

One Week

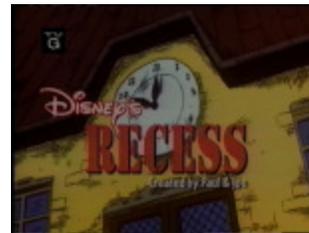
A Brief Analysis of Children's Educational Programming

By Pennie Alger and Christian Borg



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Programs by Station



Recess

Carmen Sandiego

Back to the Future



Rugrats
Wild Thornberrys
Chalkzone
Hey Arnold
Dora the Explorer
Blue's Clues



Teamo Supremo
Recess
Fillmore
Lizzie McGuire
Proud Family



The Pet Shop
Jack Hanna's Animal Adventures
Wild Moments
The Scope
Awesome Adventures
Wild America

I. Major Findings

- **Half of the children's educational programming we viewed attempts to convey 'social' messages as opposed to objective knowledge.**
- **Twice as many males held lead roles than females.**
- **There were four times as many lead roles filled by white lead characters than by minorities.**
- **Of the 35 major lead roles, only three were held by female minorities: Penny Proud of the Proud Family, Dora the Explorer, Spinelli from Disney's Recess.**
- **Unhealthy foods and self-promotional advertisements dominated the commercial time.**
- **Only 2 of 21 programs and 3 of 610 commercials portrayed explicit violent behavior.**

II. Methodology and Introduction

What you will find in this report is an analysis of what we viewed during one week of children's public educational programming in May of 2003. Shows have been analyzed on three general categories: educational material, race representation, and gender representation. You will see what constitutes current educational programming, and what questions these programs raise. Some of the questions are quite obvious: is the programming educational? Are three hours per week enough? What can children learn from watching these programs? Some of the questions are more subtle: Who decides what is educational and what is not, or, whose education is being considered? Who is paying for and profiting from this programming? What constitutes 'moral' education, and should it be considered educational? Where is the line between the perpetuation of racial stereotypes

and appealing to a certain demography? These are queries you may want to keep in mind as you review our findings.

This project began with a simple understanding of the Children's Television Act of 1990 and its intended implications upon the quality of television viewed by youth under the age of sixteen in the United States. With the help of ABC, NBC, and FOX of Grand Rapids and the CBS affiliate of Kalamazoo, we identified from each station one week's worth of "educational programming" as "enforced" by the FCC. We then recorded and studied these programs relative to the vague expectations of children's television as defined by the FCC. With the help of the Grand Rapids Institute for Information Democracy and the Grand Rapids Community Media Center, we were able to compile our findings in the following pages.

III. History and Facts

In 1990, Congress required the FCC to enforce the Children's Television Act (CTA), which had been initially rejected by President Reagan. Allowed by President Bush, Sr., the bill became law without his signature. This act was intended to compel television stations to increase the amount and quality of educational and informative programming with a viewing audience under the age of 16. At the time, Congress agreed with children's advocates that: 1) the basic intellectual skills of youth in the United States were inferior to children from other developed countries, 2) television is one of the most popular recreational activities of children in the United States, therefore making it an obvious me-

dium through which to enact this type of legislation.

In 1996, the FCC amended the CTA of 1990 by adding numerous rules concerning children's television, which broadcasters began adhering to as of September 1, 1997. The original act stayed in place, but by following these rules, broadcasters transmitted what is now known as "core" or "specifically designed" children's educational programming. The rules that remain in place today are as follows:

- A core program must further the "positive development of children sixteen years of age and under in any respect, including the child's intellectual/cognitive

or social/emotional needs.”

- A core program must air at least one time each week between the hours 7 a.m. and 10 p.m.
- A core program must be at least 30 minutes long and must be identified by an icon at the beginning of the program.
- A core program must have a statement of educational purpose, including the desired effects and the target age group of the programming.
- A 30-minute core program may not have more than 10.5 minutes of commercial time on the weekend or 12 minutes of commercials during the week.

In addition to the rules above, these acts have also required a number of obligations from broadcasters in return for their free use of the publicly owned airwaves. These requirements are as follows:

- Broadcasters must make programming guides available to publishers such as local papers. This requirement is intended to promote the core programs and should include information about the program and the age group it is targeting.
- Broadcasters must designate a Children’s Liaison at each local station.
- Broadcasters must create a public inspection file that includes the quarterly reports

submitted to the FCC for license renewal and any auxiliary information about the core programming. This inspection file must be available to the public for viewing during normal business hours.

Currently, every three months the FCC mandates that “over-the-air” (not cable or satellite) commercial stations file a report called the *FCC 398* concerning Children’s Educational Television. This report is the only leverage that the FCC has over these stations, as it does have the power to reject a station’s license. However, broadcasters consider this filing process a “slam dunk”. It is widely known today that there is little chance that the FCC will decide to not renew a broadcaster’s license so long as stations meet the bare minimum of requirements, like the 3-hour minimum. Unfortunately, various other requirements that were agreed upon initially are not being honored, such as the programming guides that broadcasters should publish. Although we found examples of certain requirements that are properly being met, others clearly are not. This accountability gap between the local stations and the FCC is one of the main concerns that we would like to raise in this report, especially considering the content of certain programs and commercials that we viewed.

IV. Analysis

A. Educational Analysis

There are a variety of program types that stations use to fulfill core programming requirements. Some stations, such as NBC in particular, choose to utilize biology based shows, like The Pet Shop, Jack Hanna’s Animal Adventures, and Wild Moments. However, the majority of stations choose programs aimed at social and moral education.

Among ABC’s choices for such purposes are Disney’s Recess, Disney’s Teamo Supremo, and Disney’s Fillmore. Still other shows attempt to marry entertainment and education, such as FOX’s Carmen Sandiego and Back to the Future. Several children’s shows are directed towards younger children, such as CBS’s Blues Clues and Dora the Explorer. These shows specifically target young children’s developmental stages, and are organ-

ized to stimulate different levels of growth.

Because of the very different nature of each of these show types, each of these categories will be looked at individually. Each of the shows is put into one of four categories: scientific, social, entertainment/education, and developmentally oriented. Readers may notice that each station tends to utilize one format. While reading these findings, consider the benefits and drawbacks of each format, as well as which types seem more educational than the others.

i. Scientific Programming

NBC is the most consistently scientific station. Each of their six programs, The Pet Shop, Jack Hanna's Animal Adventures, Wild Moments, Scope, Awesome Adventures, and Wild America, are based around scientific education, particularly biology.

Biology based programs raise several questions. While the educational value of these programs is not under question, the most poignant inquiry is perhaps whether or not these programs are truly directed toward children. The clearest example that raises this question is the commercial programming present during these shows. During Wild America, a program which airs Sunday mornings at 7:30am, some commercials promoted Aspercreme, an arthritis cream, New Phase, which are menopause pills, Purina dog food, and American Express credit cards. Of all the commercials present during this time period, not one was of interest to children. This is an interesting point as one must question whether these programs are truly intended for children. More examination of this question is provided in the section on commercial findings.

Another related question is whether these programs are appropriate for the intended age group. NBC's shows are generally targeted for children ages 12-17. Two thirds of these programs, however, air on Saturday and Sunday between 7:00 and 8:00am. Considering this with the previous understanding of commercial target groups, one must wonder if the directed audiences view this programming, or are able to

view this programming. The content of the actual shows is generally very informative, and raise no serious question of their validity. A breakdown of each program is provided in the appendix.

ii. Social Education

"Broadcasters have promised the FCC that they will, among other commitments, provide children's educational programming. In exchange, the FCC gave broadcasters free use of the airwaves, estimated to be a \$40-\$70 billion value. However, broadcasters have not delivered on their promise."

The use of social education as children's core programming is perhaps the most questionable form of public television education. We consider social educational programming those programs that claim educational value under their presentation of social dynamics, balancing social, familial, and scholastic lives, and moral education. The entirety of ABC's programming is considered educational on this ground, as is two thirds of CBS's, and one third of FOX's. FOX, however, airs this program five times per week, for a total of two and a half hours. Therefore, at least six of the twelve hours per week of children's programming is under serious doubt as to whether it is educational or not.

Disney's Recess, a program aired by both FOX and ABC, provides the clearest example of the problems of socially educational programming. ABC states in their Children's Television Programming Report, published March 31, 2003, that:

Disney's Recess is about a group of ethnically and gender-diverse fourth graders who help successfully navigate one another through many struggles common to middle childhood. Some of the conflicts they may encounter range from playground bullies to overbearing teachers. However, these unlikely heroes find the strength and support to overcome life's daily hassles.

According to ABC's description of the show, Disney's Recess provides problem-solving skills, friendship values, and an in-

roduction to problems common to fourth graders. Upon viewing the program, it seemed to demonstrate little of the values that the station claims central to the program. One episode that we viewed was a Halloween episode, which involved the students' bikes coming alive and attacking the school. This was followed by a segment about the school being built on a burial ground. The students respond to a dare and climb under the school and are chased by zombies until they escape.

Many other questions were raised by Disney's Recess, on gender, racial, and educational grounds. The program is considered educational in part because of its 'ethnically and gender-diverse fourth graders.' After viewing the episodes, our concern was where the line between reinforcing stereotypes and appealing to a certain demography lies. The clearest example of this is the only African-American character, who wears a basketball jersey every day and constantly plays sports, though none of the other characters are participating. Some may consider this an attempt to appeal to a certain demography, while others may question whether this is a perpetuation of the stereotype that African-Americans are predominantly athletic. While we are not attempting to state which of these is a correct interpretation, it is important for viewers to question the motivation for these descriptions.

Disney's Recess further brings into question the issue of gender representation. The most common concern of gender within the programs we viewed was the consistent portrayal of female characters as being either beautiful and unintelligent or unattractive and brilliant. Gretchen, the 'intelligent' character of the program, has buckteeth and an abnormally egg-shaped head.

Another consideration for such programming is whose social and moral codes are being presented by this programming, and whether the values are of such universal interest to be considered educational to the children of the United States as a whole. An interesting example of

this is the popular children's show, ABC's Lizzie McGuire. ABC's Children's Television Programming Report of March, 2003, states that Lizzie McGuire:

...follows the life of at 13-year-old Lizzie whose every school day is a popularity contest, every class is a crisis, and her mom wants to know every bit of it. Aside from being the focal point of her parents' good intentions, Lizzie hangs out with her two best friends Miranda and Gordo, and somehow manages to deal with her pesky little brother all at the same time.

The show presents a thirteen-year-old girl and many of the problems associated with that status. The episode we watched did deal with Lizzie McGuire's struggle to balance her friends and family. However, the program did end on a rather disturbing note for a program that intends on presenting itself as a role model for dealing with early teenage issues. In the episode we watched, Lizzie's father and mother went to an all day sports festival. Lizzie was asked to stay home and take care of her little brother, Matt. Lizzie, however, had other plans and was upset with her parents' request. Matt's best friend came over, and Lizzie instructed the two of them to be silent and leave her alone. The two boys accidentally flattened their father's autographed football, which was one of his prized possessions. Lizzie becomes very upset and yells at the two of them. Her friends Miranda and Gordo were over as well, and they start to wonder what to do. Lizzie goes up to her brother's room and he and his friend were gone. The two boys travel around town trying to fix the ball. Lizzie and Miranda leave to find them, while Gordo stays home in case Lizzie's parents return. Lizzie and Miranda find Matt, who is trying to trade the ball in for another signed ball at a pawnshop. They find a way to exchange it for a another autographed football. Lizzie, Miranda, Matt and Matt's friend all return just in time for their parents to return. Their dad notices the different signature, and the children confess

what happened. The mother then confesses that months before she had dropped the real ball in the fire place accidentally and bought a plain ball and signed it herself. The children were then forgiven.

This episode is a paradigmatic illustration of the question ‘whose morality’ in social programming. The conclusion of this episode is that the mother had been lying for several months, the children attempted to deceive their parents, and in the end the children were not reprimanded for their actions because of the universal deceit that had been occurring. One must then ask: is this educational? Whose morality is being presented here?

The conundrum of social educational programming raises the question of the distinction between responsibility and education. One may make the claim that stations should have programs that are directed toward children and employ moral and social correctness out of responsibility. However, these shows are considered educational not for their explicit presentation of social messages, but by default for their lack of debauchery. One

must wonder if this is an adequate fulfillment of the FCC’s intended use of core programming.

