

Telco Productions, Inc.

DRAGONFLY TV

“Dragonfly TV” is a weekly half-hour science television series that meets the educational and informational objectives of the FCC’s Childrens Programming requirements for children ages 13-16. The programs highlight children “doing” projects with real hands-on experience and demonstrates practical applications of mathematics and science. It introduces young viewers to a variety of scientific disciplines and challenges them in critical thinking and problem solving skills, while providing valuable information to reach answers. Each episode is engaging, entertaining and educational in structure, allowing children to investigate science on their own. “Dragonfly TV” is closed-captioned for the hearing impaired and displays the “E/I” icon throughout the broadcast.



Alex Paen
President
Telco Productions, Inc.

UCLA Engineering

HENRY SAMUELI SCHOOL OF ENGINEERING AND APPLIED SCIENCE

Electrical Engineering Department

Professor Bahram Jalali
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Alex Paen
President, Telco Productions, Inc.
2730 Wilshire Boulevard, Suite 200
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RE: Dragonfly TV

Dear Alex,

I have reviewed the series "Dragonfly TV" and I believe it's educational and informational value meets FCC requirements for children's programming aged 13-16 years. As a teaching Professor of Electrical Engineering at UCLA, I consider this extraordinary television series vital to enhancing the interest of science among our youth and applaud those television stations that broadcast it. The series engages young viewers with various scientific projects and provides a variety of information from multiple scientific fields. An example of this is in episode D-105, when youngsters experiment with designing their own model rockets, noting how various shapes, materials and engines affect performance. Another example is in episode D-114, where kids investigate why there are so many boulders present in white water rapids and how they affect the water's speed and direction.

This series' educational contribution to youngsters impresses me, and since there are virtually no science programs on television today, "Dragonfly TV" fills a much needed void.

Sincerely yours,



Bahram Jalali
Professor
Henry Samueli School of Engineering and Applied Science, UCLA

California Science Center

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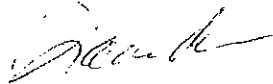
RE: Dragonfly TV

Dear Alex,

I believe the television series "Dragonfly TV" meets the FCC's educational and informational requirements for children's programming aged 13-16 years. The series is a wonderful example of how television can extend the science knowledge of young viewers. The various scientific experiments and investigations featured on the shows enable young people to gain an appreciation for science in a unique and entertaining way. "Dragonfly TV" not only promotes interest in the various science fields, but also allows young viewers to think critically about different problems and search for solutions. For example, in episode D-109, kids investigate eco-systems and how changes in the environment affect salmon populations. In episode D-103, youngsters invent a "wobble meter" to investigate balance, learning how and why a pole can help a tight rope walker keep from falling.

I wholeheartedly endorse this series and feel the educational and informational value more than meets the standards set forth by the FCC.

Sincerely,



Diane C. Perlov, Ph.D.
Senior Vice President, Exhibits
California Science Center



Series Review
August 2012

Program: **On The Spot**
Episodes reviewed: **“Health, Science, History (Ep. 219)”**
“Animals, History, People” (Ep. 220)”
Program length: **30 minutes**

Summary:

The opening sequence from **On The Spot** boldly lays claim to a wide range of education and information topics: Transportation, Geography, Technology, Culture, Environment, Government, Money, Sports, Food, Art, History, Music, Science, Math, Health, and Language. Then, in the thirty-minute program that follows, it delivers the goods. It succeeds in making a program that is essentially information-based engaging to the targeted 13-18 year-old audience. It succeeds through the strategy of an extremely fast-paced presentation linked with eye-catching visuals, a pounding soundtrack, and an amazing array of information glued together by a genial, self-amused narration. It is a perfect match for the 21st Century learner. The information comes at the viewer like potato chips—you can’t seem to take just one and it is impossible to put down the remote.

The visuals cuts are a fast, visually arresting 2-3 seconds long yet the narrative is not rushed. It pulls the viewer in with information reasonably covered at the secondary school level (and therefore accessible to the general public), but is a long way from the didactic presentation in a textbook. Try pulling away from questions like these: Can smiling cause happiness? Can someone detect a smile during a cellphone call? What is the loudest animal? What are the happiest professions—and the unhappiest? Or turning away from facts like these: There are ten million desert locusts in a swarm, 19 billion chickens on earth, and a running cheetah is faster than a racing sailfish in the sea.

