

EDMUND P. PULTINAS
4224 PICTUREVIEW LN.
CINCINNATI, OH. 45247



USA20

MM Docket 93-48

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SEP 11

FCC MAIL ROOM

DOCKET FILE COPY ORIGINAL

Federal Communications Comm.
Office of the Secretary
419 M St. N.W.
Washington, D.C. 20554

M M Docket 93-48

Dear Commissioner,

Please do what you can
to restrict TV trash. We
want to see educational,
wholesome shows on TV
for children & adults as well.

Impose strict regulations.

We are horrified by what
is shown on daytime &
prime time TV. This trash
has to stop! Stop. Censorship.

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List A B C D E

Sincerely,
Peltinas Family



PHOENIX

Patrick W. North
Vice President
& General Manager

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SEP 11 1995

September 5, 1995
FCC MAIL ROOM

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

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Dear Secretary,

As rule making begins on MM DOCKET NO. 93-48, I would like to express our point of view from KPHO/ARIZONA 5, CBS in Phoenix, Arizona.

Broadcasters have SIGNIFICANTLY increased children's educational and informational programming in response to the Children's Television Act. The Act and current FCC rules are working to increase production and development of programming related to children and new rules are not needed.

Local broadcasters understand the current definition of educational and informational children's programming, and we are working every day to find new and innovative ways of reaching children.

In terms of reaching children with knowledge and ideas that they understand, I would propose that short segment programming is important for kids and should get credit. There is more value in producing short form programming that children will watch that requiring a pre-described amount of hours that children may choose not to watch.

At KPHO/ARIZONA 5 we are always looking for ways to reach the children of Arizona in an informative and educational way. The rules as they currently stand and our personnel dedication to children is sufficient for reaching the important goal of educating our children.

Sincerely,

Patrick W. North
V.P. & General Manager

Broadcast Group
Meredith Corporation

KPHO Phoenix
KCTV Kansas City
KVVU Las Vegas
WNEM Flint/Saginaw
WOFL Orlando
WSMV Nashville

4016 N. Black Canyon
Phoenix, AZ 85017
(602) 650-5500
Fax (602) 650-5545

PWN/mao

C: Edward Fritts/NAB
Henry Baumann/NAB
Charles Sherman/NAB

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WRTV Indianapolis

1330 N. Meridian Street
Indianapolis, Indiana 46202
Telephone 317/269-1460
FAX 317/269-1406

John C. Long
Vice President and
General Manager

SEP 11 1995

September 5, 1995

Secretary
Federal Communications Commission
1919 M Street, NW
Washington, DC 20554

DOCKET FILE COPY ORIGINAL

Dear Secretary:

This letter is in response to the Federal Communications Commission's issuance of a Notice of Proposed Rule Making to toughen regulation and enforcement of The Children's Television Act. I strongly oppose the new rules outlined in **MM Docket No. 93-48**, and I urge you to reconsider implementing additional regulatory burden on commercial broadcasters.

I'm concerned that the FCC is including proposal that would mandate a minimum number of hours of educational children's programming, and could raise such quotas over a period of time. As broadcasters, we take our public interest obligation seriously to provide quality children's programming. However, in my view, any effort by FCC to set numerical quotas is clearly excessive regulation that is simply not necessary.

The Children's Television Act of 1990 has established guidelines to insure stations serve the educational and informational needs of children. WRTV6 and stations across the country understand these guidelines and are conscientious in meeting the set requirements. In fact, new studies reveal more than a 100% increase in educational and informational children's programming since the Act went into effect. Clearly the Act is working.

Based on my statements above, I wish to go on record in opposition of MM Docket No. 93-48.

Sincerely,


John C. Long

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SEP 11 1993
FCC MAIL ROOM

DOCKET FILE COPY ORIGINAL

Dear Sir
I like the discover
channel. And I like
National Geograph
too. I like the Nature
channel. I wish
you could have
Some more
animals channels.

Number of copies received
0000000000

mm DOCKET 93-48

prefer school. And

some more nature
channels too. I

have to go to my
gramas house to

watch the nature
channels. So I wish

you would put more

on channel 17.

Katie

Galuski

11845 Hunts Coover Rd
AKRON, NY 14001
GRADE 3

KOTA
TERRITORY

Duhamel Broadcasting Enterprises

MM 43-48

KOTA TV3
518½ ST JOSEPH ST
PO BOX 1760
RAPID CITY, SD 57709-1760
(605) 342-2000

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SEP 11 1995

FCC MAIL ROOM

KOTA TV3
KDUH TV4
KHSD TV11
KSGW TV12
RADIO 1380 KOTA

September 7, 1995

DOCKET FILE COPY ORIGINAL

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

Dear Secretary:

We are writing to object to your Notice of Proposed Rule Making to consider making the Children's Television Act more stringent.