A final complaint concerns the difference between education and entertainment, and whether the two are too easily confused. Shows such as CBS’s Chalkzone, The Rugrats, Hey Arnold, ABC’s Disney’s Fillmore, are primarily entertainment based. Any social values instilled through these programs were clearly supplementary. One must wonder if any show could be considered educational if it merely contains lessons such as obeying one’s parents, whether or not to lie, and so forth. This question, combined with the previous query of entertainment verses education, raises serious doubts to us about the quality of this form of children’s educational programming.

In conclusion, our critique of social educational programming is that stations have confused shows that are appealing to children with shows that are educational. Though these cate-

gories are not mutually exclusive, they are not identical either. Each program must be considered on its own merit, and one should keep these questions in mind while critically viewing each program.

iii. Entertainment/Education

Programs like Where is Carmen Sandiego and Back to the Future attempted to have an educational message, often historical or scientific, which is introduced within the framework of their plots. Both of these programs are broadcast by FOX. Where is Carmen Sandiego, like Disney’s Recess, is aired five times per week, for a total of two and a half hours per week.

The entertainment/education category brings several questions to mind. We will begin with Where is Carmen Sandiego. The station states in their March, 2003 FCC report that the program

...is an animated series based on the popular game “Where on Earth is Carmen Sandiego” and video series. Viewers learn geography, cultures, sciences, math, language arts, and detective reasoning skills all while tracking down the illusive Carmen.

In writing, this appears to be an excellent method of teaching children. Viewing the program, however, illuminates the fact that the ‘tracking down the illusive Carmen’ facet of the show was the predominant purpose of the program. During the episode we watched, we learned approximately five facts, while the rest was dominated by plot and external padding. The show also demonstrated several questionable gender and racial representations, which are discussed in further detail in the appendix.

Back to the Future appeared to be equivalent to Carmen Sandiego in regards to its educational value. Most of the program was devoted to plot development. Although the episode did take place on the Oregon Trail, little of the plot was dedicated to relaying information about the Oregon Trail or any other relevant matter during its time. The program concluded with Christopher Lloyd, the Doctor from the original film se-

ries, giving a brief description of how a geyser works.

We were disappointed by the quality of both of these programs, particularly because we believe that these shows have the potential to be truly informative programs. Had the plot not overtaken the included educational material, these shows might demonstrate an attractive model to the creators of educational programming. Overall, these types of shows raise many questions as to where the adequate ratio between education and entertainment should lay.

iv. Developmentally Oriented

We considered those programs that were tailored specifically around the cognitive growth of children to be developmentally oriented. These programs, Dora the Explorer and Blue's Clues were by far the best programs we witnessed during our analysis. Both programs are aired by CBS on Saturday mornings.

Dora the Explorer, we feel, is an exemplar children's educational program. The creators of Dora the Explorer are Chris Gifford, Valerie Walsh, and Eric Weiner. The program was built around the specific modes of learning that children process. When asked about the show's curriculum, Chris reported, "It's based on Howard Gardner's ideas about multiple "intelligences". In every episode we incorporate 7 different learning "intelligences" such as logical/mathematical, musical/auditory, and bodily/kinesthetic. We script the show so little kids actively use each intelligence to help Dora and Boots." To ensure the effectiveness of the curriculum, Eric reports, "every *Dora* episode is tested (and re-tested) by our Research Department with large numbers of preschoolers and we learn an incredible amount every time". Hence, the program is designed to foremost be educational, which is catalyzed by the entertaining and fun aspects of the program. Additionally, *Dora* actually teaches Spanish on the show. This has the dual purpose of making Latino children feel welcome and of introducing solely English-speaking children to foreign languages at an early age.

Blue's Clues is similar in intent, in that it is built around the mental development of children. Creator Angela Santomero stated in an interview that the purpose of the show is simultaneously educating and interesting for children. She stated, "Our entire approach is a little different. Oftentimes, when people write for educational TV, they write the show and add in educational moments or vice versa. We do both at the same time, and it makes a huge difference". As for the content, Blue's Clues covers a lot of different subjects. Santomero stated, "We run the gamut of pro-social stuff. *New neighbors*. *New friends*. 'Blue's Sad Day.' We deal with issues and problems that the children would face. We also take on subjects that are beyond traditional preschoolers. We'll address anatomy, geography, and even physics. We take bigger themes and break them down to something they can grab on to". We believe this program demonstrates what Where is Carmen Sandiego and Back to the Future could be.

B. Gender Analysis

While considering the role of gender representation in children's educational programming, the same questions tend to resurface. One wonders if the portrayal of characters in a particular light is intentionally derogatory, or if it occurs for purposes of humor and entertainment. Likewise, readers should speculate about gender stereotypes within television programs and whether they allow individuals to 'relate' to the characters, or if they are a harmful demonstration of roles that are impossible for most of us to fill. These are but a few of the concerns we tried to take into consideration while watching these programs. Such questions are a particular necessity for core programming requirements, because they are intended for and directed towards children. Because these are considered educational they pre-

sent themselves as ideal, as a 'role model' for children regarding their own relationship to gender. Hence, the issue of gender representation regarding children's educational programming is delicate and complicated, and should be taken seriously. The few points that we have chosen to make here are brief and far from comprehensive, and generally indeterminate. We are attempting to not so much determine which shows present harmful images to children, but to point to some examples of positive and potentially detrimental programs.

Perhaps the most consistent gender stereotype present is the distinction between smart girls, who are ugly, and pretty girls, who are unintelligent. This demonstration of gender is one that reoccurs in most children's programming, including The Wild Thornberrys, Disney's Recess, Chalkzone, and more. Like the issue of the delicate line between racial stereotypes and character identification, this too is a subtle distinction that raises many questions and concerns.

First, let us consider the potential detriment of posing intelligent girls as consistently unattractive. Because American culture places such high value on beauty, particularly for women, young girls watching these programs are likely to want to identify more with the pretty girls than with the unattractive ones. However, because 'pretty' and 'intelligent' are mutually exclusive categories, this places young girls in a dilemma, having to decide which is more important: beauty or intellect. This also places girls who are intelligent in an uncomfortable situation, for it is assumed that they are intelligent by default of their lack of attractiveness. If a girl doesn't possess looks, perhaps she possesses a brain. This undermines the validity of the young girl's intellectual identity.

One must recognize when considering the statements that children do not watch one program and change their attitude towards intelligence and attractiveness. One episode of one program, indeed, several episodes of several programs, are not enough to constitute substan-

tial alteration of one's identity. Here it is important to recognize the prevalence of this dangerous stereotype. It is not simply children's television programming portrays this notion to our children, but culture itself. The idea that attractive girls are not quite as smart as nerdy, aloof students is a common idea. This programming, however, maintains our culture's potentially harmful portrayals, and should be seriously questioned.

The second common dichotomy present in children's educational programming is the idea that girls are either passive and nice or aggressive and unpleasant. This is presented most acutely by Rugrat's Angelica and Disney's Recess's Spinelli. Under this dichotomy, girls who have an aggressive or assertive personality tend to only do so when coupled with negativity and often 'irrational' hostility. What we mean by 'irrational' is that the characters are portrayed as being aggravated by small or insignificant occurrences, which invalidates their anger. One problem with such gender stereotyping is that women still struggle to obtain and manage power today. Many identify a woman in power who is assertive as 'catty,' or even 'bitchy.' This undermines the power that such a woman is trying to manage, and nullifies her authority. Hence, perpetuating such stereotypes in children's educational programming only solidifies claims about women who have power being bossy.

There are more subtle gender issues at play in these programs, which are not limited to females. The boys in the episodes portrayed no identifiably harmful behavior, however, the same stereotypes were often represented. The boys who were often portrayed as intelligent and studious appeared and acted in a different manner than the boys who were athletic, who seemed to hold superior social status. One must also question why father figures were repeatedly portrayed as incompetent around their own

children, or why adult males have an affinity towards fixing things. Most likely these are fair characteristics, however, our concern is that none of the adult males were portrayed in a caring or nurturing role. These are all issues that could also be addressed when considering for yourself what programs should be considered legitimately socially educational with regard to gender.

C. Race Analysis

Another component that we considered during our week of viewing concerned the role of race in children's programs. We began this task without expectations, knowing that points of interest would arise while we watched. Some did, and they are addressed in the following paragraphs. Race can be a sensitive subject, and we have tried in this section to leave our observations open-ended for you, the reader, to consider.

The race representation of the lead characters in the twenty-two shows totaled 28 white (80%) and 7 of racial minority (20%). Whether or not the ratio of 4 to 1 of whites to minorities, respectively, is an appropriate balance is not for us to decide. Of the shows where racial minorities were present, we were at times impressed. A couple of the shows starred sole lead minority characters, like Dora in Dora the Explorer, who spoke English as well as Spanish during her show, and Cornelius, who was a bright African-American safety patrol officer at X Middle School on Fillmore. The popular show Rugrats portrays the life of a large Jewish family, although we did not consider them to be a racial minority. Also, programs such as Hey Arnold, Lizzie McGuire, and Fillmore presented constructive interracial friendships in their stories. We believe these examples of minority inclusion represent the existence of positive messages concerning race.

There were numerous times, however during our study when we were confused about how certain characters and situations were being rep-

resented. Skate Lad of Disney's Teamo Supremo is a child who dresses in an American flag outfit and who alternates between a Spanish and English accent. Spinelli, an overly aggressive girl from Disney's Recess, was represented either Asian or Latina heritage, but we could not tell. Obviously in America today it can be impossible to automatically determine a stranger's race. But these characters, no matter their background, seemed to have peculiar roles and behavior.

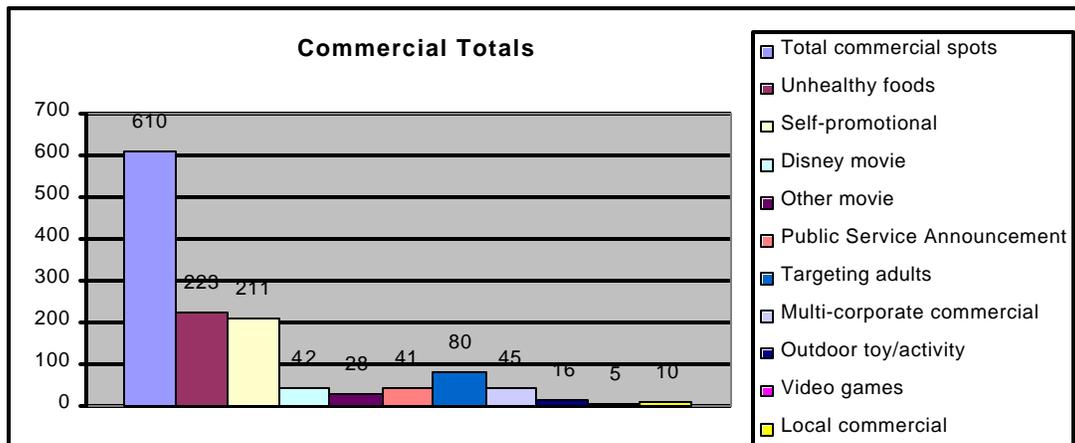
There were two shows that we viewed where the story was set in the past. In Carmen Sandiego, the Roman public around two thousand years ago was uniformly white with two exceptions, even though the people at that time were Mediterranean with influences from Africa and the Middle East. In Back to the Future, the travelers on the Oregon Trail were entirely white, even though the Oregon Trail was also traveled by Native Americans and Chinese immigrants. We are certainly not indicting these shows on this basis, but one must ask what message, however subtle, was sent by these shows in this particular week.

In our opinion, the character representation that we liked least was an African-American boy named Vince from Disney's Recess. He wore a basketball jersey in every episode and spoke ad nauseum about sports and his own athletic ability. This occurred amongst his friends: an overweight boy who was always eating, a 'nerdy looking' girl who received high grades, an aggressive girl who always wanted to fight, etc., etc. As a whole Recess was one of the most questionable shows we watched, and the stereotypical behavior of Vince seemed forced and unnecessary.

Our questions remain: Whose history are our children learning? Does behavior like Vince's strengthen one's identity or perpetuate stereotypes further? Were the lives of minority people portrayed fairly?

V. Commercial Analysis

“Each year, the average child [in America] sees 30,000 TV commercials. By the age 65, the average person in this country will have seen 2,000,000 commercials.”



It is impossible to ignore commercials in America. Like them or not, they are a permanent part of our lives, and the lives of our children. One can hardly argue that commercialization does not permeate our minds and decisions, no matter how independent we may feel. Other Western countries have laws prohibiting advertisements targeted at children, but not in America. Again, some questions; are commercials targeting children appropriate? If so, what types are appropriate? Should there be a strict check on the kinds of commercials that target our children at least during educational television hours? Are there any kinds that should be prohibited when considering realities such as child obesity? Do the decisions of families seem di-

rectly affected by the type of commercials that we found in our study?

