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ABSTRACT

The impact of television on the development of preschool children is considered, and some popular programs are reviewed. After a review of the literature on the effects of television, a rating scale was prepared and applied to a number of broadcast (noncable) television shows aimed at children. Ratings were compared with those of 60 parents of preschoolers about the positive and negative aspects of some frequently watched programs. In addition, the author watched some programs in company with preschool children. The review of individual programs, including cartoons, suggests that television is not promoting family values and is not necessarily modeling prosocial behavior for young children. The time children spend watching television could be better spent on other stimulating and developmentally appropriate activities. Parents can select programs carefully and use video equipment to record and show programs with positive values. Monitoring children's television viewing takes extra time and effort but is very important. Parents must take the influence of television on their children seriously. Appendixes contain the rating scale, the program ratings, the parent survey, and Public Broadcasting System schedules. (Contains 9 references.) (SLD)

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An Evaluation of Children's Television

By
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Introduction

According to research, some children spend more time viewing television than doing any activity besides sleeping (Healy, 1990). Because of this, it is important that we research what they are watching and how the experience affects them. In this paper I will look at what impact television viewing has on the development of pre-school children. I will review programs and examine what television is teaching young children. Jane Healy (1990), in her book Endangered Minds, states that large doses of any activity shapes behavior. The amount of television viewing and the types of programs the children are viewing may affect the way they relate to other children, how they solve problems, and how well they are able to concentrate on tasks (Healy, 1990).

The Positive Effects of Viewing Television

Television has the potential to take children to places they would never go and give them experiences they would never have without this medium. Television and video can be an important source of information. Programs can enrich children's vocabulary and be a positive model for pro-social behavior. It also provides families with an inexpensive means of entertainment. While children watch television, parents are able to take a break from the high demands children place on their time. This may be the only peaceful time some parents have. Television may also lengthen some children's attention span.

"Mr. Rogers' Neighborhood" is applauded by Healy because of

it's predictable format, slow repetitive speech, and invitations for children to respond. Research shows that children tend to view "Sesame Street" with more constant attention. However, they remember more of what they see on "Mr. Rogers". It seems they are riveted to watch "Sesame Street" because of all the special effects, but they are not understanding what they are watching all of the time (Healy, 1990).

The Negative Effects of Viewing Television

In my review of literature, I found there were three different concerns about television. Some researchers are concerned about the effects of the amount of time spent viewing television regardless of the content. Others are more concerned about how television viewing effects the brain. The third group has a major concern about the negative content in the television programs children are watching.

The Negative Effects of Time Spent Viewing Television

Marie Winn (1987) did a study in which families gave up television for two weeks and kept journals to record the changes that occurred. Families reported an increase in the time they spent interacting, reading, studying, and engaging in physical activity. They found that television viewing was keeping them from doing many other worthwhile activities (Healy, 1990).

Although families who were involved in the experiment had positive results during the television "turn off", none of the families permanently eliminated television viewing after the

experiment was completed. At first, the author saw this as a failure of the study, until she began to look into the addictive qualities of television viewing. It occurred to her that television viewing has many of the characteristics of an addiction. Winn states (1987) in her book Unplugging the Plug-In Drug, that television viewing is sometimes a compulsive act that brings about little enjoyment and leaves the viewer feeling depressed and unfulfilled. Even though viewers may know the negative effects of watching television, they may have a hard time eliminating their viewing. Although other activities may be more fulfilling, television viewing is a high competitor for other more beneficial activities because it takes little effort. Television viewing keeps families from doing things together. Children's time spent viewing television eliminates activities that involve pretend play and motor skills. They are less likely to be resourceful in finding things to do when it is so easy to turn on the television and be entertained. Research also shows that as viewing hours go up academic achievement goes down. Students who spend many hours in front of the television have little time left to spend studying (Healy, 1990).

The Negative Effects of Television on the Brain

Researchers have found by looking at brain waves, that watching television takes less mental effort than reading. Because of this, we are becoming an alliterate society, which means we are able to read. Many choose not to read because it is easier to watch television. Thus television displaces leisure

reading and inhibits the development of reading skills (Healy, 1990).

During reading, children must create in their minds scenarios, images, tone of voice, and feelings. This does not happen when children watch television. Television creates visual learners who do not refine their auditory language abilities. Children may not learn to process information without pictures due to excessive television viewing (Healy, 1990).

Researchers have found that television viewing induces alpha waves, the slowest possible brain waves. This lack of mental activity is somewhat like a hypnotic state in which there is no mental activity. Children and adults can become addicted to this zombie-like state and crave the hypnotic effect of television viewing to escape from daily stressors. Dr. Sid Segalowitz warns, "Spending time with something that doesn't challenge their brains could impinge on development of prefrontal executive functions, such as control of thinking, attention, and general planning skills" (Healy, 1990, p.57).

Television viewing is also believed to have "attentional inertia" effect. The longer the amount of time spent in front of the television, the greater the probability television viewing will continue. Even through commercials and program changes, children may continue to watch mindlessly, as if they are locked in (Healy, 1990).

In Phil Phillips' book Saturday Morning Mind Control, he states his concerns about the effects of programs on children.

Phillips points out that television did not begin for the purpose of entertaining or educating viewers. Television was created for the primary purpose of selling products. Producers wanted to create programs that will attract viewers who will buy the products advertized on the commercials (Phillips, 1991).

Advertisers conduct studies to determine how to keep viewers' attention. They have found that bright colors, quick movements, sudden noises, close-up, and zoomed-in pictures keep viewers' attention. These effects alert the brain to pay attention involuntarily, because of an instinctive response to danger. Some producers of children's television programs have used this research in developing programs that will keep children's attention. This may cause children to need special effects in order to pay attention to an activity. It may also cause children, who cannot make sense of the constant jerking of their attention, to become withdrawn until something grabs their attention back. This conditions children to give sporadic attention to a task (Healy, 1990). This passive withdrawal which requires over-stimulation for focus can be a problem for children in the classroom. Teachers cannot compete with the special effects television has conditioned them to expect.

Programs that leap in time from one scene to another are difficult for very young children to understand, especially children with a low to moderate level of viewing experience. Time leaps require children to make inferences among scenes (Ableman, 1990). Children find programs with a slow pace and a

predictable format more reassuring (Healy, 1990).

Negative Television Content

Violence on television is a major concern. Child care workers report that they are seeing an increase in aggressive play in children. Children lack the skills needed in order to resolve conflict without using aggression. Many believe the media is to blame. Children see a negative model of behavior on television. Fighting is the method of choice for resolving conflict, since it is made to seem glamorous and fun. Because children come to school with few skills in problem resolution, teachers are recognizing the need to teach children specific skills for resolving conflict (Paige & Levin, 1992).

The amount of violence children view on television causes them to have a distorted view of the world. They become desensitized, to the point that they have no response to the violence they see in real life (Phillips, 1991). Children do not understand the implications violent acts have on real people. They see cartoon characters who are injured, and then a few moments later these same characters show no sign of injury. Children who do not understand that violent acts can cause real harm to people, have harmed others unknowingly. For instance, on an "Oprah Winfrey Show" (July 22, 1993) a mother told of how her son slashed her daughter with a knife while playing Ninja Turtles. Other negative influences critics cite are sex role stereotyping, sexually provocative clothing and behavior, magic, occult symbols and new age influences (Phillips, 1991). Many

programs geared towards young children are frightening for some children. The results of a study done to determine what frightens young children found that they are more fearful of things that appear on television that are perceived as being likely to occur to themselves (Hoffner, 1990).

Critics of children's programs are also concerned about the commercials that are placed throughout the children's programs. Television commercials teach children consumerism. The advertisers encourage children to persuade their parents to buy certain products. Children are not able to understand the propaganda being used in commercials and are easily swayed into believing a product is good. According to the commercials seen on Saturday morning, it would seem as if America is eating only sugary cereal, fast food, and candy bars (Phillips, 1991).

The Children's Television Act came into effect in the fall of 1992. It has put a limit on the amount of advertisements aimed at children and has required stations to prove they are serving the educational needs of children. Cheney (1993), the author of an article in the "Focus on the Family", observes that NBC has abandoned the children's market completely. Instead they have chosen to cater to early-rising adults with the morning news show "Weekend Today". Cheney feels ABC seems to be taking its responsibility seriously, while CBS has kept the same non-educational format (Cheney, 1993).

"Sesame Street", a program many feel is helpful to pre-school children, is attacked in Healy's book. "Sesame Street" is

aimed at disadvantaged children to help them build reading readiness skills. Healy believes the program does not achieve its objective, and that it may even have a negative effect on children. She believes that there is an overemphasis on letter and number recognition, and an under-emphasis on language and thinking skills necessary to make them meaningful. Studies have shown that poor readers view reading as word decoding and word calling. Good readers believe reading is understanding a printed message. "Sesame Street" emphasizes decoding rather than meaning. Another problem Healy finds with "Sesame Street" is that it programs children to need over-stimulation. Children may become bored with reading because print does not jump around on the page as it does on television. "Sesame Street" is made up of small segments, most of which do not relate to each other. Healy says this is antagonistic to training the brain to make connections, an important reading skill (Healy, 1990).