Despite the enormous amount of information, the tone is never salacious or sarcastic but maintains a sense of basic wry astonishment at the workings of the world. For the target audience, this is important. Too often shows appealing for attention from this group outside school rely on snarky attitudes or comfortable stereotyping. **On The Spot** keeps a good distance from either of those approaches.

Although the series as a whole will cover the listed topics of Transportation, Geography, Technology, Culture, Environment, Government, Money, Sports, Food, Art, History, Music, Science, Math, Health, and Language, each episode concentrates the information and education into three main subgroups. For example, reviewed episode 219 features **“Health, Science, History”** while reviewed episode 220 features **“Animals, History, People”**

Episode: “Health, Science, History” (#219)

Facts about health issues relating to happiness are bundled together in a fast-moving overview from smiling to the happiest professions to the happiest countries. The details are important here. Rather than just displaying the facts about which countries are the happiest, the episode also covers the criterion that determines the selection: safety, freedom, education, and health. This is important for the (healthy) skepticism of the 13-18 year-old viewer, who statistically will most

to the UK, Scandinavia, and other parts of the world are important for perspective and this episode does that.

Episode: “Animals, History, People” (#220)

Here again interesting pieces of information are strung like pearls along strings of themes that are good television, while offering information and education to young viewers. A discussion of plants vs. animals leads past all the species in between in a fast and fun way. “You’re not going to like this” is the unwritten theme of the episode, often stated by the narrator as it is revealed that 40% of mammal species are rats (rodents, really), and 25% are bats. Wonderfully scary stuff. Comparing polar bears and Siberian tigers is just fun, and the notion of ‘sweating’ gets lots of play in discussing who and what does it and why. Typically, the episode offers information about topics that it is hard to turn away from. And quickly. Even the clouds in the videos move fast. If you don’t like primates, just wait a few seconds and you’ll be hearing about the large numbers of animals that we eat (19 billion chickens, 1.4 billion cows, 1 billion pigs). Wait another minute and you’ll hear that if you drive straight up for just 70 miles you’re in outer space. 50 miles and you’re an astronaut, says NASA. Another nice touch is that the visual of the ‘way back’ machine ticks off years in BCE and CE, instead of BC and AD. Viewers 13-18 will know those terms (Before the Common Era and the Common Era), which are now in textbooks.

Education Summary:

Information is the beginning of knowledge creation and the episodes in *On The Spot* manage to deliver a great deal of information very quickly in an interesting way. Mainly, the show is entertaining and it is not hard to imagine that this program and the popcorn nature of its fast moving content would be equally appealing to adults. The mood, tone, and open quality of the program makes viewing it as much fun as watching a good game show. But it moves faster than a game show—perfect for young viewers in the mid-21st Century.

Target audience (13-18 year-olds) for tone, program content, and learning concepts:

- Middle and high school (ages 13-18)

General Category of Learning:

- Science
- Mathematics
- Economics
- Physical Education
- Music
- Language
- Health

Content Standards Applicable for *On The Spot*

Common Core

The Common Core Content Standards (adopted by all but four states) at the current date are outlined for English Language arts & Literacy in History/Social Studies, Science, and technical Subjects (<http://www.corestandards.org/>, published in June 2010 by the National Governors Association and the Council of Chief State School Officers.) They address core learning standards but not yet all specific subject areas. A comparison of the Common Core elements “Key Points” below make the educational and information value of **On The Spot** clear.

Key Points in English Language Arts

- *Speaking and Listening: The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.*

of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

Key Points in Mathematics

- The standards stress not only procedural skill but also conceptual understanding.*
- The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.*
- The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better... Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods*

Research and media skills blended into the Standards as a whole

- To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, ..and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum.*

Reading Standards for Information Text 6-12

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.*

Speaking and Listening Standards for 6-12

- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.*

Reading Standards for Literacy in History/Social Studies 6-12

- Integrate and evaluate multiple sources of information presented in diverse formats and media*
- (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*

Hall Davidson served as Director of Education Services at PBS station KOCE-TV for 15 years, where he also was executive director of the media consortium Telecommunications of Orange County (TOC) serving over 400,000 students. Prior to that, he worked in educational media at PBS station KLCS-TV in Los Angeles. He was president of Video-Using Educators and is currently chairman of the school site council at a public elementary school in Los Angeles. He is director of the nation's oldest student media festival, the California Student Media & Multimedia Festival, and served on the board of directors of California's largest technology user group, Computer-Using Educators (CUE). He is an Emmy-nominated producer of educational programs. He was classroom teacher in the public school system and began teaching on television at night on an Emmy-winning program before leaving the classroom for a position providing staff development for teachers on media use in the classroom.

