

Diane R. Konyk
339 Huntmere
Bay Village, OH 44140-2505



SEP 05 1995

DOCKET FILE COPY ORIGINAL

Federal Communications Commission
Office of the Secretary
1919 M St., NW
Washington, DC 20554

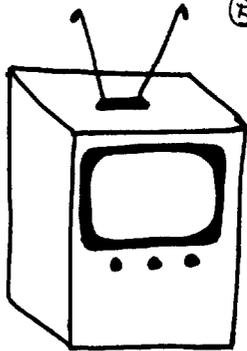
"MM Docket 93-48"

No. of Copies rec'd 0
List A B C D E

Help the FCC improve television programming for your children.

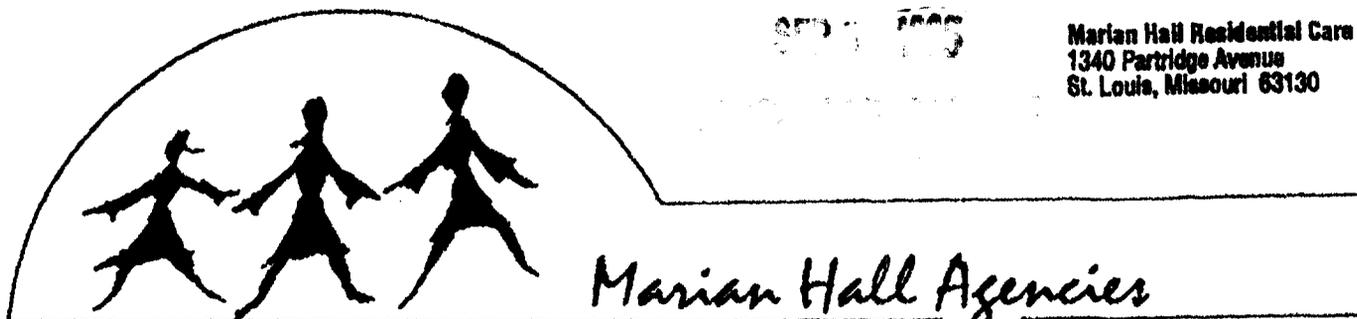
Make your voice heard:

- ① Limit/eliminate commercials during children's programs
- ② Ban violent commercials during children's programs
- ③ Limit number of violent acts per show.
- ④ Follow example of PBS and Nick JR shows with educational content, low/no commercials, no violent acts, diverse characters.
- ⑤ Keep PBS funding, especially for children's programs.



There are many terrible children's programs with evil monsters, violent acts shown with computer-generated characters. These should be on different times or stations, not when preschoolers can watch.

857 1000
Marian Hall Residential Care
1340 Partridge Avenue
St. Louis, Missouri 63130



Marian Hall Emergency Shelter

Marian Hall Residential Care

Marian Hall Independent Living Program

MM DOCKET 93-48

DOCKET FILE COPY ORIGINAL

Federal Communications Commission
Office of the Secretary
1919 M St., NW
Washington, DC 20554

Dear M. Secretary:

The staff at Marian Hall Emergency shelter spent a few minutes at our staff meeting to discuss the proposal regarding children's programming. We support your efforts to have programming labeled educational or informational. We think placing such information in TV guides would be very helpful to parents and to our staff. There is much to much sex and violence on TV today. Even programs which seem to be appropriate sometimes surprise you with their casual references to sex. Cartoons are filled with violence. Clear labeling would help. A place to send complaints when labeling is inaccurate would also help.

It is important that you also regulate the showing of violent shows and shows with blatant sex during the earlier hours of the evening. Even commercials advertising shows with violent or sexual themes are advertised during prime youth watching hours.

The youth who come to our shelter have seen and done it all. They see violence glorified on TV and sex as the only way to have a relationship. TV does influence our society's values. We urge you to put stronger demands on our TV stations to provide educational and informational programming and to limit sex and violence during the waking hours for children.

Sincerely,

Sr. Patricia Johnson
Sr. Patricia Johnson, LCSW
Executive Director

No. of Copies rec'd 0
List A B C D E



WBAZ television 3

645 Fifth Avenue - Huntington, West Virginia 25701 - 304-697-4780

DON RAY
GENERAL MANAGER

DOCKET FILE COPY ORIGINAL

September 1, 1995

Secretary
Federal Communications Commission
1919 M St., NW
Washington, DC 20554

RECEIVED
SEP 5 1995
FCC MAIL ROOM

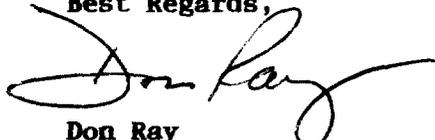
The FCC is considering new rules regarding Children's Television (MM Docket No. 93-48). New rules are not needed at this time. Current FCC rules are working and broadcasters have significantly increased children's educational and informational programming.

Rules quantifying quotas are unnecessary. We are responding to the Children's Television Act without having to meet quotas. Quantification sets a maximum as well as a minimum. This could even serve as a limit to educational programming.

Key elements in broadcasting are reach and frequency. Researchers say a good mix of reach and frequency can be effective as an education tool. Therefore, short form programming is important for kids and should be measured.

Thank you for your consideration.

Best Regards,



Don Ray
General Manager

DR:hr

cc: Reed Hundt, Chairman
James Quello, Commissioner
Andrew Barrett, Commissioner
Susan Ness, Commissioner
Rachelle Chong, Commissioner

No. of Copies rec'd 0
List A B C D E

NAB



ALABAMA'S NEWS SOURCE

DOCKET FILE COPY ORIGINAL

12 EAST DELANO AVENUE • MONTGOMERY, ALABAMA 36105 • 334 / 288-1212

September 1, 1995

RECEIVED
FEDERAL COMMUNICATIONS COMMISSION
SEP 1 1995
ROOM 222

Mr. William F. Caton, Secretary
Federal Communications Commission
1919 M St., N.W., Room 222
Washington, D.C. 20554

Dear Mr. Caton:

I am very concerned that the FCC is considering a change in the Children's Television Act (MM Docket No. 93-48), which would possibly establish numerical "quotas" for educational and informational children's programming. Over the last several years, broadcasters have significantly increased children's programming in response to the Children's Television Act.

WSFA in Montgomery, Alabama has and does broadcast programs that serve children's needs. Consider the following examples:

"Nick News" - An award winning magazine show for children, hosted by veteran journalist, Linda Ellerbee. The program is recommended for viewing by the National Education Association.

"Bill Nye, The Science Guy" - This show makes fun with fast-paced, outrageous demonstrations and hilarious humor. The program combines the excitement and surprises kids love with the enriching learning experience the Children's Television Act sought to encourage. Additionally, Bill Nye enjoys the full support of the National Science Foundation.

The entire NBC Saturday morning lineup, which includes "Name Your Adventure," "Saved by the Bell," "Hang Time," and "California Dreams," is broadcast weekly. These shows deal with a wide range of subjects which affect the youth of America.

"Get A Clue" - In addition to these programs, we are working with our seven "sister" stations in the Cosmos Broadcasting family to produce an educational children's show called "Get A Clue." In just a few

No. of Copies rec'd 0
ENCLAVE



AN NBC AFFILIATE
Member of the NBC Universal Family

Mr. William F. Caton, Secretary
September 1, 1995
Page 2

short weeks, we will broadcast our first show, which teaches children about ship navigation by taking them on a scavenger hunt that is all linked to their local library, computers, and a mythical pirate.

Examples of general audience programming which contributes to satisfying children's educational and informational needs include:

"NBA Inside Stuff"
"National Geographic" specials
"Rediscovery of the World" specials

I also believe broadcasters deserve and must get credit for short segment programming and non-broadcast efforts, which are extremely important in getting messages out to our children and grandchildren.