How Children Perceive Television

A study to see if children view television images as real or imaginary, found that children go through developmental stages in their beliefs about television. Two-year-old children believe that objects on television are real, tangible objects, physically present on or behind the screen. At age three, although children have learned that television images are not physical objects that are really present, they have not learned what the objects really are. In the third stage, children at age four come to realize

that the objects exist somewhere in the outside world. Children at this age believe that referents are always just as they are portrayed to be. They take very seriously what they see on television, and they incorporate what they see into how they view the world around them. In stage four, children gradually learn what television content is real or realistic and what content is not (Flavell, 1990). Before young children come to understand what television content is real and what is make-believe, they may become frightened by programs that may not be frightening to older children.

What Parents Should Do

The literature does not advise parents to ban television in their houses. Instead, most authors and psychologists encourage parents and children to plan ahead what programs the children will be able to watch. The viewing should not exceed one hour per day. Many authors suggested that parents view programs with their children, in order to monitor what is being watched and explain or discuss any material the children do not understand.

Many parents are not involved with their children's television viewing. On a recent Oprah Winfrey (July 22, 1993) program, she warned that parents would not let a stranger come into their house and teach their children without knowing what was being taught. However, that is exactly what parents are doing if they allow their children to watch television without monitoring.

The Public Broadcasting Systems Network has available a program guide (See Appendix D) with extending activities for parents and child-care workers to use with children before, during, and after viewing "Sesame Street" and "Mr. Rogers". Workshops are given to help parents and child-care workers use television viewing, storybook reading, and follow-up activities to help stimulate children's desire to learn. A viewing guide is also available for the program "Reading Rainbow". Care-givers can see prior to the airing what books will be featured on the program. This allows them to obtain the featured book, or other related books and materials that would be interesting to children.

Researchers complain that not enough has been done to study the effects of television on children. My purpose is to do a descriptive study ranking programs to help parents chose programs that have positive influences on their children.

Methods

Rating Scale

From the literature I reviewed, I developed a list of positive and negative aspects of children's programs. Positive features included a slow-pace, nonviolent content, and enhancement of self-esteem. Programs that modeled pro-social behavior and programs that dealt with emotional issues that are relevant to young children were also considered positive. I looked for programming that did not have stereotyped roles for

males and females, programs that introduced children to people from differing ethnic back rounds and people with handicaps. I evaluated programs based on their educational content as well as the number of opportunities children were given to participate during the program. I also looked for interrelated themes throughout the program that tied all the parts together.

Negative aspects I looked for included fast-paced programming that had many special effects, drugs or potions being used by the characters, sexual messages, witchcraft, occult symbolism, violence, or programming that may be frightening to children. I used these ideas when developing a scale to evaluate programs (see Appendix A).

Procedure

Program Ratings

I viewed Saturday morning cartoons on network television, afternoon cartoons that air on channel 46, Children's programs on the Public Broadcasting System, and one prime-time cartoon. A few programs were viewed with children present to observe their reactions to the program. I chose not to include children's programs on cable channels, because cable television was not accessible to me and is not available to many children. This is an option for further study. I viewed at least two episodes of each program, while taking notes. After viewing each program, I evaluated the programs with the scale (see Appendix B). The numbers for each item were added together to give each program a score between seventeen and eighty-five, with seventeen being the

highest rating and eighty-five the lowest.

Parent Questionnaire

Approximately sixty parents at Care and Share Pre-School in Bremen, Indiana were given a questionnaire asking them to rate the top five children's programs and the bottom five (see Appendix C). Twenty-three questionnaires were returned. The parents' choices were tallied and compared with the list I formed from my scales.

Results

Program Ratings

The programs were listed in order from most to least beneficial (see Table 1). The results of my scales showed that the most beneficial programs were those on PBS. "Barney and Friends", "Reading Rainbow", "Mr. Rogers' Neighborhood", "Lamb Chop", "Shining Time Station", and "Sesame Street" were at the top of my list. These shows scored better because of their non-violent, educational value, and the promotion of pro-social behaviors.

Parent Questionnaire

The top five programs parents cited were "Barney and Friends", "Sesame Street", "Mr. Rogers' Neighborhood", "Reading Rainbow", and "Lamb Chop" (see Table 2). These programs correlated closely with the results from my rating scales, the only exception being programs that were cited by only one or two parents that were not listed as positive by my scale.

Table 1

| <u>Program</u> | <u>Total Score</u> |
|-------------------------------|--------------------|
| Barney and Friends | 24 |
| Reading Rainbow | 27 |
| Mr. Rogers' Neighborhood | 27 |
| Lamb Chop | 30 |
| Shining Time Station | 36 |
| Sesame Street | 36 |
| Winnie-The-Pooh | 46 |
| Garfield and Friends | 51 |
| Inspector Gadget | 52 |
| Flintstones | 53 |
| Fivel's American Tail | 53 |
| Chip And Dales Rescue Rangers | 55 |
| Land of The Lost | 57 |
| A Pup Named Scooby | 59 |
| Raw Toonage | 60 |
| Goof Troop | 60 |
| Darkwing Duck | 61 |
| Tale Spin | 61 |
| Family Dog | 61 |
| The Addam's Family | 65 |
| Cyber Cops | 67 |
| Bugs Bunny and Tweety | 68 |
| The Little Mermaid | 69 |
| Teenage Mutant Ninja Turtles | 71 |

TABLE 2

Positive Programs Parents Listed

| <u>Program</u> | <u>Number of Times Listed</u> |
|--|-------------------------------|
| Barney and Friends | 20 |
| Sesame Street | 20 |
| Mr. Rogers' Neighborhood | 14 |
| Reading Rainbow | 11 |
| Lamb Chop | 10 |
| Shining Time Station | 6 |
| Winnie the Pooh | 6 |
| Fievel's American Tail | 3 |
| The Little Mermaid | 3 |
| Bugs Bunny and Tweety | 2 |
| Chip and Dale Rescue Rangers | 2 |
| Inspector Gadget | 1 |
| Ninja Turtles | 1 |
| Land of the Lost | 1 |
| Care Bears | 1 |
| Flipper | 1 |
| Eureka's Castle | 1 |
| Where in the World is Carmen Sandiego? | 1 |
| Goof Troop | 1 |
| Darkwing Duck | 1 |
| 911 | 1 |
| Full House | 1 |
| Zorro | 1 |

Negative Programs Listed

| <u>Program</u> | <u>Number of Times Listed</u> |
|------------------------------|-------------------------------|
| Teenage Mutant Ninja Turtles | 16 |
| Cyber Cops | 8 |
| The Addam's Family | 6 |
| Garfield and Friends | 6 |
| Darkwing Duck | 6 |
| Raw Toonage | 5 |
| Goof Troop | 5 |
| Ghost Busters | 3 |
| Inspector Gadget | 3 |
| Transformers | 2 |
| Rosanne | 2 |
| Land of the Lost | 2 |
| A Pup Named Scooby | 2 |
| Bugs Bunny and Tweety | 2 |
| Tiny Tunes | 2 |
| Tale Spin | 1 |
| G.I. Joe | 1 |
| Mr. Rogers' Neighborhood | 1 |
| Shining Time Station | 1 |

| | |
|---------------|---|
| Crash Dummies | 1 |
| The Simpsons' | 1 |
| Bonkers | 1 |
| Beatle Juice | 1 |

Other Comments.

About every cartoon is negative.

Any Cartoon or children's show that has a violent theme has a negative effect on children.

Any cartoon with violence is negative.

All other cartoons have too much violence.

We have a few Barney movies which are excellent-other than that we do not watch any Saturday television, because I've never felt any of it was worth the time. I also work full time so we don't have an opportunity for any other children's programs. My daughter plays dress up or plays outside most of the time so she doesn't watch much television.

The programs parents listed as being negative influences on children also correlated closely to my findings. The top five programs listed as negative by parents were "Teenage Mutant Ninja Turtles", "Cyber Cops", "The Addams Family", "Garfield and Friends", and "Darkwing Duck".

Discussion

My Reactions to the programs

The programs on PBS gave children ideas of activities to try at home and encouraged the children to participate while viewing. The producers of these programs are definitely aiming to provide enrichment for the viewers and not merely to entertain them.

"Barney and Friends" features a group of children singing songs and dealing with relevant emotional issues that apply to children. The children model positive social behavior. There are a variety of children on the program from differing ethnic backgrounds. One program that I viewed had a blind girl as a guest. She explained to the children how she read braille, and shared other things about what it was like to be blind. Each program has a theme that is the center of all of the activities. One program dealt with the five senses and another with bugs and insects. Children are given ideas of projects they can do at home, and are able to sing along and to do the motions to the familiar songs. Books are shared, and the love of reading is modeled for children.

"Reading Rainbow" is an informative program that encourages

children to read. Each program centers around a book as a theme. The book is read and then the program takes the children to a related place to explore the topic further. This program is not only informative, but it also encourages children to read.

I do not enjoy watching "Mr. Rogers' Neighborhood" as much as the other PBS children's programs, but I do see the value of the program for young children. Mr. Rogers' slow manner of speaking is appropriate for young children who are developing vocabulary. He deals with emotional issues that relate to young children, such as being sad or afraid when people leave. He also introduces children to many interesting topics. One program features a visit to dancers who are practicing ballet. In another episode, the children are given a tour of a beauty shop.