**HALL DAVIDSON
2428 CANYON DRIVE
LOS ANGELES, CA 90068**





LITTON
ENTERTAINMENT

Litton Towers
884 Allbritton Boulevard
Suite 200
Mount Pleasant, SC 2946

RE: PROGRAM CONTENT

The purpose of this letter is to provide television stations with certified documentation that the producers of the *Animal Exploration with Jarod Miller* series design the program to educate and inform children 13 to 16 years of age.

Litton Entertainment is the producer of *Animal Exploration with Jarod Miller*.

Animal Exploration with Jarod Miller is a half – hour live action television program designed to meet the educational and informational needs of children.

Each week Jarod looks at exotic and domestic animals from his own unique perspective. Every week Jarod travels to zoos and aquariums to explore animals that fit a particular theme, whether it's the need for speed or animal heroes - there's always something amazing happening. Filled with energy, youth and humor, Jarod is a welcome visitor in living rooms around America on a weekly basis.

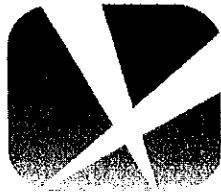
It is the mission of this program to inspire viewers, children and adults alike, to preserve the innate human instinct to explore.

The producers design each episode to reveal to children the world around them in a way that identifies positive role models and pro-social values within an environmentally responsible universe.

In order for parents, children, and listing services to clearly identify the program as one that fulfills the FCC description of a program that meets kids' educational television needs, each episode will display the recommended rating TV-G E/I icon from beginning to end.

Sincerely,

Litton Entertainment



ENTERTAINMENT STUDIOS

THE GLOBAL ENTERTAINMENT COMPANY

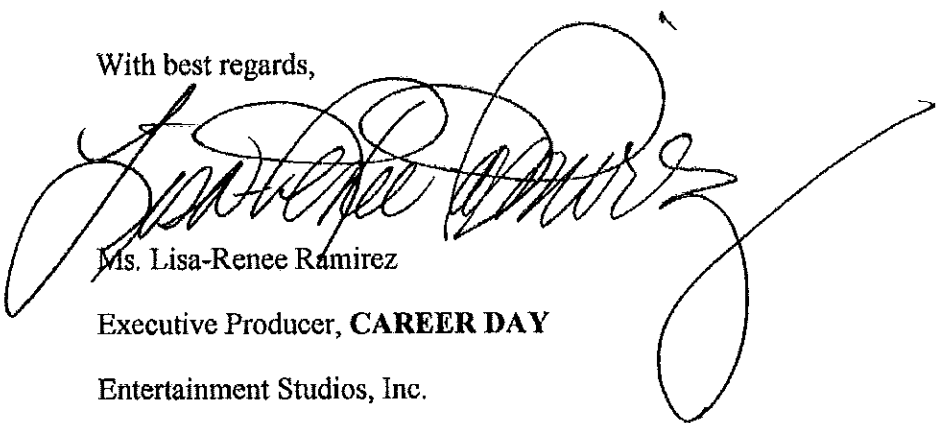
June 30, 2010

To Whom It May Concern:

This letter shall serve as official notice that *Entertainment Studios, Inc.* intends to produce **CAREER DAY**, a weekly half-hour program, targeted to an audience of 13-16 year old children.

The purpose of this program is to provide a safe learning environment for our viewers to become more informed about the gamut of possible careers available for them to explore.

With best regards,



Ms. Lisa-Renee Ramirez

Executive Producer, **CAREER DAY**

Entertainment Studios, Inc.

The logo features a stylized apple with a leaf, positioned to the left of the text "BP Educational Consultation". The "BP" is in a bold, sans-serif font, while "Educational Consultation" is in a larger, more decorative, slightly irregular font.

BP Educational Consultation

5133 E. Kathleen Road, Scottsdale, Arizona 85254 • phone 602-320-1622 • bpierce.edcon@gmail.com

August 12, 2010

Byron Allen, Chairman & CEO
Entertainment Studios, Inc.
9903 Santa Monica Blvd., Suite 418
Beverly Hills, CA 90212