WSFA's efforts in these areas that certainly support the Children's Television Act range from "The More You Know" campaign to a special arrangement with a local cable system to broadcast the very popular "Disney Afternoon" programming. An explanation of examples follows:

"The More You Know" - January 1995 marked the launch of NBC's third annual "The More You Know About Violence Prevention" campaign effort. This effort focused on issues surrounding violence prevention, family violence, and conflict resolution. A Poster/Study Guide was developed by NBC and distributed to principals of all public and private junior high schools, as well as to legislators across the county. This Poster/Study Guide focused on youth violence as an epidemic in our society.

"30 Years of National Geographic Television" - A study guide was developed and provided by National Geographic Television in cooperation with NBC. The guide included a program summary, education objectives, and a list of classroom activities for students.

WSFA has negotiated with Buena Vista Television for the "Disney Afternoon" of children's cartoons and "Sing Me A Story at Belle's Book & Music Shop," which we provide to TCI Cable of Alabama to air on their local origination channel (3). The afternoon slate airs 2:30-4:30 p.m., Monday-Friday, and "Belle's Book and Music Shop" airs Sundays, 8:00-8:30 a.m.

Mr. William F. Caton, Secretary

September 1, 1995

Page 3

Informative tips and behavioral messages under the title "Inspector Detector," which were produced by the local Kiwanis Club, are aired during the "Disney Afternoon" commercial breaks. These informative messages are also aired on WSFA's highly watched morning show, "Today In Alabama."

The programs we have offered as examples are just a few of the efforts we are making for the children in our viewing area. In addition, we broadcast a number of public service announcements targeted specifically for children.

I hope you will agree that our efforts to reach and educate the children in our community reflect what is happening in the television industry. We do not need more regulations to tell us what or how much to broadcast for our young viewers. We are providing a variety of educational children's programming on our own. We understand the current definition of educational and informational children's programming and are meeting that challenge with enthusiasm!

Think of how well this act is working before you change to a system that measures only the bulk of product and does not recognize the quality or relevance of the effort. Stations like WSFA-TV are making a significant and effective contribution to our children and we request that you not change that which is working.

Cordially,

WSFA



J. Harold Culver

Vice President & General Manager

JHC/tw

cc: *Chairman Reed Hundt
Commissioner James Quello
Commissioner Andrew Barrett
Commissioner Susan Ness
Commissioner Rachelle Chong*

August 30, 1995

Secretary
Federal Communications Commission
1919 M Street, NW
Washington, DC 20554
Re: MM Docket No. 93-48

**The
WNDU
Stations**

NBC Channel 16

U93FM

Oldies 1490 AM

Golden Dome Productions

DOCKET FILE COPY ORIGINAL

Dear Commissioners:

A recent FCC Notice of Proposed Rule Making has raised the possibility of numerical quotas being placed on broadcasters in connection with educational and informational children's programming. Michiana Telecasting Corp., licensee of WNDU-TV, steadfastly opposes the implementation of these quotas because they are both unnecessary and constitutionally troubling.

The Children's Television Act has already generated a significant increase in children's educational and informational programming. One example is a program called "Sixteen," which is produced by and airs on WNDU-TV. The creation of "Sixteen" was a direct response to the Act and existing FCC rules requiring detailed reporting of educational and informational children's programming. Topics on "Sixteen" have included teen pregnancy, the impact of violence in our society, race relations, and many other significant issues. The format is a moderated discussion among teenagers brought into our studio, and is produced in a style that is appealing to children 16 years of age and younger.

We did not need a programming quota to tell us that this was a good thing to do. WNDU-TV and broadcasters across the country are responding to the Act and the unquantified obligation in the present rules with more and better programming for children. The current definition of educational and informational children's programming is clear, and the current rules are working. There is no need to change them.

In fact, quantifying standards of minimum performance can often have unforeseen negative consequences. It is not uncommon for government quotas to become the maximum, rather than minimum, level of response. As a result, quantification serves to push the country away from the desired goal of providing as much quality educational and informational children's programming as possible.

We also hope the Commission does not lose sight of the fact that short segment programming is effective and important for kids and should receive credit. PSA's and short segment campaigns like NBC's "The More You Know" have been shown to be as useful as full-length programs in raising awareness and changing destructive behaviors among children.

The Children's Television Act and related FCC rules have succeeded in dramatically increasing both the quantity and quality of educational and informational shows on TV. Let's give these rules a chance to work before jumping into a system that will likely do more harm than good.

Sincerely,


Jim Behling
President and General Manager

No. of Copies rec'd 0
UNLADODE

JPB:vem

August 31, 1995

DOCKET FILE COPY ORIGINAL

RECEIVED

SEP 5 1995

FCC MAIL ROOM

Secretary
Federal Communications Commission
1919 M Street, NW
Washington, D.C. 20554

RE: MM Docket No. 93-48

Dear Secretary:

The California Broadcasters Association is **very strongly opposed** to the proposed "tightening" of the Children's Television Act.

The primary reason new proposed rules are not needed is because we are happy to report broadcasters have **already significantly increased educational and informational programming**. Additionally, such programming is going to be increased even more.

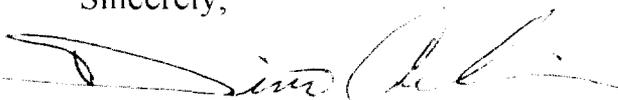
Implementing a "quota" system flies in the face of the public's control of the airwaves through their needs and desires as consumers.

Also, short segment programming should get credit because it is:

1. Important
2. Has more impact because of a child's attention span

Broadcasters understand the importance of the Children's Television Act. That's why we are responding so well. The Children's Television Act will do the job if it is allowed to do so. **No further rules are needed**. Thank you.

Sincerely,



Dino Corbin
President



Stan Statham

Executive Director

of Copies rec'd
LSIABODE

Children's Television Act
August 30, 1995
Page Two

specifically targeted to reach youth with messages such as; stay in school, underage drinking, racism, prom night, drugs, boy and girl scout messages. These messages collectively aired 269 times in a three month period.

The Children's Television Act is and will continue to be successful. It has accomplished the goal of motivating and challenging local broadcasters to be proactive and responsive to the entertainment and educational needs of our children. More rules and/or quotas are not needed at this time.

Sincerely,



David F. McAtee
Vice President/General Manager

DFM/gm

cc: Chairman Reed Hundt
Commissioner James Quello
Commissioner Andrew Barrett
Commissioner Susan Ness
Commissioner Rachelle Chong
NAB Legal Department



A CBS AFFILIATE

WAYNE M. MARTIN
President/General Manager

August 29, 1995

DOCKET FILE COPY ORIGINAL

Secretary
Federal Communications Commission
1919 M Street, NW
Washington, D.C. 20554

Dear Secretary:

In regards to FCC "MM Docket No. 93-48, I would like to voice my opposition to the new FCC rules, including possibly setting numerical "quotas." The Children's Television Act and the current FCC rules are working to increase children's programming and new rules are unnecessary. Station's are averaging over four and one-half hours of regularly scheduled children's educational and informational programs per week. This leads me to believe that broadcasters are certain of their obligations and are taking their responsibility seriously. Surveys suggest the amount of regularly scheduled and informational children's programming (30 minutes in length or longer) has increased dramatically (over 80%) since the Children's Television Act went into effect.