Lamb Chop is a revival of an earlier and successful program. Sharrie Lewis sings songs and reads stories with the aid of her puppet, Lamb Chop. This program is definitely full of humor geared to five- and six-year-olds. It gives children ideas of activities that they can try at home. Each program has a dialogue between Sharrie and the puppets that is broken into small segments. Jokes, songs and activities are shown between the segments. The only drawback is that this may become confusing to very young children who may not be able to see the relationship between the segments.

Of the programs on PBS, I found "Shining Time Station" the least educational. The characters are people at a train station. The theme is a problem they must solve. The Conductor tells a

story which portrays trains as the characters. The trains are not only popular with young children, they also promote positive behaviors such as working together.

As an adult, "Sesame Street" was my least favorite PBS program to watch. The small, short segments that had little relationship to each other were difficult to focus on. Children are not given opportunities to participate. The program does focus on many phonics-related reading readiness skills and some math skills. It also exposes children to many different ethnic cultures and shows the diversity among them.

Although the programs on PBS have qualities that are beneficial to young children they have gotten poor reviews from many parents. Barney and Mr. Rogers have especially gotten mixed reviews from parents. Parents do not always enjoy Mr. Rogers' slow easy-going mannerisms. However, this is very appealing to young children. These programs are geared towards the developmental needs of young children, not adults.

Of the numerous cartoons I viewed, I felt "Winnie-the-Pooh" was the least offensive. "Winnie-the-Pooh" often deals with friendships and other issues that seem relevant to children's lives. The program has a creative plot which avoids violence and usually has a lesson to be learned. Winnie-the-Pooh is a child-like, innocent character.

"Garfield" usually has a unique and fairly creative plot. Some of the humor is geared towards adults, since Garfield's behavior is a poor model for children to follow. He treats Odie

and Jon abusively. He acts selfishly and is a glutton.

As a child, I enjoyed watching "The Flintstones" and I do not see many negative aspects in it. However, Fred Flintstone does not always behave in a way I would want children to imitate. Unlike some other cartoons, his negative behaviors have negative consequences and some change in his behavior occurs. Because of the time in which this cartoon was made, there is a lot of sexual stereotyping. For instance, in one episode Wilma stayed home to keep the frying pan hot while Fred went fishing. I feel the program is harmless entertainment.

The remainder of the cartoons I viewed seemed to be void of any creativity. Over and over again I saw plots that revolved around the forces of good and evil. There were many chase scenes and much violence. "Teenage Mutant Ninja Turtles", "The Little Mermaid", "Cyber Cops", "Tale Spin", "Darkwing Duck", "Fivel's American Tail", "Goof Troop", "Chip and Dales Rescue Rangers", and "Inspector Gadget" all follow the plot of the fight between good and evil. The similarities in the plots made it monotonous to view these programs. In many of the programs, there were characters who used technology to develop something that would enable them to control the world or get rich. The characters were different, but the story line was similar in each of the programs. They were fast-paced with many quick movements on the screen along with loud noises. The amount of violence in these programs was disturbing.

"A Pup Named Scooby" features a second generation of the

original cast of the earlier cartoon "Scooby Doo." In each episode, the group of friends find themselves in a situation where they are being haunted or stalked by a strange monster or spirit. The friends solve the mystery and discover who is behind the mask. Although I enjoyed the earlier version of the cartoon when I was a child, as an adult I see the lack of a creative plot. I also do not feel children need to watch cartoons in which the characters spend most of their time being terrified. Shaggy and Scooby spend a lot of their time gorging themselves. I fail to see the humor of this behavior.

"Land of the Lost" has a slightly more creative plot. It features two children and their father who were sent back into the dinosaur age. Some of the dinosaurs could be frightening to young children.

The "Addam's Family" was one program that I felt very strongly about. I could not believe the negative behaviors that were being modelled in this program. The characters were shown enjoying doing acts of violence to themselves and others. In one episode, a boy ran away from home because his parents "controlled" his life. The parents promote cheating and tell their children that they are proud of them when they cheat. The parents encourage the siblings to hurt each other and get revenge. At one point in an episode the sister tortured her brother by crushing him in a vice and told him that she wanted to humiliate him in front of the whole family. Adults may be able to watch a program like this and see the humor in it, but it is

terrifying to think a child may model the behavior he sees these children portraying.

"Family Dog" was a cartoon that was aired for several weeks this past summer on Wednesday nights. It was considered to be for family viewing. This program did not promote pro-social behavior and used adult humor. The problem here is that many parents see a cartoon and automatically believe the program is suitable for young children. "Family Dog" was offensive to me and I felt it was not a cartoon young children should watch. Apparently this program was not popular with audiences, because it no longer airs.

In many of the programs I viewed, it seemed producers were trying to emulate reality in their programming. The results were many programs with a lack of positive role models.

The "Little Mermaid" programs I viewed disturbed me because of the dramatic scary music and the frightening creatures. One episode I viewed was basically one big chase scene, with the characters running in terror from a monster. It turned out at the end that the monster was harmless, but for twenty minutes the viewer was made to believe the character was in much danger. Critics may also have objections to the scantily-clothed Little Mermaid.

Reactions of Young Children

I viewed some of the programs with four-year-old twin boys who are slightly delayed in their development. They tended to like cartoons rather than the children's programs on PBS. The

fast-paced action and the bright colors kept their attention better than the programs on PBS. I also viewed some programs with two-and six-year-old siblings. Both children watched very intently and enjoyed programs on PBS and cartoons. The parents of the two-and six-year-old boys encourage the children to watch PBS more than cartoons, whereas the twin boys view cartoons most of the time they watch television. Children who are exposed to active television programs at a young age may tend to choose fast-paced programs over a slower-paced program.

My Reactions

From doing this research I have become more aware of how television programs influence even adult audiences. I have become more of a television critic than a television viewer. I have become more aware of the values that are being conveyed in the programs on television. There is a lack of traditional family values in the programs I have viewed.

As a result, I have come to the conclusion that children need to be doing more stimulating and developmentally-appropriate activities other than watching television. The time they spend consuming television is denying them the opportunity for many other more beneficial activities. Time spent viewing television should be planned and closely monitored by an adult. For a pre-school age child I feel the time spent viewing should not exceed one hour a day.

Parents can be sure their children are watching programs that will model pro-social behaviors by choosing children's

programs from PBS for their children to view. "Winnie-the-Pooh" is the only network Saturday morning cartoon currently airing that I feel has a positive influence on children. Parents can supplement good children's videos in the place of regular television programming. Parents can also make use of video tape recorders, by taping positive programs that can be viewed by children at a later date.

Follow-Up Studies

A few weeks after I completed viewing and evaluating Saturday morning cartoons, many new cartoons joined the Saturday line-up. A follow-up study could be done evaluating the new programs using my evaluation model. Programs viewed by different age levels of children could also be evaluated.

I also believe that research needs to be done on the effects of playing video games. This is another activity that seems to have an addictive component that consumes much of the player's time. The content of video games has also been questioned. In some video games children manipulate characters who perform very realistic-appearing violent acts. The effects of actively being involved in the violent acts may have even stronger influences on children.

Conclusion

Recently in the news there has been a debate over a program called "Beevis and Butthead" which airs on MTV. A young boy started a fire after watching the characters on the program model this behavior. Critics of the program blamed the producers for

the boy's actions. It is evident that this program was a poor model, but the question should also be raised as to where the boy's parents were and why the boy was allowed to view the program.

Monitoring children's television viewing takes extra time and effort on the part of parents, but nothing could be more important than what children put into their minds. Parents need to take seriously the influence television has on children. Adults may be able to watch programs and be relatively unaffected by what they see. Children on the other hand are learning how to relate to the world around them. They are looking for models of behavior. If we allow them to view negative models without discussing what they are viewing, we are hindering their development into productive well-adjusted adults.

Teachers can encourage their class to have a "T.V. turn-off" as suggested in Marie Winn's (1987) book. They can help children to see how television viewing takes time away from other beneficial activities. Teachers can help parents and children become aware that not all television programs are appropriate for young children to watch.

As parents and teachers, we need to become involved in what children are watching on television. If we sit back and allow them to be constantly bombarded with negative, antisocial models for behavior, we will see the negative effects in our society.

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Appendix A

Rating Scale

RATING SCALE

| | | | |
|----|--|-----------|---|
| 1 | The program is slow paced and calm. | 1 2 3 4 5 | The program is fast paced with a lot of action. |
| 2 | There are no acts of violence. | 1 2 3 4 5 | There are many acts of violence. |
| 3 | The program makes an effort to enhance self-esteem. | 1 2 3 4 5 | The program damages positive self-esteem. |
| 4 | The program models pro-social behavior. | 1 2 3 4 5 | The program models negative social behavior. |
| 5 | The program has a connecting theme that is present throughout the episode. | 1 2 3 4 5 | The scenes in the program are not related. |
| 6 | The program is humorous to children. | 1 2 3 4 5 | The program is not humorous to children. |
| 7 | The program is humorous to adults. | 1 2 3 4 5 | The program is not humorous to adults. |
| 8 | The program shows people from different cultural backgrounds. | 1 2 3 4 5 | The program is not culturally diverse. |
| 9 | The program deals with emotional issues relevant to young children. | 1 2 3 4 5 | The program does not deal with relevant emotional issues. |
| 10 | The program does not portrait sex role stereo typing. | 1 2 3 4 5 | The program does portrait sex role stereo typing. |
| 11 | No drugs or potions are used by the characters. | 1 2 3 4 5 | The program shows characters using drugs or potions. |
| 12 | The program has no sexual messages. | 1 2 3 4 5 | The program has sexual messages. |
| 13 | The program does not deal with magic, occult symbols or spells. | 1 2 3 4 5 | The program deals with magic, occult symbols or spells. |

14 The program is informative. 1 2 3 4 5

The program is purely for entertainment.