The Commission, if it would take this type of action, is NOT giving the broadcasters and the producers a chance. Since the Children's Act was enacted, there has been more than double the amount of educational and informational children's programming. I believe that broadcasters, in general, understand the current definition of educational and informational children's programming.

We currently are airing four hours of network and syndicated children's programs, plus short segment programming which is also important and for which it should get credit.

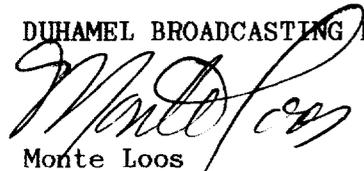
Broadcasters will continue to develop and expand the hours for children's educational and informational programs; however, if the Commission would set a "quota for number of hours," while this would set a minimum, in all likelihood, it would also set a maximum. This would NOT be in the interest of all of us who are concerned about our youth.

General audience programming can provide substantial educational benefits for children and should NOT be ignored or discarded just because it is not specifically developed just for children.

I urge you to let the broadcasters of America show their continued support of the Act as they are presently doing.

Sincerely,

DUHAMEL BROADCASTING ENTERPRISES



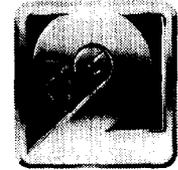
Monte Loos
Operations Manager

WFD:ML:dw

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ENCLOSURE

09/08/95

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SEP 11 1995
FCC MAIL ROOM



KMID-TV abc
MIDLAND-ODESSA

915-563-2222
P. O. Drawer 60230
Midland, Tx. 79711

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

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Dear Secretary:

This letter is to inform you that the rules requiring quotas for the amount of children's programming are unnecessary. We believe that broadcasters have significantly increased and are going beyond the requirements of the Children Television Act, and are very aware and concerned with Children's Programming.

We believe that the Act and the current FCC rules are working to increase this programming and new rules are not needed.

We appreciate your time in hearing our views.

Sincerely

Don Hale
V.P. & General Manager

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

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List A F C D E

0



P.O. BOX 12289/6140 BUENA VISTA ROAD
COLUMBUS, GEORGIA 31907-0933
(706) 561-3838

September 8, 1995

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SEP 11 1995
COMMUNICATIONS SECTION

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

Dear Sir,

WLTZ wishes to stand in opposition to the possibility of "numerical quotas" for educational and informational children's programming as suggested in the FCC Notice of Proposed Rule Making. Re: MM Docket No. 93-48

The NAB is filing a new study showing a greater than 100% increase by television broadcasters as a whole since passage of the Children's Television Act. This would point toward recognition that the current FCC rules are working and that new rules are not needed.

Broadcasters understand the current definition of the term: "educational and informational children's programming", which needs no change. Stations and other program suppliers are producing the quality product to meet that definition.

Quantifying rules are also unnecessary as broadcasters are already responding to the current rules with more and better educational and informational programming for children. Quotas also suggest a set maximum as well as the minimum.

It is our belief that short segment programming is important for children and should get credit. Educational and informational inserts aimed at children during other entertainment programming can frequently reach greater numbers of the very audience the Act wishes to reach.

Hopefully, the FCC will find that the proposed tightening of rules has become unnecessary and that broadcasters have, in fact, proven to be responsible members of our community and in particular toward those served by the Children's Television Act.

Most sincerely,

Tom Breazeale, III
Vice President/General Manager

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ROBERT J. CLARK
Vice President
General Manager

September 6, 1995

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SEP 11 1995

39

Secretary
Federal Communications Commission
1919 M Street NW
Washington, DC 20554

Re: MM Docket No. 93 - 48

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Dear Sir;

We strenuously oppose revisions to rules governing children's programming, including changes that would mandate numerical quotas for educational and informational material for young audiences.

We base our opposition on several factors:

- 1.) The considerable effort that U. S. Broadcasters, including KHTV, have already made to self-police programming for this very vulnerable segment of our audience;
- 2.) The increased amount of educational programming that KHTV and other stations now allocate to children's day parts.

It is clear that American Broadcasters have reacted to the Children's Television Act in a responsible and timely fashion. Mandates are unnecessary and may adversely impact broadcasters' ability to adequately program in this area.

The present rules are sufficient to effect change and should not be revised. Broadcasters have complied with all due speed to the regulations that are currently in effect.

Sincerely,



Robert J. Clark
Vice President & General Manager

Exhibit

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

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ROBERT J. CLARK
Vice President
General Manager



EDUCATIONAL AND INFORMATIONAL PROGRAMS FOR CHILDREN

BILL NYE THE SCIENCE GUY

Aired: Saturdays at 11-1130am

SYNOPSIS: Targeted to 4th and 5th graders, show moves science out of the classroom. Through fast-paced action, day-glo graphics and music videos, the series uses children's everyday surroundings and experiences to create an entertaining and friendly environment for discover.