From our research, the most surprising findings came from the concentration of certain kinds of commercials, as well as the total time that they occupied during educational television. Our data shows that unhealthy foods and self-promotional spots filled the majority of commercial time during our viewing week. In our opinion, we speculate that this situation is representative of the commercials seen in other parts of the country considering the streamlined, corporate nature of the ones we viewed. When viewing the data, remember that these were all commercials that aired during “educational programming”, and obviously every minute of

commercial time is an opportunity lost for genuine educational programming.

Below and in the appendix you will find graphs that detail the amounts and types of commercials that we found during our week of educational television. The numbers speak for themselves, as well as raise some curious questions about what messages our children are receiving. As advertising directed at children is a confusing and often disturbing issue, please think for yourself.

Unhealthy foods - Commercials advertising fast food, cookies, candy, sugary cereal, etc. Commercials promoting healthy foods were not found during our study.

Self-promotional - Commercials produced by and promoting the station on which they are being aired. This includes both national and local self-promotion.

Disney movie - Self-explanatory. *Finding Nemo* dominated this group due to its recent release.

Other movie - Self-explanatory. *Rugrats*, *Pirates of the Caribbean*, etc.

Public Service Announcement – Spot sponsored by the station promoting any type of social good. For example, bicycle safety or the importance of setting goals.

Targeting Adults – Commercials clearly aimed at an adult audience. Examples that we viewed included: credit cards, travel opportunities, diet pills, home repair, etc.

Multi-corporate commercial – Commercials having two or more corporate sponsors, e.g., one commercial spot we viewed advertised a *Disney movie*, *McDonalds*, *EA Sports*, *Major League Baseball*, all in 30 seconds.

Outdoor toy/activity – Commercials advertising a toy or activity that might involve exercise.

Video games – Self-explanatory.

Local commercial – Commercials that were obviously produced locally, e.g., mattress and window companies. The lack of these commercials represents the large number of corporate commercials.

FOX – WXMI in Grand Rapids uses a different format compared to the other stations. Their children's programming is broadcast not only on the weekends, but also on the weekdays. This adds up to more than three hours each week, and obviously, this means they broadcast more commercials. Remember that stations are allowed to air 12 minutes of commercials per each 30 minute slot during weekday programming, versus only 10.5 minutes per 30 minute slot on the weekend. This explains the increased number of overall slots compared to the three other stations. Of their 228 total spots, 79.3% were made up of unhealthy food products and self-promotional commercials.

CBS – WWMT had a total of 99 commercials, more than two-thirds of which contained advertisements with unhealthy foods and self-promotion. One item of mention is that two of our favorite programs on CBS had block commercials at the end of the show rather than staggered commercials throughout. This model is used in other countries and allows for more choice by the consumer concerning whether or not to view commercials.

ABC – WZZM mirrored the main findings in this study as almost all of their commercial spots were for unhealthy food ads and self-promotion. An interesting note of mention about ABC is that they did not air as many of Disney's movie commercials (who owns ABC) as FOX and CBS did.

NBC – WOOD is the most confusing of the four stations that we studied. Not just one show, but all six shows mostly contained advertising that was clearly directed toward adults. Commercials that were aired on NBC during children's television included ads for diet pills, credit cards, cleaning supplies, pet food, etc. These products are obviously not of interest to most children, which makes us wonder who is actually the target audience of this programming.

VI. Final Comments

After viewing all of the children's programs considered educational in a given week, we were generally disappointed. Though a couple of the programs were exceptional, the majority were only somewhat educational, if educational at all. These moderately informative programs that claim to provide educational value do not compare with the descriptions stated by their supporting sta-

tion, and if they do, only do so marginally. These programs dilute educational value with entertainment to the point that any knowledge gained from the program is lost or diluted in the plot. Our concern remains with the dangerous classification of these programs as being wholly educational, and hope that through awareness, this reality will change.

We hope that our efforts have affected you, and that you will attempt to make change around this issue in your community. Perhaps you are wondering what you can do in reaction to this document? We would like to suggest a couple of options that you may choose to employ:

- 1) Visit the FCC website at <http://gullfoss2.fcc.gov/prod/kidvid/prod/q2usmap.htm>, find the hours, stations, and times of children's core programming in your area, and view them critically.
- 2) Go to the GRIID website at www.griid.org to learn more about similar media literacy issues.
- 3) Visit the works that we cited and informational websites relative to Children's Educational Television at:
 - www.childrennow.org
 - www.acmecoalition.org
 - www.cml.org
- 4) Contact us using our email addresses below or through the GRIID website, as we will be happy to research your local broadcasters, elected officials, etc. with you.
- 5) Simply spread the word about this topic and our report!

Pennie Alger
algerp@student.gvsu.edu

Christian Borg
borgcr@student.gvsu.edu

Jeff Smith
jsmith@grcmc.org

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<<http://www.cep.org/laws.html>>

VIII. Appendices

A. Introduction to Data

The following section is a detailed analysis of each program that we viewed. Each show has been analyzed through the same format. Below is a description of each of the criterion through which we viewed each show.

Show: Show title

Time: Time and day of the show.

Target Age: This is the age toward which the show is targeted and is specified by the program's station.

Station's Content Brief: Some stations provide a synopsis of what the show is supposed to be about. Generally this can be found on the show's website, which is provided at the end of each show's analysis. Sometimes this data could not be accessed, or stations did not provide a synopsis.

Episode Content: This is the content and plot of the specific episode that we watched.

Educational Material: We have divided the educational material analysis into three sections that may be juxtaposed with one another.

Creators' intentions: This is a summation of the intentions that the creator(s) had when initially making the show. Generally these are found on web sites, either the station's or a media reporting site, that contain quotations from the creator(s) themselves. The site that information was taken from is provided. Often, however, this data could not be allocated.

Station's Intentions: These are taken verbatim from the files of each station. On the FCC Children's Core Educational Requirement forms that each station must file each quarter of the year, the station must state exactly how the show is educational.

Observed: The observed educational material is the educational content that we viewed during the particular episode that we watched.

Race Representation: This is a brief description of what sort of race representation was presented during the show. Often what you will find here is a list of questions that each program raised.

Gender Representation: Like the race representation section, this section describes the basic gender representations presented by each program. Again, here you will find question and issues that the program may raise.

GRIID Grade: This is the grade that we felt the show would warrant, were we to score it. We take into consideration the intention of the show, both the creator and the station, what age group is being targeted verses what age group is being reached, and how interesting the show is. The grade of the show is the opinion of the creators of this analysis, not any professional or scientific score. It is based on the observations of Christian and Pennie.

The grades are as follows:

A: Outstanding. This show has a clear audience and reaches that audience clearly and directly. The show is informative and interesting. This show is appropriate to the age targeted age group and provides educational material that would be beneficial to it. Gender and race representation is positive and does not perpetrate harmful stereotypes.

B: This show is almost outstanding, but lacks one or more characteristics of an ‘A’ program. Perhaps the show is educational but obviously not directed towards children, or perhaps it has latent harmful gender stereotypes.

C: This is a show that we feel demonstrates potential but has not actualized it. Often children’s ‘educational’ programming appears to have an informative purpose but that is lost or overborne by the plot of the show. Shows that miscarry in their attempt to be educational get this grade.

D: This show had little educational value whatsoever, and demonstrates little potential to develop. Often these shows were intended to provide ‘positive social role models’ for children but fail to deliver social skills or the proposed ‘problem solving skills.’

E: This show fails completely to provide any educational value whatsoever.

Show’s Website: The website of the show is provided here, if available.

B. Raw Data

i. ABC

<http://www.abc.net.au/rollercoaster/kidstv/shows/prog141.htm>

<http://psc.disney.go.com/abcnetworks/toondisney/abckids/index.html?jumpto=shows>

Show: Disney’s Teamo Supremo

Time: Saturday 8am

Target Age: 7-10

Station’s Content Brief: “Teamo Supremo follows the adventures of a trio of superheroes; Captain Crandall, Rope Girl, and Skate Lad. Together these dynamic superheroes are sworn to protect their state from the forces of evil. Through all of this, the team is still able to get all of their homework finished on time”.

Episode Content: This show consisted of two episodes in one time slot. The first episode was about Rope Girl’s birthday. One of the villains the three had previously put in jail was the Birthday Bandit, who escaped from prison to come and ruin Rope Girl’s Birthday. The bandit had a formula that came in the form of a pie, which covered people’s faces in a clown mask upon contact. He drove around town “pie-ing” people until he reached Rope Girl’s Party. Rope Girl’s comrades, Captain Crandall and Skate Lad were not invited to her party because they were boys and Rope Girl wanted girl time. They attended anyway, and were able to stop the Birthday Bandit from harming Rope Girl and got him back in jail.

During the second episode, a villain bought all of the sky in the state. Then he proceeded to raise the state into the sky, where he was, by default, leader. The mayor was imprisoned, and the Teamo Supremo was captured and imprisoned along with him. The mayor became disenchanted by his lack of power, and the kids talked him into attempting to reclaim his position from the villain. The kids escaped from their prison, which consisted of a balloon in the sky, found the villain, and stopped him by putting a needle into him. The villain deflated, evidently because he was a balloon or something of the sort. The city was put back on the ground and the mayor regained his position.

Educational Material:

Creators’ intentions: Not available.

Stations Intentions: Same as station’s content brief)

Observed: We observed no educational value to this show. The episode lacked any sort of problem solving skills and was based solely on entertainment. The people with authority positions were unskilled and stupid, which made the children the voice of reason in the cartoon.

Race Representation: Skate Lad was apparently a Latino, though this was not explicitly addressed in the episode. He seemed to have an accent at times, then not at others. He was presented as an equal partner with his two comrades.

Gender Representation: Of the three characters, one is a girl. Rope Girl appears to have as much of a voice as the other three. Of the non-central characters, however, all of the women were subservient to men, as secretaries, helpers, and so forth. The mayor of the city was a man, although an apparently cowardly one.

GRID Grade: F

Show's Website: http://psc.disney.go.com/abcnetworks/toondisney/abckids/teamo_supremo

Show: Disney's Recess

Time : Saturday 8:30am

Target Age: 8-12

Station's Content Brief: "That recess bell is ringing so it's time to meet the heroes of the playground:

TJ- The Leader

Mikey- The Poet

Vince- The Athlete

Gretchen- The Brain

Spinelli- The Enforcer

Gus- The guy who's all heart

Together, they've got the playground covered by protecting the underdog and making recess great for all the kids of Third Street School. So what are you waiting for? Get on the Team!"

Episode Content: This show consisted of two episodes within one time slot. The first consisted of the children being curious of what goes on in the teachers' lounge at school. The children schemed ways to discover what the room looks like and what the teachers do. One child found a way into the room and discovered that it was only a broken soda machine and a coffee maker. When the child left, one teacher pulled a secret lever and the room transformed into a spa-like resort.

The second show consisted of the 'smart girl' of the show, Gretchen, taking a standardized test. She finished far before the other students and received a perfect score. The school decided that she should be sent to a special school for gifted children. Gretchen's friends decided that she had to pretend she was stupid to avoid being taken away. They spent the next day preparing her to answer all the questions for her school interview wrong.

Gretchen arrived for her interview dressed as a hippie and answered every question wrong. When she was accused of cheating on the test, Gretchen began answering each question that she was asked correctly. When asked why she hid how smart she was, she said that she would rather be with her friends than in a new school. The school decided to let her stay and she began teaching classes to the teachers.

Educational Material:

Creators' intentions: Not available.

Stations Intentions: “Disney’s Recess is about a group of ethnically and gender-diverse fourth graders who help successfully navigate one another through many struggles common to middle childhood. Some of the conflicts they may encounter range from playground bullies to overbearing teachers. However, these unlikely heroes find the strength and support to overcome life’s daily hassles.”

Observed: We observed no educational value from this show. The ‘problem solving’ was weak, and was not about issues warranting attention during an educational time slot.

Race Representation: This show consistently raises the question of where the distinction is between presenting a certain characteristic and perpetuating stereotypes. One of the main characters is black, and he is consistently seen kicking balls, bouncing a basketball, and making reference to sports. He is the only black character, and only wears a basketball jersey.

Gender Representation: The second episode in particular demonstrates the portrayal of girls in Disney’s Recess. Gretchen is highly intelligent, and lacks any sort of social skills and physical attractiveness.