Broadcasters' understand that the FCC wants to ensure the primary objective of children's shows is educational and informational, and entertainment concerns take a secondary role. The FCC, however, should consider that when children do not enjoy shows, they do not watch them. And when they're not watching, they're not learning. Can broadcasters afford to produce "educational" shows that kids won't watch simply to fulfill a mandate based upon a subjective definition? Few stations can afford to do locally produced educational programs, so most rely on distributors and the network.

The FCC should also take into consideration that not only are broadcasters airing two to four hours of educational programming per week - but spending huge sums with distributors. Stations are buying programs designed to spur interaction between

No. of Copies rec'd _____
LEADONE

Street Address: 2851 Winchester Road, Lexington, Kentucky 40509

Mailing Address: P.O. Box 55037, Lexington, Kentucky 40555 (606) 299-0411 Fax (606) 299-3814

Secretary
Federal Communications Commission
Page 2

stations and schools to serve and educate the children in their areas. "Student Body," "Weatherschool," and "News 101," are just a few of the avenues used to provide information about nutrition, fitness and weather. Stations supply free educational kits and software to participating schools and teach students the use of broadcast equipment to write, shoot, and edit news stories of interest to teens. (Note: WKYT-TV participates in all the above).

Short-subject programs can be educational. When dealing with attention spans of children, (it's a matter of diversity and the variety of programming), educational wraparounds can be highly effective in pure entertainment programs. Public service spots rotated within our highest-rated entertainment programs, expose large numbers of children to critical concerns such as: safety tips for latchkey children, how to answer the phone when you are home alone, or to acceptance of individual differences by portraying physically challenged youngsters.

Rules quantifying the amount of programming for children are unnecessary -- broadcasters are responding to the Act and their obligations.

Sincerely,



Wayne Martin
President and General Manager

cc: Chairman Reed Hundt
Commissioner James Quello
Commissioner Andrew Barrett
Commissioner Susan Ness
Commissioner Rachelle Chong
NAB

Toni H. Liebman

Specialist in Early Childhood and Parent Education

Federal Communications Commission
Office of the Secretary
1919 M St. NW
Washington, DC 20554

MM Docket 9348 RECEIVED



SEP 5 1995

DOCKET FILE COPY
Aug. 31, 1995
MAIL ROOM

To Whom it May Concern.

I have learned that your Commission is interested in feedback from parents about the impact of television on children and so I am writing to pass on my comments from a number of perspectives: as an early childhood educator for over 25 years; as a parent educator for 15 years; as the grandmother of two pre-schoolers; and as a very concerned citizen!

The quality of children's television has been a concern of mine from the time when those of us who work with young children began to see some of its deleterious results. From Batman, Pacman, Spiderman, Ninja Turtles and Power Rangers, the impact of television seems to have increased to the point where most of children's play is now dominated by it. This is probably a result of increased unsupervised viewing and the saturation of the retail toy markets by licensed products. (Most children's programs are now nothing more than hour long commercials for these products.) For all but the most determined parents, it is almost impossible to stem the tide. During the parent seminars which I conduct at corporations I am constantly reminded that most parents are so stressed and overworked they have no energy left to try.

What children learn by this steady diet of substandard programming is that violence is an acceptable method of problem solving and an OK form of entertainment. The stereotypes are mind boggling: women are helpless; males have most of the action and the fun; dark skinned people with accents are usually the enemy...etc. etc..What they learn from countless hours of commercials is to eat the wrong foods or to covet an abundance of high priced toys. What they learn from cartoons is to be cunning, and conning...and that characters can recover easily from serious falls or mishaps. For the very young who do not grasp the difference between fantasy and reality, television is certainly not a good "teacher."

But we all know that children are exposed to much more than just "children's programs!" Gratuitous violence on the News adds to the impression that aggressive behavior often pays off...that the world is a frightening place, and that adults are not to be trusted. Sit-coms perpetuate stereotypes and leave the impression that the whole world is "crazy" or that problems can be solved in 1/2 hour segments.

I would hope that your Commission can exert sufficient pressure on television networks and cable channels to ensure that they become more responsible on a number of fronts: the production of higher quality children's programs; a more sanguine approach to news broadcasting; a reduction of gratuitous violence at all levels of programming. It is interesting to note that countries such as Canada, New Zealand and Norway have seen fit to curtail the Power Rangers with the idea that children's needs and rights are more important than the rights of the broadcasters. I tend to agree, but realize that the US would have a more difficult time indulging in this type of "censorship."

I am enclosing an interesting article by two educators who have devoted a great deal of time and study to this topic. It should give you an idea of the impact of television, especially Power Rangers, on young children as seen through the eyes of their teachers.

We must also convince parents to supervise both the content and quantity of their children's TV viewing!

Sincerely,

No. of Copies rec'd
List A B C D E

(Mrs.) *Toni H. Liebman*

Pp

Parent
and preschooler

Newsletter

for parents of children 1 through 6

RECEIVED
SEP 5 1975
MAIL ROOM

Volume 2, Number 6

ISSN 0887-0365

August, 1987

Television... friend or foe?

Television has assumed the role as the chief transmitter of the habits, manners, and values of our society, a role previously played by parents, grandparents, schools and religious institutions. Only parents can ensure that it is used wisely so as to become a friend, not a foe of their children.

It is up to parents to determine whether television becomes an educational enhancement or an environmental hazard in their homes. Teachers at all levels have become increasingly alarmed about the impact of this media on children in their classrooms.

What's Bad About TV?

While television can be a positive force as a great visual educator, it also has negative consequences for preschoolers. Because TV requires only passive participation, it is detrimental to a preschooler's use of imagination in play, and fosters a shortened attention span and decreased language abilities. In addition, its reliance on violent themes tends to evoke aggressive behavior. In 1982, a National Institute for Mental Health study reported that continuous exposure to TV violence has a direct correlation with increased aggressive behavior in children and teenagers.

What's Good About TV?

We all know that television has the potential for introducing children to the wonders of nature, the excitement of science, the beauty of the performing arts, and the fun of quality educational programs. Occasionally the entire family may be treated to a program of extreme value.



But, for the most part, "children's programming" has reached an all time low and only public television, and sometimes cable, offer programs of value. Instead of playing, reading, relating to friends and family, or just plain daydreaming, the youth of today are wasting many hours in front of a television set. Aside from unending hours of mindless cartoons and program-length commercials, many youngsters are exposed to hours of adult programming which is available to everyone, regardless of age-appropriateness. Soaps, sitcoms, action shows, and violent dramas all conspire to teach children many lessons, such as materialism, greed, and ruthless use of power despite industry denials to the contrary. Children learn that most problems are resolvable in 1/2 hour segments, and that violence is an acceptable means of conflict resolution.

The Facts About TV Viewing

Statistics tell us that in the average American home, children view television between 3 and 5 hours daily... high school graduates will have spent twice as much time in front of the tube as in school...and over 20,000 commercials will be seen each year by most children. These facts must alert us to the realization that the problem is as much an issue of quantity as it is of quality.

Even News Programs Can Be Detrimental!

For young children, beginning to differentiate between fantasy and reality, news programs are all too real. From the news, children learn first hand that their world is unsafe. In the camera's eye, our world is peopled by hostile and dishonest adults who cannot be trusted.

Commercials are Persuasive!

From a daily barrage of commercials children learn to demand a variety of non-nutritious foods (see *Preschooler in the Kitchen*, page 3) and a never-ending parade of expensive, often war-related toys which leave little to the imagination. Nowadays, these characters are the "stars" of their own, full-length programs, and pressure to buy them is very difficult for parents to resist. Reports indicate that soon to appear on children's television shows will be an "interactive video game" requiring you to buy a costly toy which your child will use to kill the bad guys. If he is unsuccessful, the cockpit of the child's plane ejects, and he loses.

What Can Parents Do?