GLADIATORS 2000

Aired: Saturdays at 1130-12pm

SYNOPSIS: Spin-off on American Gladiators; Has two teams of kids (one boy and one girl) compete in physically challenging events. Guest athletes are brought in to motivate the teams and teach sportsmanship. Each episode will contain information relating to health, diet, fitness and exercise.

NICK NEWS

Aired: Sundays at 530-6am

SYNOPSIS: "News" program for kids. The show will tell stories in-depth from different points of view so that viewers form their own judgments about the topics.

SAVED BY THE BELL

Aired: Monday - Friday at 830-9am, 5 - 530pm

SYNOPSIS: High School kids learn about growing up and dealing with various teen issues (attached are some descriptions of various shows).

MM93-48

Dear Mr.

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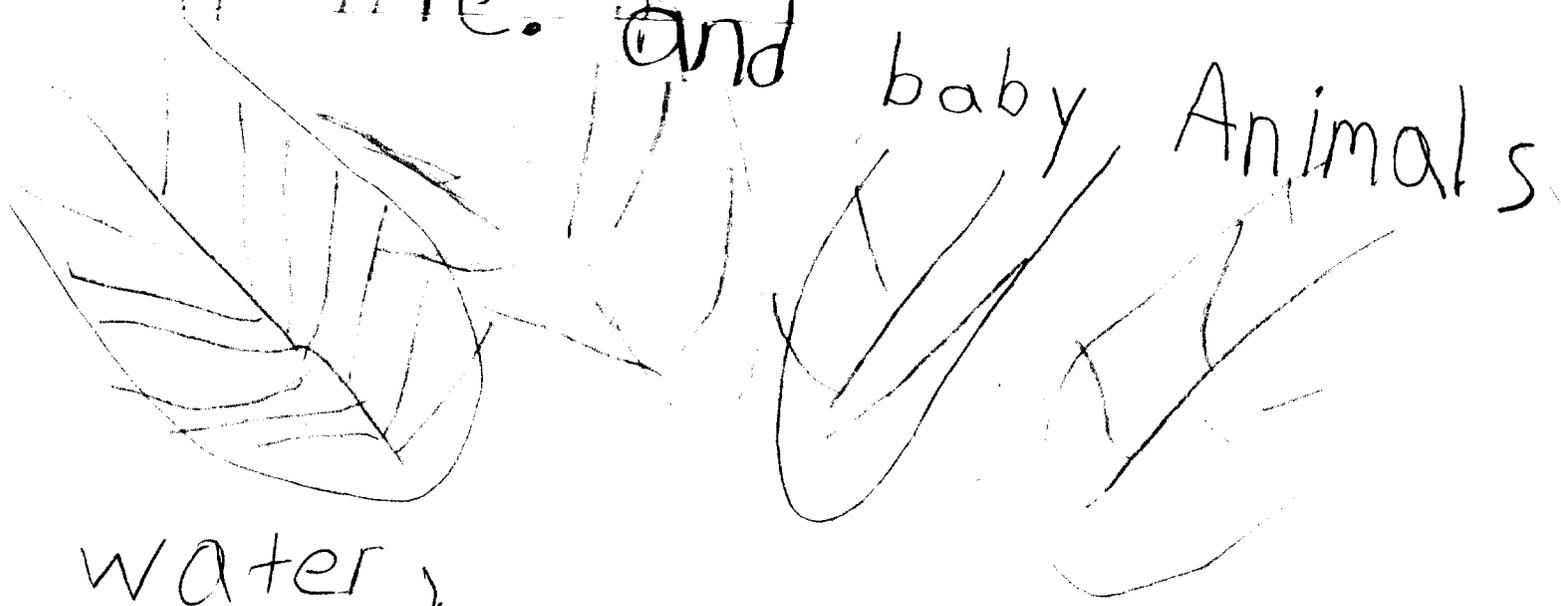
look on the back