GRIID Grade: F

Show’s Website: http://psc.disney.go.com/abcnetworks/toondisney/abckids/recess/round_up.html

Show: Disney’s Fillmore

Time: Saturday 9am

Target Age: 9-12

Station’s Content Brief: “Cornelius Fillmore is a former trouble maker turned star safety patroller at X Middle School. Together with his brilliant, rebellious partner Ingrid Third, Fillmore follows clues to crack even the most mysterious crimes at his school. From baseball card counterfeiters to cheat sheet cartels, Fillmore handles any case that comes his way. Fillmore also manages to help the helpless overcome the odds and kick out the jams for justice.”

Episode Content: It was spirit week at Fillmore’s school, and the school rallied around the football stadium. During the pep rally, the school’s mascot, a lobster, was stolen. Fillmore and Ingrid spend the rest of the episode attempting to recover the stolen mascot. First they thought it was an infamous mascot thief, and then the school ‘psychic.’ Finally they determined that the lobster robber was a worker at the school newspaper. As a side plot, Fillmore struggled to find balance between his parents and his work. At the end of the episode, Fillmore decided to forgo an evening of work to spend time with his parents.

Educational Material:

Creators’ intentions: Not available

Stations Intentions: “Cornelius Fillmore is a former trouble maker turned star safety patroller at X Middle School. Together with his brilliant, rebellious partner Ingrid Third, Fillmore follows clues to crack even the most mysterious crimes at his school. From baseball card counterfeiters to cheat sheet cartels, Fillmore handles any case that comes his way. Fillmore also manages to help the helpless overcome the odds and kick out the jams for justice.” (Note: Same as station’s content brief)

Observed: The show demonstrates good problem-solving skills in complex situations.

Race Representation: The show demonstrates inter-racial friendship between the lead character, Fillmore, who is black, and his best friend/partner Ingrid, who is white. Fillmore is the single child of a healthy family.

Gender Representation: Ingrid and Fillmore seem to be equal partners in protecting the school. Ingrid is one of the only female characters in children's programming we viewed to be both intelligent and attractive.

GRIID Grade: C

Show's Website: <http://sc.disney.go.com/abcnetworks/toondisney/abckids/fillmore/index.html>

Show: Disney's Recess

Time: Saturday 9:30am

Target Age: 8-12

Station's Content Brief: *See previous Disney's Recess*

Episode Content: This show consisted of two episodes within one time slot. The initial show was about two of the characters attempting to join the Woodchuck Scouts, which appeared to be a play on the boy scouts. They became interested when one of their fellow students, Phil, helped two of the main characters, who were stuck on a teeter-totter, get down with a rope. The children were trapped because two of the main characters, Mikey, a larger child, and Gus, the smallest character on the show, tried to play together on the teeter-totter. Mikey could not get off without hurting Gus. The Woodchuck scout made a pulley system to help them down. Gus and Mikey tried to join his group, but Phil didn't think they were capable, so he put them through a series of tests that they are bound to fail at. When they weren't admitted, Gretchen helped them by contacting the Woodchuck headquarters. The creator of the organization arrived at the school to reprimand Phil. Phil didn't actually have a troop or an official membership, but only wore the outfit for prestige. The children agree to form a new troop.

The second episode was about the character TJ who found a one hundred-dollar bill on the ground outside the school. The children decided to find the original owner of the money and return it to them. They asked around the school, and it belonged to no one. One child tried to lie and take it but the children determined it could not be his. They leave school when class let out and figured out that it must belong to a very rich man who lived in their town. TJ returned the money to him while the rest of the children waited outside. The man didn't thank or praise TJ initially, so TJ left and talked to his friends about feeling good about doing the right thing. The rich man then flew over their heads in a jet pack and told the children that he had a habit of leaving money all over town and waiting for people to return it, and TJ was the first person to do so. The children and all of their families were rewarded with a trip to an amusement park.

Educational Material:

Creators' intentions: Not Available

Stations Intentions: "Disney's Recess is about a group of ethnically and gender-diverse fourth graders who help successfully navigate one another through many struggles common to middle childhood. Some of the conflicts they may encounter range from playground bullies to overbearing teachers. However, these unlikely heroes find the strength and support to overcome life's daily hassles."

Observed: The educational material observed from this episode was the moral message about returning lost money, and about understanding others' insecurities and forgiveness. Of the three episodes of Disney's Recess that we watched, this had the clearest message. However, the message was consistently subjugated by the 'entertaining' quality of the show.

Race Representation: As usual, the only African American child, Vince, repeatedly was the only character to make references to playing sports. The station's website does introduce Vince as an athlete.

Gender Representation: The two female characters of the program are Gretchen and Spinelli. As previously discussed, Gretchen is a paradigm of the stereotype that intelligent girls are unattractive. Spinelli is a tough girl, and could be considered a tomboy. Her presence does to a certain degree balance out Gretchen's potential negative impact, but another question can be raised by Spinelli. It is a common thought that women cannot be assertive without being mean, and Spinelli's forceful presence often borders on irrational. One must wonder the effect of having the only assertive female on a program being arguably mean and hasty in her accusations.

GRID Grade: C

Show's Website: http://psc.disney.go.com/abcnetworks/toondisney/abckids/recess/round_up.html

Show: Lizzie McGuire

Time: Saturday 10am

Target Age: 9-12

Station's Content Brief: Inaccessible.

Episode Content: In this episode, Lizzie's father and mother went to an all day sports festival. Lizzie was asked to stay home and take care of her little brother, Matt. Lizzie, however, had other plans and was upset with her parents' request. Matt's best friend came over, and Lizzie instructed the two of them to be silent and leave her alone. The two boys accidentally flattened their father's autographed football, which was one of his prized possessions. Lizzie became very upset and yelled at the two of them. Her friends Miranda and Gordo were over as well, and they started to wonder what to do. Lizzie went up to her brother's room, where she discovered that he and his friend were gone. The two boys traveled around town trying to fix the ball. Lizzie and Miranda left to find them, while Gordo stayed home in case Lizzie's parents returned. Lizzie and Miranda found Matt, who was trying to trade the ball in for another signed ball at a pawn shop. They found a way to exchange it for a different athlete. Lizzie, Miranda, Matt and Matt's friend all returned just in time for their parents to return. Their dad noticed the different signature, and the children confessed what happened. The mother then confessed that months before she had dropped the real ball in the fireplace accidentally, bought a plain ball and signed it herself. The children were then forgiven.

Educational Material:

Creators' intentions: The creator of the program is Terri Minsky, but we couldn't find any comment from him about the educational value of the program.

Station's Intentions: "Lizzie McGuire follows the life of at 13-year-old Lizzie whose every school day is a popularity contest, every class is a crisis, and her mom wants to know every bit of it. Aside from being the focal point of her parents' good

intentions, Lizzie hangs out with her two best friends Miranda and Gordo, and somehow manages to deal with her pesky little brother all at the same time.”

Observed: The questions raised about the educational content of Lizzie McGuire are those raised by all the social programming that we watched. The episode we watched dealt with issues of honesty, of Lizzie caring for her younger brother, of sibling relations and adult/child relations. However, the quandary is whether the relations presented are ideal, and regardless of the answer to that, whether the relations presented are ‘educational.’ The episode that we viewed ended with the mother having lied to the father for several months and the children attempting to trick their father by replacing the football that they flattened. Lizzie does end up apologizing to her brother for being upset with having to watch him, which shows compassion between a sister and a brother. Is this truly educational or simply the content of show about thirteen year old girls’ issues?

Race Representation: The show demonstrated interracial friendship between Lizzie McGuire and her best friend.

Gender Representation: Lizzie McGuire is a thirteen-year-old girl who is interested in makeup, looking attractive, and her social life. However, is her image representational or stereotypical? The actress who plays Lizzie McGuire is Hillary Duff, who in reality is sixteen years old. The use of an older actress to play a younger part in children’s shows is common.

GRID Grade: C-

Show’s Website: www.psc.disney.go.com/disneychannel/lizziemcguire/site/index.html?abcKidsNav=true

Show: The Proud Family

Time: Saturday 10:30am

Target Age: 9-12

Content: Inaccessible.

Episode Content: The episode we watched dealt with Penny, the main character. Penny is a poet, and she enjoyed presenting her work at poetry recitals. When her local poetry house held a contest, Penny was excited to enter. Her best friend, Dijonay, was interested in trying out. Penny taught her friend how to write poetry and how to present it. When the two arrived at the recital, Dijonay received a standing ovation. Penny became angry with her for being better than she was, and refused to talk to her. Penny’s mother tried to talk to her about it, but Penny was too upset. At the next stage of the poetry competition, Penny got on stage and recited a poem about backstabbing friends. Dijonay then recited a poem about friendship and how there is nothing better in the world than a good friend. Dijonay won the competition, but left before she could accept it because all that she really wanted was her friend back. Penny recognized how childish she was being and apologized.

Educational Material:

Creators’ intentions: The creator of the program is Bruce Smith. Articles regarding the specifically educational nature of the program could not be located, but there is more information regarding him in the section on race representation.

Stations Intentions: “The Proud Family focuses on Penny, a young girl who is the oldest in a family of three. The Proud Family deals with the inner struggles, and

unique dynamics that every family encounters, and the social lives of young students and the sticky situations class bullies can offer. Through thick and thin, the family is a close one built on strong relationships incurred through communication and Penny's parents' willingness to share some of their life's lessons. Also in the family is Suga Mama, Penny's grandmother who also supports Penny and the many struggles common to middle childhood."

Observed: We felt that this show was perhaps the most successful children's social education programming that we watched. The program demonstrated frustration between friends, but also how to apologize and admit that one is wrong. Also, the moral message dominated the content of the program, which is not common of other shows in its genre. There were parts of the program that were completely unrelated to the issues between Penny and Dijonay, especially an ongoing argument between the father and a neighborhood child who apparently was never cared for by his own family. Only the diversions from the 'message' of the story, we believed, were questionable, although we believed that these took up so little of the time that it was not entirely out of place.

Race Representation: In an interview with Pioneer Press, creator Bruce Smith discusses his motivation for creating the program as stemming from his realization that there are too few black characters in children's programming. Smith is black, and created the father character after himself. The program demonstrates racial diversity, including interracial marriage, friendship, and dating. (<http://www.twincities.com/mld/twincities/entertainment/6073259.htm>)

Article: Proud Family' animator Bruce Smith draws on diversity by Bridget Byrne, Associated Press Fri Jun 13, 2003)

Gender Representation: Penny is one of the few lead characters in children's educational programming that is both a female and black. She is also one of the few characters who is attractive and talented, with friends with different talents as well. Penny is a poet who demonstrates a good grasp on vocabulary and meter. Her character, we believe, was an excellent portrayal of girls for children.

GRID Grade: B+

Show's Website: <http://www.disney.go.com/disneychannel/theproudfamily/site/index.html?abcKidsNav=true>

ii. CBS

http://www.nick.com/all_nick/specials/nick_cbs/

Show: Rugrats

Time: Saturday 7am

Target Age: 2 to 11 years

Station's Content Brief: "Grown-ups act like babies don't know anything. But anyone who's met the fearless, hairless, Tommy Pickles and his friends can tell you that this baby brigade knows what's really going on. And they'd be happy to fill in the grown-ups, if they could only understand baby-talk. For the Rugrats, every day is an adventure. Especially if baby-teasing, doll-torturing, 3-year-old Angelica's around. Luckily, when the going gets tough, the gang gets going! As Tommy always says, "A baby's gotta do what a baby's gotta

do!” (http://www.nick.com/all_nick/tv_supersites/display_show.jhtml?show_id=rug)

Episode Content: In this episode, Tommy Pickles grandparents returned from a trip across the United States. They brought presents back for everyone, but lost the youngest child’s toy. The rest of the children felt that he would feel overlooked, so they set off on an imaginary adventure in the backyard, which they imagined to be the United States, to find Dill a souvenir. Simultaneously, Angelica and Susie, the oldest child and a neighbor, spilt the dinner coleslaw on the ground. They decided to hide out to avoid being reprimanded. The other children did not find a souvenir, but the family eventually found the original one. Angelica and Susie were forgiven for having spilt the coleslaw.

Educational Material:

Creators’ intentions: The creators, Arlene Klasky, Gabor Csupo and Paul Germain are interviewed on the site www.5x5media.com/eye/film/rugrats.shtml. The creators talk about the motivations for the show, which were to create a show based on the perspective of a toddler. The show’s humor is divided into two levels, directed both to adults and to children. It depicts the language and cultural barrier between parents and children, and shows the dynamic between younger children and older children, and sibling/familial interactions. The creators, however, never mention an explicitly educational aspect to the show. The show upholds moral values, in that it attempts to be a ‘clean’ show with no violence.