15 The program promotes children to participate. 1 2 3 4 5

The program promotes passivity.

16 The program develops reading readiness skills. 1 2 3 4 5

The program does not develop reading readiness skills.

17 The program would not be scary to children. 1 2 3 4 5

The program would be scary to children.

Appendix B

Rating Scale Results

Item #

Barney Reading Rainbow Mr. Rogers Lamb Chop Shining Time Sesame Street Winnie the Pooh Garfield Inspector Gadget Flintstones Fievel's American Tail Rescue Rangers

| | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 1 | 1 | 3 | 1 | 3 | 3 | 2 | 4 | 4 | 2 | 4 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 3 | 3 |
| 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 4 | 3 | 3 | 3 | 4 |
| 5 | 1 | 1 | 1 | 3 | 1 | 4 | 2 | 5 | 2 | 2 | 2 | 1 |
| 6 | 2 | 3 | 5 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 3 |
| 7 | 3 | 3 | 5 | 3 | 4 | 3 | 1 | 1 | 4 | 3 | 5 | 5 |
| 8 | 1 | 1 | 1 | 2 | 1 | 1 | 5 | 5 | 5 | 5 | 5 | 5 |
| 9 | 2 | 2 | 1 | 2 | 1 | 3 | 4 | 5 | 5 | 5 | 5 | 4 |
| 10 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 2 | 2 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| 13 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| 14 | 1 | 1 | 1 | 3 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 15 | 1 | 3 | 1 | 1 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 16 | 2 | 1 | 2 | 3 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 |
| 17 | 1 | 2 | 1 | 1 | 2 | 1 | 4 | 1 | 2 | 1 | 2 | 2 |

Total: 24 27 27 30 36 36 46 51 52 53 53 55

Item #

| | Land of the Lost | A Pup Named Scooby | Raw Toonage | Goof Troop | Darkwing Duck | Tale Spin | Family Dog | The Adams Family | Cyber Cops | Bugs Bunny & Tweety | The Little Mermaid | Ninja Turtles |
|----|------------------|--------------------|-------------|------------|---------------|-----------|------------|------------------|------------|---------------------|--------------------|---------------|
| 1 | 2 | 5 | 5 | 5 | 5 | 4 | 3 | 2 | 5 | 5 | 5 | 5 |
| 2 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 4 |
| 4 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 |
| 5 | 1 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 4 | 2 | 2 |
| 6 | 5 | 2 | 3 | 4 | 2 | 3 | 2 | 5 | 5 | 3 | 4 | 2 |
| 7 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 5 | 5 | 4 | 5 | 5 |
| 8 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 5 |
| 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 10 | 1 | 2 | 1 | 2 | 1 | 4 | 4 | 2 | 5 | 4 | 3 | 4 |
| 11 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 4 | 5 | 5 |
| 12 | 2 | 2 | 2 | 1 | 1 | 3 | 5 | 2 | 1 | 2 | 3 | 5 |
| 13 | 1 | 3 | 1 | 1 | 4 | 1 | 4 | 3 | 2 | 2 | 2 | 3 |
| 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 15 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 16 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 17 | 4 | 4 | 1 | 2 | 4 | 3 | 2 | 2 | 3 | 2 | 4 | 2 |

Total= 57 59 60 60 61 61 61 65 67 68 69 71

Appendix C

Parent Survey

Dear Parent,

I am working on a masters research project reviewing pre-school children's television. I am interested in the opinion of pre-school parents. It would be very helpful if you could take a few minutes to complete this page. Please return it to your child's teacher by 9-17-93.

Thank you,

Barbara Beron

ATTACHED IS A LIST OF PROGRAMS THAT MAY BE USED. PLEASE FEEL FREE TO LIST PROGRAMS THAT ARE NOT ON THE ATTACHED LIST.

LIST THE FIVE CHILDREN'S TELEVISION PROGRAMS THAT YOU BELIEVE HAVE THE MOST POSITIVE INFLUENCE ON CHILDREN.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

LIST THE FIVE CHILDREN'S TELEVISION PROGRAMS THAT YOU BELIEVE TO HAVE THE LEAST POSITIVE INFLUENCE ON CHILDREN.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Appendix D

Broadcast Schedules For PBS

READING RAINBOW BROADCAST SCHEDULE 1993 - 1994

| PROGRAM NUMBER | PROGRAM TITLE | AIR TIMES | | | |
|----------------|---|-------------|---------|---------|---------|
| | | 1993 | 1994 | 1994 | 1994 |
| #101 | TIGHT TIMES | Oct. 18 | Mar. 7 | July 25 | 1994 |
| #102 | MISS NELSON IS BACK | 19 | 8 | 26 | |
| #103 | BEA AND MR. JONES | 20 | 9 | 27 | |
| #104 | BRINGING THE RAIN TO KAPITI PLAIN | 21 | 10 | 28 | |
| #105 | LOUIS THE FISH | 22 | 11 | 29 | |
| #106 | DIGGING UP DINOSAURS | Oct. 25 | Mar. 14 | Aug. 1 | |
| #107 | LIANG AND THE MAGIC PAINTBRUSH | 26 | 15 | 2 | |
| #108 | GILA MONSTERS MEET YOU AT THE AIRPORT | 27 | 16 | 3 | |
| #109 | THREE DAYS ON A RIVER IN A RED CANOE | 28 | 17 | 4 | |
| #110 | THE GIFT OF THE SACRED DOG | 29 | 18 | 5 | |
| #111 | GREGORY, THE TERRIBLE EATER | Nov. 1 | Mar. 21 | Aug. 8 | |
| #112 | THREE BY THE SEA | 2 | 22 | 9 | |
| #113 | ARTHUR'S EYES | 3 | 23 | 10 | |
| #114 | THE DAY JIMMY'S BOA ATE THE WASH | 4 | 24 | 11 | |
| #115 | TY'S ONE MAN BAND | 5 | 25 | 12 | |
| #201 | HOT-AIR HENRY | Nov. 8 | Mar. 28 | Aug. 15 | |
| #202 | SIMON'S BOOK | 9 | 29 | 16 | |
| #203 | OX-CART MAN | 10 | 30 | 17 | |
| #204 | MYSTERY ON THE DOCKS | 11 | 31 | 18 | |
| #205 | A CHAIR FOR MY MOTHER | 12 | Apr. 1 | 19 | |
| #301 | PAUL BUNYAN | Nov. 15 | Apr. 4 | Aug. 22 | |
| #302 | THE PATCHWORK QUILT | 16 | 5 | 23 | |
| #303 | HILL OF FIRE | 17 | 6 | 24 | |
| #304 | THE TORTOISE AND THE HARE | 18 | 7 | 25 | |
| #305 | PERFECT THE PIG | 19 | 8 | 26 | |
| #306 | ANIMAL CAFE | Aug. 2 1993 | Nov. 22 | Apr. 11 | Aug. 29 |
| #307 | ALISTAIR IN OUTER SPACE | 3 | 23 | 12 | 30 |
| #308 | FEELINGS | 4 | 24 | 13 | 31 |
| #309 | WATCH THE STARS COME OUT | 5 | 25 | Apr. 14 | Sep. 1 |
| #310 | MAMA DON'T ALLOW | 6 | 26 | 15 | 2 |
| #401 | SPACE CASE | Aug. 9 | Nov. 29 | Apr. 18 | Sep. 5 |
| #402 | THE MILK MAKERS | 10 | 30 | 19 | 6 |
| #403 | IMOGENE'S ANTLERS | 11 | Dec. 1 | 20 | 7 |
| #404 | GERMS MAKE ME SICKI | 12 | 2 | 21 | 8 |
| #405 | ABIYOYO | 13 | 3 | 22 | 9 |
| #406 | THE LIFE CYCLE OF THE HONEYBEE | Aug. 16 | Dec. 6 | Apr. 25 | Sep. 12 |
| #407 | KEEP THE LIGHTS BURNING, ABBIE | 17 | 7 | 26 | 13 |
| #408 | CHICKENS AREN'T THE ONLY ONES | 18 | 8 | 27 | 14 |
| #409 | THE PAPER CRANE | 19 | 9 | 28 | 15 |
| #410 | THE RUNAWAY DUCK | 20 | 10 | 29 | 16 |
| #411 | A THREE HAT DAY | Aug. 23 | Dec. 13 | May 2 | Sep. 19 |
| #412 | RUMPELSTILTSKIN | 24 | 14 | 3 | 20 |
| #413 | BEST FRIENDS | 25 | 15 | 4 | 21 |
| #414 | MEANWHILE BACK AT THE RANCH | 26 | 16 | 5 | 22 |
| #415 | MY LITTLE ISLAND | 27 | 17 | 6 | 23 |
| #501 | THE BIONIC BUNNY SHOW | Aug. 30 | Dec. 20 | May 9 | Sep. 26 |
| #502 | BUGS | 31 | 21 | 10 | 27 |
| #503 | THE ROBBERY AT THE DIAMOND DOG DINER | Sep. 1 | 22 | 11 | 28 |
| #504 | BRUSH | 2 | 23 | 12 | 29 |
| #505 | THE PURPLE COAT | 3 | 24 | 13 | 30 |