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SEP 21 1995

FCC MAIL ROOM

I hope that you put this Channel on tv the Channel is about this nature and a about life. and baby Animals



water

11/11/95

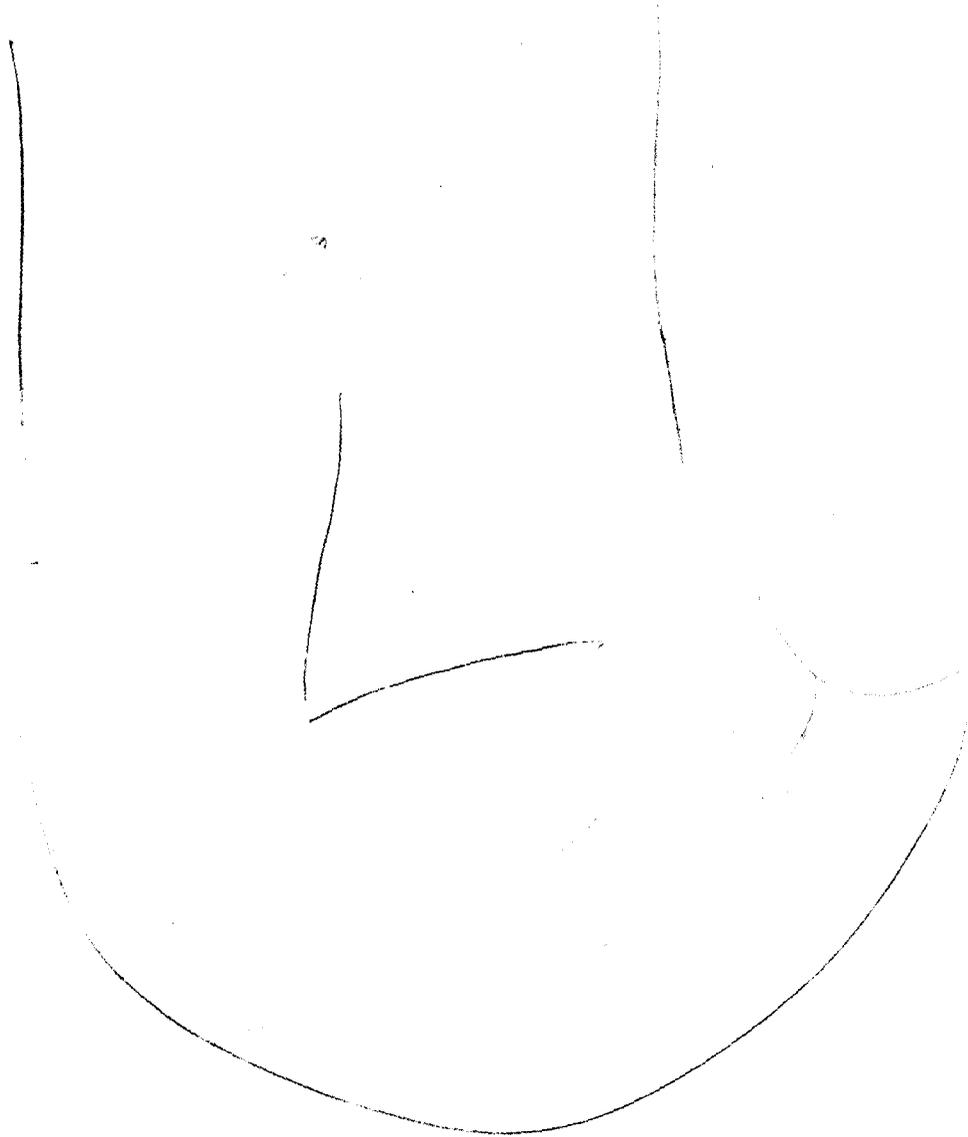
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From: Mary Grace

Salaschi 11845

Hunts Corner
AKRON, NY
14001

GRADE 2



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SEP 21 1995

Sept 1, 1995

Dear Sir FCC MAIL ROOM

I would like to take this opportunity to comment on educational programs for children.

As cable is not available in our area we are very limited in the channels that we receive. We probably would not get cable if it were available.

These days we find ourselves buying most of the programs that our children watch (ages 8, 8 and 7) they are constantly frustrated by the lack of quality programming for our children. If you find a program that is appropriate, you may not relax and enjoy it together. You must be constantly vigilant for not only the vulgar commercials, but also for

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news blurbs that are frequently violent and scary to children.

I know that we can't raise our children in the same environment that we grew up in. It becomes increasingly difficult to teach our children to respect teachers, adults, aunts, uncles, priests, men and grandparents when they are constantly exposed to news stories of violence by the same.

Educational television for toddlers is passable - just that Sesame Street is available in our area four times a day. Unfortunately, they are rerun all day. So really it is only one program. Ditto for Barney.

The programs available for the 7-13 year old are

non-existent. There are some very nice nature shows on in the late evening. Unfortunately, they are on too late for our children to watch. Although we do tape some of them.

I would like to see some science experiment shows, space exploration, inventions, ecology, American heritage, history of past cultures, archeology, art, and any kind of program that could inspire children to be a part of what is good and right in this world. I think it is important for them to know that they do have the power to make a difference.

Anything that you can do to help me teach this to my children would be greatly appreciated.