Help is on the way in the rest of this issue.

In This Issue: How parents can help develop good TV habits...2;
Preschooler in the Kitchen...3; Library Resources...4;
Important addresses for parents...4

Author Toni Liebman, M.S., is the former Director of Roslyn Trinity Cooperative Day School. She is an Adjunct Professor at State University of New York, Farmingdale, and an Early Childhood Specialist.

How parents can help develop good TV habits...

1. Set limits concerning content

As in all areas of discipline, the overall goal should be for children to develop their ability to be self-governing -- to become discriminating television viewers -- to develop the ability to differentiate between good programs and all the others! This is a learning process which will take a great deal of time and patience on the part of parents, but it will certainly be worth the effort. Guard against resorting to the use of TV as a reward or a punishment because this simply increases its importance in your child's life.

2. Set limits concerning time

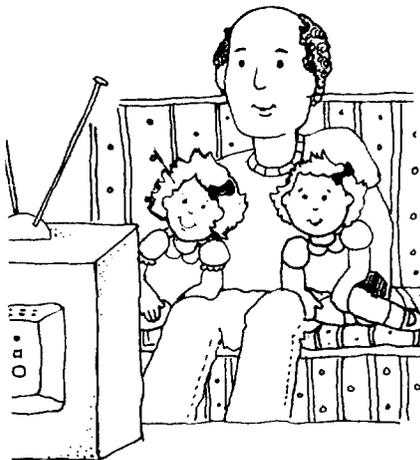
Beginning when they are toddlers, children should understand that they must ask parents' permission to watch television, and that their overall daily viewing time will be limited. The amount can vary, of course, during winter months or illnesses -- and will depend upon school hours and homework as the children get older. Rules for week days can be different than for weekends -- but rarely would a daily diet in excess of two hours be wise.

Setting limits involves family priorities regarding sleep, mealtimes, chores, and, eventually, homework. It encourages decision making because children can be given the opportunity to make choices within the set limits. Parents can discuss the options with children on a daily basis, or, with older children, on a weekly basis, but children should assume more and more of the decision-making responsibility.

3. Don't mix TV with other activities

Try to have one central place for television viewing so that it doesn't become background noise for other activities such as eating, playing, and resting. TV is certainly a distraction that many find hard to resist. Having individual sets in everyone's bedroom may serve to fragment

a family -- though exceptions may be made for prolonged illnesses. TV's presence at mealtime certainly tends to cut down on family interaction, and viewing specials at holiday dinners definitely curtails the very important intergenerational communication which we traditionally expect at such gatherings.



4. Share TV with your child

It is very important for parents to watch television with their children so that they know what is being watched and can help to explain the content of programs. All too often children are influenced primarily by the visual impact of shows and fail to grasp the implied or even stated meaning behind the action. An adult is needed to explain the consequences of violent acts, and other sensitive material. Parents should discuss what is being seen and explain their disapproval of objectionable content. When this happens, even a terrible program may turn out to be a valuable learning experience.

Parents also need to defend their children against the hard sell of commercials. Children need to learn that advertising is often deceptive, that sugary foods are not terribly nutritious, and last but not least, that we cannot buy everything we want -- just because we've seen it on TV.

5. Encourage other interests

Children who have few friends, little adult supervision and no hobbies or other challenges are more likely to become TV addicts. While it is not so wise to overprogram children by filling every moment with scheduled activities, it is important to try to encourage a variety of interests so as to foster the development of inner resourcefulness. A resourceful child is seldom bored -- and boredom is often the cause of heavy viewing. Many pediatricians believe that childhood obesity sometimes stems from the combination of passive TV viewing and unhealthy snacking spurred by TV commercials -- all the more reason to curtail use of the tube.

Parents as children's advocates

It is important for parents to become outspoken advocates for children's programming and against high-powered advertising. Parents must let their voices be heard individually, and in groups such as PTA's, religious groups, or any other member organization with a family focus.

1. Write to your congressman and senators to push for legislation and stricter FCC and FTC regulations. Voice your objections to the deregulation policies which have had a most negative impact on the quality of children's programming. (See Resources, p. 4 for addresses.)

2. Write to national networks and local broadcasters in opposition to or support of programs for children.

3. Write to advertisers when you object to some of their products or advertising techniques.

4. Join Action for Children's Television (ACT), a nationwide, non-profit organization that has arduously lobbied against deceptive advertising and for better children's programming since 1968.

Toni Liebman

PRESCHOOLER IN THE KITCHEN

Television Commercials About Food

Resource: The quotations in this article are from: Television and Human Behavior by G. Comstock et al. Columbia University Press, 1978.

"The youngest children do not discriminate between program and commercial..." To your preschooler, a commercial can be just as interesting, just as *real*, just as believable as a story in a cartoon or a situation comedy.

"Commercials lead young persons to pressure parents to purchase products and thereby create intrafamily conflicts." What can we do as parents when our children are influenced by TV commercials to ask for foods we don't think are healthy?

What Can Parents Do?

1. Watch some of the food commercials with your child and discuss them. Talk about the purpose of commercials: to make people want to buy things. "Very young children do not comprehend the self-interested, persuasive nature of commercials." Tell your preschooler about TV advertising. Help your child to see commercials for what they are. Good commercials give you information about a product that you may not know about. Bad commercials are untruthful, misleading, or create a demand for non-nutritious foods. Explain to your

preschooler that commercials will try to influence him. Let your child know that he doesn't have to believe them!

2. One way to help your youngster see that commercials are not always truthful is to suggest that she talk back to the TV. *Oh really? Well, I bought that drink and it tasted awful.*

3. Let your preschooler create his own commercials. Let him try to persuade you to make a purchase: *Buy this bag of apples. I grew them in my orchard. Only a dollar a bag.* Your homemade commercial could be truthful or misleading. Trying to persuade someone else to buy something could help your preschooler understand techniques used in advertising.

4. Point out the misleading information in the names of some products. Some are appropriate, such as Raisin Bran, because the cereal is made of raisins and the bran of the wheat. Others are inappropriate such as Cap'n Crunch's Crunch Berries, because this cereal doesn't contain any fruit.

5. Have a "wish list" for foods on TV that your child wants. Occasionally, purchase one of the foods on your youngster's list. One way for your child to discriminate between good and bad commercials, good and bad foods is to let her try them. This takes a certain amount of trust and courage, because your child may end up liking one of those awful, sugary cereals. If that happens, you can still limit her intake, or buy that cereal only once in a great while.

In our house, we keep on hand several high protein, low sugar cereals for the family. We also buy one cereal my daughter chooses, but she must finish the whole box before we buy another cereal she chooses. She took 6 months to finish a box of one sugary cereal (which shall be nameless). Instead, she chose to eat our other, healthier breakfast cereals. On the next supermarket trip she may choose another sugary cereal. But that could be a disappointment to her, too. We think that if give our daughter some choices, she will find out for herself that she doesn't have to believe in the enticements of the food commercials on television.

Coming In September

Children's Safety

Editor and Publisher
Betty Farber, B.A., M.Ed.

Preschooler in the Kitchen
Amy Dettmer

Illustrations
Susan A. Eaddy

Parent and preschooler
(ISSN 0887-0365)

is a monthly newsletter.

For a one year subscription send check, m.o., or purchase order for \$20 (2-years ...\$36)

to PO Box 1851,
Garden City, NY 11530
(516) 742-9557

(Rates for multiple copies and back issues on request.)