**TODAY
ON
SESAME
STREET**

WNIT34

Sesame Street
Preschool
Educational
Program



June 7 - July 31, 1993

Shows 3026-3065

Sesame Street PEP is supported in part by the Corporation for Public Broadcasting, an institutional grant from The John D. and Catherine T. MacArthur Foundation, and Children's Television Workshop

**WNIT Television
PO Box 3434
Elkhart IN 46515**

Local sponsors of Sesame Street PEP

WNIT34
ERIC Television
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Saint Mary's College
NOTRE DAME · INDIANA

**Early
Childhood
Development
Center Inc.**

SHOW # 3026

Featured Goals: BODY PARTS And HEALTH PRACTICES

Today we hear a song and see lots of children taking care of an important part of their bodies—their teeth. The children brush their teeth so that they stay strong and healthy. Teeth are an important part of our bodies—we use them to eat, and to smile!

Before You Watch

- Ask the children to show you their teeth. How do they use their teeth? How do they take care of their teeth? Have your children make a smile—what beautiful teeth!

While You Watch

- Point out all of the children brushing their teeth.

After You Watch

- Ask your children how they use their teeth, and how they take care of them. Choose an activity in *Child: Body Parts*, or make up your own activity. Explain to the children that now you are going to do an activity and/or read a storybook about the different parts of our bodies.

SHOW # 3029

Featured Goal: BODY PARTS

Today we hear a song about the different parts of our faces. We have eyes for seeing, ears for hearing, a nose for smelling, and a mouth for eating and for talking. Faces come in many different shapes, sizes and colors, and they are all special.

Before You Watch

- Have your children point out the different parts of their faces, and talk about how they use each part.

While You Watch

- Sing along, pointing to the different parts of your faces as you sing about them.

After You Watch

- Talk about the parts of the face you sang about, and how you use each part. Choose an activity in *Child: Body Parts*, or make up your own activity. Explain to the children that now you are going to do an activity and/or read a storybook about the different parts of our faces.

SHOW # 3027

Featured Goals: DIFFERENT POINTS OF VIEW And BODY PARTS

Today a group of children go to the playground. The children are blind—they cannot see. They play in the playground by using their hands to touch, and their ears to hear.

Before You Watch

- Have your children close their eyes. Ask them to listen very carefully, and to tell you what they hear. Then chose an object, and have the children take turns feeling it. Can they tell what it is without seeing it?

While You Watch

- Point out how the children tell what is around them.

After You Watch

- Ask your children how the blind children could tell what was around them. Choose an activity in *Human Diversity: Different Points Of View* or *Child: Body Parts*, or make up your own activity. Explain to the children that now you are going to do an activity and/or read a storybook about how we are all the same and different, or how we use the different parts of our bodies.

SHOW # 3030

Featured Goal: THINKING ABOUT WHAT WE SEE

Today we see pieces of a puzzle moving around. The pieces fit together in different ways, but they don't look right. Can you guess what the picture will be when the pieces fit together the right way?

Before You Watch

- Cut a picture from a magazine into pieces (2 or 3 pieces with younger children, and 4 or 5 pieces with older children). Have the children put the pieces together until they make a picture.

While You Watch

- Can you guess what the picture will be?

After You Watch

- Remind the children of how they put their puzzle together. Choose an activity in *Thinking Skills: Thinking About What We See*, or make up your own activity. Explain to the children that now you are going to do an activity and/or read a storybook about what we see.

SHOW # 3028

Featured Goal: THINKING ABOUT WHAT WE HEAR

Today children sing a song about words that rhyme. When words rhyme, they sound the same. The children sing about a rose, a nose, and toes!

Before You Watch

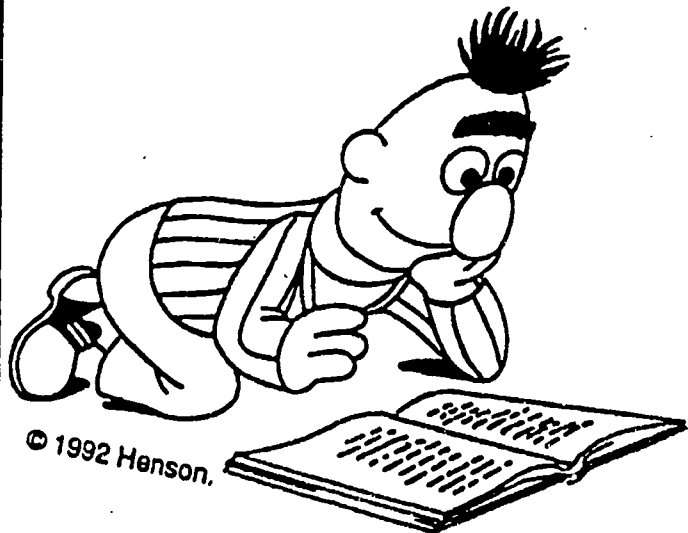
- Help your children think of words that rhyme, or read them a poem.

While You Watch

- Have your children point out the words they hear that rhyme.

After You Watch

- Ask your children how the words they heard rhymed—they sounded the same. Choose an activity in *Thinking Skills: Thinking About What We Hear*, or make up your own activity. Explain to the children that now you are going to do an activity and/or read a storybook about the sounds we hear.



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JUNE 7 - 30 1993

| SUN. | MON. | TUES. | WED. | THURS. | FRI. | SAT. |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 7 3026 A D 0 | 8 3027 A G 16 | 9 3028 Z R 9 | 10 3029 Q T 13 | 11 3030 A S 9 | 12 3029 Q T 13 |
| 13 3030 A S 9 | 14 3031 H R 8 | 15 3032 A D 7 | 16 3033 E O 12 | 17 3034 F Z 17 | 18 3035 B D 2 | 19 3034 F Z 17 |
| 20 3035 B D 2 | 21 3036 A G 5 | 22 3037 K O 10 | 23 3038 L V 20 | 24 3039 N W 4 | 25 3040 B I 17 | 26 3039 N W 4 |
| 27 3040 B I 17 | 28 3041 D M 13 | 29 3042 G X 7 | 30 3043 C Y 9 | | | |

JULY 1993

| SUN. | MON. | TUES. | WED. | THURS. | FRI. | SAT. |
|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------|----------------------|
| | | | | 1 3044 H R 19 | 2 3045 F S 6 | 3 3044 H R 19 |
| 4 3045 F S 6 | 5 3046 G L 6 | 6 3047 O Z 9 | 7 3048 F X 17 | 8 3049 H O 15 | 9 3050 I Y 20 | 10 3049 H O 15 |
| 11 3050 I Y 20 | 12 3051 L Q 11 | 13 3052 J U 18 | 14 3053 B P 4 | 15 3054 D N 16 | 16 3055 K V 20 | 17 3054 D N 16 |
| 18 3055 K V 20 | 19 3056 I Z 2 | 20 3057 O W 5 | 21 3058 X Y 10 | 22 3059 S T 17 | 23 3060 D Q 10 | 24 3059 S T 17 |
| 25 3060 D Q 10 | 26 3061 B G 13 | 27 3062 S U 5 | 28 3063 R W 6 | 29 3064 E J 8 | 30 3065 not available | 31 3064 E J 8 |

WNIT34
Television

⊕
Saint Mary's College
NOTRE DAME · INDIANA

**Early
Childhood
Development
Center Inc.**

Sesame Street Preschool Educational Program (PEP)

Entertaining and informative workshops show how to combine active television viewing, storybook reading, and follow-up activities to help stimulate young children's natural desire to learn.



The six-hour workshop session is a great bargain. All persons receive:

- The Provider Handbook
- The Play and Learn Activity Book
- The Today On Sesame Street Calendar, which comes in the mail to you each month
- A Sesame Street tote bag filled with early childhood materials
- A continental breakfast, drinks, and lunch
- A subscription to the monthly Small Talk newsletter.
- A certificate for six hours of training
- A children's storybook
- The workshop itself, which consists of video clips, games, discussions, and hands-on activities.

All workshops are on Saturdays from 9 a.m. until 3 p.m. at Saint Mary's College in Notre Dame, Indiana, or at WNIT Television in Elkhart.

Because of generous community contributions, all this is offered to you for only a \$10 pre-registration deposit and a \$25 fee payable on the day of the workshop.

For more information, contact

Rebecca Thompson, WNIT Education Projects Coordinator
PO Box 3434, Elkhart IN 46515 (219) 674-5961 FAX (219) 262-8497

The new Sesame Street PEP Initiative is offered to child care providers, educators, and parents of young children.