Stations Intentions: This series is designed to have viewers see and experience the world from the point of view of a group of toddlers, led by an intrepid, intelligent and curious one-year-old, Tommy Pickles. Set in a relatively realistic world, the toddlers—who can speak, but never do so in front of adults—engage in adventures and actions, exploring and utilizing their world as a gigantic playground, motivated all the while by their aged-defined perceptions and misconceptions. The objectives of this series are to explore many of the emotional issues of childhood, and to have viewers experience age-appropriate lessons and concepts related to the adventures of the program’s protagonists. This program is specifically designed to further the educational and informational needs of children, had educating and informing children as a significant purpose, and otherwise meets the definition of Core Programming as specified in the Commission’s rules.

Observed: The episode of Rugrats that we watched provided little to no educational value in regards to tangible information. The show consists of an emphasis on friendship and positive interaction between children. The ‘message’ of the episode, which we were confused about, however, seemed to be lost in the context of the show. Any message gleaned was indirect and de-emphasized.

Race Representation: Of the sixteen main characters delineated by the official Rugrats website, one is black. The remaining fifteen are white. The main toddler, Tommy, is Jewish. Jewish websites report liking the show because of its emphasis on Jewish values and its positive depiction of the religion. We deliberated on whether having a Jewish character, however, constitutes racial diversity.

Gender Representation: The adults of the episode we watched tended to present traditional parenting roles, with women being more nurturing and fathers being slightly more inexperienced when dealing with the children. One question that can be raised by the oldest child, Angelica, who is an assertive and mean child, and who frequently bosses the other children

around.

GRIID Grade: D

Show's Website: http://www.nick.com/all_nick/tv_supersites/rugrats/

Show: The Wild Thornberrys

Time: Saturday 7:30am

Target Age: 6 to 11 years

Station's Content Brief: http://www.nick.com/all_nick/tv_supersites/display_show.jhtml?show_id=wil

“For 12-year-old Eliza Thornberry, traveling the world with her family in a tricked-out van and carrying on conversations with animals are just everyday adventures. Eliza’s patents produce nature documentaries and wander the globe in search of exotic creatures and cultures. After a run-in with a local healer Eliza was suddenly able to talk to animals-in their own language! And while her parents are hard at work documenting wildlife from afar, Eliza learns about the animal world up close-sometimes a little too close for comfort!”

Episode Content: The Thornberrys traveled to Zanzibar, where the parents were planning to tape one of the most untouched areas of the world. The children decided to go to the city to shop and see the sites of the area. The older daughter traded their Convie, a mobile home, for a dress by accident. The children spent the rest of the episode trying to get the Convie back without their parents knowing they lost it. They got back their home in time.

Educational Material:

Creators' intentions: Arlene Klasky, David Silverman, Gabor Csupo, Stephen Sustarsic, Steve Pepoon are the creators of the program. We could not find any information that they provided about the educational content of the program.

Station's Intentions: “This program follows the travels of Eliza Thornberry, whose parents produce nature documentaries and wander the globe in search of exotic places, plants and animals. Eliza has the ability to talk to animals, and her special gift allows her to see and understand the natural world in a very close and personal way. The objectives of the program are to help children learn concepts related to plants, animals and general ecology, and to experience the family interactions of children with parents who are committed to intellectual pursuits and have unique lifestyles. This program is specifically designed to further the educational and informational needs of children, has educating and informing children as significant purpose, and otherwise meets the definition of Core Programming as specified in the Commission’s rules”.

Observed: We felt that the educational information was latent at best. Though the show describes family traveling to distant lands, the depiction of those places is weak. There is little talk of the culture or people. We observed that the attempts at showing ‘problem-solving skills’ were few.

Race Representation: The examples of race on this show characterized natives as being a simple people. The episode we watched took place in Zanzibar, a historically renowned shopping area. Native shopkeepers were depicted as simple and being baffled by modern technology.

Gender Representation: Consistent with most children’s programming, this show demonstrates the proclivity towards smart girls being ugly, while dumb girls are pretty. The main

character is a very smart young girl, with glasses, braces, and introverted social skills. The older, more attractive blonde girl is concerned only with shopping and music. The parents demonstrate traditional parental roles, with the mother being more concerned, sympathetic and caring towards the children and the father being aloof and engrossed with his work.

The creators state that the un-attractiveness of Eliza is important. One creator states, “We wanted a real normal kid who is not a beautiful girl, but she has other attributes...” Later, when executives asked Klasky to make her more attractive, Klasky reportedly refused. http://www.usatoday.com/life/movies/news/2002-12-19-eliza-thornberrys_x.htm, (interview by Ann Oldenburg, USA TODAY)

GRIID Grade: D

Program’s Website: http://www.nick.com/all_nick/tv_supersites/display_show.jhtml?show_id=wil)

Show: Chalkzone

Time: Saturday 8:00am

Target Age: 2 to 11 years

Station’s Content Brief: “Chalkzone is a spin-off of the popular sketch toon show - Oh Yeah! Cartoons. Chalkzone is about a boy called Rudy who has a magical power; to draw portals and enter the chalk world. Though, there's never a dull moment, there's always a villain out there!”

Episode Content: This show consists of two episodes per slot.

In the first episode, Rudy was in Chalkzone, the place on the other side of the chalkboard where all erased creatures are, and there was an art opening of all of his oldest pictures. One of his pictures was quite upset that Rudy didn’t draw him very well, so he was a monster. The monster put on the art show to steal Rudy’s magic chalk to do evil with and drop Rudy and all his creations into the ocean. Rudy agreed to fix the monster to make him more attractive, but the monster was still evil. The monster trapped all Rudy’s chalk drawings in a ship and tried to dump them into the ocean, but Rudy outsmarted him by using his magic chalk.

In the second episode, Rudy and his best friend Penny forgot a hamster that they needed for a science project in the school. They traveled through Chalkzone to enter into a classroom through the chalkboard. They were caught by a teacher, and had to run through the town chalkboards to get home before the teacher saw who they were. They got home alright.

Educational Material:

Creator’s Intentions: Not available.

Station’s Intentions: “Chalkzone is a series about the adventures of Rudy Tabootie, a 10-year old boy who discovers an imaginary world beyond the chalkboard where everything that has ever been drawn in chalk, and the erased, reappears and remains forever. In the Chalkzone, Rudy- with the help of his friends, the scientifically minded Penny and the brash superhero Snap, who Rudy has created- uses his love of drawing and his imagination to create adventures in which he tries to “do good by doing art”. The objective of this series is to encourage children to understand and appreciate how use of their creative talents can assist them in solving problems and build their confidence in dealing with real life situations. This program is specifically

designed to further the educational and informational needs of children, has educating and informing children as a significant purpose, and otherwise meets the definition of Core Programming as specified in the Commission's rules".

Observed: The main character is an artist, which is unique for a children's show. The idea for the show is fairly unique as well. There are few other educational provisions made by this show.

Race Representation: Penny Sanchez, the best friend of Rudy, is perhaps a Latina, although it is never directly discussed on the web or in the program. Penny has slightly darker skin than Rudy, which could mean that she is a Latina, or could be coincidental.

Gender Representation: Penny represents the incredibly smart girl with enormous glasses and introverted social skills. The web site suggests, however, that Rudy might have a crush on her.

GRID Grade : D

Show's Website: http://www.nick.com/all_nick/tv_supersites/display_show.jhtml?show_id=cha
<http://www.nickelodeon-inc.com/chalkzone.html>

Show: Hey Arnold

Time: Saturday 8:30am

Target Age: 6 to 11 years

Station's Content Brief: "Arnold is everybody's favorite football-headed, untucked-shirted, city-living, stickball-playing fourth-grader. He lives in his grandparents' boarding house with a bunch of eccentric grown-ups and hangs out one the block with his cool-as-ice best pal Gerald, tough-as-nails Helga (who secretly has a major crush on him) and the rest of the neighborhood gang. The big city can be kinda crazy sometimes, but Arnold's got a good (football-shaped) hear on his shoulder and faces life's ups and downs like a pre-teen pro" (http://www.nick.com/all_nick/tv_supersites/display_show.jhtml?show_id=hey)

Episode Content: The show consisted of two episodes, each lasting about 10 minutes. The first show was about Arnold and his friends finding a bag of money. The friends fought over the bag of money and decided to bring it to the police in the morning. On the way to the station, Arnold lost the bag. His friends didn't believe in his unlikely story. Slowly everyone stopped liking him, except his best friend who believed that Arnold was an honest person and wouldn't lie. Eventually, the woman who accidentally took his bag found him, and everyone believed him again. Following this, his friends apologized and felt guilty for having not trusted him.

The second episode was about the principal of his school being controlling and cruel to the students. A teacher and a state supervisor requested that he alters his methods of administration, so the principal quits. Following his resignation, the kid-friendly teacher took over the position of principal, upon which the school degenerated into anarchy. The children lost all respect for school and their teachers, then destroyed the school. The teacher-turned-principal requested that the original principal return to work. He accepted, with the moral of the story being that authority is okay, but must be distributed with respect to everyone.

Educational Material:

Creators' Intentions: The creators of the program are Bill Burnett and Fred Seibert. No data could be found concerning their intent for the educational nature of the pro-

gram.

Stations Intentions: “This series revolves around the adventures of nine-year-old Arnold, who lives in his grandparents’ boarding house, where he must interact with a group of eccentric boarders, as well as with his friends and other neighborhood children. Arnold uses his creativity, resourcefulness and calm to deal with issues presented by life as a fourth grader in the big city. The objectives of this series are to help elementary school aged children to acquire better personal and social development skills through life-lessons, themes and stories that will cause them to think, assess, explore and monitor their own behavior, and to introduce them to a variety of people and issues in order to provide them with a springboard for understanding experiences in their own lives. This program is specifically designed to further the educational and informational needs of children, has educating and informing children as a significant purpose, and otherwise meets the definition of Core Programming as specified in the Commission’s rules”.

Observed: Hey Arnold is another program that is considered educational in that it provides a portrayal of healthy relationships. We felt that a definite moral message was provided by the first part of the episode, that honesty is important even though at times it may get you into trouble. It discussed the importance of not gossiping and to trust in your friends if you believe in them. The second part of the show was still educational, but was considerably diluted by the plot of the program. Hey Arnold is another example of a program that dances the line between education and entertainment, perhaps sacrificing the potential for education with funny antics.

Race Representation: Most of the program’s characters are white. The program does portray interracial friendship between Arnold and his best friend Gerald, who is an African-American. Gerald is supposedly very good at story telling and is Arnold’s closest, most loyal friend.

Gender Representation: The main girl of the program is Helga, a tough girl with a big crush on Arnold. She evidently has problems showing her emotions and often is more violent than friendly with Arnold because of her repressed feelings towards him.

GRIID Grade: C+

Show’s Website: http://www.nick.com/all_nick/tv_shows/characters.jhtml?propertyId=665&characterId=10000276

Show: Dora the Explorer

Time: Saturday 11:00am

Target Age: 2 to 5 years

Station’s Content Brief: There is not a description of this show, however, there is an entire page set up for parents to visit at <http://www.nickjr.com/grownups/home/shows/blue/>.

Episode content: Dora and her friends decided to play hide and go seek. Dora traveled through her land to find her friends. She worked on basic memorization and problem solving skills by discussing what places they had to go, in what order, and questioning the audience as to what was left to do.

Educational Material:

Creator’s intentions: The creators of Dora the Explorer are Chris Gifford, Valerie Walsh, and Eric Weiner. A detailed interview with the creators concerning the show

is available at http://www.nickjr.com/grownups/home/shows/dora/dora_interview.jhtml.

When asked about the show's curriculum, Chris reported, "It's based on Howard Gardner's ideas about multiple intelligences. In every episode we incorporate 7 different learning "intelligences" such as logical/mathematical, musical/auditory, and bodily/kinesthetic. We script the show so little kids actively use each intelligence to help Dora and Boots" To ensure the effectiveness of the curriculum, Eric reports, "every *Dora* episode is tested (and re-tested) by our Research Department with large numbers of preschoolers and we learn an incredible amount every time."

Station's Intentions: "In this series, seven-year-old Dora and her monkey travel companion Boots invite the audience to join them each week on a journey in which they will have to overcome various obstacles to reach an end goal. The series uses a CDROM/on-line adventure game format to encourage a variety of problem-solving strategies. The objectives of this program are to assist children in developing their program-solving skills, reinforce their emerging cognitive skills, and make computers more familiar to them by introducing and using the conventions and vocabulary of computer games. This program is specifically designed to further the educational and informational needs of children, has educating and informing children as a significant purpose, and otherwise meets the definition of Core Programming as specified in the Commission's rules."