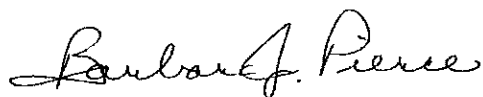
Dear Mr. Allen,

Career Day is a television program that introduces young adults to career exploration and awareness. Students often do not know what they want to do and are unsure of potential interests they may have that could be a career. Career Day provides an avenue to view experts in their respective fields as they discuss their work, the education/training to prepare for the job, and experiences that led them to choose their career. To encourage students to make informed decisions, young adults must be introduced to career awareness, such as the concept that success in most careers requires education and training (Fouad, 1995). As the National Alliance of Business recommended in its 1999 publication *Preparing Young People for Tomorrow's Workplace*, "Middle school is an ideal age at which to expose students to the challenging world of work" (p.5). The program's motivational and inspirational message of each guest empowers audiences of all ages to investigate career opportunities, which has been proven to enhance academic performance, facilitate high school completion and encourage postsecondary education (*Broadening Career Horizons for Students in At-Risk Environments*, O'Brien et al (1999)).

Each segment of Career Day delivers an educational and informational message that supports current social, intellectual and emotional aspects of children ages 13 and up. Attributes and advice emphasized by guests instill a grounded balance of priorities, dedication, and perseverance children can apply to their lives.

Based on my extensive experience as an educator and principal in public education, it is my sincere opinion that the series Career Day complies with the FCC Children's Television Rules by furthering the educational and informational needs of children 13 years of age and up.

Sincerely,

A handwritten signature in cursive script that reads "Barbara J. Pierce".

Barbara J. Pierce, MA Ed.

Educational Consultant



NORTHERN ARIZONA
UNIVERSITY
College of Education

Educational Specialties

Northern Arizona University
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September 22, 2010

To Whom It May Concern:

After a comprehensive review of the Kenya episode of Elizabeth Stanton's *GREAT BIG WORLD* and the accompanying educational packet (which includes lesson plans, show descriptions, a teaching guide, and educational components), I can recommend this program as educational and informative for children 13-16 years of age, while also entertaining the entire family. The production is a quality program which will appeal to young teens by focusing on global, social, educational, and wellness issues.

Elizabeth Stanton's *GREAT BIG WORLD* complies with the FCC Children's Television Rules as it presents audiences with in-depth and thoughtful interviews involving Elizabeth's travel buddies and friends they meet along the way. Elizabeth and friends volunteer in areas of special need, from feeding the hungry in the slums of Kenya to helping Vietnamese children with hearing impairments by fitting them with hearing aids. This selfless behavior is a touching lesson for viewers that highlights social consciousness as well as the challenges faced by others around the world.

This state-of-the-art program consists of educational topics which include geography, social dynamics, international cultures, customs, arts and entertainment, coordinated with insightful remarks. As a professional educator with experience teaching students of this age group, I believe that Elizabeth Stanton's *GREAT BIG WORLD* most assuredly qualifies as both educational and informational for teenagers 13 to 16 years of age.

Sincerely,

Patricia J. Peterson, Ph.D.
Professor, Educational Specialties

Patricia J. Peterson Bio

Dr. Patricia Peterson is a Professor of Special Education and Bilingual/Multicultural Education in the College of Education at Northern Arizona University. Her focus is on research and personnel preparation of special educators and elementary education teachers who can effectively serve culturally and linguistically diverse students with disabilities.

She received her Ph.D. in Special Education with a minor in Bilingual/Bicultural Education from the University of Florida. Her Masters Degree is from Rockford College in Rockford, Illinois in Learning Disabilities. Her Bachelors of Arts Degree is also from Rockford College with a dual major in Child Development and Spanish. She has been working in the field of bilingual special education for the past 35 years. Dr. Peterson is bilingual in Spanish and English and has worked as an English as a Second Language teacher in Madrid, Spain. In her public school teaching in the U.S., she has worked as both a bilingual teacher (Kindergarten to 5th grade), and bilingual special education teacher (Kindergarten to 8th grade) in Illinois school districts where she taught primarily Hispanic children.

Dr. Peterson has also worked as a Program Coordinator in Bilingual Special Education at Bilingual Resource Centers and National Origin Desegregation Assistance Centers. She has coordinated and directed bilingual special education teacher training projects and has provided technical assistance and training in this field to school districts and

State Education Agencies in 25 states. Dr. Peterson has also been actively working on national and regional efforts to improve services for Culturally and Linguistically Diverse Exceptional (CLDE) students through the Council for Exceptional Children (CEC) and the National Association for Bilingual Education (NABE). She co-chaired the first CEC National Conference on The Bilingual Exceptional Child in New Orleans, Louisiana. She also organized and directed the Institute on Non-biased Assessment at the National NABE Conference in Chicago. For the past 19 years at Northern Arizona University, she has developed and implemented teacher preparation programs and doctoral programs with a focus on the education of CLDE students in Arizona and Southwest.