Library Resources

Books About Television For Parents:

Changing Channels; Living Sensibly with Television by Peggy Charren and Martin Sandler. Addison-Wesley, 1983.
The Hurried Child by David Elkind. Addison-Wesley, 1981.
The Family Guide to Television by Evelyn Kaye. Pantheon Books, 1974.
Growing up on Television: The TV Effect by Kate Moody. Times Books, 1974.
Disappearance of Childhood by Neil Postman. Delacorte Press, 1982.
Surgeon General's Report, *Television and Growing Up*. U.S. Pub. Health Svce., 1972.
The Plug-In Drug by Marie Winn. Bantam Books, Viking, 1977.

Important Addresses for Parents:

Action for Children's Television (ACT). Write for materials: 20 University Rd., Cambridge, MA 02138.
American Academy of Pediatrics. Write for booklet, "Television and the Family": 141 Northwest Point Blvd., P.O. Box 927, Elk Grove, IL 60007.
Federal Communications Commission (FCC). Write about programming: 1919 M. St., N.W., Washington, DC 20554.
Federal Trade Commission. Write about advertising: 1101 Pennsylvania Ave., N.W., Washington, DC 20580.
National Coalition on Television Violence. Write PO Box 2157, Champaign, IL 61820.
National PTA - TV Action Center. Ask for materials: 700 No. Rush St., Chicago, IL 60611.
Telephone: (800) 323 5177.

Networks: Write positive or negative reactions to programs and send copy to sponsors...find their addresses on products.

ABC-TV 1330 Ave. of the Americas, New York, NY 10019, (212) 887 7777

CBS-TV 51 West 52nd St., NY, NY 10019, (212) 975 4321

NBC-TV 30 Rockefeller Plaza, NY, NY 10020, (212) 664 4444

PBS 475 L'Enfant Plaza, Washington, DC 20024, (202) 488 5000

Nickelodeon, Warner Amex, Satellite Entertainment Co., 1133 Ave. of the Americas, NY, NY 10036, (212) 944 5513

The Disney Channel, 4111 West Alameda Ave., Burbank, CA 91505, (213) 846 6661

U.S. Senate, your senators, Washington, DC 20510

U.S. House of Representatives, your congressman, Washington, DC 20515

For Children:

Does your child love *adventure, humor, beautiful colors, interactive toys, a mini-series?* They're not just on TV. You can find them all in books! Here are some exciting examples of recent books:

Adventure:

Wheels by Jane Resh Thomas. Clarion, 1986. Elliot dreams of winning the Saturday bicycle race with the new bicycle he got for his birthday.

The Monster Bed by Jeanne Willis. Lothrop, Lee & Shepard, 1986. A little monster named Dennis is afraid to go to sleep because the *humans* might get him, although his mother tells him that humans are only in stories.

Humor:

Sheep in a Jeep by Nancy Shaw. Houghton Mifflin, 1986. A rollicking story in rhyme with just a few words on each page.

What a Catastrophe! by Wane Campbell. Bradbury Press, 1986. A boy finds a frog and takes it home. It jumps onto the table while the astonished family is eating. What happens next is up to the reader. There are four endings for you to choose from.

Colors:

Flying by Donald Crews. Greenwillow, 1986. Bright, clear illustrations and a simple text will have even the youngest child imagining how it is to fly across mountains and cities.
Claude and Sun by Matt Novak. Bradbury Press, 1987. With Impressionist-inspired illustrations, this book tells a simple story of Claude's day, from early morning until night.

Interactive Books:

My Very First Book of Food, My Very First Book of Heads & Tails, My Very First Book of Sounds, My Very First Book of Tools by Eric Carle. Crowell, 1986. The pages in these books are split horizontally. By turning pages you match the picture on the top half with the words or pictures on the bottom half.
Where Can It Be? by Ann Jonas. Greenwillow, 1986. A child loses something very special, and the reader joins the hunt, opening doors and closets. It isn't until the end that you find out what that special something is.

Mini-Series:

Small Animals, Big Animals, Garden Animals, Farm Animals by Sara Lynn. Aladdin Books, Macmillan Publishing, 1986. Brightly colored board books for the very youngest preschoolers with appealing pictures of all kinds of animals.

Max and Diana and the Beach Day, Max and Diana and the Birthday Present, Max and Diana and the Shopping Trip, Max and Diana and the Snowy Day by Harriet Ziefert. Harper & Row, 1987. Max and Diana are twins. Each book tells a simple story about a new adventure.

THE CENTER FOR MEDIA PUBLIC AFFAIRS 1992 T.V. VIOLENCE STUDY

FROM 6:00 A.M. - MIDNIGHT ON ONE DAY A PANEL OF MEDIA EXPERTS ANALYZED TEN CHANNELS FOR AN 18 HOUR SPAN AND DISCOVERED THAT THEY HAD VIEWED:

- 1,846 ACTS OF VIOLENCE (IN A RECENT 1994 STUDY IT INCREASED TO 2,605 ACTS)
- 175 SCENES RESULTING IN ONE OR MORE DEATHS
- 389 SCENES INVOLVING GUNPLAY
- 673 SCENES DEPICTING HARMFUL PHYSICAL ACTS
- 226 SCENES OF THREAT WITH A WEAPON

RECEIVED
SEP 5 1995
FOU MAIL ROOM

- * CARTOONS WERE THE MOST VIOLENT SHOWS WITH 471 SCENES SHOWN PER HOUR.
- * BY THE TIME THE AVERAGE AMERICAN CHILD IS SIXTEEN YEARS OLD, HE WILL HAVE VIEWED 33,000 T.V. ACTS OF VIOLENCE.

The Mighty Morphin Power Rangers: Teachers Voice Concern

Diane E. Levin and Nancy Carlsson-Paige

The Mighty Morphin Power Rangers have been in the spotlight of children's popular culture since the fall of 1993. Since that time they have been a presence to contend with in classrooms and a dilemma for many teachers, who ask how to respond to this media craze and its effects on the children they teach.

The creator and marketer of Power Rangers, Saban Productions, has been more successful in its marketing efforts than any of its predecessors (Pecora in press). By 1994 the Power Ranger toy line had reached the top of the best-selling toy charts, and retail sales of Power Ranger products surpassed one billion dollars, a record for the industry. The release of the Power Ranger movie this past June promises to keep this theme in the forefront of children's minds for the foreseeable future.

Power Rangers is the latest in a long list of children's TV programs that have been successfully marketed to young children along with whole lines of toys and other licensed products—such as clothing, food, video games, and other media—since the deregulation of children's broadcasting by the Federal Communications Commission in 1984 (Carlsson-Paige & Levin 1990). The Power Rangers have replaced the Teenage Mutant Ninja Turtles (Carlsson-Paige & Levin 1991), which were at the top of the charts for many years. Before the Ninja Turtles were G.I. Joe, Transformers, and Masters of the Universe. All of these shows are based on similar themes, which pit good against evil in a world filled with gratuitous violence.

Each Power Ranger TV episode follows the same basic formula. Five teenagers (three boys and two girls) are doing normal, everyday activities when they are unexpectedly attacked by the henchmen of an intergalactic witch

Diane E. Levin, Ph.D., is professor of education at Wheelock College in Boston. For more than 10 years, they have collaborated on numerous books and articles on violence and children. Nancy Carlsson-Paige, Ed.D., is professor of education at Lesley College in Cambridge, Massachusetts.

The authors wish to thank the many teachers who took the time to so thoughtfully complete their questionnaire and Zell Draz, whose continued generosity helps to make this work possible.

