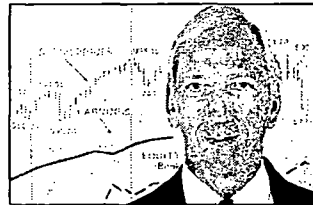
Their creative efforts are beamed over Radio AAHS, (pronounced "oz") to nearly 34 percent of the nation. The format is music, storytelling and entertainment.

And the fun never stops. Programming runs 24 hours a day so that kids who are having trouble sleeping or are ill can tune in at night.

Listeners are urged to use the studio's toll-free telephone number (800-552-2470) to banter with the deejays and guests, request songs, answer game questions, and report school news.

"We've been averaging 1,500 calls a month from the Des Moines area," said Joy Plaschko, the company's media and investor relations manager. The station has been on the air about a year. The entire network received more than 3 million calls last year, she said.

INVESTOR'S MEMO



Jim
LAWLESS

Children's Broadcasting stock has retreated from a 52-week high of \$16.50 a share, adjusted for a reverse 1-for-2 stock split in January, and is trading not far from the year's low of \$7.50.

The company hasn't made any announcements to trip the stock. In fact, it hasn't made many announcements at all recently and that may be part of the reason for the weakness, Plaschko said.

"We were in a quiet period because of a stock offering," she said, referring to the a secondary offering last month of 2.1 million shares of common stock to the public at \$10 a share.

When a public offering is under way, companies are restricted by regulators from saying anything that smacks of promoting their stock. The company made its first public offering in May 1993.

The stock market's general decline in recent weeks has had a part in Children's Broadcasting

stock's decline as well, one analyst said.

"Small companies are not where people are putting their money in this market," said William A. Scovin, an analyst with Brenner Securities Corp. of New York, one of the underwriters of the Children's Broadcasting stock offering.

"We think the stock has an above-average risk character," Scovin said, "but an even greater appreciation potential, especially for the patient holder."

The company has not turned a profit, losing \$2.22 a share last year, compared with a loss \$1.68 a share in 1994.

Scovin predicts losses will shrink to 38 cents a share this year and predicts profits by 1997.

More important, he thinks the business could generate more than \$4 a share in broadcast cash flow by the year 2000. Cash flow is the usual index of measuring a broadcaster's financial performance and if Scovin's outlook pans out, the stock's price could make \$40 a share in four years, he said.

A key to the company's growth is an agreement with Capital Cities/ABC, now a subsidiary of the Walt Disney Co., for ABC Radio Networks to help Children's Broadcasting develop ad clients and network affiliates.

The agreement also includes an option for Capital Cities/ABC to buy 20 percent of Children's Broadcasting through November 1997.

"It would be consistent with Capital Cities/ABC's strategy to ultimately buy the operation once it proved successful, after first helping it achieve that success," according to a research report by Scovin and Alan Gottesman, a research consultant for Brenner Securities.

Readers are reminded that brokerages may have investments in the stocks they recommend.



PAGE 7

Children's Broadcasting —
This company could grow
along with its young workers.



Alien nation — Clams from abroad invade Fresno Bay
 Flood of controversy — S. American firestorm
 Radio for kids — Networks for preteens grow

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Youngsters Tune In to Radio Stations for Kids

Preteens listen to and participate in programs especially tailored to them

By Laurel Shaper Walters

Staff writer of The Christian Science Monitor

ST. LOUIS

THE old-fashioned medium of radio is reaching out to young audiences again after decades of virtually ignoring the pint-size market.

Teenagers are well known for their penchant for music, and every major city has radio stations targeting the teen set. Meanwhile, younger children are left to rely on tapes or CDs.

"It is kind of baffling that of the 11,000 radio stations in the United States, none of them seem to think that kids are an audience," says Christopher Dahl, president of the Children's Broadcasting Corp., a Minneapolis company that has started a children's nationwide radio network.

If we want our kids to turn off the TV, we need to provide an alternative, says P.J. Swift, producer of Pickleberry Pie, a weekly children's program that airs on about 80 public radio stations. "That was our motivation in starting to make kids' radio nearly 10 years ago," she says.

The small amount of existing radio that targets preteens seems to have appeal. Marcus Alvarez listens to Mr. Dahl's Los Angeles affiliate every day. "I used to watch TV a lot, and I got kind of tired of it," says the 12-year-old. "So now I listen to the radio more. I'm in my room, and I can listen to the radio while I do stuff."

"There's this perception that children don't listen to radio," says Gary Ferrington, an instructor in media technology at the University of Oregon. "Television provides all the visual information; radio allows you to create your own imagery. It's a much more interactive medium."

Viewed from a marketing standpoint, "kids have an incredible influence in terms of purchasing power," Mr. Ferrington adds.

This is helping to fuel a resurgence of radio programming for kids.

Ms. Swift estimates there are about 120 locally produced radio programs for children around the

country. FOX Broadcasting has a syndicated radio program, "The Fox Kids Countdown," that airs Sunday mornings on 150 stations nationwide. Meanwhile, several organizations are working to spread full-time kids' radio from coast to coast through syndicated programming.