Dr. Peterson has been the Director of ten federally funded rural personnel preparation programs at the bachelors, masters, and doctoral levels in special education and elementary education on the Navajo Reservation and in the southwestern United States. She presents at many national and international conferences and publishes in professional journals primarily on the topic of educational methods and materials for culturally and linguistically diverse elementary education and special education students.



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September 21, 2010

To Whom It May Concern:

Elizabeth Stanton's GREAT BIG WORLD is the rare children's show that is appealing in terms of entertainment and education ensuring that the needs of society's teens are being well served.

I have analyzed and evaluated the messages children receive by viewing Elizabeth Stanton's GREAT BIG WORLD and believe that the show has certainly earned an "E/I" rating. The program is informative and the educational messages are incorporated organically into the show. The program consists of educational moments, making it a great teaching aid. The host relates timely, thought provoking issues as she joins her friends to lend a hand to children in need. The program focuses on safely exploring adventure, friendship, volunteerism, geography, social studies, literature and government. It is clear that the show has been specifically created to educate teens ages 13 - 16.

Along with the video of Elizabeth Stanton's GREAT BIG WORLD, I reviewed the well prepared educational packet which contains the following supplements: Objectives, Educational Components, Teaching Guide, Lesson Plan and Episode Descriptions. This packet makes it completely clear that the show has highly valuable educational, informative and entertaining content.

Elizabeth Stanton's GREAT BIG WORLD meets and exceeds the standards set by the FCC Children's Television Rules. I highly recommend GREAT BIG WORLD to both teens and parents.

Respectfully,

Stephen W. Showalter, Ed.D.
Clinical Instructor, Curriculum and Instruction

Stephen W. Showalter Bio

Stephen Showalter is a Clinical Instructor in Curriculum and Instruction in the Department of Teaching and Learning at Northern Arizona University in Flagstaff, Arizona. His focus is on preparation of secondary teachers for middle school and high school with an emphasis on utilization of distance education technology. Currently, he teaches graduate courses in curriculum and instructional design, evaluation and assessment of learning, professional problems of teachers, research, and student development of professional writing.

Dr. Showalter completed his Ed.D. degree in Curriculum and Instruction in 2007 at Northern Arizona University. His dissertation was titled, Student Assessment in Web-based Instruction. The purpose of this descriptive survey study was to identify and describe the methods, i.e., practices and processes of assessing student learning in Web-based courses. An online survey of an international population of web-based instructors indicated that both traditional and authentic student assessment methods are used in Web-based courses, and the majority of instructors use both methods.

Dr. Showalter's Masters of Education degree at Northern Arizona University in 1999 was in Educational Leadership with a Higher Education/Community College emphasis. Also at Northern Arizona University, in 1995 he completed his Bachelors of Science degree with a major in Biology and Teacher Education. He is certified in Arizona to teach middle grades and high school biology and earth science. He taught both biology

and earth science at Greyhills High School in Tuba City, Arizona on the Navajo reservation.

Most recently, Dr. Showalter has worked at Northern Arizona University in graduate programs both as a faculty member and as a web training instructor/web course facilitator for distance education programs in Yuma and on the Navajo reservation. He was involved in recruitment of graduate students in these programs as well as in developing technology solutions for administrators, faculty, and graduate students. In this work as well as in his secondary science teaching at Greyhills High School in Tuba City on the Navajo reservation, he has worked extensively with culturally and linguistically diverse faculty and students especially those from Native American and Mexican American populations.

Dr. Showalter has presented scholarly papers at both national and international conferences primarily in the areas of multicultural education, teacher preparation, educational technology, and pedagogy in distance education. His publications center on the use of appropriate pedagogy in Web-based courses to reach students in teacher education programs in rural, remote, and international sites.

MG Perin, Inc.

Information for Station's Children's Television Programming Report

MARTY STOUFFER'S WILD AMERICA

WILD AMERICA is targeted to children ages 13-16. The key educational objective of the program is to familiarize children with the animals of the North American content, their interaction with other animals and their environment. Throughout the series emphasis will be placed upon protecting endangered species and the impact that humans have while interacting in their environment.

Each episode of the series will be specific to a particular animal. Topics will range from basic food gather, mating, natural enemies, relationships to other animals, and the interaction of the specific ecology on the survival of the species.

We expect that children viewing the program will achieve a greater understanding of nature and specific animal species because of the up-close and detailed photography of the series. Through this understanding, it is hoped children will better relate to the natural environment as it exist in North American and learn to protect its natural species.

