

Commercialization in Education:  
Should Education Have Corporate Sponsorship?  
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## **Preface**

We are living in a world infested with advertisements: a world that views the public as consumers, as an unlimited source of income. From the moment we wake up until we go to bed, we are bombarded with strategically placed advertisements. These advertisements appear in commercials, as billboards, on subways, in taxis, stadiums, hospitals, and museums. They have even infiltrated our school systems.

This is what has caused me to choose this topic. With a degree in graphic design and currently enrolled in a graduate studies program in art education I am concerned about this issue. I know how advertisements work, how they deceive, manipulate, and persuade. This was the first time I thought about the nature of commercial free education in our society.

With record levels of child diabetes and childhood obesity in America, is it really in the students' best interest to have McDonalds or Coca-Cola as sponsors to public education? Unfortunately, the national economy is faltering and our government lacks the necessary funding for our schools. This causes many under-funded schools to turn to large corporations for supplemental funding. As a future teacher, I want to educate our children about the positive and negative aspects of advertising. Especially when these advertisements are located within the school.

Through my interviews and research, I developed a new way of thinking about public sponsorship that made me reevaluate my position on the topic. I now question whether commercial free education can continue to hold any importance in our society today. Unfortunately, what we have is a catch 22. We desperately need money for our schools, but the way we get the money could end up hurting our children.

## The Corporate World

Most large corporations spend more than \$15 billion a year on advertising alone. Their advertising is mostly targeted to one specific audience: children. (Kelly, p.48, 2004). Corporations want young children to gain a connection to a product, so much so that they become focused consumers at a young age and continue to buy it until their death, no matter how expensive it may become (Linn, p.1, 2004).

"Influencing elementary school students is very important to soft drink marketers," an article in the January 1999 issue of Beverage Industry explained, "because children are still establishing their tastes and habits."

Eight-year-olds are considered ideal customers; they have about sixty-five years of purchasing in front of them. "Entering the schools makes perfect sense," the trade journal concluded (Schlosser, p.53-54, 2001).

"Cradle to Grave" (Linn, p.1, 2004) is a shocking reality of how young Americans are viewed today. Since the early 1980's, advertisers realized many children have a huge input regarding where the family money is spent. During the 1980's, child consumption was causing parents to spend \$4.2 billion and in 2004, they will have spent \$35 billion (Kelly, p.48, 2004).

Susan Linn in, "Consuming Kids," believes that children could influence their family to spend more than \$600 billion a year (Linn, p.1, 2004). Due to parent's guilt and the idea that they want their children to have a better life than they did.

With the above figures it is no wonder corporations do not mind shelling out \$15 billion a year to entice children to use their product. Advertising can be done through a variety of ways. Children, as the target audience, witness advertising within their home, outside in the streets, in local malls, as "pop-ups" on computers, or in markets. Many Parents today want to be more of a friend and less like a parent. This newer way of parenting allows children to have a stronger financial power in their family.

Yet, the most harmful form of advertising is within the school systems. When the corporations' target audience enters school, at the age 6, the school is the ideal situation for the corporations to bombard children with product placement. Children associate school with learning and trust.

They also believe that the administration within the school is there to help them. Therefore, they believe that these advertisements and corporations are good for them (Linn, p.80, 2004). These students "spend about seven hours a day, one hundred and fifty days a year, in school." (Schlosser, p.52, 2001).

This means that from the beginning of September to the middle of June these students will have been exposed to the equivalent of forty-four, twenty-four hour days of advertising just within the school. This year the average American child will see 40,000 commercials on television alone. (Linn, p.5, 2004).

## **A Child's Understanding of Advertising**

Corporate advertisers do not place children into one category. They realize that each child is at a different level developmentally and that they need to focus on each age group in a different way. For instance a five-year-old child does not understand that while watching their television show, it is interrupted with commercials. These children instead view the commercial as part of their show.

Children seven-years-old, understand that there is a difference between their program and the commercials. However, they believe that the people on the television promoting the product are not actors, but real people telling them the truth. They act solely as concrete thinkers. Teen audiences are skeptical about what they are viewing on television, yet they can not help thinking that this product is something that they want or need in their life (Linn, p.2, 2004).

Commercials like these do have one thing in common for all age groups, they cast an actor that is a least one or two years older then the target audience, making the viewer want to be and act older then they are (Linn, p.2, 2004).

## **Commercialized Education in America**

Many school systems have turned to large corporations to help fund their failing schools. These school systems have advertisements populating hallways, lunch menus, gym walls, sports equipment, and school buses. Some corporate contracts even include "pouring rights" (Linn, p.84, 2004) within the school districts. This means that during a certain amount of time every day the school must consume an "X" amount of soda (Pepsi or Coca-Cola) and if this goal quota is not met, then this corporation has a right to pullout their funding. Because this is a major factor in the amount of funds a school can receive per school term, the teachers are asked to encourage their students to drink during class, even during home room (Schlosser, p.57, 2001).