Sincerely
Daggy Haluski

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SEP 11 1995

FCC MAIL ROOM

10165 Eureka Parkway
Parma Heights, OH 44130
September 4, 1995

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

"MM Docket 93-48"

Gentlemen:

Thanks for asking for public input re: education and informational television available for/to children.

Grateful that there are still many great PBS programs for children. Hope that doesn't change now with new legislation. Fine adult shows, too.

After reading the article in U.S. News and World Report - Sept. 11, I really wonder why. Do we really want to destroy our people with "garbage" like this. It was said many years ago, that "we would destroy ourselves from within." A Russian leader, said that. And now, the computer is decadent, too.

There is an "off" button to use on theTV but many parents don't screen programs enough. I can understand they are very busy, but where are our priorities.

I am just rambling, I know, but at least I can try. In this complex world of today, one feels helpless of how to make it better. I am sure dozens of my friends feel this way, too, but just didn't write.

I also suspect GREED is the one word that tells the story. When will folks wake up.

Thank you.

Sincerely,

Phyllis Sell
Phyllis Sell

ps

*Let's use
power of
TV wisely.*

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

RECEIVED

SEP 11 1995

FCC MAIL ROOM DOCKET FILE COPY ORIGINAL

RE: MM Docket 93-48

Dear Sir:

I am extremely concerned about the high volume of violent programs on TV, because of the damaging impact on our children and our society as a whole. At the very minimum, we must increase the amount of excellent educational programs available for our youngsters of all ages so that there will be a wholesome choice for parents and children.

I am hereby recommending the following:

1. The FCC strengthen the Children's Television Act by requiring that broadcasters provide three hours weekly of educational and informational children's television shows and that this requirement be increased by 30 minutes each year over four years to eventually require five hours weekly. This would be a modest increase compared to the 27 hours of children's TV common in the 1950's.
2. The FCC require that stations identify programs as educational and informational at the time they are aired and provide identifying information to publishers of programming guides.
3. The FCC restrict the number and duration of commercials on children's shows.
4. The FCC take Reed Hundt's suggestion to require broadcasters in each community to develop a Contract for Kids and Community. In each market all broadcasters would state concretely and specifically how they intend to give parents a choice of high quality, decent, nonviolent and educational programming, and how they would give parents the power to choose. In each market broadcasters would tell their audiences at the beginning of their licensing period what they intend to do for kids and the community they serve. Furthermore, the FCC should make it clear to licensees that the renewal of their licenses depended upon compliance with these clear commitments as well as the requirements shown in number one, two and three above.

We must stop this polluting of our television waves with misleading and unrealistic messages which damage our children and ruin our society. Let's make TV live up to its wonderful potential for educating and uplifting the human spirit - not making life so scary. Anymore, I do not look forward to watching any show unless it is a Public Broadcasting Show (e.g. Children's programs and educational shows only). Please help make life happier for all children from ages 0-100+. Thank you for taking the time to read, and hopefully, act on this letter.

Sincerely,

Anna Marie Boutchia

Anna Marie Boutchia
3 Shelter Rock Road
Eastampton, NJ 08060

Sept. 5, 1995

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September 1, 1995

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Mrs. Chris Smith
10013 NE Hazel Dell Ave. Ste 226
Vancouver, WA 98685

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SEP 11 1995

FCC MAIL ROOM

Federal Communications Commission
Office of the Secretary
1919 M St. NW
Washington DC 20554
"MM Docket 93-48"

To whom it may concern:

I am responding to your request for comments regarding television programming improvements.

I am the mother of a 7 and 5 year old and I will say plain and simple, most of the programming on television is OFF LIMITS for my children.

First of all, there are not enough educational programs! I enjoy Bill Nye the science guy and would love to see more programming such as this. I, at age 32, still remember the educational commercials and the jingles that went with them. (Conjunction, junction, what's your function?, memorizing the 50 states, etc.) What I see most of at this time is stupid cartoons with too much violence, total disrespect for adults, and very bad attitudes in general. If I were to allow my children to view most cartoons today I would be allowing their minds to be filled with garbage such as slang terms, how to be disobedient, and get away with things they are not supposed to be doing.

I do realize times are different, but I would like to know why my children still love the Brady Bunch, Lassie, Leave it to Beaver, etc. if times have changed so drastically. The children of today do not need to see such destruction of character in order to enjoy shows. We are insulting the minds of our children!

I do appreciate this opportunity to present my opinion. I am tired of watching most shows on TV now and letting them watch about 3 minutes of the program and have to turn it. I shouldn't have to say NO so much. If there was more appropriate and educational programming I would not feel like I am parenting in defense of the "horrible" things of the world.