Please note: The F.C.C. has stated that although stations may refer to information provided by program suppliers in assessing the educational and formational value of the programming, the station remains ultimately responsible for determining whether the program is specifically designed to meet the educational and informational needs of children. (F.C.C. Report and Order of August 8, 1996 paragraph 88, n 204).

Teen Kids News – FCC Credentials

Teen Kids News meets FCC requirements for “core children's programming” by providing educational features such as, “**Flag Facts**” (info on our state flags); “**College and You**” (tips for choosing and getting into college), “**Word**” (vocabulary skills training), as well as informational features for teens, such as reports about healthy eating; driving tips for new drivers, and internet predators. The show has been designed to meet needs of children and young adolescents with a unique curiosity about their world. The Program stimulates the 13-16 year olds' curiosity, develops their learning and cognitive, listening and thinking skills, and serves as an enhancement of their academic and educational experience.

More than 10,000 schools are using TKN as part of their school curriculum and affiliate stations have already contacted school systems in that regard. The full scripts are available to provide easy access for teachers to use in their classrooms.

Advocacy group Children Now says broadcasters follow letter, not spirit of FCC's educational/informational standards.

By John Eggerton -- Broadcasting & Cable, 11/12/2008

Advocacy group Children Now says that only one in eight kids TV shows offered up by broadcasters as meeting the educational/informational (E/I) requirements of the FCC meet "high quality" standards for educational shows, and it wants the FCC to make its educational guidelines stronger and clearer.

It also wants the commission to monitor compliance and respond "quickly" to public complaints (like those filed by Children Now). The group called on broadcasters to improve the quality and availability of kids shows, including applying the six key criteria to their offerings (see below). It also asked parents to become more involved in their kids' TV watching and to complain if they think an E/I-certified show is not sufficiently E/I.

Children Now concedes that broadcasters are meeting "the letter" of the law, airing three hours of E/I programming, and even applauds them for it. But the group asks whether "their efforts truly live up to the spirit" of the Children's Television Act and its children's programming requirements, overseen by the Federal Communications Commission.

The FCC essentially allows broadcasters to self-certify that their E/I programs meet FCC requirements, including that the shows have education as "a significant purpose," that they are at least a half hour, that they air between 7 a.m. and 10 p.m. and that they air weekly.

That has produced some questionable, even embarrassing calls, like billing *The Flintstones* as a history lesson or a baseball pre-game show as educational because it teaches how to throw a curve ball.

TV stations are required to air at least three hours a week of educational/informational programming and to identify the shows to the FCC and in their public files.

The report, which is scheduled to be unveiled at a press conference in Washington Wednesday, at which FCC Commissioner Jonathan Adelstein is scheduled to speak, looks at the "quality" of the shows offered up as educational, something the FCC reporting requirement does not address.

Children Now says it measured the shows according to six criteria:

1. clarity, meaning how explicitly is the educational element presented
2. integration, or how often the lesson is repeated
3. involvement, which means how engaging is the educational element
4. applicability, or how the lesson is connected to the real world
5. importance, meaning not how important to the story but how important is the lesson to children's development
6. positive reinforcement, or to what degree is learning rewarded.

Each show--120 episodes from 24 "representative markets" were analyzed--was given a up to three points in each category, with an 0-6 score labeled "minimally educational," a 7-10 score deemed moderately educational, and an 11 or 12 score considered highly educational. Media researchers Dale Kunkel of the University of Arizona and Kristin Drogos of the University of Illinois did the analysis.

By that measure, only 12 shows got the highest score, while 21 were minimally educational, with the rest getting the lowest score. Children Now also says most broadcasters are only doing the minimum three hours (59%).

Kunkel is a familiar figure to broadcasters. He is a long-time critic of broadcasters' children's programming and has testified numerous times about the need for more educational "educational" children's shows.

One station singled out with high marks was Raycom's MyNetworkTV affiliate in Honolulu, KFVE, which airs 5.5 hours per week, with shows like *Where on Earth is Carmen Sandiego* and *Beakman's World*, and programming every day but Sunday.

The eight shows that were determined to be of the highest educational content were evenly divided among commercial and noncommercial shows with four apiece: *Sesame Street*, *Between the Lions*, *Cyberchase*, and *Fetch! With Ruff Ruffman* (PBS) and *Beakman's World*, *3-2-1 Penguins*, *The Suite Life of Zack and Cody*, and *Teen Kids News*.