Observed: *Dora the Explorer* was perhaps the most educational program that we watched. The show worked on children's memory skills through repetition, and also focused on basic math, language, and even Spanish speaking.

Race Representation: The main character is Dora, a young Latina. She speaks Spanish and English. One of her friends only speaks Spanish.

Gender Representation: Dora is a girl and an adventurer, a role commonly allotted to boys in children's programming. Her character is intelligent and friendly.

GRID Grade: A

Show's Website: <http://www.nickjr.com/grownups/home/shows/dora/>

Show: *Blue's Clues*

Time: Saturday 11:30am

Target Age: 2 to 5 years

Station's Content Brief: Like *Dora the Explorer*, *Blue's Clues* does not have a brief description, although there is an entire page set up for parents to visit at <http://www.nickjr.com/grownups/home/shows/blue/>.

Episode content: Blue and his master make an alphabet train by making a box with each letter on it and find something to put in it.

Educational Material:

Creator's intentions: Angela Santomero stated in an interview that the purpose of the show is to be simultaneously educational and interesting for children. She stated, "Our entire approach is a little different. Oftentimes, when people write for educational TV, they write the show and add in educational moments or vice versa. We do both at the same time, and it makes a huge difference". As for the content, *Blue's Clues* covers a lot of different subjects. Santomero stated, "We run the gamut of pro-

social stuff. New neighbors. New friends. "Blue's Sad Day." We deal with issues and problems that the children would face. We also take on subjects that are beyond traditional preschoolers. We'll address anatomy, geography, and even physics. We take bigger themes and break them down to something they can grab on to". :

http://1bluesclues.com/info/blues_interview.htm

Station's Intentions: "In this series, a young adult host- together with Blue, a puppy whose personality and actions mirror those of a preschooler-brings viewers a variety of games, themes and concepts that are based on an age-appropriate educational curriculum. The program follows a narrative format, in which the host elicits contributions from the viewer to answer questions and move the action forward. The program's objectives include encouraging preschoolers to actively explore the world around them, fostering their problem-solving skills and independent reasoning, and creating a foundation of confidence and optimism for future learning. This program is specifically designed to further the educational and informational needs of children, has educating and informing children as a significant purpose, and otherwise meets the definition of Core Programming as specified in the Commission's rules".

Observed: Our observations proved that there was quite a lot of educational material in the show. We witnessed an emphasis on the alphabet, spelling, colors, reading, and problem solving. There was also a brief moment of sign language. This program was parallel to Dora the Explorer in its dedication to being truly educational.

Race Representation: Although the only human character on the show is white, the show has a period where they interview children. During this portion there were a variety of different races present.

Gender Representation: The same is true of gender representation as of race. There is one main character on the show, a white man. During the interview portion many children, an approximately equal amount of girls and boys are interviewed. The dog, Blue, is a girl. The creators decided to do this so there would be both a girl and a boy represented. Also, there are a variety of other characters, whose genders tend to be ambiguous. The website discusses the intended sex of each character, with the girls being Magenta, Paprika, Green Puppy, Side Table Drawer, Pail, Tickety Tock, Orange Kitten, and Baby Bear. The boys are Slippery Soap, Mailbox, Shovel, and Purple Kangaroo. (http://1bluesclues.com/info/blues_interview.htm , http://www.nickjr.com/grownups/home/shows/blue/blues_faqs.jhtmlm)

GRIID Grade: A

Show's website: <http://www.nickjr.com/grownups/home/shows/blue/>

iii. FOX

<http://www.foxbox.tv/main.html>

<http://www.foxbox.tv/schedule.html>

Show: Disney's Recess

Time: Monday-Friday 7:30am

Target Age: 4-11

Station's Content Brief: Inaccessible.

Episode Content: This show consists of two episodes in one half-hour slot. The episode we

watched was a Halloween special. One of the children's bikes was struck by lightning and came to life, trapping the children and teachers in their school. They eventually made it out.

The following episode was about a tunnel that was dug under the school. Underground was an old graveyard, which one of the children was dared to enter at night. All of the child's friends met him in the tunnel at night. Zombies came alive and chased the children through the tunnels and into the school. Again, the children made it out okay.

Educational Material:

Creators' intentions: Not available.

Station's Intentions: "Disney's Recess is a series featuring a quirky group of 4th grade friends as they dive into wild adventures, triumph over adversity, and share laughter and wonder of self-discovery. Diverse and loyal friends, these children serve as positive models for viewers who may be struggling with problems common to middle childhood such as conflicts with authority figures, school and family rule, issues of fairness, desire to be popular, peer pressure and crises of confidence. Series episodes raise thought-provoking questions which parents and children can talk about together providing a rich source of values-oriented family discussion material."

Observed: We feel that this show offered no educational value whatsoever. Of the three episodes of Disney's Recess that we watched, this was the most disappointing.

Race Representation: This program has been discussed several times in this report, and has consistently raised similar questions concerning racial representation that were already discussed in our reports

Gender Representation: Again, we recognized the common stereotype of smart girls being ugly and introverted. The 'brain' of the group is a girl with large glasses, buckteeth and an oddly egg-shaped head.

GRID Grade: F

Show's Website: None

Show: Carmen Sandiego

Time: Monday-Friday 7:00 am

Target Age: 6-11

Station's Content Brief: The station did not provide any information regarding this program.

Episode Content: In this episode, Carmen Sandiego, an infamous thief that the children follow around the world and through time, stole a bust of Marcus Areolas and a herd of elephants from Hannibal in the Alps in 210 BC. Carmen intended on using the elephants to steal the Roman Coliseum. The children were captured while trying to stop her, and were forced to fight as gladiators in the Coliseum. They discovered Carmen was masquerading as Marcus Areolas, and effectively sabotaged her plans.

Educational Material:

Creators' intentions: Not available.

Stations Intentions: "Carmen Sandiego is an animated series based on the popular game "Where on Earth is Carmen Sandiego" and video series. Viewers learn geography, cultures, sciences, math, language arts, and detective reasoning skills all while tracking down the illusive Carmen."

Observed: The show has a lot of potential to be educational, but fails in delivery.

The historical facts were secondary to the plot of the show. We felt that there was little learned about the times they were visiting other than a few dates and names.

Race Representation: The representation of the Romans, we felt, was not accurate. There were two white children (the main characters), one white host, one white villain, and all white Romans. Romans, however, were Mediterranean, not white. We believe that the episode we watched lacked racial diversity.

Gender Representation: Carmen Sandiego is thin and beautiful. The Roman men were aggressive and animal like. Of the main characters, however, the girl is older and a strong leader. The boy is younger and slightly clumsy.

GRIID Grade: C

Show's Website: none.

Show: Back to the Future

Time: Saturday 8:30am

Target Age: 6-11

Station's Content Brief: Not available.

Episode Content: The two children traveled back in time to get something cool for show and tell. By accident, the children disrupted history by disturbing their grandmother and grandfather from falling in love while traveling on the Oregon Trail. They worked through the episode to attempt to get them to fall in love. Their grandmother was kidnapped by a mountain man, who ran away with her. The children and the professor rescued her, and she fell in love with their grandfather. At the end of the program, Christopher Lloyd provided a demonstration on the function of geysers.

Educational Material:

Creators' intentions: Not available.

Station's Intentions: "Through a series of scholarly pursuits, Doc Brown takes viewers back in time to explore a different historical period in each episode. Lessons in history, culture, family values, are nestled in the classic comedy of the Back to the Future Franchise. Positive messages focus on acceptance of others and their ideas, why it's so important to try and having faith in your own abilities." (interview: <http://www.digitalwebbing.com/news/031303-4.html>)

Observed: We feel that this show has potential for more educational content than it currently demonstrates. There is a short segment at the end with the professor about the Oregon Trail and geysers, but that is really the extent of pure educational intentions of the show.

Race Representation: Though historically people of many races used the Oregon Trail, this show portrayed only white people on the trail who had speaking roles. Although it did show several Asian individuals, they did not have any kind of speaking role and were placed in the background.

Gender Representation: The grandmother of the show is tough and a tomboy, but is also portrayed as being desperate, victimized, and irrational. She spends the entire show chasing men or being chased.

GRIID Grade: C

Show's Website: None.

iv. NBC

http://www.nbc.com/nbc/Discovery_Kids_on_NBC

Show: The Pet Shop

Time: Saturday 7am

Target Age: 12-16

Station's Content Brief: "Step into the most entertaining pet shop around. The Pet Shop With Marc Morrone! As host of this FCC-friendly series for teens and their families, with a target audience from ages 8-16 years, pet expert Marc Morrone plays ringmaster to his countless domesticated pets that jump, scurry, fly, and bark all around him. Marc provides a lively and offbeat look at what makes pets so special. From Marc's best friend, "Harry" the Scarlet Macaw, an expert at removing Marc's glasses, to the playful chinchillas that pop up when you least expect it, Marc is always busy competing for the spotlight with his furry and feathered friends. Providing unique advice and helpful tips on anything from supplementing a lizard's diet with peach baby food to housebreaking a puppy; this modern day Dr. Doolittle presents a warm and unscripted program that's part neighborly chat, part animal kingdom insight. In addition to his pet shop environment, Marc's guests include expert dog trainer Andrea Arden, ASPCA animal behavior authority Dr. Amy Marder and Kelly Balsam of New York City Mounted Police Unit. The quirky personality of Marc Morrone and his wealth of useful information will help pet lovers of all ages to better understand and care for all creatures great and small." (<http://www.parrotsoftheworld.com/thepetshop/>)

Episode Content: This episode was about dogs with a purpose, such as Seeing Eye dogs. The show was interview based, particularly of a woman who trains Seeing Eye dogs.

Educational Material:

Creators' Intentions: Though the creator could not be located, the Director, Lynn O' Brian, did have one interview posted online. On the [Hearst Entertainment](#) web page for [The Pet Shop](#), O' Brian writes: [The Pet Shop](#) is an engaging program for teens and their families. The knowledgeable content of Host Marc Morrone and his wonderful menagerie of animal friends will also capture the attention of younger children. Information is practical, lively and presented at just the right pace. It is an especially nice touch to see that this unscripted program, part neighborly chat and part animal kingdom insight, offers unique advice and helpful tips on anything from housebreaking a puppy to supplementing a lizard's diet. There is a great amount to learn from animals, particularly the pets that so closely share our lives. This is an intelligent and entertaining program that is fun; the fact that it also gives us answers and makes us think is very good" (November 2, 2000). (<http://www.hearstent.com/HearstSite/Petshop%20folder/pet1pageYr2.html>)

Station's Intentions: "The Pet Shop is an engaging program for teens and their families. The knowledgeable content of host Marc Morrone and his wonderful menagerie of animal friends captures the attention of younger children. Each episode's content is practical, lively and presented at just the right pace. The Pet Shop is a non-scripted program, part neighborly chat and part animal kingdom insight offers unique

advice and helpful tips on anything from housebreaking a puppy to supplementing a lizard's diet."

Observed: We found the show to be quite educational and interesting. The show provided a lot of information without attempting to glamorize learning. The content was sophisticated without talking down to the audience.

Race Representation: There were no minorities present on the episode we watched.

Gender Representation: No real 'representation' as this was an interview-based show.

GRIID Grade: A

Show's Website: <http://www.parrotsoftheworld.com/thepetshop/> and <http://www.hearstent.com/HearstSite/Petshop%20folder/pet1pageYr2.html>

Show: Jack Hanna's Animal Adventures

Time: Saturday 7:30am

Target Age: 12-16

Station's Content Brief: "Every week, 'Jungle Jack' Hanna takes television viewers around the world, teaching them about animals and having exciting adventures" (<http://www.jackhanna.com>).

Episode Content: Jack Hanna traveled to Indiana to a wildlife reserve and explained all the animals there, especially rhinos, monkeys, and deer.

Educational Material:

Creators' intentions: Not available.

Station's Intentions: "Jack Hanna spends time with nature's creatures across the continents. Jack talks with people that are knowledgeable about each animal and habitat, teaching as he goes. Each episode is designed to reveal to children the world around them in a way that presents positive role models and pro-social values within an environmentally responsible universe."

Observed: We felt that the show was very educational. The show did not confuse the educational material with extraneous plot and such.

Race Representation: There were no minorities present on the episode we watched.