Radio AAHS, which is produced by Children's Broadcasting Corp., is a 24-hour, seven-day-a-week radio network now on 30 radio stations nationwide, including New York City, Los Angeles, Dallas, and Denver. The flagship station began in Minneapolis in

ally wanted to listen to it."

In fact, young voices make up a large portion of the programming on Radio AAHS. Young disc jockeys known as the "Air Force" take over the airwaves after school, and there is a regular morning show called "The All-American Alarm Clock."

But 24-hour programming for kids? Shouldn't little ones be in bed instead of listening to the radio in the wee morning hours? "We want to be there if a child wakes up at night and wants to turn on the radio," Dahl says. "Some kids go to bed with it on and wake up to it. It's kind of a background to their lives like radio is for most of us."

David Bolling of Englewood, Colo., bought his sons AM radios so they could listen to Denver's Radio AAHS in their bedrooms. "I know the songs will be appropriate for them," he says. "When I get tired, I just go upstairs and listen to it," says six-year-old Jake.

Everyone in his play group tunes in to the station now, he says.

Children's Broadcasting Corp. is working with the ABC Radio Network to expand Radio AAHS nationwide. Their goal is to be in the top 100 radio markets, Dahl says.

MEDIA

1990. The format is about 70 percent music, Dahl says, supplemented by call-in games, story times, and news geared for children aged 12 and under.

Marcus confirms that he listens mostly for the music. "I call in a lot of times to request a song," he says. A friend introduced him to the station. "He told me it was kid radio, and I never heard of a kid radio before so I re-

KidStar is another commercial radio network looking to go nationwide. It began on a Seattle AM station in 1993 and launched its first syndicated station in San Francisco last October. The network expects to have affiliated stations in the top 10 markets by the end of this year.

KidStar programming includes music interspersed with features. For example, "Ask Sylvia" is a three-minute feature during which a 15-year-old "Ann Landers" advises listeners on such topics as sharing a room with siblings and handling the rejection of being the last person picked for a team in P.E. class. Another feature, "Snax with Max," reviews recipes solicited from listeners.

MUCH of the on-air discussion comes from listeners. The KidStar PhoneZone, an interactive telephone system, lets callers leave messages, enter contests, share jokes, or spout off on any subject. Callers then listen for their comments over the radio. The Seattle PhoneZone receives between 1,000 and 8,000 calls daily.

For the slightly younger set, public radio offers several children's programs. Swift's "Pickleberry Pie" is produced for kids 3 to 8 years old. "The bulk of children's music addresses the preschool and primary-level child," Swift says. "And that young age is the time to get them away from television."

Another public-radio alternative to Saturday-morning cartoons is Rabbit Ears Radio, which provides weekly children's stories on 280 public radio stations nationwide. The half-hour syndicated show, which is distributed by Public Radio International, began in 1994.

The program's originator, Mark Sottnick, says his goal is to "restore the lost art of storytelling for children and their parents."

Taking a page from "Sesame Street," Rabbit Ears enhances its adult appeal by featuring celebrity readers and musicians on each program. The alternating hosts, actors Mel Gibson and Meg Ryan, introduce each tale, giving information about the origin of the story, the narrator, and the musicians. The two well-known parents also talk about the moral lessons contained in that week's story.

After Meryl Streep agreed to read "The Velveteen Rabbit" for Sottnick's original soundtrack, the Hollywood connections began to click into place. "Meryl just happened to be working with Jack Nicholson, who agreed to lend his voice for a Rudyard Kipling Story, 'The Elephant's Child.' From there, good word of mouth enabled us to attract more stars to narrate more stories."

In the past several years, Rabbit Ears has developed four different series of stories. The original "Storybook Classics" include Cher retelling "The Ugly Duckling" and Danny Glover dramatizing "Br'er Rabbit."

"We All Have Tales" is a collection of international folk tales ranging from Jamaica to Persia and Japan to Germany. Whoopi Goldberg gives us the African story "Koi and the Kola Nuts" with music from Herbie Hancock.

"American Heroes and Legends" offers such favorites as "Johnny Appleseed" told by Garrison Keillor and "Rip Van Winkle" from Angelica Huston.

"The Greatest Stories Ever Told" is a selection of Bible stories. Ben Kingsley tells of "Moses the Lawgiver" and Jason Robards shares "Jonah and the Whale."

Sottnick aims to make his show entertaining for adults as well as children. "At the very least, we know that our programs appeal to grownups in Sweden," he says, "where they appear on TV at 11 p.m. under the guise of 'Bedtime Stories for Adults,'" he says.

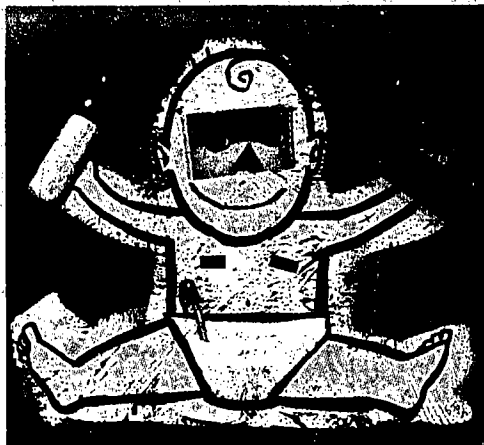
All Rabbit Ears Radio stories are available on both audiotape and videotape.