Since the deregulation of children's broadcasting by the Federal Communications Commission during the Reagan administration (1984), a long list of children's TV programs, with whole lines of toys and other products, has been successfully marketed to children.

named Rita Repulsa (replaced in the fall 1994 season with Dr. Zed, her former boss) who are trying to take over the universe and can only be stopped by the Power Rangers. When the going gets rough, the five teenagers become Power Rangers by "morphing" (transforming through special effects) into costumed superheroes, each with a different designated color. They fight with karate chops and their special powers—enlisting the superpowers of giant, mechanical dinosaurs. The Power Rangers always win, return to everyday teenage life in high school, and wait for the next episode, which is essentially a repeat of the previous one.

But while the Power Ranger program has features similar to many other children's cartoon programs, it also has special features that distinguish it from its predecessors. First, there are more acts of violence per hour than on any previous show—averaging more than 200 acts of violence per hour (Lisosky 1995), compared with just under 100 for the Teenage Mutant Ninja Turtles. Second, the Power Ranger show intersperses footage of real-life actors and settings with special effects and animation footage (imported from a television program in Japan), so that children see real actors doing what up until now was carried out only by characters in animated cartoons.

Teachers voice concern

Almost immediately after the show premiered on television, teachers began telling us their concerns about how the Power Rangers were affecting children in their classrooms. They reported seeing an increase in violence as children imitated what they had seen on the screen. They described concerns about children's play, as children tried to be Power Rangers and ended up hurting other children with their Power Ranger moves. They also mentioned children who were very confused over whether the Power Rangers were pretend or real.

Teacher concern about the effects of media violence on young children is not a new phenomenon (NAEYC 1990; Carlsson-Paige & Levin 1991). As soon as children's broadcasting was deregulated in 1984—which, for the first time, made it legal for manufacturers to make TV shows to sell program-linked toys—teachers began noting increased levels of violence among children in their classrooms and increases in repetitive, imitative, and violent play (Carlsson-Paige & Levin 1987).

The United States is the most violent country in the industrialized world, with homicide, rape, assault, and battery rates many times those of other countries. While the reasons for the violence epidemic in the United States are many and go to the very root of social and economic injustice, the mass media play a significant role in socializing young children into violence (Garbarino 1992; American Psychological Association 1993). Crime rates are increasing most rapidly among youth who were in their formative early years when children's TV was deregulated and violent programs and toys successfully deluged childhood culture.

The Questionnaire

The questionnaire consisted of open-ended questions (requiring descriptive answers). We asked teachers to describe how children brought the Power Rangers into their classrooms—in play, social interactions, drawings and art, story writing, or toys and other licensed products. We asked if teachers had any concerns about how the Power Rangers have affected the children in their classrooms. We also asked them to describe how they have dealt with the Power Ranger phenomenon.

The questionnaire was distributed in several ways—at professional conferences, through early childhood networks on the Internet, and through professional organizations; we did not have a scientific, random sample. Respondents worked with children ages 2 years to 7 years, with most working with children in the 3- to 6-year-old range. Respondents were encouraged to reproduce the questionnaire for colleagues to complete. In this article we report on the 204 completed questionnaires from 17 states.

Ban Power Rangers

By far, most of the teachers who responded to our questionnaire chose to ban Power Rangers from their classrooms, which is understandable because they are such a disruptive influence when they are allowed. Some teachers reported that when they finally decided to ban Power Ranger play, the quality of children's play seemed to improve, and many parents expressed relief and appreciation.

But the banning of any of children's interests and play themes always brings problems with it (Carlsson-Paige & Levin 1987). In banning Power Rangers from the classroom, teachers are also cutting themselves off from a powerful avenue for influencing directly all that children are learning from Power Rangers. Also, banning conveys to children that what they care about is not supported by the teacher. Several teachers mentioned that banning leads children to play Power Rangers behind adults' backs and teaches them to lie to grownups about what they are doing. However, even considering these disadvantages to an all-out ban of the Power Rangers, a teacher may decide that the advantages of a ban outweigh the problems that this approach creates.

Children ages 2 to 5 watch an average of four hours of television a day—that equals seven years of TV by high school graduation. Much of this programming is very violent; by the time children complete elementary school they will have seen 8,000 killings and more than 100,000 other acts of violence (Diamant 1994). Beyond the actual numbers, much of what children see on television does not meet their developmental needs, thereby potentially undermining their healthy development (Levin & Carlsson-Paige 1994).

The study

The many concerns voiced by teachers about the Power Rangers led us to examine these concerns more closely. We wanted to collect information on what teachers are seeing, the nature of their concerns, and how widespread these concerns are. We also wanted to find out more about what teachers are doing to respond to the presence of the Power Rangers in their classrooms.

In the winter of 1994, we distributed a questionnaire on the Power Rangers* to interested teachers working with young children. This is a technique we have used effectively in the past to explore teachers' observations of how mass media affects children in their classrooms (Carlsson-Paige & Levin 1987, 1991).

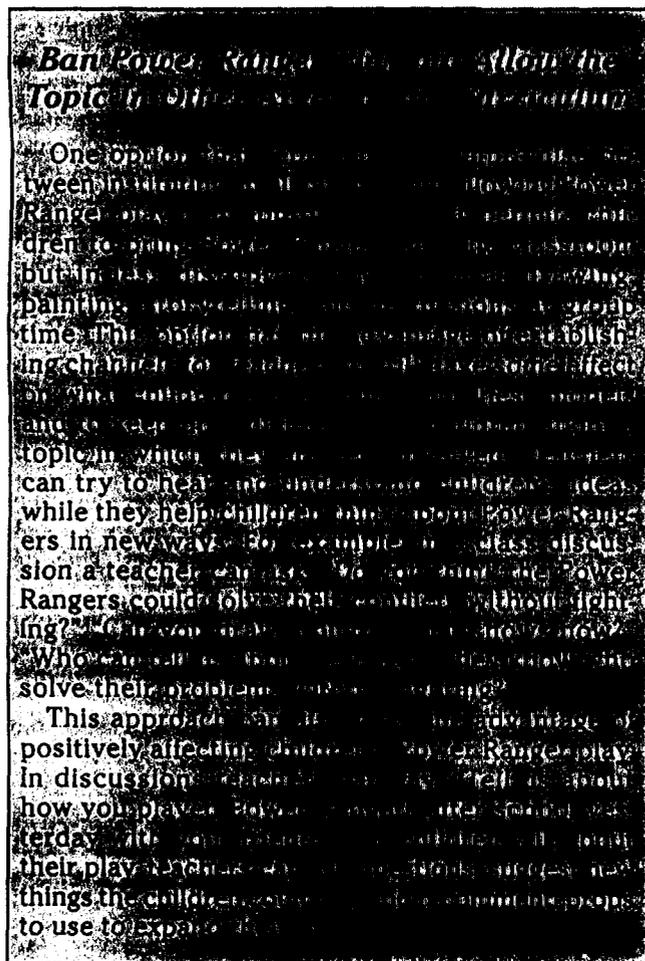
* This questionnaire is similar to one distributed to teachers in the spring of 1994 for a smaller, preliminary study of the Power Rangers, which was reported in December 1994 (Pereira 1994). The findings reported here are very similar to those reported in the earlier study.

What teachers said

Almost all respondents (97%) voiced at least one concern about the negative effects of the Power Rangers on children in their classrooms. Most of the concerns teachers expressed fell into two main areas:

- increased levels of violence among children; or
 - violence, imitation, and lack of creativity in children's play.
- Many concerns were also expressed about some children's
- confusion about fantasy and reality;
 - obsessive involvement with the Power Rangers;
 - use of the Power Rangers as role models for social behavior; and/or
 - preoccupation with buying Power Ranger products.