Gender Representation: Jack Hanna is obviously a man. This is balanced by having an animal expert on, Julia Scardina, who is a woman. Beyond that, there is no attempt to 'portray' either character in any way.

Cross Promotional: Sea World and Bush Gardens, host drives a Jeep

GRIID Grade: A

Show's Website: <http://www.jackhanna.com>

Show: Wild Moments

Time: Saturday 11am

Target Age: 13-16

Station's Content Brief: The description of the program on the website is quite long, so we have chosen an excerpt to represent the whole.

"Did you know that the ostrich is the world's largest bird, and that the male ostrich can stand nearly eight feet tall and weigh more than 300 pounds? These facts and more -- along with wild and woolly black bear cubs, ring-tailed raccoons and mountain monarchs -- make up the premise of **Wild Moments**, the exciting weekly half-hour series hosted by wild-

life enthusiast Jack Hubley. Categorized as family-friendly entertainment, the nationally syndicated **Wild Moments** presents a fresh approach to wildlife television that exhibits Mother Nature at her best and offers viewers fun, educational, high quality programming. The series will showcase the mysteries of animal life in North America and beyond as Hubley and his faithful dog, Trusty, an 8-year-old English Setter, hike fields, forests and deserts to offer a "bird's eye view" of nature to their viewers" (http://nbcslb.console.net/shows/program_detail.nbc/wildmoments.html).

Episode Content: The episode we watched was about cephalopods, squid, octopi, white rhinos and orangutans. Jack Hubley, who directed the audience through various footage of animals and narrated, hosted the show.

Educational Material:

Creators' intentions: Not available.

Station's Intentions: "Wild Moments is an educational program addressed to young adolescents. Its primary educational objectives are to provide a positive learning context for the acquisition of knowledge; to familiarize viewers with the diversity of animal life in the world; to provide viewers with information about the attributes and habitat of different wild animal species and to help viewers become more informed regarding approaches to wild animals, while at the same time provide them with information regarding dangers and threats."

Observed: We felt that this program was very educational. The language on the program demonstrated that it is aimed at older children, and perhaps adults. Our only inquiry was whether the children could keep up with the language of the program.

Race Representation: There were no minorities on the program.

Gender Representation: There were no women on the program.

GRIID Grade: A

Show's Website: <http://www.nbcinternational.com/v2/domesticsyndication/wmindex.html>

Show: The Scope

Time: Saturday 11:30am

Target Age: 12-17

Station's Content Brief: Not available.

Episode Content: This show focused on the town of Bogalusa Louisiana. In Bogalusa, there was a scientist working on dying clothe with minerals (gold, silver, etc). Also, another group of scientists were developing a micro-needle injection procedure for medicine. Another scientist was working on methods of producing antibodies that get heavy metals out of water sources. Finally, there was an ongoing Bogalusa heart health studies program.

Educational Material:

Creators' intentions: not available

Station's Intentions: Co-hosted by Joe Penny and Alexandra Cousteau, Scope is a half-hour syndicated show that explores some of the most remarkable events and phenomenon in the world today. Programs cover an endless variety of subjects from science, to technology, to medicine, to nature, to the people behind the headlines. Scope informs the viewers of the latest discoveries and innovations and shows us a world that will astonish you.

Observed: We were disappointed by this show. We were expecting something very

interested, but the topics covered were not. The show focused on topics that were uninteresting, particularly to children. This show did not seem to be directed towards an audience of children.

Race Representation: No minorities were present on the episode we watched.

Gender Representation: The show was hosted by both a man and a woman.

GRIID Grade: B-

Show's Website: Not available.

Show: Awesome Adventures

Time: Sunday 7am

Target Age: 13 to 16 years

Station's Content Brief: This was not available on the station's webpage.

Episode Content: The episode we watched involved the host taking two teenagers on short tour of African wildlife for four days. The three visited different animals, learned about skeet shooting, and basic survival skills. They also visited what was called an 'authentic African tribe.'

Educational Material:

Creators' intentions: Not available.

Station's Intentions: "Awesome Adventures program informs, entertains and educates children about the history and cultures of the places visited. Experience volcanic explorations, the rapids of the Salmon River and Safaris throughout the world".

Observed: We felt that the program was quite educational. It had a good balance of biological information about animals and about safety and survival skills. We were skeptical of the authenticity of the African tribe, but that can be left to interpretation.

Race Representation: This was the only biology program we watched that had an African-America person as a host. Our only issue was that it seemed as though in the program the three individuals were sent to cover a tourist trap.

Gender Representation: The host made a joke about the African tribes practice of exchanging women for cattle, with which we were not amused. Other than that, the gender roles were balanced.

GRIID Grade: A-

Show's Website: None

Show: Wild America

Time: Saturday 7:30am

Target Age: 14 to 18 years

Content: "Marty Stouffer's Wild America is the first and only Wildlife and Nature Series to focus exclusively on the wild animals and wild lands of North America. Hosted by award-winning wildlife photographer and premier naturalists Marty Stouffer, the Series features footage of Mammals, Birds, Reptiles, Fish and Insects throughout the entire continent.

Viewers take a guided journey to witness the vast wonders and infinite diversity of Nature first hand. Series highlights include a magnificent menagerie... Mice, Moose, Musk Ox, Marmot, Mollusc, Mink, Mockingbird, Mushroom, Marten, Manatee and many, many more. Marty Stouffer's Wild America is a Series that families can enjoy together. Parents and children will be delighted as they learn about Nature" (<http://www.wildamerica.com/>

pages/list.html).

Episode Content: The episode that we watched was entirely about birds and the different purpose of beaks. The program also had an environmentalist twist to it, as it talked about the importance of the Everglades and the negative effects of their disappearance.

Educational Material:

Creators' intentions: Not available.

Station's Intentions: "Marty Stouffer's "Wild America" is both educational and awe-inspiring. From the combat dances of grizzlies and rattlesnakes to the lush beauty of Pacific Northwest habitat, the show mirrors Mr. Stouffer's obvious respect for wildlife and wild places. By educating America about individual species and their habitats, Mr. Stouffer brings an awareness to the public of how all wildlife, ecosystems and people are bound together, and why we must protect the fragile web of life".

Observed: We thought that the program was very educational, and noted the fact that for the most part the host of the program was off screen. This allows the viewer to focus on the information being presented, rather than the host.

Race Representation: There were no minorities on the program.

Gender Representation: The host was a male.

GRIID Grade: A

Show's Website: <http://www.wildamerica.com>

D. Gender and Race Data

Main Characters in Children's Educational Programming

Show		Male	Female	White	Minority
The Wild Thornberrys		x	x		
Rugrats	xxxx	xx	xxxxxx		
Chalkzone	x		x		
Hey Arnold	x		x		
Scope	x	x	xx		
Wild Moments	x		x		
Awesome Adventures	x			x	
Jack Hanna's Animal Ad.	x		x		
The Pet Shop	x		x		
Wild America	x		x		
Lizzie McGuire		x	x		
Disney's Recess	xxxx	xx	xxxx	xx	
Blue's Clues	x		x		
Dora the Explorer		x		x	
The Proud Family		x		x	
Teamo Supremo	xx	x	xx	x	
Disney's Fillmore	x			x	
Where is Carmen Sandiego	x	xx	xxx		
Back to the Future	xx		xx		
Totals:	23	12	28	7	
Total lead roles:	35				

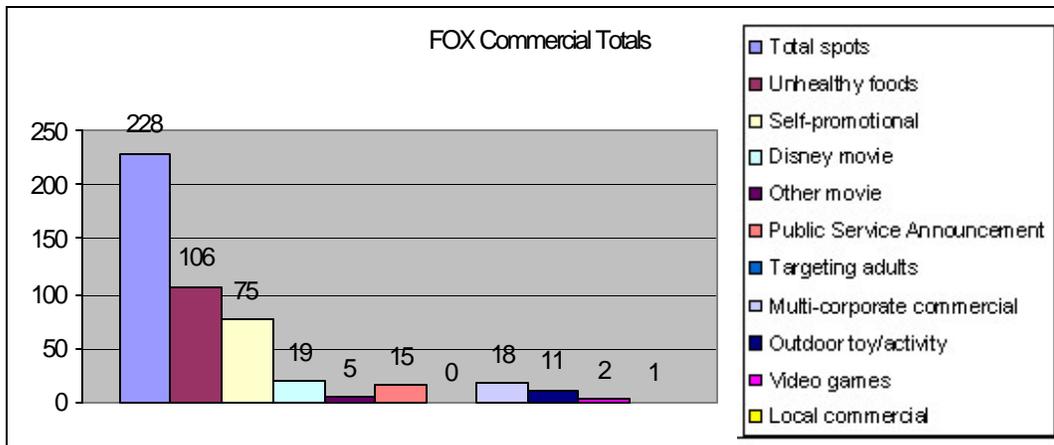
D. Commercial Index

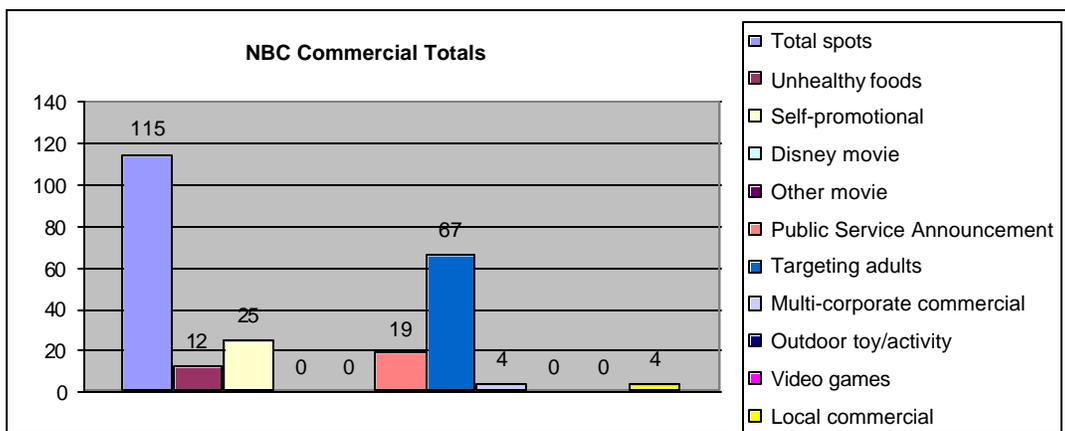
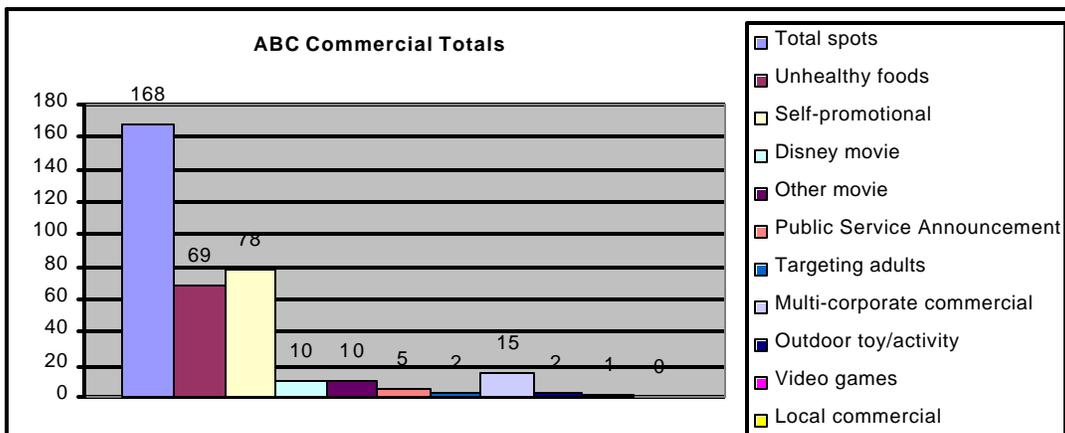
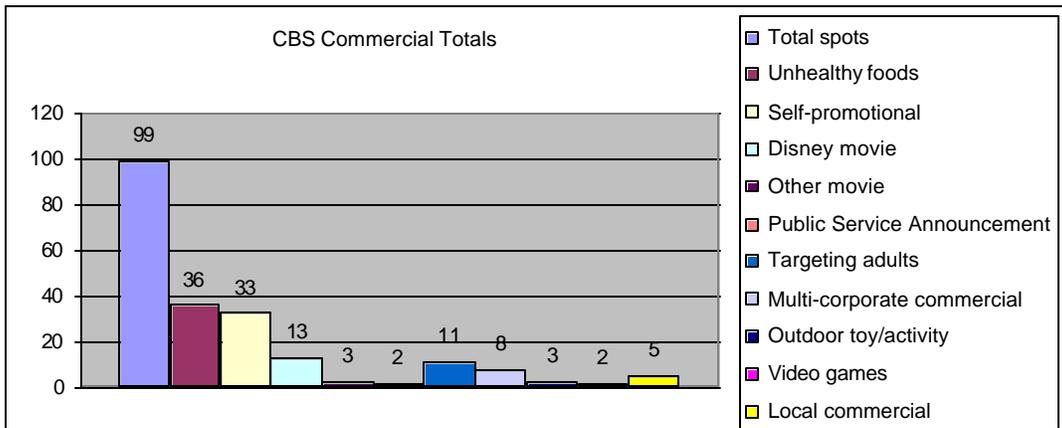
Carmen Sandiego	Disney's Recess	Rugrats
SP – digimon Kellogg's – Scooby Doo Cereal SP – Fighting Foodons Keebler – E.L. Fudge Kellogg's – Cinnamon Krunchers SP – The Cramp Twins Betty Crocker – Fruit Roll-Ups SP – Disney's Buzz Lightyear General Mills – Lucky Charms Yoplait – Go Gurt Kellogg's – Pop Tarts SP – Ultimate Muscle Kellogg's – Eggo SP – Kirby PSA – Safe Biking PSA – Success oriented PSA – Success oriented	Disney – Finding Nemo, Playstation, Game-boy Disney – Finding Nemo, McDonald's SP – Digimon Betty Crocker – Fruit by the Foot McDonalds Stouffers – Maxaroni Shark Man (outdoor toy) Rugrats Movie Airhead Extremes (candy) Kellogg's – Cinnamon Krunchers Ohio Art – A.R.M. Squirt Gun Capri Sun Keebler – Butterfinger cookies General Mills – Hershey's Coco puffs General Mills – Lucky Charms SP – FOX SP – Buzz Lightyear SP – FOX News	SP – Nick on CBS SpongeBob – adult products Disney – Jungle Book 2 Kraft/Crayola – Mac and Cheese Kellogg's – Fruit Loops Chucky Cheese Hooked on Phonics SP – Nick on CBS Betty Crocker – Fruit Roll Ups Oscar Meyer – Lunchables Gameboy/Disney – Finding Nemo Kellogg's – Frosted Flakes SP – Nick on CBS AWWL Wrestling SP – News 3 Sports SP – CBS
Blues Clues	Dora the Explorer	Back to the Future
SP – Nick on CBS PSA – sponsored by McDonald's Nickelodeon – Rugrats Movie Yoplait – Go Gurt Disney – Jungle Book 2 Playskool (lawn toy) Chucky Cheese Disney – Rolie Polie Olie Dora the Explorer – live event SP – Nick/Nick Jr. Best Buy Used Cars SP – News 3	TCBY Disney/McDonalds – Finding Nemo McDonald's General Mills – Cinnamon Toast Crunch Disney – Rolie Polie Olie Playskool (lawn toy) Chucky Cheese Hooked on Phonics SP – Blues Clues SP – Nick on CBS Watson's Surplus Store SP – News 3 Sports SP – CBS	SP – TMNT Art Contest Disney – Finding Nemo Wrigley's – Juicy Fruit Chucky Cheese Nabisco – Oreo SP – FOX Box SP – TMNT Art Contest Nabisco – Jello Pudding Bites Wendy's, Pokemon SP – TMNT Art Contest SP – TMNT SP – Digimon General Mills – Reeses Puffs Betty Crocker – Fruit Roll Ups SP – FOX Box Disney – Jungle Book 2 Gameboy – Hamtaro SP – Ultimate Muscle Mars – 3 Musketeers SP – TMNT Art Contest SP – TMNT