Rolling Stone

ROLLING STONE, NOVEMBER 2, 1995

RADIO GA-GA

Schizophrenia has struck the playlist at Denver's KKYD-AM. Michael Jackson's "Childhood" is sandwiched between Parachute Express' "Dr. Looney" and Chickenwolf's "Born to Be Wild." The Rembrandts bump against Daffy Duck and Taz. Is all this a demented programmer's bad joke or marketing genius? Drawn by studies showing that kids ages 6 to 11 listen to the radio an average of seven hours a week, big companies are aiming their broadcasting towers at the pre-pimple crowd. Over 150 stations carry some sort of kiddie programming, up from three in 1992. The Radio AAHS Network, which has formed partnerships with Disney and Warner, consists of 29 stations reaching more than 30 percent of the country and 12 million kids. The format is 70 percent music and 30 percent talk shows, stories and contests. Advertisers like Nike, McDonald's and Keebler have signed on, attracted by figures showing that those 14 and under shell out \$20 billion annually and influence others to spend \$150 billion. "Children figure out early what they want and how to get it," says Julie Lewitt Diamond, marketing director at Seattle's KidStar Radio, another rapidly growing children's network. "Little kids grow up to be bigger consumers. And advertisers are banking on that." —BILL DOYLE



ANTHONY FREDA

ADVENTURE SPACES

**A STRUCTURE FOR CHILD AND PARENT INTERACTION TO ENHANCE
PERSONAL GROWTH , LEADERSHIP DEVELOPMENT AND EMPOWERMENT**

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OVERVIEW

Children are creative, gifted and talented people. They have been described as "close to genius." Children are natural leaders, intuitively knowing the right time to lead or follow, (this has been demonstrated in numerous creativity and leadership studies including two studies of my own--Taber-Markiewicz, 1989, 1991--of two, three, and four-year-olds in a multi-cultural preschool setting).

Our role as parents, teachers, and responsible human beings is to observe, support, and guide the creative genius and leadership of children.

It is important that we observe children to ascertain their talents, skills and interests to determine where these combine denoting the strengths of the individual child.

It is important that we support children's self-awareness, learning, and creative expression with structured, but unlimiting environments and attitudes.

It is important that we guide children to empowerment. That we provide children with communities of shared-interest groups, positive role models and mentors, and learning opportunities for the development and expression of their strengths in good and responsible ways toward the fulfilment of their unique human potential.

ADVENTURE SPACES is a program designed to observe, support, and guide the creative genius of children, through utilization of leadership and creative communication programs developed by Diane Taber-Markiewicz, and integrated into the specifications of the PACT Time component of the Family Partners in Learning Program. All rights to the initial leadership and creative communication programs are retained by Ms. Markiewicz, who reserves the privilege of introducing the **ADVENTURE SPACES** program into future parent and child interactive programs.

ADVENTURE SPACES will be an uncommonly definitive component, because of its exceptional features of child strength identification, development, and utilization. Also, specific to this program will be the concurrent identification, development, and use of individual strengths by parent participants.

VISION STATEMENT:

Parents and children engaging in meaningful and creative interaction to: facilitate family literacy; develop a shared value of life-long learning; enhance personal awareness and growth; and cultivate the characteristics and skills of good leadership and good constituency.

STATEMENT OF CHALLENGE:

To produce a structure embracing the Vision Statement for child and parent interaction, within the PACT (Parent and Child Together) Time framework of the Family Partners in Learning program. While providing the necessary form and direction for PACT Time, this structure should be uninhibiting and stimulating to all participants.

STRUCTURE OBJECTIVES:

The structure will promote ascertaining observation, (for the purpose of learning the interests and strengths of the children), guidance, and support of the children on the part of the parent participants. It will, also, promote appropriate behavior modeling and support of parent and child participants by the preschool teacher. Most importantly, the structure will promote joyous, stimulating, and evolving child-directed exploration and learning by the children and adult participants. This exploration and learning will result in greater personal awareness and development on the part of all participants.

The structure will create and be sustained by an environment rich in possibilities. An environment enthusiastically conducive to personal growth, creative self-expression and communication, intellectual and emotional risk-taking, and individual and societal responsibility.

ADVENTURE SPACES will establish PACT Time in the Family Partners in Learning Program as a vital learning experience, affirming the value of positive parent and child interaction.

ADVENTURE SPACES

Presented to: **FAMILY PARTNERS IN LEARNING**

ADVENTURE SPACES IS A PROGRAM OF STRUCTURED CHILD AND PARENT INTERACTION DESIGNED TO GIVE OWNERSHIP OF THE LEARNING EXPERIENCE TO THE PARTICIPANTS, THEREBY ENHANCING THE PERSONAL GROWTH AND EMPOWERMENT OF THE PARENT, CHILD, AND THE FAMILY.

TIME FRAME

ADVENTURE SPACES will be scheduled every Monday, Wednesday, and Friday from 11:00 am. to 12:10 pm. ,(immediately followed by a five-minute clean-up time). Program will run from September through June during regularly scheduled school days.