Concerns about violence. The concern about Power Rangers most commonly expressed by teachers (98% of the teachers who voiced a concern) is related to seeing increased levels of violence and aggression among children. Teachers associate the Power Rangers with aggression in a wide range of children's school activities, including their overall interactions with one another; their play; their casual conversations throughout the day; their artwork, story "writing," and storytelling; and their free-time activities in the classroom and on the playground. Many teachers also



The Power Rangers program has more than 200 acts of violence per hour, as compared with slightly fewer than 100 for the Teenage Mutant Ninja Turtles.

believe that the Power Rangers are desensitizing children to violence and undermining their conflict-resolution skills. Following are typical comments teachers made:

- "The Power Rangers seem to be taking a good part of the children's energy and turning it into the negative behavior that is modeled for them on the show. Kids are getting hurt."
- "The playground became so violent that we have to tell children not to play Power Rangers at school."
- "One child is so consumed with the Power Rangers that all his play consists of violence, and it scares me."
- We have seen children actually push each other over and walk on someone who is in their way and then say they did it because they are Power Rangers."
- When the boys draw Power Ranger pictures with blood dripping from faces or out of stomachs and laugh the whole time, I fear they are learning that pain and suffering are a joke."
- "The show says it is teaching about good versus evil, but all the children seem to remember is the fight."
- "Power Rangers seem to promote 'gang' behavior, in which children declare themselves the 'good Ranger' and then feel the right to hurt other children who are 'bad.'"

Concerns about play. The second-most frequent concern teachers express about the Power Rangers (58%) is how they are affecting children's play. The most common concerns are that children repeatedly imitate the fighting of the Power Rangers in their play; many conflicts erupt as children imitate Power Rangers; and Power Ranger play usually lacks creativity, imagination, or positive content. Here are some comments teachers made about Power Ranger play:

- "I feel they [the Power Rangers] encourage more violent play and have interfered with imaginative, cooperative play. I am concerned about the squelching of creativity in play. They are so much a single idea and do not lead into other plot lines."
- "When they [the children] play, they cannot 'get out' of the play, and it carries over to all other activities."
- "One boy was a real problem because he was obsessed with Power Ranger play. Then, he suddenly dropped them. We talked to his parents, who said they had put away their TV set."

Other concerns. Some teachers are worried about children's confusion over whether the Power Rangers are real or pretend. A few said that children's confusion seems

Children are confused about whether the Power Rangers are pretend or real because lots of live-action footage intermittently appears in the otherwise cartoon program.

greater with Power Rangers than with previous shows, such as the Teenage Mutant Ninja Turtles, because the show mixes footage of real actors with animation. They also believed that this mixture contributes to the influence of Power Rangers as role models. These are typical comments:

- "The fact that they [the Power Rangers] are not animated is one of my biggest concerns. At 4 and 5 years old, the children in my class do not have the cognitive skills to separate the fantasy from the reality of the show."
- "I am concerned that, once again, young children have fallen prey, through no fault of their own, to idealizing inappropriate heroes/heroines. They see the Power Rangers as real role models, and then, their role models use physical means—karate, kicking, hitting, etc.—as the way to solve all their problems."

Many teachers worried about the effects that the marketing of Power Ranger products has on children:

- "I am ashamed about the twisted values this program reflects about our country—the monetary profit often outweighs what is best for our children."
- "It is a thinly veiled direct marketing attempt which takes advantage of my children's need to feel powerful and their love of action and color."

Interpreting the teachers' observations

The responses to this survey clearly show that teachers believe the Power Rangers are having far-reaching and negative effects on the children in their classrooms. Most of the teachers' concerns focus on three key areas: concerns about play, concerns about violence, and concerns about the extent to which the Power Rangers are serving as role models for children.

Power Rangers and play. Early childhood teachers understand that play is one of the most important resources children have for achieving emotional and intellectual equilibrium and growth. When children play they bring together

their personal needs, experiences, and understanding in a creative process, which leads to new understandings and growth. For play to fulfill its role optimally, children must shape it themselves; no two children should play in exactly the same way (Carlsson-Paige & Levin 1987).

Children's television shows such as the Power Rangers present material that is removed from children's direct experience and understanding. Children who watch Power Rangers have difficulty integrating its content with their own experience and imagination, which makes it difficult for them to create meaningful play episodes from this material. Instead, they tend to imitate the shows, acting out what they are able to understand, primarily the kicking, fighting, and shooting they have seen (Boyatzis, Matillo, & Nesbitt in press).

Single-purpose toys marketed along with these shows further this tendency toward imitation. These realistic toys focus children's attention on a single violent action; they show children how to play and channel them into playing violently. As children imitate more and play less, they are at risk of losing a central avenue for making sense of experience and the feeling of mastery and equilibrium it can provide.

Power Rangers and violence. The early years are a time when children develop the foundation of attitudes and skills for interacting with others in the social world. During these years children can learn the many skills and values involved in relating positively to others; they can learn to control their aggressive impulses when they are angry, to use words instead of fists to express their feelings and needs, and to care about the needs and feelings of others. They build a repertoire of skills through a process of construction in which new learnings continually build on earlier ones. Children take what they have seen and try it out in their play and interactions with each other. If children see a lot of violence, it sets the course of learning in the direction of violence by contributing to the base on which new ideas are built (Carlsson-Paige & Levin 1992; DeVries & Zan 1994; Levin 1994).

Teachers' overwhelming response to the Power Rangers survey points to the fact that the Power Rangers are undermining children's positive social development.

Power Rangers as role models. Many teachers say that children seem to be identifying with Power Rangers to an extent not seen with other superheroes. They describe children who insist on being called by a particular Power Ranger name and will not answer to their own name; who take offense when adults suggest less violent ways to play Power Rangers, saying they "need to do just what the Power Rangers do."

Since the lifting of regulations governing children's broadcasting, corporations have increasingly become parents and teachers to children, teaching them concepts, values, and behavior. But these new "parents" and "teachers" are not motivated by what is best for children.

Facilitate Play

Another option is to actively facilitate and help children elaborate their Power Ranger play. Some teachers say that it seems to be harder to help children expand their play beyond the scripts and repetitive images they see with Power Rangers than with previous media-related play. We think that this may be because the children are identifying so strongly with the Power Rangers as role models. Add to this the marketing of Power Ranger products, which is more extensive and is well coordinated so that children are bombarded with this imagery and can hardly get it off their minds.

If you decide to try to facilitate Power Ranger play in the classroom, here are some guidelines that might help you.

- Try suggesting a new direction for the play. For instance, one teacher set up the dramatic-play area as a high school cafeteria (this is where the Power Rangers meet), and this helped the children get involved in kitchen play.

- Try introducing interesting or unusual open-ended props. One teacher tore an old sheet into strips to use for slings and bandages for the Power Rangers to wear when they got hurt. This eventually led to setting up a hospital in the classroom.

- See if you can find a way to enter the play as the bad guy (for instance, Rita Repulsa), and slowly begin asking the children questions that challenge their thinking about the enemy. For instance, try asking, "Why don't you guys like me? Is there anything I can do so you'll like me better?" Or try, "Could you guys help me? I got hurt in that fight. I need a bandage."

- Continue to talk with children about the Power Rangers after the play is over; for example, at meeting time ask the kinds of questions that will continue to challenge children's thinking about the Power Rangers and how they act, and encourage discussion about these issues.

- Stay with a more cautious approach if you cannot find a way to maintain a sense of safety for everyone as the play occurs.

The power of role models is affected by the personal characteristics of the model, whether what the model does is within the child's range of abilities, and whether the child's own situation is perceived to be similar to that of the role model (Slaby et al. 1995). Unlike with previous animated TV superheroes, such as the Ninja Turtles, the Power Rangers are "real people"; they are teenagers (actors) who go to real high school. Many children see them as being like the teenagers they know—like what they want to be now and when they are in high school. One teacher wrote, "Many of my children say they are going to grow up and be the black or red Ranger."