<p>Wild Thornberrys</p> <p>SP – Nick on CBS Disney – Jungle Book 2 Post – Honey Comb Kellogg’s – Pop Tarts Post – Honey Comb Post/EA Sports SP – Nick on CBS SP – Nick on CBS Capri Sun General Mills – Reeses Puffs Kool-Aid SP – Nick on CBS SP – CBS Nabisco – Oreo Hooked on Phonics SP – Nick on CBS Steak and Shake SP – CBS SP – Nick on CBS</p>	<p>Chalkzone</p> <p>SP – CBS SpongeBob – adult products Kellogg’s – Chocolate Chip Eggo’s Post – Cocoa Pebbles Post/MLB Nickelodeon – Rugrats Movie Playskool (lawn toy) Disney – Jungle Book 2 Disney – Finding Nemo SP – Nick on CBS SP – CBS PSA – Walking General Mills – Lucky Charms Kool-Aid Nabisco – Jello Pudding Bites SP – Nick on CBS SP – Channel 3 Jack’s Windows SP – News 3 SP – CBS</p>	<p>Hey Arnold</p> <p>SP – CBS SP – Nick on CBS Nickelodeon – Rugrats Movie Kellogg’s – Chocolate Chip Eggo’s Playskool (lawn toy) Capri Sun Chucky Cheese SP – CBS SP – Nick on CBS Disney – Finding Nemo Post – Honey Comb Post/MLB/EA Sports Disney/McDonald’s – Finding Nemo McDonald’s Disney/Gameboy – Finding Nemo SP – Nick SP – News 3 Jack’s Windows</p>
<p>Pet Shop</p> <p>Mars – candybars Meow Mix (cat food) Nautilus Sleep System Lean Pockets Jolly Ranchers Mars – cookies Meow Mix Bargain Network PSA – Allergies PSA – TV8 Glove Program Hot Pockets Reeses SP – Who Wants to be a Millionaire? PSA – Drug Free America PSA – YMCA SP – Channel 8 Weather Nads Squeegee (hair removal) 1800petmeds energystar.gov SP – Crossing Over SP – WOOD TV8</p>	<p>Wild Moments</p> <p>Listerine Meow Mix At&t Wireless Schick Intuition Flintstones Chocolate Chews Round Up (weed killer) PSA PSA – Care.org PSA – Reading with Children Debt Free Program Huntington Bank SP – Channel 8 Weather Aero Bed Lean Pockets Nads Squeegee 1800petmeds.com SP – Channel 8 News PSA – Cancer Survivors PSA – Mosquitos SP – NBC News</p>	<p>Scope</p> <p>American Express PSA – Reading with Children Military Commercial SP – Crossing Over SP – Spin City Rent Way Sharper Image Rent Way SP – Channel 8 Weather Grand Rapids Communiy College PSA – TV8 Glove Program PSA – Gambling Addiction PSA – Shriners Hospital PSA – Reading with Children SP – Horse Racing</p>

Animal Adventures	Lizzie McGuire	Proud Family
Sea World/Busch Gardens Jolly Rancher Schick Intuition Flintstones – Chewy Vitamins Gladware/Hulk Movie Telecom USA Visine Reeses Meow Mix PSA – Loc.gov SP – Channel 8 News PSA – Role Models SP – Channel 8 Weather Ice Breakers Gum Garden Claw Roloids Sea World/Busch Gardens Aspercreme (arthritis medicine) Capzasin (arthritis medicine) Dexatrim (diet pills) NEA Recommendation Godwin Plumbing Kohl's Value City Furniture Godwin Plumbing SP – Channel 8	SP – ABC Kids Movie – From Justin to Kelly Kellogg's – Pop Tarts SP – ABC WNBA SP – ABC Kids SP – ABC Kids Popsicle Disney/McDonald's – Finding Nemo McDonald's Kool-Aid SP – ABC Kids SP – Primetime Show SP – ABC Kids SP – ABC Kids Capri Sun Mars – 3 Musketeers Post – Honey Comb EA Sports/MLB/Post Capri Sun SP – ABC Movie Ever After SP – NBA SP – ABC Kids SP – ABC Kids Movie – So Little Time Capri Sun Movie – So Little Time SP – ABC Kids SP – ABC Kids SP – WZZM News	SP – ABC Kids Oscar Meyer – Lunchables Movie – From Justin to Kelly PSA – Learning SP – ABC Kids SP – ABC Kids Popsicle Kellogg's – Fruit Loops Kraft/Crayola – Mac and Cheese SP – ABC Kids SP – WNBA SP – ABC Kids SP – Power Rangers Capri Sun Disney/McDonald's – Finding Nemo McDonald's Wrigley's - Juicy Fruit Capri Sun SP – Power Rangers SP – NBA SP – ABC Kids SP – ABC Kids Flip N Dip Push Pop Nickelodeon – Rugrats SP – ABC Kids SP – WZZM News Chevrolet
Awesome Adventures	Wild America	Teamo Supremo
Leptoprin (diet pills) Windows CDs Volunteers of America SP – NBC PSA – Reading PSA – Hospice SP – Weather SP – Sports 1800petmeds Nads Squeegee Lion Sands Game Reserve PSA – Earth Share Channel 8 Kids Gloves Program SP – NBC SP – Connect!	Rent Way Delta/American Express Rent Way Dog Chow Rent Way Swifter Wet Jet Rent Way PSA – Role Models SP – Weather EnergyStar SP – NBC PSA – Reading Aspercreme Capsazin New Phase Hormone Pills SP – NBC News University of Pheonix Nissan	SP – ABC Kids SP – ABC Kids Baby Bottle Pop Post – Honey Comb EA Sports/Post/MLB SP – NBA SP – ABC Kids SP – ABC Kids Nabisco – Oreo Disney/McDonald's – Finding Nemo McDonald's Capri Sun Disney – Finding Nemo SP – ABC Kids SP – ABC Kids Verbnow.com Ritz – Pizza Crackers Disney – Finding Nemo Chucky Cheese Jumbo Jumpin' Push Pop SP – ABC Kids SP – ABC Kids Popsicle/Super Heros Kraft/Crayola – Mac and Cheese SP – ABC Kids SP – ABC Kids SP – News 13

Recess	Fillmore	Recess
SP – ABC Kids	SP – ABC Kids	SP – ABC Kids
Popsicle	Disney/Airheads – Finding Nemo	Movie – From Justin to Kelly
Post – Cocoa Pebbles	Chucky Cheese	Nabisco – Jello Pudding Bites
MLB/Post	Flip N Dip Push Pop	Kool-Aid
SP – ABC Kids	SP – ABC Kids	SP – WNBA
SP – ABC Kids	SP – ABC Kids	SP – ABC Kids
SP – ABC Kids	SP – ABC Kids	SP – ABC Kids
Disney/Airheads – Finding Nemo	Capri Sun	Disney/McDonald's – Finding Nemo
Skip It	Disney/McDonald's – Finding Nemo	McDonald's
SP – ABC Kids	McDonald's	Kool-Aid
SP – ABC Kids	Popsicle	Popsicle/Super Heroes
Movie – So Little Time	SP – ABC Kids	Verbnow.com
Mars – 3 Musketeers	SP – NHL	Capri Sun
Kool-Aid	SP – ABC Kids	SP – ABC Kids
Chucky Cheese	SP – ABC Kids	SP – ABC Kids
Movie – So Little Time	Baby Bottle Pop	Disney/Airheads – Finding Nemo
SP – ABC Kids	Movie – From Justin to Kelly	Jumbo Jumpin Push Pop
SP – NBA	Oscar Meyer – Lunchables	Capri Sun
SP – ABC Kids	SP – ABC Kids	Baby Bottle Pop
SP – ABC Kids	SP – NBA	Ritz – Pizza Crackers
Nickelodeon – Rugrats Movie	SP – ABC Kids	SP – ABC Kids
Oscar Meyer – Lunchables	SP – ABC Kids	SP – NBA
SP – ABC Kids	Mars – 3 Musketeers	SP – ABC Kids
SP – ABC Kids	Kellogg's – Chocolate Chip Eggo	SP – ABC Kids
SP – News	SP – ABC Kids	Nickelodeon – Rugrats Movie
	SP – ABC Kids	Nabisco – Oreo
	PSA – Charity Event	SP – ABC Kids
		SP – ABC Kids
		PSA – Charity Event





IX. About the Authors

Pennie Alger and Christian Borg are students at Grand Valley State University in Grand Rapids, Michigan. In the spring of 2004, Pennie will receive her undergraduate degree in Philosophy, Liberal Studies, and Non-Profit Administration, and Christian will receive his diploma in Non-Profit Administration and Spanish. This report was completed to fulfill an internship requirement of the School of Public and Non-Profit Administration. Both authors hope that their work will be regarded as inspiring and phenomenal, but will settle for just informative. And last but not least, a special shout out to Jeff, Erica, Tom, and Dr. Mast. Please send feedback using our contact information.