PROGRAM OUTLINE

There will be 11 **ADVENTURE SPACES** in the preschool classroom. These areas will have identifying properties, which will make them unique to PACT Time. Each parent will be responsible for placing in position the demarcation materials specific to one **ADVENTURE SPACE** at the beginning of each PACT Time. This practice will illustrate the "special" attention that the parent is preparing to give to the child during PACT Time, and will heighten the children's appreciation of the parent and the interactive time.

The preschool teacher will use a democratic, non-competitive method for each child choosing an **ADVENTURE SPACE** on a daily basis. For example: Children could pull numbers out of a paper cup and the highest number could have first choice, lowest number could choose next, then middle number could choose, then begin process, again, with remaining numbers. From this point on, preschool teacher will have a chart to assure each child a turn to choose first. Chart should also be used to assure that children choose different areas to allow for a variety of experiences. This can be accomplished by posting a picture of each child with parent on a board, and having the children place below their picture a symbol corresponding to the **ADVENTURE SPACE** in which they have just participated.

Parents will be prepared in how to observe their children to ascertain individual child's interests, skills, and talents, (hereafter referred to as individual's strengths). Also, how to support and guide their children properly during PACT Time interactions. Preparation will take the form of written instruction, modeling by preschool teacher, and discussion during first MY TIME MONDAY session. It will, also, be suggested that EPIC personnel reinforce this preparation during beginning parenting training sessions.

Every PACT Time session will begin with parents entering the preschool classroom and each parent immediately "setting up" an ADVENTURE SPACE. Children will be readied in open area of the classroom and joined quickly by parents for the daily dancercise, The DO WHAT I DO DANCE will begin with some stretching and then simple dance steps done at a medium pace to produce a good energy level for the session. Each session, a different child or adult will add their own step for all to do, until each person has made a contribution to the dance. This will last for nine minutes with a one-minute cool down of stretching.

Preschool teacher will already have children prepared for which space they will be using that day, and when dancercise is finished, child and parent will go immediately to that space to begin parent-child interactive time at 11:30 am.

Child and parent will interact in an ADVENTURE SPACE for twenty-five minutes. At 11:55, parent and child will clean their ADVENTURE SPACE. At 12:00 pm. children and parents will assemble in the Sharing Circle. This is the dancercise area now demarcated by a colorful rope.

All participants will sit on the floor and pick up a portion of the rope. As they hold the rope, each child takes a turn sharing what they enjoyed most about what they have just done, and each parent shares one positive accomplishment and/or contribution made by her/his child during their interactive session. The rope symbolizes their connectedness, and makes the community they represent something concrete for the participants. Sitting quietly with the rope in their laps demonstrates their respect for one another and their interest in what each is sharing. These actions concretely represent their shared responsibilities within this community. The preschool teacher will select a different child each session to lead their community in this experience, with all getting an opportunity by turns, (based on non-competitive choosing). Child learns that a community of people with shared interests and value systems is one which gives support to its members, and which receives responsible leadership and constituency in return from its members.

At 12:15 PACT Time ends, and participants immediately go to lunch.

***It is very important that participants become accustomed, from the first day, to moving from one aspect of PACT Time into the next without delays. Having observed the parents for several months, it is obvious they will become uninterested and, resulting from that, uncooperative, if given too much time between the day's tasks and activities. If their time is completely utilized, and they understand and accept the value of what they are being asked to do, they will be productive and will make the meaningful difference for success in this, and all aspects of the Family Partners in Learning Program.

The first week of PACT Time sessions, ADVENTURE SPACES will not be used. Instead, the parents and children will engage in sociodramatic and themeactic fantasy play training, directly following the dance activity. The training is a necessary preparation for the interactive play/learning that will take place within the ADVENTURE SPACES.

Studies have shown that this training "has been found to improve children's functioning over a wide range of cognitive, social, and emotional behaviors". Also, studies show that, "One of the most consistently found effects of pretend play training is that it leads to an increase in the amount and level of children's spontaneous social pretend play" (Smith & Syddall, 1978), (Saltz, 1980). This is particularly pertinent to the concept of ADVENTURE SPACES, because each of the SPACES utilizes pretend play to heighten the interactive learning experiences, and to enhance the creativity of participants, a critical characteristic for good leadership development.

A relatively short story or situation will be read by the preschool teacher to the parents and children. Then, everyone will participate in acting out the situation or story. (The use of texts from a variety of cultures will allow everyone to experience others' perspectives, promoting multi-cultural understanding and appreciation).

The preschool teacher is asked to continue the training with the children on a once-a-week basis, since social pretend play training can have a variety of positive and measurable developmental outcomes for the children.

The second week of PACT Time sessions parents and children will begin using the ADVENTURE SPACES. The parents will have been introduced to the SPACES through printed information and group discussion. The children will be invited to join their parents in taking a tour of each of the SPACES the parents have "set up" at the beginning of the session. Then, according to the numbers each child has drawn, the preschool teacher will call on each child in turn to choose an ADVENTURE SPACE, and parent and child will enter the SPACE.

Parent and child will use the materials in the ADVENTURE SPACE, (according to the lead of the child with support and guidance from the parent, as well as preschool teacher and program developer if necessary). Stories, information cards, and parent suggestion sheets will be used in conjunction with the variety of materials to stimulate the child to interactive learning play with the parent. All SPACES are designed toward positive growth of the child, with many opportunities for the parent to realize positive personal developmental results as well.