When the role models that children emulate demonstrate violent, antisocial behavior, it has serious effects on young children's social values and development. Because the Power Rangers are valued heroes who are rewarded for their violence, children's identification with them and their aggressive behavior is strengthened (Huesmann 1994).

Deciding what to do

Finding a classroom approach that deals with the influences of the Power Rangers is very difficult for most teachers (Carlsson-Paige & Levin 1995; Greenberg 1995; Klemm 1995; Kuykendall 1995). There is a range of options from which teachers can choose (Carlsson-Paige & Levin 1987), but none of them is perfect. What seems most important is to be aware of the options and implications of each approach so that you can adapt and change your approach as you try to meet the needs of everyone in your classroom.

General guidelines

Whichever option you choose to deal with the Power Ranger phenomenon, work to do the following:

- Keep a sense of safety in your classroom as your first guiding principle.

- Plan a total curriculum that also presents children with alternative stories that resonate with their deep developmental needs and inspire dramatic and artistic recreations. When teachers do this, they frequently report that media-related play diminishes as children get caught up with the more substantive content.

- Talk with children on a regular basis about whatever approach you are taking in the classroom—sharing your reasons, as a teacher, for your preferences; listening to children's thoughts and feelings and reasons for them. Such discussions will help children understand what is behind the classroom approach, will help them feel included in the decisionmaking, and will help you find an approach that best meets the needs of everyone in your classroom community (Levin 1994).

- Reach out to parents to involve them in discussions on the issue. Through parent newsletters, meetings, and workshops, parents can also be part of shaping an approach. (NAEYC brochures and position statements on media violence in children's lives and violence in the lives of children [NAEYC 1994] are available to assist teachers with this effort.) As teachers communicate information about this topic to parents, it can influence how parents deal with the Power Rangers at home and can lead to parents and teachers working together to solve this disturbing problem.

Empowering teachers, parents, and children

Until recent times, the major socializing agents in children's lives were parents and, to a lesser extent, teachers. But since the 1984 lifting of regulations governing children's broadcasting, corporations have increas-

ingly become parents and teachers to children too, teaching them concepts and values and behavior. But these new teachers and parents are not motivated by what is best for children; they are interested in selling products and programs to maximize their profits. As we can see from the responses of the teachers in this study, their influence has been very negative.

There has been almost no public discussion or debate about the change that deregulation has brought to children's lives. What little discussion has occurred has been narrowly framed in terms of first amendment rights for corporations (Carlsson-Paige & Levin 1990; Gerbner 1994). While manufacturers have been protected by government in their unlimited right to market violent products to children and to realize enormous profits from doing so, no public discussion about protecting children and parents from the effects of marketed violence has taken place.

Over the decade since deregulation, teachers—who are trained to understand and nurture children's development and learning—have continually voiced concerns about the effects of these shows and marketing practices (Carlsson-Paige & Levin 1990, 1991). As the Power Rangers have entered the lives of children, families, and schools, we are seeing the voices of teachers continue to go unheeded. It is time to put the interests of children—and, ultimately, all of society—ahead of the drive for profits and to begin listening to teachers, whose expert knowledge should be a guiding force in government policies that affect children.

References

- American Psychological Association. 1993. *Violence and youth: Psychology's response*. Vol. 1, *Summary report of the APA Commission on Violence and Youth*. Washington, DC: American Psychological Association.
- Boyatzis, C., G. Matillo, & K. Nesbitt. In press. Effects of the "Mighty Morphin Power Rangers" on children's aggression with peers. *Child Study Journal*.
- Carlsson-Paige, N., & D.E. Levin. 1987. *The war play dilemma: Balancing needs and values in the early childhood classroom*. New York: Teachers College Press.
- Carlsson-Paige, N., & D.E. Levin. 1990. *Who's calling the shots?: How to respond effectively to children's fascination with war play and war toys*. Philadelphia: New Society Publishers.
- Carlsson-Paige, N., & D.E. Levin. 1991. The subversion of healthy development and play: Teachers' reactions to the Teenage Mutant Ninja Turtles. *Day Care and Early Education* 19 (2): 14-20.
- Carlsson-Paige, N., & D.E. Levin. 1992. Making peace in violent times: A constructivist approach to conflict resolution. *Young Children* 48 (1): 4-13.
- Carlsson-Paige, N., & D.E. Levin. 1995. Viewpoint #4—Can teachers resolve the war-play dilemma? *Young Children* 50 (5): 62-63.
- DeVries, R., & B.S. Zan. 1994. *Moral classrooms, moral children: Creating a constructivist atmosphere in early education*. New York: Teachers College Press.
- Diamant, A. 1994. Special report: Media violence. *Parents Magazine* 69 (10): 40-41, 45.
- Garbarino, J., N. Dubrow, K. Kostelny, & C. Pardo. 1992. *Children in danger: Dealing with the effects of community violence*. San Francisco: Jossey-Bass.
- Gerbner, G. 1994. Reclaiming our cultural mythology: Television's global marketing strategy creates a damaging and alienated window on the world. *In Context* 38: 40-42.
- Greenberg, J. 1995. Various viewpoints on violence. Viewpoint #3—Making friends with the Power Rangers. *Young Children* 50 (5): 60-61.
- Huesmann, L.R. 1994. Long-term effects of repeated exposure to media violence in childhood. In *Aggressive behavior: Current perspectives*, ed. L.R. Huesmann. New York: Plenum.
- Klemm, B. 1995. Various viewpoints on violence. Viewpoint #1—Video-game violence. *Young Children* 50 (5): 53-55.
- Kuykendall, J. 1995. Various viewpoints on violence. Viewpoint #2—Is gun play OK here??? *Young Children* 50 (5): 56-59.
- Levin, D.E. 1994. *Teaching young children in violent times: Building a peaceable classroom*. Cambridge, MA: Educators for Social Responsibility.
- Levin, D.E., & N. Carlsson-Paige. 1994. Developmentally appropriate television: Putting children first. *Young Children* 49 (5): 38-44.
- Lisosky, J.M. 1995. Battling standards worldwide—"Mighty Morphin Power Rangers" fight for their lives. Paper presented at the World Summit for Children and Television, 12-16 March, in Melbourne, Australia.
- National Association for the Education of Young Children. 1990. NAEYC position statement on media violence in children's lives. *Young Children* 45 (5): 18-21.
- National Association for the Education of Young Children. 1994. *Position statements as of July 1994*. Washington, DC: Author.
- Pecora, N. In press. *The business of entertainment*. New York: Guilford Press.
- Pereira, J. 1994. Caution: 'Morphing' may be hazardous to your teacher. *Wall Street Journal*, 7 December, 224 (111): 1, 8
- Slaby, R., W.C. Roedell, D. Arezzo, & K. Hendrix. 1995. *Early violence prevention: Tools for teachers of young children*. Washington, DC: NAEYC.

Copyright © 1995 by the National Association for the Education of Young Children, 1509 16th St., N.W., Washington, DC 20036-1426. See inside front cover for information on rights and permissions. [Volume 50, Number 6]



Six weeks before you move, call NAEYC with your new address to help us send *Young Children* to you on time. Have this issue handy when you call 202-328-2614 or 1-800-424-2460, or, if you prefer, cut out this issue's address label, attach it below, and complete this form:

NEW

Name _____

Street _____

City _____

State _____ ZIP + 4 _____

Check if you are an Affiliate Group Officer.

Moving far? (Check here to receive information about your nearest Affiliate Group.)

Mail to: NAEYC Membership Services
1509 16th Street, N.W.
Washington, DC 20036-1426