Please push educational shows. There are so many children that are watching hours of television without their parents knowing or caring about their viewing habits.

If we feel like we have to take care of these kids in school with special programs to teach them the things their parents "should" be teaching them, then we surely can air more educational and uplifting television.

Sincerely,



Chris Smith

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School of Family Studies and Human Services

303 Justin Hall
Manhattan, Kansas 66506-1403
TEL: 913-532-5510 FAX: 913-532-5505
E-mail: FSHS@KSUVM.KSU.EDU

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SEP 11 '95

FEDERAL COMM COMMISSION
OFFICE OF THE
SECRETARY

3 July 1995

Commissioner Susan Ness
Federal Communications Commission
1919 "M" Street, N.W.
Washington, DC 20554

DOCKET FILE COPY ORIGINAL

Dear Commissioner Ness:

I am enclosing a new report, *Children and Television Violence*, which was published in the current issue of the *Kansas Journal of Law & Public Policy*.

If you would like additional information on the topic of TV violence, you can visit our new world wide web site (<http://www.ksu.edu/humec/tele.htm>) devoted to this issue.

Finally, this law review commentary served as the basis for the development of a one-hour video program on television violence. The video was produced for the *Great Plains University Consortium* (Kansas State, Iowa State, North Dakota State, Oklahoma State, Minnesota, Missouri, and Nebraska) and will be part of a satellite telecourse, to be broadcast later this year. If you would like a free copy of the video, please send a message via voice-mail (1-500-FOR-JOHN) or e-mail (JPM@KSUVM.KSU.EDU).

Sincerely yours,

John P. Murray, Ph.D.
Professor and Director

JPM:reb

enclosure

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Children & Television

Images in a Changing
Sociocultural World

GORDON L. BERRY
JOY KEIKO ASAMEN



SAGE Publications
International Educational and Professional Publisher
Newbury Park London New Delhi

1. The Developing Child in a Multimedia Society

JOHN P. MURRAY

To suggest that children growing up in the 1990s live in a very different world than the one their parents or grandparents experienced as children is not only to state the obvious but to *understate* the obvious. Although many of the parents of young children in this last decade of the 20th century grew up with television, some of these parents—and almost all of the grandparents—lived in a world without television as a source of information and entertainment.

There are, of course, other changes in the information environment in which children live today. The current media ecology of childhood includes computers and video games, VCRs and laser discs, and ever-changing audio systems with computer interfaces that *could* enhance the integration of both education and entertainment in a multimedia society. However, that integration has not yet occurred and its potential remains a matter of some conjecture. Still, it is not an exaggeration to suggest that television is one of the core components of a multimedia society that has dramatically altered the nature of childhood and the development of children.

The central role that television plays in a multimedia environment for children results from the fact that television—unlike all other media before or since—reaches children at a much earlier age and with a greater intensity. This enhanced potential for influencing the intellectual and emotional development of young viewers is simultaneously television's greatest promise and greatest disappointment. The history of these great expectations for television and the prospects for the future serve as the focus of this review of the developing child in a multimedia society.

Expectations

Television had its debut in North America in 1939 as an object of curiosity at a world's fair exhibition. During the half century since this official debut, television has contributed to major alterations in the life-styles and information environments of children. One of the first social commentators to offer a prediction on the impact of television was the essayist E. B. White, who previewed a demonstration of television in 1938. Writing in *Harper's Magazine* in that year, White noted:

I believe television is going to be the test of the modern world, and in this new opportunity to see beyond the range of our vision, we shall discover either a new and unbearable disturbance of the general peace or a saving radiance in the sky. We shall stand or fall by television—of that I am quite sure. (White, 1938, cited in Boyer, 1991, p. 79)

And so it was that television, at its birth, gave rise to premonitions of conflict over its potential for benefit or harm.

This concern about the positive and negative influences of television has driven most of the research and public discussion concerning the development of this medium and the development of children over the past half century. The official starting date for television broadcasting in the United States is July 1, 1941, when the Federal Communications Commission (FCC) licensed and approved the full operation of the first commercial television stations. However, the development of television broadcasting was limited by World War II and full-scale broadcasting did not resume until 1946, when stations were once again required to broadcast a minimum of 12 hours of programming each week, with a gradual increase in broadcasting up to a minimum of 28 hours weekly by the end of the first 3 years of the broadcasting license (Andreasen, 1990; Comstock, 1989).

Despite the slow start to television broadcasting, this medium was quickly adopted and it diffused through the population at an accelerated pace. For example, in 1945 there were about 10,000 television sets in use, but that figure jumped to about 7 million sets 5 years later in 1950. By 1955, almost 65% of U.S. households had at least one television set, and by 1960 that figure had jumped to 90% of U.S.

households. Currently, 98% of households have a TV, with only 2% of households choosing not to purchase a television set.