A timer or bell will be used by the preschool teacher to notify children and parents when to end the play/learning time and begin to clean the ADVENTURE SPACE. The same device will then be used to bring everyone to the Sharing Circle. The preschool teacher will keep the clean up and sharing times moving along to fit the time schedule.

ADVENTURE SPACES SPECIFICS

The tone to be set in each ADVENTURE SPACE is one of creative risk-taking at an individual growth and development pace. It is to be one of enthusiasm for learning, respect for self and others, acceptance of the unaccustomed, and embrasure of the positive.

The atmosphere to be established in PACT Time ADVENTURE SPACES is one that is confident, non-judgmental, interactive, and responsible.

***Confident in that everyone knows what is expected and realizes there are people to whom they can turn for encouragement, support and positive feedback.

***Non-judgmental as we recognize each person is at a certain stage in individual development and we are here to enhance and positively influence the developmental process.

***Interactive toward establishing the parent-child learning dyad at its most positive.

***Responsible as it requires full personal participation in all aspects of the program.

TO BECOME MORE CREATIVE WE ENGAGE IN CREATIVE ACTIVITIES.

The following are descriptions of the individual ADVENTURE SPACES

STORYTELLERS NEST

Several comfy pillows are arranged in the form of a nest. Child and parent can sit on these, encircle themselves with them, do both, or something of their own creation, (we only ask that they not negatively affect another SPACE, but we should be open to SPACES combining once in a while for an enhanced creative experience for all involved). Child chooses a story to be told from a variety of short stories of families. Stories will be in the form of myths, legends, folktales, fables, etc.

Parent may then tell child a story about something concerning their family to entertain and inform the child. Or, child and parent may engage in acting out the story, or making up one of their own. Child may want to tell parent a fictional or true family story. There will be materials to hand for many other forms of creative expression and play including; dolls representing family members, a tape recorder, and art supplies. Parent is encouraged to guide child, if child is having difficulty getting started or stalls with play. The parent can suggest they fill in a family tree, draw pictures to illustrate family stories, tape record themselves acting out a family story, situation or event, make their own holiday/birthday cards for family members. Parent will take cues from what child says. For example: If child says: "When the girl in the story fell in the mud it was funny. Did you ever do that?" parent encouraged to follow with humorous or mildly embarrassing personal story, since children love to learn about their parents and other family members in ordinary situations. It will be suggested that the parent use different tones of voice when reading/telling these stories to give life to them and develop parent's storytelling ability and talent.

Learning family histories allows people to understand why they do certain things. This self-awareness training promotes conscious decision making and is a foundation for good leadership.

WILD AND WOOLLIES

Unusual animals such as; cheetah, caribou, ostrich, hyena, and others that give children thrills and chills such as; shark, hawk, alligator, snakes. Some stuffed, some made of plastic or other materials, (some highly realistic, others less so to stimulate development of meaning substitution as imagination and pretend play level increases). Parent and child sit on an animal-shaped rug or rug resembling animal stripes. Child free to choose animals of interest, and parent will read stories or interesting information provided about the animal(s) the child has chosen to play with or hold. Parent joins in play of child.

Parent may ask questions about what child most likes and finds most interesting about particular animal(s). After reading information or story to child, parent encouraged to ask such imagination sparking questions as: What would you want to eat, if you were a _____? (fill in name of animal child interested in) or Which is toughest, an alligator or a tree trunk? This type of questioning stimulates metaphorical thinking. Such taking of ideas from one context and using them in a new context to produce a new idea combination is important in creativity, because the "large majority of our creative ideas and problem solutions are born in metaphorical thinking" (Creativity is Forever, Davis, pg.114). Creativity is a principle characteristic of good leadership.

COOKS' NOOK

This SPACE will be demarcated by a work table and a large pegboard with hanging utensils such as: mixing bowls and spoons, spatulas, and measuring cups. Child and parent make a healthy snack for the preschool children to have at regular afternoon snack time. Child is given choice of a few snack items to make, and while parent reads the recipe, the child does the mixing, spreading, etc. Both will measure ingredients, and parent will show child certain parts of the recipe card in colorful, big letters with accompanying pictures to allow child to "read" the recipe with the parent. The child may include dolls in the activity, and is free to stack mixing bowls if so chooses, add other ingredients to recipe, etc.

The snack will be wrapped and parent and child will go on to play, perhaps drawing a picture of the snack they have made, or doing a shopping list and cutting out coupons, cooking tips or other recipes from the Buffalo News, or work on a recipe they make up to enter in the Snack Recipe Jamboree held at the end of the semester. (Each parent and child will create their own snack recipe to be sampled by everyone at the Jamboree, and included in a booklet of all the recipes to be given to all participants). When cleaning the COOK'S NOOK, child and parent will put all recyclable articles in bins provided.

The use of dried and fresh fruits, vegetables, and other easy-to-handle food items will supply excellent materials for sensory awareness, an important stimulation for imaginative thinking. All good leaders utilize imaginative thinking in envisioning the future. A shared vision marks the successful organization, community, culture, etc. that results from good leadership and good constituency.