District 11 located in Colorado Springs was the first publicly funded school that placed Burger King's advertisements within their school and on their school buses in 1993. The first three years of advertising with this corporation did not pay off as well as the school had hoped.

So, during the year of 1996, the school administrators decided to seek out a man named Dan DeRose. He began bidding wars between two corporations. This allowed District 11 to get a lot more funding and triple the amount they were earning the year before. It was not until the following year that DeRose managed to get Coca-Cola to be "the district's exclusive beverage supplier, bringing the schools up to \$11 million" (Schlosser, p.51, 2001) during a ten year contract.

"School District 11 was obligated to sell at least seventy thousand cases of Coca-Cola products a year, within the first three years of the contract, or it would face reduced payment by Coke" (Schlosser, p.57, 2001).

Due to this pressure one of the District 11 administrators sent letters to the principle warning that product consumption was down and stated a few ways they could get it back up again. "Allow students to bring Coke products into the classrooms" (Schlosser, p.57, 2001) and "move Coke machines to places where they would be assessable to students all day" (Schlosser, p.57, 2001).

"Pouring rights" (Linn, p.84, 2004) are extremely hazardous to the student's health. I believe teachers who encourage students to consume sugar and caffeine on a regular basis to ensure economic stability are wrong.

Schools need to build and keep a safe environment for their students to learn. When a school's funding is cut dramatically, there needs to be another option besides turning to corporate sponsorship, especially when a student's health is the cost. One in three children today will become diabetics if this health trend continues.

When a child before the age of thirteen is diagnosed with diabetes this means that there is a strong chance that they will die 15-20 years premature. With such a dramatic cut into their life span it can be predicted that many of these children will die before their parents (Super Size Me, motion picture, 2004).

One organization that is concerned about student's health is the American Dental Association (ADA). The ADA is very worried about the health risks that come from prolonged exposure to soda. The National Soft Drink Association reported in 2000 that 62% of American schools have soft drink contracts (Tuoti, 2004).

When students have access to vending machines within the school they drink on average one to two cans of soda a day, which equals to 13 to 26 lumps of sugar. Because many students sip on soda throughout the day, it is extremely harmful to their teeth. This long exposure to sugar does not give their mouth enough time to break the sugar down, which will result in tooth decay.

Recently many schools have responded to the ADA's concern by filling all vending machines with fruit juices instead of soda. This may seem like a step forward, but it is not. Even though fruit juice does not contain caffeine, it does contain the same amount of sugar as soda. One school in the state of Rhode Island has recently allowed only healthy food to be sold in some of vending machines. Juice sold in these vending machines must contain at least 50% natural juice. Cranston High School East has Stoney Field vending machines in their hallways next to a junk food and soda vending machine.

This is part of a pilot trial, the New Hampshire organic based food corporation is hoping that students will buy their products instead of the junk food, which is a bit cheaper. This change in the schools diet has some wondering if it will be a success. Cranston has 11 soda and snack machines still in their school, which raises on a yearly average of \$40,000. Therefore many of the schools officials are not willing to lose these vending machines, just yet. This one school shows that rising coverage and concern over student's health does result in change.

Bertucci's Supports a Local School District3 Braintree's School District allowed Bertucci's Brick Oven Ristorante to place advertisements on the side of their school buses in exchange for funding.

Setbacks in the district led to the agreement of this business deal. Braintree laid off 50 teachers due to a \$3.8 million school budget cut (Tuoti, 2004). With such a loss in the teaching staff, each classroom will now seat at least 30 students (Tuoti, 2004).

The following information was gained during an interview with Peter Kress on October 26, 2004

Braintree laid off 50 teachers due to a \$3.8 million school budget cut (Tuoti, 2004). With such a loss in the teaching staff, each classroom will now seat at least 30 students (Tuoti, 2004).

Peter Kress, Braintree's Public School Business Manager realized that the budget problems needed to be fixed and fixed fast. During the month of October, Kress began to research possible ways to gain more income for their suffering school district.

While researching, Kress found a law that was passed by "the Legislature in 2002 [which] made bus advertising legal, provided district school committees approve it. Eight other states, including New York and Texas, also allow ads, according to the Education Commission of the States" (Maguire, 2004).

During the month of November, Kress began speaking with Kathy Keily, Bertucci's Vice President of Marketing. While meeting at the local Bertucci's in Braintree, they discussed what both parties would like to gain from this experience. The following day, Kress received an e-mail stating how pleased Keily was with the meeting and that the Bertucci's Company would like to meet again soon with the Braintree school district.

On December 12, 2003 Bertucci's sent an e-mail to Kress, local news had gained insider information of the proposal deal before either party could go public with the schools' news.

After the media frenzy emerged, turning the deal sour; Bertucci's expressed regret. They wrote that if they were able to meet and talk with the press first, they would have been able to show the public how open and proud their restaurant is with their involvement with the school. Because this didn't occur, the media made it very hard for Bertucci's to show their restaurant in a favorable light.