Mister Rogers' Neighborhood® National PBS Broadcast Schedule for SEPTEMBER 1992-AUGUST 1993

Underneath each date is the program number which is scheduled for *national broadcast* on that date. Program numbers appear at the very end of each program for episodes #1001-1460. From #1461 on, they appear at the beginning.

Morning broadcasts of MISTER ROGERS' NEIGHBORHOOD are often the same programs as the day before or the week before on this national schedule.

If you have any questions about the programs which are being aired, please contact your local PBS station.

September, 1992

| M | T | W | T | F | |
|------------|------------|------------|------------|------------|-----------------------------|
| | 1 1482 | 2 1483 | 3 1484 | 4 1485 | COMPE- TITION |
| 7 1486 | 8 1487 | 9 1488 | 10 1489 | 11 1490 | PLAY |
| 14 1471 | 15 1472 | 16 1473 | 17 1474 | 18 1475 | OPERA: "BUBBLE- LAND" |
| 21 1491 | 22 1492 | 23 1493 | 24 1494 | 25 1495 | DISCIPLINE |
| 28 1496 | 29 1497 | 30 1498 | | | PETS |

December

| M | T | W | T | F | |
|------------|-------------|------------|-------------|------------|--------------------------------------|
| | 1 1537 | 2 1538 | 3 1539 | 4 1540 | FOOD |
| 7 1541 | 8 1542 | 9 1543 | 10 1544 | 11 1545 | NO & YES |
| 14 1531 | 15 1532 | 16 1533 | 17 1534 | 18 1535 | OPERA: "A GRANDDAD FOR DANIEL" |
| 21 1546 | 22 1547 | 23 1548 | 24 1549 | 25 1550 | MUSIC |
| 28 1551 | 29 1552* | 30 1553 | 31 1554* | | FAMILIES ("ADOPTION") |

October

| | | | 1 1499 | 2 1500 | |
|------------|------------|------------|------------|------------|-------------------------------|
| 5 1476 | 6 1477 | 7 1478 | 8 1479 | 9 1480 | DIVORCE |
| 12 1501 | 13 1502 | 14 1503 | 15 1504 | 16 1505 | OPERA: "SPOON MOUNTAIN" |
| 19 1506 | 20 1507 | 21 1508 | 22 1509 | 23 1510 | FRIENDS |
| 26 1466 | 27 1467 | 28 1468 | 29 1469 | 30 1470 | SUPER- HEROES |

January, 1993

| | | | | 1 1555 | |
|------------|------------|------------|------------|------------|---------------------------------|
| 4 1516 | 5 1517 | 6 1518 | 7 1519 | 8 1520 | DAY CARE |
| 11 1556 | 12 1557 | 13 1558 | 14 1559 | 15 1560 | MAKING & CREATING |
| 18 1561 | 19 1562 | 20 1563 | 21 1564 | 22 1565 | OPERA: "A STAR FOR KITTY" |
| 25 1566 | 26 1567 | 27 1568 | 28 1569 | 29 1570 | PLAY- THINGS |

November

| 2 1511 | 3 1512 | 4 1513 | 5 1514 | 6 1515 | GAMES |
|------------|------------|------------|------------|------------|----------------------|
| 9 1521 | 10 1522 | 11 1523 | 12 1524 | 13 1525 | CONFLICT |
| 16 1526 | 17 1527 | 18 1528 | 19 1529 | 20 1530 | WORK |
| 23 1656 | 24 1657 | 25 1658 | 26 1659 | 27 1660 | NEW: UP & DOWN |
| 30 1536 | | | | | |

February

| 1 1571 | 2 1572 | 3 1573 | 4 1574 | 5 1575 | DANCE |
|------------|------------|------------|------------|------------|----------------------|
| 8 1576 | 9 1577 | 10 1578 | 11 1579 | 12 1580 | MISTAKES |
| 15 1581 | 16 1582 | 17 1583 | 18 1584 | 19 1585 | ALIKE & DIFFERENT |
| 22 1661 | 23 1662 | 24 1663 | 25 1664 | 26 1665 | NEW: (TBA) |

MISTER ROGERS' NEIGHBORHOOD

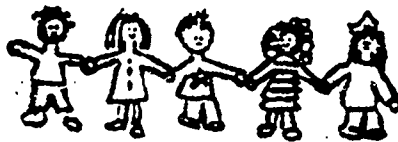
CHILD CARE PARTNERSHIP



Now child care providers, educators, and parents of preschoolers can use the imaginative early childhood activities created especially for viewers of "Mister Rogers' Neighborhood."

The Value of "Mister Rogers' Neighborhood"

- Preschoolers and adults alike discover a calm and caring atmosphere on "Mister Rogers' Neighborhood." Each day, Mister Rogers reassures each child that he or she is a unique and valued person.
- By watching "Mister Rogers' Neighborhood" interactively, the behavior of young children has been shown to improve, with fewer incidents of hostile aggression and more cooperative behaviors.



A Quality Resource Book

- By using the **Mister Rogers' Plan and Play Book** along with active viewing, the value of the television program is extended to each child who watches. The book is an excellent resource filled with fun and educational activities that correspond to the themes of the broadcast.
- Children create murals, talk about their feelings, and fingerprint in shaving cream as they follow the suggestions in the **Plan and Play Book**.

How You Can Bring "Mister Rogers" to Your Neighborhood

- Area workshops train child care providers, educators, and parents to use the Mister Rogers materials.
- During the three-hour workshop session, participants view a videotape, earn a certificate of training, do some hands-on activities from the resource book, have refreshments, and meet others who love young children.
- For only a \$15 fee, each person receives a copy of the **Mister Rogers' Plan and Play Book**, a Mister Rogers record, a children's storybook, and a subscription to the "Small Talk" Preschool Newsletter. The **Plan and Play Book** itself retails for \$15, so this educational package of training and materials is a great bargain!

For Further Information

Contact the Education Projects Coordinator at WNIT Television
Rebecca Thompson, PO Box 3434, Elkhart IN 46515
(219) 674-5961 FAX (219) 262-8497

Financial aid is available to those who meet income and family size guidelines.

Barbara K. Beron
1303 Byron Drive
South Bend, IN 46614
(219)291-8628

Education

A.S. Early Childhood Education
Indiana University, Fort Wayne, IN

B.A. Elementary Education
Concordia University, River Forest, IL

M.A. Elementary Education
Indiana University, South Bend, IN

Professional Experience

St. Paul's Lutheran School-Bremen, IN
Second and Third Grade Teacher
1987-1993

Brown Centralized Kindergarten-South Bend, IN
Kindergarten Teacher
1993- Present

SUMMARY OF FINDINGS

The following is a summary of findings from a representative survey of 406 school district purchasing officials from the 14,467 districts nationwide. The study was conducted by MGA/Thompson, Inc. of Denver, Colorado, for the National School Public Relations Association (NSPRA) through a grant from Tetra Pak, Inc., a manufacturer of milk cartons and drink boxes. The interviews were completed February 9-18 and March 24-29, 1994.

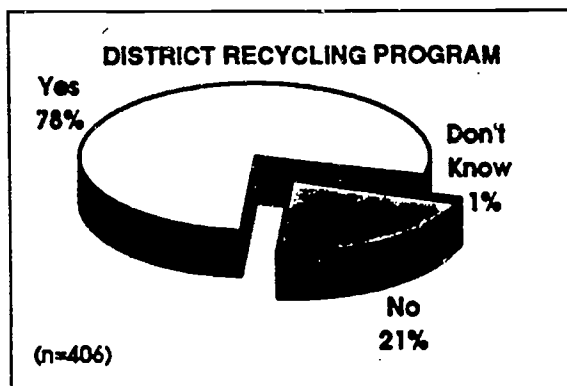
Random samples were drawn from three segments of public schools districts based on enrollment: less than 5,000 students; 5,000 students to less than 25,000; and 25,000 or more students.

The sample listings were drawn to ensure adequate representation from each of the three segments. In the report, total results have a maximum margin of error of ± 4.9 percent and are weighted to reflect the correct proportion of students within the three segments using enrollment figures for the 1993-94 school year. Unless noted, there are no differences in the particular results being described based on size of school district.

Key Issues Facing School Districts

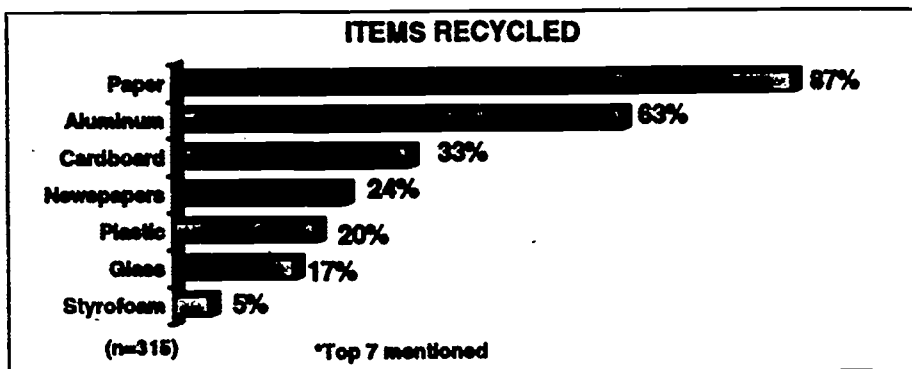
1. *School finances/funding/budgets* is overwhelmingly the biggest problem school districts must face; nearly three in five purchasing officials (58 percent) say funding is their key concern. Funding is somewhat less of a concern among the largest school districts, those with 25,000 or more students (47 percent), but more of concern among the smallest districts, those with less than 5,000 students (72 percent).
2. *Discipline/lack of discipline* is the second biggest problem among school districts face but was only mentioned by 7 percent of respondents. *Parents' lack of interest* is rated third and was mentioned by 5 percent of respondents.