TINKER'S TABLE

This table will have lots of thingamabobs and doohickeys to put together into anything the young inventive mind can imagine. The child will open boxes of everything from buttons to spools with and without thread, to pipe cleaners and nuts and bolts. There will be things to take apart as well, such as an old clock, and safe tools for small hands. Also, paste and glue and all kinds of tape. The parent and child will invent to their hearts content, and do the important work of creating something new from what was. The parent will read some of the stories and factual information on inventors and inventions available at the table.

In this creative atmosphere, creativity consciousness makes for creative growth in the child and parent. Parent will be encouraged to add more and different objects to what the child has already opened and is working with. Parent can suggest that they take two or more objects to make a new object with a use no one else has ever thought of, or to make something that already exists a bit different. Parent may suggest that child choose any object and they will play a game of coming up with (brainstorming) how many uses they can think of for that object. Child is also free to use the creative expression materials, (drawing utensils, paper, etc.), and parent will encourage child to "write" about (dictate to parent) or draw what they have created to share with other children and parents.

MAGIC CARPET

A colorful piece of carpeting represents a flying carpet that child and parent "ride" to anywhere in the world. Child will choose a story, fact or fiction, from many choices, and parent will read as they pretend they are actually flying to Mexico, land of the Aztecs or New Orleans for Mardi Gras. Parent will help child find the chosen destination on a globe. Child and parent may act out the story after it has been read, or pretend to be in the setting of the story and make up a different story or pretend play. Child will have dolls and toys representative of different lands available to include in play. Child and parent could use creative expression materials to make masks, jewelry, other items they may learn about from stories.

Parent encouraged to ask child imagination stimulation questions such as: What would you like most about living in the place in the story we just read? Parent could suggest that they write a story about their own hometown and include all the things that make it special.

As in several of the SPACES, activities and materials allow child and parent to value diversity. A multi-cultural workplace, already in evidence and sure to be the norm in the 21st century, will require leaders and constituents adept at discovering and affirming the commonalities in all people to foster understanding and trust, two of the primary ingredients necessary for success in businesses and organizations.

PAINTING PARTNERS

A double-sided easel and a big cardboard box full of unusual painting materials will be set in one corner of the room. Child chooses material to be painted on from such as: wallpaper, wood, paper bags, cloth, sheets of cardboard, large sheets of construction paper, etc.) and parent explains, using information tags attached to material, what each material is, where it comes from, other interesting facts. Parent reads short story or poem, and then they paint. Child and parent may paint something from what has been read, or anything they are inspired to create.

Parent is encouraged to develop child's senses by having child feel various materials. Parent may ask: How does it feel? Does it have an aroma? How does it look to you. Parent can suggest that child listen to the sound the material makes when they squeeze some of it. Parent may paint the name of the materials used for the child to see and they may read the words together.

Different types of paint will be available for use in this SPACE. For example: water colors and poster paints in colors not used on regular basis in classroom, sparkle paints and finger paints. Child and parent will be encouraged to add different things, such as sparkles, to paints and to mix a variety of paints and painting styles, (some finger painting and water coloring for instance) in the same picture. This allows for breaking old patterns, (paradigms), and realizing that child and parent can go out of established limits and take intelligent risks to become more creative and create new horizons for themselves and others--important leadership abilities.

Discovering a sense of playfulness and stimulating the senses heightens the creative experience. Too often, the desire to continue the learning experience as parents is lost in a mistaken adult role-play. This, and all the experiences in ADVENTURE SPACES, encourage the parent to become engrossed in the activities with the child, recapturing the spirit of joyful learning that is present in early childhood. This spirit fosters family literacy and is a cornerstone of good leadership.

THE ORIENTAL GARDEN

This SPACE is created by placing a large rectangular-shaped container over the existing sandbox in the classroom. In the box are shells and stones of various sizes and colors, and small oriental trees/plants. These are to be rearranged by child and parent and added to from a container of similar items. The pace of this arranging is to be deliberate and relaxed. There will be two chairs set beside the garden for use by parent and child, if they choose. Child is encouraged to feel, and examine the items, as parent reads a story with oriental setting or characters, and shares printed information about the items. There should be two pillow desks for use with creative expression materials, so that child and parent may draw or write when inspired to do so.

Parent encouraged to slow pace of speech and actions to introduce child to more inner-directed thinking, as a prelude to meditation. Self-awareness, necessary for self-actualization and the practice of a creative life, begins with thinking about oneself. Parent and child can initiate this through calm, mentally stimulating interaction such as: a quiet "game" of sorting of items by size or

color or type. Parent could suggest they draw or paste on materials to illustrate what they are feeling inside themselves, possibly to share with others in Sharing Circle.

There is no overestimating the importance of developing the ability to assess what a person is feeling inside to become a self-determining person, and then to communicate those feelings effectively to others, when it is correct to do so. The good leader and constituent is able to determine personal needs and abilities and translate those for the common good and success of self and others.

RIDDLE ME THIS

A very large question mark on a piece of carpeting denotes that in this SPACE there are many ways to look at things and people and life experiences. It encourages all who enter to be flexible in their thinking. There will be a huge grab bag of age appropriate puzzles, mazes, riddles, choose your own ending stories and Shel Silverstein poems. Child may work on these in any way at all, (it is acceptable for child to go out of the lines, or follow them closely, or add own lines). Child and parent may do some together. Parent will read stories and poems and they may act out some of these, or interpret them in any creative expression manner they choose.