Similarly, the amount of time spent watching television has increased over the years from about 4.5 hours per day in 1950 to 7.5 hours each day in the 1980s and 1990s. To give some reference for this magnitude of viewing, if you multiply 7.5 hours per day in the typical household by the number of households with television sets in use, you find that in 1 year Americans collectively spend about 30 million years of human experience watching television. This is a considerable amount of time to spend with television each year, and one might reasonably ask what effect this extensive viewing has on U.S. society.

To give a flavor of the range and depth of concern about television, one might reflect on the observations of a former chairman of the Federal Communications Commission, Newton Minow, who is best remembered for his "inaugural address" to the National Association of Broadcasters in 1961 in which he said:

When television is good, nothing—not the theatre, not the magazines or newspapers—nothing is better. But when television is bad, nothing is worse. I invite you to sit down in front of your television set when your station goes on the air and stay there without a book, magazine, newspaper, profit-and-loss sheet, or rating book to distract you—and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland. You will see a procession of game shows, violence, audience participation shows, formula comedies about totally unbelievable families, blood and thunder, mayhem, violence, sadism, murder, western bad men, western good men, private eyes, gangsters, more violence, and cartoons. And, endlessly, commercials—many screaming, cajoling, and offending.

Thirty years later, the now former chair of the FCC, speaking on the 30th anniversary of the "vast wasteland" speech, observed: "In 1961 I worried that my children would not benefit much from television, but in 1991, I worry that my grandchildren will actually be harmed by it" (Minow, 1991, p. 12).

The "vast wasteland" speech had a galvanizing effect on public discussion of the potential of television to influence young viewers for good or ill. Three decades later we are still attempting to sort out the costs and benefits of this medium of long-distance sight and

sound. The controversies continue to rage about the most beneficial uses of television in all its forms and the difficulties of drawing the fine line between commercial profit and commercial exploitation. For example, concerns have surfaced around proposals to provide commercial television news services in schools, such as those promoted by Whittle Communications's Channel One (Murray, 1991; Pool, 1992). And yet, there are clearly great benefits to be derived from the effective use of television as an educational force in the lives of young viewers (Boyer, 1991; Palmer, 1988). So, what do we know about television's influence on the developing child and when did we know it?

Debates

The first official debates about television occurred in congressional hearings during the early 1950s (U.S. Congress, House Committee on Interstate and Foreign Commerce, 1952; U.S. Congress, Senate Committee of the Judiciary, Subcommittee to Investigate Juvenile Delinquency, 1955). These inaugural congressional investigations were focused on the impact of televised violence on children and youth and set the stage for subsequent commissions and committees. For example, the landmark reviews following the 1950s hearings include the National Commission on the Causes and Prevention of Violence (Baker & Ball, 1969), the Surgeon General's report on television violence (U.S. Surgeon General's Scientific Advisory Committee on Television and Social Behavior, 1972), the report on television and behavior from the National Institute of Mental Health (1982; Pearl, Bouthilet, & Lazar, 1982), and the American Psychological Association review of television and society (Huston et al., 1992). Each of these investigations began with basic questions about the impact of television on young viewers and each has added incrementally to our understanding of the processes by which children develop in a mediated society.

Questions about the impact of television on children and adults have occupied the time and talents of hundreds of social scientists and educators over the past 40 years. Consequently, there have been over 4,000 books, articles, reports, and papers published on this topic since the mid-1950s (Huston et al., 1992; Murray, 1980). The major concerns expressed about television have been focused on its impact

on young viewers in relation to the influence of televised violence, the portrayal of the roles of men and women and various social and ethnic groups, and the influence of television viewing on school performance and general intellectual and emotional development in children.

Violence

As we noted earlier, one of the first concerns that surfaced in relation to the medium of television in the 1950s was a concern about the impact of televised violence on the behavior of young viewers. This was the principal focus of the congressional hearings in 1952 and 1955 and continued to be an issue in the violence commission in 1969, the Surgeon General's report in 1972, and in various other reports through 1992. The reasons for concern about violence, both then and now, include the fact that there has been a consistently high level of violence on television throughout much of its history and that children are considered more vulnerable to these violent portrayals because they are in the early stages of developing behavior patterns, attitudes, and values about social interaction. However, this is not to deny that many reports and studies have addressed the impact of televised violence on adults as well as children for many of the same reasons. The earliest studies in this regard turned on the work of Albert Bandura who studied preschool children at Stanford University (Bandura, D. Ross, & S. Ross, 1961) and the work of Leonard Berkowitz at the University of Wisconsin, conducting studies on the impact of film violence on college students (Berkowitz, 1962). These early laboratory-based and relatively focused investigations gave rise to the conclusion that media violence could lead to some short-term changes in aggressive behavior and attitudes on the part of children and young adults.