Awareness and Participation in Recycling



3. Nearly four in five school districts (78 percent) currently have a recycling program in place within their schools. Participation in recycling efforts is somewhat higher among the largest school districts (89 percent), and somewhat lower among the smallest districts (66 percent).
4. Among those districts currently recycling (n=315), nearly nine in 10 (87 percent) recycle various types of paper, e.g., computer, writing, copier, colored, etc.

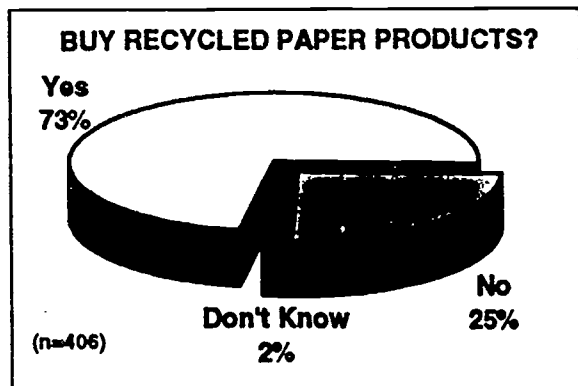
About two-thirds (63 percent) recycle aluminum and aluminum cans, one-third (33 percent) recycle cardboard/corrugated boxes, while one in five (20 percent) recycled plastic containers. Four percent say they are recycling paperboard milk cartons, while only 2 percent recycle drink boxes. Overall, 12 different items are being recycled by at least 2 percent of respondent districts. The smallest districts are more aggressive about recycling aluminum; 73 percent do it.



- Only one in five (19 percent) of respondents are aware of the National Conference of Mayors Recycling in the Schools program that promotes the development of recycling programs within schools.

Perceptions About Recycled Paper Products - Their Quality, Cost and Markets

Purchase of Recycled Paper Products

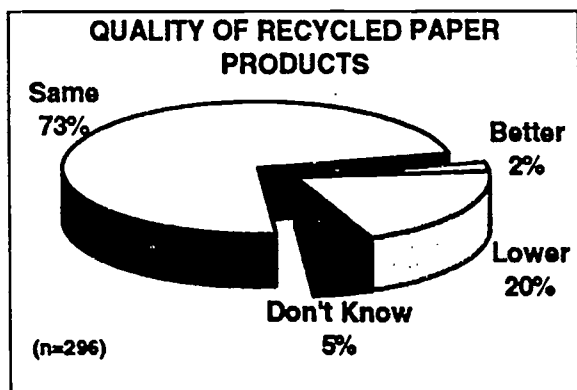


- Nearly three-fourths (73 percent) of purchasing officials say their school district currently buys recycled paper products, while one-fourth (25 percent) currently do not.
- Among those districts that currently buy recycled paper products (n=296), nearly two-thirds (63 percent) of respondents say their purchases are by design, while about one-third (34 percent) say it's for some other reason. The largest districts are the most serious about

buying recycled paper products purchases; four out of five (80 percent) buy their recycled paper products by design, compared to 60 percent in the mid-size districts (5,000 to 25,000 students) and only half (50 percent) in the smallest ones.

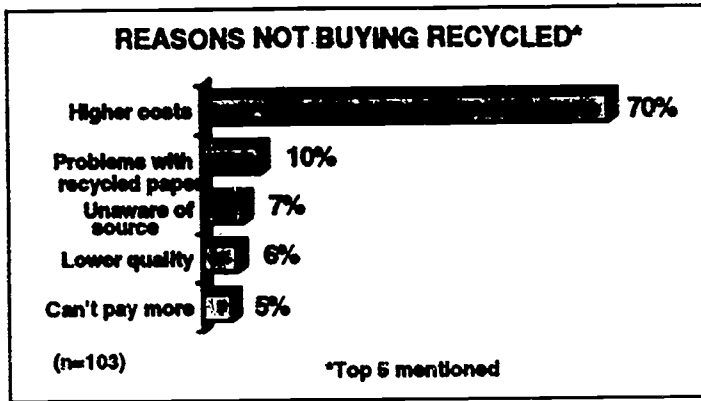
- There is unanimous agreement among respondents who purchase recycled paper products (n=296) and those who don't (n=110) that recycling programs set a good environmental example for the students and community (99 percent and 97 percent respectively).
- Among those who purchase recycled paper products (n=296), a large proportion, more than four in five (81 percent), agree the administration within their school district strongly supports the purchase and use of recycled paper products.
- Large proportions of those who don't currently purchase recycled paper products (n=110) and those who do (n=296) believe that schools are able to impact the recycled paper products market due to the volume of products they purchase. About three-fourths (74 percent) of those who don't currently purchase recycled paper products and nearly nine in ten (86 percent) of those who do agree that schools are able to impact the marketplace.

11. Very few of those who don't currently purchase recycled paper products (n=110) would choose not to purchase such products. More than four in five (82 percent) disagree with the statement that *I wouldn't buy recycled paper products unless I was required to*, while only 14 percent agree.
12. The majority of purchasing officials nationwide work in districts that prevent them from paying a premium for recycled paper products. About two-thirds (65 percent) of those who don't currently purchase recycled paper products (n=110) and nearly three in five (58 percent) of those who do (n=296) agree that their school's budgetary guidelines won't allow paying more for recycled paper products.
13. Nearly two-thirds (64 percent) of those who don't currently purchase recycled paper products (n=110) agree that the cost of recycled paper products is too high to justify purchasing them. More than one in five (21 percent) didn't know.
14. Half (50 percent) of those who purchase recycled paper products (n=296) agree that their school district will continue to support the market for recycled paper products even if it means paying a little more. However, more than two in five (44 percent) disagree.
15. Availability is an issue among some of those who currently purchase recycled paper products (n=296). More than two in five (45 percent) agree with the statement that *recycled paper products are not always available when our district needs them*, while 46 percent disagree.
16. Three in five purchasing officials (60 percent) in districts that don't currently purchase recycled paper products (n=110) agree that paper products made with recycled material are generally high quality, while one in four (27 percent) do not.



17. Among those whose district currently purchase recycled paper products (n=296), nearly three-fourths (73 percent) say recycled paper products are the same quality in comparison to similar products made from virgin material. Two percent believe recycled paper products are better, while one in five (20 percent) feel they are lower in quality.

Attitudes and Marketplace Potential Among Non-Users



18. *Higher cost* is the main reason why school districts aren't buying recycled paper products (n=103). Seven in 10 purchasing officials (70 percent) say cost is the reason they don't buy recycled paper products for their district. Higher costs are even more of an issue among mid-size (82 percent) and the largest districts (76 percent), than it is to the smallest ones (49 percent). Other reasons for

not buying recycled paper products are much less important in comparison to cost. The reason cited second most often is *(I've had) problems with/don't like recycled paper*; 10 percent of respondents cite this as a reason. Only 7 percent say they are *unaware of a source/source is unavailable*.

19. As expected, lower cost is what will need to occur for school districts to begin buying recycled paper products. Nearly four in five purchasing officials (79 percent) in districts that don't currently buy recycled paper (n=110) say *cost/price would need to drop/cost is a factor*. Nearly one in five (17 percent) say *quality would need to improve*, while about one in 10 (11 percent) say *availability* is a barrier to begin buying recycled paper products.
20. There is limited potential for increased sales among those school districts that don't currently buy recycled paper products (n=110). Nearly three in five (58 percent) say their school district is at least *somewhat likely* to purchase recycled paper products in the next 12 months. However, only 8 percent say they are *very likely* to buy in the next year. About one-third (34 percent) say they are unlikely to make any purchases in the next year.
21. Among school districts not currently purchasing recycled paper products (n=110), the purchasing department will be primarily responsible in deciding on the purchase of recycled paper products; nearly four in five respondents (79 percent) say their district's purchasing department will be involved in the decision. About one in five say principals (21 percent) and superintendents (19 percent) will also play a key role in deciding on the purchase of recycled paper. Sixteen percent say the school board in their district will be involved. In the mid-size and largest districts, the purchasing department will pretty much be the sole decision maker; 86 percent of the purchasing officials in these districts will be involved in the decision about buying recycled paper products. Within the smallest school districts, the superintendent (44 percent) and principals (29 percent) will play a much larger role.