It is suggested that parent ask questions that encourage flexibility in the thinking of child and parent. For example: What other way could you get through this maze? or What would an alien from outer space think of our classroom? Flexibility helps to break down barriers we form in our minds from habits and stereotypical thinking. If we see there is more than one way to look at things, we begin to think creatively and barrier-free.

Parent and child may write their own riddle to share with the class in the Sharing Circle, or create their own mazes, or write silly, outrageous stories and poems.

THE HAT TREE

A particle board tree that is child size, with a mirror and many pegs holding a great variety of hats is to be placed by two chairs and a table. These hats will be from various professions, and represent styles worn in all seasons by male and female, young and adult people from a variety of countries and cultures. The child will choose one for him/herself and one for parent, or may ask parent to choose for one or both of them. Some hats will have information tags, others will be easily recognizable. There will be stories, poems, rhymes that parent will read and the two may act out these and roles represented by the hats they wear.

Parent may suggest they make their own hats with art showing particular aspect of their personality that makes the hat distinctive to them. Child may want to add something to one or more of the hats to embellish them. Parent and child encouraged to change the characters in the stories, poems, etc. to themselves and members of own family and friends, and act out, perhaps changing hats to fit the different roles they are playing as they pretend.

People in the workplaces of the 21st Century will do best when they are able to take on many roles easily. "Trying on" a variety of adult roles increases the awareness of children of all the opportunities open to them in the future. Having an understanding of how all roles in the workplace mesh is a critical tool for the good business leader. Parent encouraged to show child the "hat" or combination of hats she/he wears in life, and to introduce child to unusual hats that child may initially ignore.

IMAGINATION STATION

It's station 4 F U N on this radio dial attached to a large board. The child chooses poems, or rhyming stories, especially by Dr. Seuss, by a turn of the dial. The other half of the board is covered in felt. Child may use felt board for playing with felt cutouts. Parent and child may use felt board to play a rhyming game with the felt pieces. When dial set to 4 F U N, child can listen to tapes of rhyming and rhythm activities for parent and child to do together. Child may spin the dial and the parent and child will play a "brainstorming" game to see how many words they can think of to rhyme with the word the dial points to.

Parent may suggest that child use felt cutouts to show how she/he feels, or to tell a rhyming story, or make up a poem or song. When people communicate how they feel to others they are able to verbalize their commonalities, break down stereotypical barriers, and eliminate the misunderstandings that generate fear and dislike. Creative expression materials are available for child and parent to write and illustrate their own "book" of rhyming words and sounds, or "book" of any kind they want to create. They may decide to illustrate a story or poem they read. Pictures from old greeting cards, magazines, newspapers, will be available for cutting and using for illustrations.

Brainstorming is a Creative Problem Solving tool that has been utilized by businesses and organizations, as well as individuals with ever-increasing regularity. Children enjoy playing rhyming games, and building upon a word with many other rhyming words is a good initial brainstorming exercise for children.

I LOVE TO COMPUTE (can be MAC AND ME if using that brand of computer)

The computer on its table or desk forms its own ADVENTURE SPACE demarcation. There will be certain computer programs that are special to PACT Time, however, and these will be games and fun learning activities that parent and child will do together. Parent will read the easy-to-understand operating instructions, (on a card attached to the side of computer or taped to table or desk top), while child carries out instructions. Many of the instructions will have pictures and words in big, bold type, and child may choose to follow along as parent reads.

Parent and child will take their cues from the computer programs. Parent is encouraged to show enthusiasm for using the computer, and for trying anything new. Support by preschool teacher should be minimal, but instructions for overcoming normal "problems" should be written down, so that parent is unafraid of working with the computer. Parent may ask questions of child as they use

computer. For example: What do you like most about this game? or What kind of computer game would you like to invent? Parent and child may use a computer program to write or illustrate what the game would be and could tell everyone about it in the Sharing Circle.

Every worker in the next century will fall into one of two categories: computer literate workers, with necessary and marketable skills that will pay a good wage, or computer illiterate workers with limited marketability and diminished wage-earning power. The leaders of tomorrow will be among the former category of workers.

The ADVENTURE SPACES program gives multiple learning opportunities that promote reading and math readiness in children. ADVENTURE SPACES goes much further, by fostering family literacy, presenting creative problem solving experiences, sensory awareness and creativity training, and leadership development. ADVENTURE SPACES builds interactive working and learning skills, advances creative self-expression and communication, and recognizes and amplifies individual strengths toward self-actualization.

The Preschool Teacher and ADVENTURE SPACES

The preschool teacher will set the tone for success in ADVENTURE SPACES from the very first day of classes. The preschool teacher's level of energy and enthusiasm will be the model used by the parents and children. In the past, PACT Time has been passively experienced by children and parents. ADVENTURE SPACES is designed to be impassioned and vital for and because of all the participants.