Subsequent studies and reviews, such as the work of Aletha Huston and her colleagues (Friedrich-Cofer & Huston, 1986; Stein & Friedrich, 1972) expanded these studies and conclusions to take account of aggressive behavior occurring in more conventional or typical behavior settings. For example, one study conducted in the early 1970s (Stein & Friedrich, 1972) assessed the effects of viewing a diet of Batman and Superman cartoons on the aggressive behavior of preschoolers in the more natural setting of their classroom and playgrounds. One of the main conclusions from this study is that the

youngsters who had watched the Batman and Superman cartoons were much more likely to get into minor confrontations in the classroom and on the playground, were more active in these settings, and played less well and less cooperatively with their peers. On the other hand, the youngsters who had watched the diet of *Mr. Rogers' Neighborhood* were more likely to play cooperatively, offer to help other children and teachers, share toys and equipment, and express concern about others' emotional well-being. One of the interesting features of this research is the suggestion that television can have either beneficial or harmful effects on viewers' behavior and that the nature of the effects depends upon the nature of the programming viewed. To be sure, there are many other factors that affect these relationships and there has been considerable debate about the nature of these influences and the extent of concern about televised violence (Comstock & Paik, 1991; Donnerstein, Linz, & Penrod, 1987; Freedman, 1984, 1986; Friedrich-Cofer & Huston, 1986; Huesmann & Eron, 1986; Huston et al., 1992; Murray, 1980; National Institute of Mental Health, 1982; U.S. Surgeon General's Scientific Advisory Committee on Television and Social Behavior, 1972). Nevertheless, it is clear that there is a considerable amount of violence on television and that this violence on the small screen may translate into changes of attitudes, values, or behavior on the part of heavy viewers. For example, studies by George Gerbner and his colleagues at the University of Pennsylvania (Gerbner & Signorielli, 1990) have shown that on average over the past 20 years, 1 hour of "prime-time" evening television programming contains 5 violent acts whereas 1 hour of Saturday morning children's programming contains an average of 20-25 violent acts. These figures and levels of violence have fluctuated somewhat over the past quarter of a century of detailed content analyses, but the average child watching an average amount of television will see about 20,000 murders and 80,000 assaults in his or her formative years. That's about 100,000 violent acts before a youngster becomes a teenager. Some of the violence will be seen on realistic programs and some will be seen on cartoons, but we know from various studies that all forms of violent programming may have possible harmful effects on viewers.

Three possible effects have been the focus of most concern about TV violence: Children may become less sensitive to the pain and suffering of others; youngsters may be more fearful of the world around them; and children may be more willing to behave in aggres-

sive or harmful ways toward others. Although the effects of television violence are not simple and straightforward, meta-analyses and reviews of a large body of research (Huston et al., 1992; Wood, Wong, & Chachere, 1991) suggest that there are clearly reasons for concern and caution in relation to the impact of televised violence.

Roles

Content analyses of television programming over the past 20-30 years have consistently indicated that the portrayal of the roles of men and women and various social or ethnic groups bear little relationship to the life circumstances of these individuals beyond the small screen (Berry, 1988; Gerbner & Signorielli, 1990; Greenberg, 1980; M. Williams & Condry, 1989; Withey & Abeles, 1980). Although the portrayal of ethnic minorities and the roles of men and women have changed over the years as a result of increasing sensitivity to these issues on the part of both broadcasters and viewers, there remain clear limitations on opportunities for diverse role presentations for these groups. For example, following civil rights demonstrations during the 1960s, there were increases in the number of programs featuring Blacks in major roles on television. However, this trend began to reverse in the 1980s, when Blacks declined to about 8%, which is considerably below the percentage of Blacks in the U.S. population. So too, there were clear limitations on other ethnic groups. For example, Hispanics (3.5%), Asians (2.5%), and Native Americans (under 1%) (Berry, 1980; Greenberg, 1986).

In other areas, such as the portrayal of families on television, we know that there have been wide variations in the nature of families that dominate television at various periods in its history. One recent content analysis of over 900 television series broadcast between 1947 and 1992 suggest that there are some unusual peaks in particular types of families on televisions (Murray, 1992). For example, in the early days of television—from the late 1940s through the 1950s—the typical family consisted of one of two types: A mother and father with two or three children or husband and wife who were newly-weds just establishing their marriage and family relationships. However, in the late 1950s and throughout the 1960s, there was a sudden rise in the number of single-parent families portrayed on television. One might suspect that this was a response to a rising divorce rate in the United States and the consequent increase in single-parent