Purchase Behavior and Usage Among Users of Recycled Paper Products

Reasons for Buying Recycled Paper Products

22. The main reason why many school districts began purchasing recycled paper products (n=296) is it's the *environmentally/politically correct thing to do*; more than two in five purchasing officials (45 percent) cite this reason. Interestingly, about one-fourth of respondents (27 percent) say it's because recycled paper products *cost less*, while about one in ten (13 percent) buy recycled paper because of a *state law/mandate*. Altruism is a much more important reason for buying recycled paper products among purchasers in the mid-size (50 percent) and largest districts (52 percent). Respondents in the smallest districts are as likely to say they originally began buying recycled paper products because it's *environmentally/politically correct* (37 percent) or they *cost less* (36 percent).

Sources for Recycled Paper Products

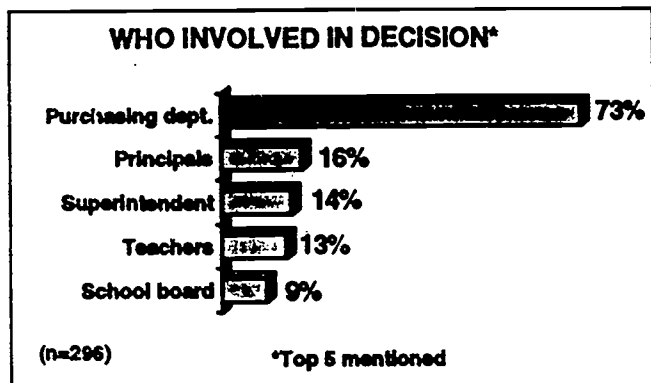
23. Brokers or distributors, and office supply companies are the most likely sources for the purchase of recycled paper products (n=296). Two-thirds of purchasing officials (65 percent) say their school district buys recycled paper from a broker/distributor, while nearly three-fifths (56 percent) buy from an office supply company. The largest districts are much more likely to buy from a broker/distributor; 95 percent use them as a source. The smallest districts are more likely to use an office supply company as a source.
24. Manufacturers are the least likely source for the purchase of recycled paper products (n=296). Only one-third (32 percent) of respondents say their school district buys recycled paper directly from a manufacturer. The mid-size (44 percent) and the largest districts (39 percent) are more likely to buy from a manufacturer (44 percent), while the smallest districts, are less likely (16 percent).
25. They are very few other sources for the purchase of recycled paper products (n=296). However, some school districts use purchasing coops, vendors/suppliers and government agencies as sources.

Recycled Paper Products Used

26. Recycled paper towels are the recycled paper products used most often within the nation's schools. Overall, more than three-fourths (77 percent) of all districts that use recycled paper products (n=296) buy recycled paper towels. The largest districts are somewhat more likely to use recycled paper towels (87 percent), while the smallest districts are less likely (64 percent).
27. Usage of recycled writing paper or tablets, toilet paper and copier/duplicating paper is also high. More than seven in 10 districts (71 percent) that buy recycled paper products (n=296) use writing paper or tablets made from recycled paper. However, the smallest districts are less likely to use recycled writing paper/tablets (58 percent). Two-thirds (65 percent) of districts also use recycled toilet paper. The largest districts are somewhat more likely to use recycled toilet paper (75 percent). Further, nearly three in five districts (59 percent) use recycled paper for copiers and duplicating.

28. Recycled paper plates and facial tissues are the recycled paper products used **least** often within the nation's schools. Only about one-fourth (27 percent) of all districts that buy recycled paper products (n=296) buy recycled paper plates; while about one-third (35 percent) use recycled facial tissues. The smallest districts are less likely to use recycled facial tissue (24 percent).

Decision Makers for Recycled Paper Products

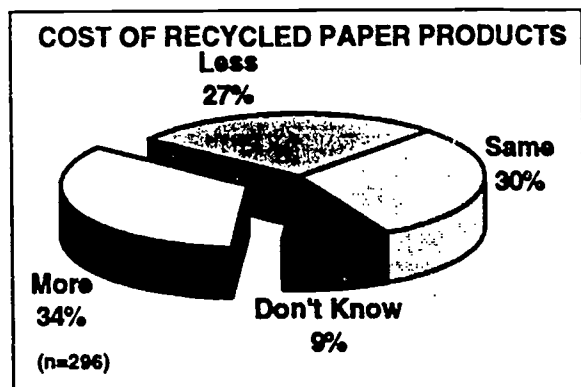


29. Among districts currently purchasing recycled paper products (n=296), the purchasing department is the primary source for decisions on the purchase of recycled paper products; nearly three-fourths of respondents (73 percent) say their district's purchasing department is involved in the decision. About one in seven say principals (16 percent), superintendents (14 percent) and teachers (14 percent) also play a role in deciding

on the purchase of recycled paper. These results are consistent with those who would be involved in the decision about recycled paper products within districts not currently making such purchases.

30. Within the smallest school districts (n=111), superintendents (28 percent) and principals (27 percent) play a much larger role in deciding on the purchase of recycled paper products. In contrast, within the both the mid-size (n=93) and the largest districts (n=92), the purchasing department is basically the sole decision maker (86 percent and 93 percent respectively).

The Cost of Recycled Paper Products



31. Only about one-third of purchasing officials (34 percent) say their district is paying more for the recycled paper products it buys (n=296), while 30 percent are paying about the same. More than one-fourth (27 percent) are paying less. The smallest districts are somewhat less likely to be paying more (25 percent), while the largest districts are somewhat more likely to pay more (43 percent).

32. Overall, school districts paying more for recycled paper products (n=92) are paying an average of 9.1 percent more for recycled products in comparison to similar products made from virgin materials. The smallest districts are paying on average 8.1 percent more for recycled paper products, while the mid-size districts are paying about 9.2 percent more. The largest districts, which are more likely than smaller districts to be paying more, are paying on average nearly 10 percent more (9.8 percent) for recycled paper products.

33. It is unlikely that districts currently paying the same or less for recycled paper products (n=167) will pay more for the same products. Only one-fourth (25 percent) of purchasing officials currently paying the same or less for recycled paper say they are willing to pay 2 percent more for recycled paper products, while among those few (42 respondents) willing to pay 2 percent more, only two in five (39 percent) are willing to pay 4 percent more to have recycled paper products. Purchasing officials in the smallest districts are less willing to pay more for recycled paper products (19 percent). In contrast, about 30 percent of those in districts with at least 5,000 students are willing to pay 2 percent more.
34. As expected, among those purchasing officials unwilling to pay anything more for recycled paper products (n=88), cost and budget are the issues. Nine in ten (89 percent) say *cost/budget/shortage of funds* is the reason they are unwilling to pay more for recycled paper products. A parallel issue mentioned is the need to *conserve taxpayers' dollars*; six percent of respondents cite this reason. However, in the largest districts, 20 percent of respondents say conserving taxpayers' dollars is a consideration.

Volume/Amount of Recycled Paper Products Bought

35. Overall, each school district currently buying recycled paper products is spending an average of nearly \$59,000 a year on recycled paper (n=151). As expected, the smallest districts (less than 5,000 students) are much more likely to be spending less on recycled paper products than the largest districts (25,000 students or more). However, each of the smallest districts buying recycled paper products (n=49) spend an average of about \$20,000 each year on recycled paper, while the mid-size districts (5,000 to 25,000 students) (n=51) spend an average of over \$45,000 each year. The largest districts buying recycled paper (n=51) have by far the highest spending levels, buying an average of nearly \$135,000 of recycled paper products annually.
36. The smallest districts are much more likely than larger districts to spend less than \$5,000 each year on recycled paper products, while the mid-size districts are much more likely than the smallest and largest districts to spend between \$10,000 and \$100,000 a year on recycled paper. As expected, the largest districts are much more likely than the smaller districts to spend \$100,000 or more on recycled paper products.
37. Nationwide, school districts are spending over \$250 million dollars each year on recycled paper products. Because of the large number of smaller districts (12,786 districts with less than 5,000 students), these districts have the largest impact on the recycled paper products marketplace, buying nearly \$200 million in recycled paper products each year. The mid-size districts (1,476 districts with 5,000 to 25,000 students) spend about \$45 million each year, while the largest districts (205 districts with 25,000 or more students) spend nearly \$21,000,000 on recycled paper products annually.
38. Overall, one-fourth (25 percent) of all the paper products school district's buy each year are made from recycled material (n=246). The proportion of recycled paper products being purchased doesn't vary much according to district size. Among the smallest districts currently buying recycled paper products, 23 percent of all the paper products they buy are made from recycled material, while among the mid-size and largest districts, 26 percent of the paper products they buy is recycled paper.

Market Potential for Recycled Paper Products and Existence of Written Policies

39. The market potential for increased sales of recycled paper products looks promising in the next 12 months. One in five purchasing officials (20 percent) say it is *very likely* their district will increase its purchase of recycled paper products in the next year (n=296). Mid-size and the largest districts are more apt to increase their purchases (24 percent say they are *very likely*) than the smallest ones (13 percent). Overall, a large majority of purchasing officials (70 percent) say it is at least *somewhat likely* they will increase their level of purchases.

40. Only a handful of school districts have a written policy that directs the purchase of recycled paper products. Only 7 percent of purchasing officials (19 overall) say their district has a written policy directing the purchase of recycled paper products (n=296), while 85 percent say there isn't a policy. Five percent say they are following state laws/mandates. The largest districts (16 percent) are more likely to be following a written policy than either mid-size (3 percent) or the smallest districts (2 percent).