Before the PACT Time session begins, the preschool teacher will have children choose their ADVENTURE SPACE for that day, (this done by non-competitive method as described previously). When dancercise is finished, teacher will give each child in turn the appropriate sticker for the ADVENTURE SPACE they have chosen for that day, and the child will place the sticker on the chart under the picture of the child and parent. Teacher will then allow the child to go with the parent to their SPACE.

During the PACT Time session, the teacher will unobtrusively observe both parents and children to ascertain and note their strengths. The teacher is there to maintain control and give honest appraisal of the play themes to help deal with any sensitive and personal matter that may arise. There needs to be communicated a clear understanding of what sort of play is acceptable in the classroom. For example: A child may be pretend playing about violence, even if comes from peaceful family, because child may have need to feel competent and in control. However, pretend play that is of a derogatory or discriminatory nature is not acceptable. If a parent, child, or both are having difficulty getting started, or seem stuck at some point, then teacher will step in with a suggestion or motivating question that will keep the pretend play going or get a new activity started. For example: If child and parent are wearing a doctor hat and acting out a story they have read about a doctor and patient, the teacher might help by supplying some of the dialogue they may have forgotten. If child and parent

are acting out their own drama about doctor and patient, teacher could enter the play as someone who could reasonably be expected there and ask: Did you give the patient a shot, Doctor? What's wrong with your patient? Who is your patient? When play is moving again, teacher will leave area as someone in the pretend play would leave it.

If there are times when parent and child seem unsure of what to do, the teacher could make suggestions that are appropriate for the SPACE being used and model good interaction for both. It is, therefore, important that the teacher be very familiar with the ADVENTURE SPACES materials, activities, and learning objectives.

The teacher will supplement the materials in the SPACES with stories, creative expression materials, factual information cards, etc. This will ensure that the children and parents have enough new materials in each SPACE to keep the PACT Time sessions vital and dynamic. Since parents and children will most likely return to a SPACE once every three to four weeks, the addition and of materials on a monthly basis is necessary.

As mentioned in a previous section, it is important that the preschool teacher keep things moving at a good pace during PACT Time. Every effort must be made in the very beginning to keep the interest level high on the part of the parents and children, to stimulate creativity and rapid ownership of the session by the participants.

During the Sharing Circle, the teacher will keep everyone on task in an encouraging manner. This is the time for the teacher to mention one positive interaction she noted for each of the parent and child pairs. The teacher will ask each child and parent to share something they did or made or learned or are feeling from the time they have just spent in their particular SPACE. The teacher will see to it that each participant says what they have to say, but in a short amount of time. This should be done very tactfully, but it must be done to insure that everyone has a chance to share. The teacher will choose a different child each time to begin the sharing.

EVALUATION

This will be on-going by program developer for every PACT Time session of the first three weeks, and then once a month, and will be documented for purposes of creativity and leadership development assessment.

SUGGESTIONS

- 1) Jackie Walker and her child , (or other of comparable local fame), could be invited to be PACT Time special visitors. Ms. Walker and her child could talk about what they enjoy doing together, and could then participate in the session by experiencing an ADVENTURE SPACE. If all children and parents are present and SPACES are filled, the special visitors could join another parent and child.
- 2) A series for Channel 17 on child and parent interactive learning. This filmed after ADVENTURE SPACES is running smoothly. Two or three minute segments to run for a few weeks, using each parent and child pair once. I believe this will be a powerful incentive for the parents who will understand they are acting as leaders and models for other parents, and having a positive influence on community.

OBSERVATION SHEET

NAME OF PARENT: _____

NAME OF CHILD: _____

DATE: _____

SPACE USED: _____

WHAT DID CHILD CHOOSE TO DO IN THIS AREA? _____

CHILD WAS VERY _____ SOMEWHAT _____ LITTLE _____ INTERESTED IN THIS ACTIVITY.

HOW WAS CHILD FEELING WHILE PLAYING? HAPPY _____ TROUBLED _____ ANGRY _____

INTERESTED _____ BORED _____ EXCITED _____ IF SOMETHING ELSE, WHAT? _____

DID CHILD LEAD YOU IN DOING MOST _____ SOME _____ FEW _____ ACTIVITIES?

WHAT DID CHILD HAVE TO SAY IN SHARING CIRCLE ABOUT PACT TIME? _____

WHAT DID CHILD SEEM TO ENJOY DOING MOST? _____

ABOUT HOW LONG DID CHILD REMAIN INTERESTED IN THIS ACTIVITY? _____

HOW DO YOU FEEL ABOUT THIS PARTICULAR INTERACTION WITH YOUR

CHILD? IT WAS SATISFYING _____ FRUSTRATING _____ FUN _____ UNINTERESTING _____

IF OTHER, WHAT? _____

WHY DO YOU THINK YOU FEEL THIS WAY? _____

WHAT SKILL (something learned such as talking clearly, reading),
OR TALENT (something that comes from within such as good sense of
humor/good singing voice) DID YOU SEE YOUR CHILD USING? _____

WHAT NEW THING DO YOU THINK YOUR CHILD LEARNED TODAY? _____

PARENT uses Observation sheet
to determine child's interests and
abilities to intelligently participate
in planning child's future endeavors
with teacher and supportive
community groups — Parents are
guided in this learning process as
part of family literacy program.

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La Alegría de Leer