Despite Bertucci's frustration with the media, they went ahead with their plans. On December 18, 2003, Kress received a fax from Peter Kutzberg, the School's Superintendent. This fax contained information stating that Kutzberg was very pleased with all the hard work Kress had put into this business deal. He also stated that the vote was unanimous; starting January 6, 2004 Bertucci's will begin to develop, produce and wrap 25 buses free of charge for the school district. Braintree will in exchange receive a \$30,000 check from Bertucci's in the following months in exchange for advertising on some of their school buses.

Kress sent a fax to Bertucci's and town officials containing the legislative law (2003-section 197) that specifies this form of funding. The restrictions that Kress highlighted, on a fax dated February 10, 2004, stated the following:

- Advertisements could only be placed on the sides of the bus below the windows and level to the rubber rail.

- The advertisement must be at least 3 inches away from any text, lamp, wheel, or reflective stickers.
- The service door and stop signal can not be block or covered with advertisements.
- Finally, it must cover a surface that is 25% of the bus or less.

After months of preparation in the form of meetings, e-mails, faxes, telephone calls, and voting committees, it was now time for the school district to receive their \$30,000 check and unveil their first Bertucci's wrapped bus. The slightly modified yellow school bus sat covered in front of the Highlands Elementary School, on Monday, February 23, 2004.

The local press, town officials, students, teachers, administrators, and some of the Bertucci's Restaurant staff gathered to see the school bus. At 10:52a.m. Kathy Kiely, Bertucci's Vice President of Marketing, announced, "This partnership is one the entire Bertucci's family has embraced as our local communities is of the utmost importance." At 11:20am, the pizza party began in the high school cafeteria.

Only two days after the unveiling, Kress received an e-mail from Amanda and Jeanne, two employees of Bertucci's. The subject read, "making national news" (e-mail, February 25, 2004).

They went on to write, "To date, we have secured 69 television hits with an estimated viewership of 4 million" (e-mail, February 25, 2004). To follow was a list of four local news stations and a summarized list of 14 national news stations that took interest in Bertucci's advertising on Braintree's school buses.

After interviewing Peter Kress I was able to understand why he felt this was a step in the right direction. Kress used the check that was received from Bertucci's to rehire one of the many teachers that had to be laid off. This teacher has since been known in the school as the "Bertucci's teacher."

Because I wanted to make sure that Kress's views of the community and students embracing Bertucci's held true, I asked a friend of mine if I could interview her younger brother, Mike and his friends. They were sophomores at Braintree High School. I held a meeting with a group of high school students on November 5, 2004.

The students stated that no one really paid any attention to the advertising on the school buses. However, when I asked them what the advertisements looked like they were all quick to answer. This shows how much information can be retained from any advertisement.

These students were walking past them to get on the bus, so their average exposure time would be 5 minutes. The four students were able to tell me all the "cheesy" slogans wrapped onto their bus: "Our honor roll," "Baseball, softball, meatball," "Science, math, health, Italian," and "Their formula for ."

They also remembered that it was not a shock when they first saw the advertisement on their buses. The students said that the school and their parents had been talking about it for months. I went on to ask what their parent's or community's reaction was to these changes. Mike, the most outspoken of the group, stated that many of his teachers were laid off last September (2003), one of which was his math teacher.

This teacher was hired back, her salary came directly from the \$30,000 check that Bertucci gave to the school in exchange for the wraps. He understood that this money was necessary for their school, however, he was surprised when I stated that close to \$4 million dollars was cut from the Braintree School district and that it was not a few teachers that were laid off.

In fact, it was more than 50 teachers. Mike believed that because of this loss, the community was not upset with the changes that had occurred on their school buses. Both, Peter Kress's and the students' interview shared the same premise, they needed more help financially and Bertucci's was the answer.

### **How to Respond to a School in Need?**

We live in a time when the government can not be seen as a prime source of funding. Therefore many school districts have been turning to large corporations to get the funds necessary to keep their schools alive.

When I first started to write this thesis, the issue of commercializing public education was not only shocking, but also provoked me to feel angry. Students need to enter a school that is built under one belief, to educate the student the best that they can.

In my mind, this could only be accomplished by not allowing any form of advertisement or product placement within the school.

It was the responsibility of the government and the community to fund public education and support these students. Educating children about nutrition through the sponsorship of McDonalds will send a double message to the students (Linn, p.76, 2004).

Unfortunately it is not so black and white. The issue of corporate funding within the United States school systems started in 1993 with District 11 (Schlosser, p.51, 2001).

Once a school was able to show that profit can occur through this form of funding, many schools within the area began to show interest in corporate sponsorship. These schools, like many schools across the country did not have the adequate funds to support their educational goals.

Through researching this topic, my position has shifted somewhat. Although, I do not completely agree that we need to pull this form of funding out of schools, I still hold to the thought that it should not be there in the first place. Meaning, I understand the need for this kind of funding, however, it is the form of advertising that I have to draw a line between.

For instance advertising on 25 of a district's fleet of school buses is acceptable because they are using all the money in order to hire back one of the many teachers laid off. Peter Kress, Braintree's



Public School Business Manager, researched many possibilities and chose the one that he thought would best suit his community. He chose Bertucci's because they were a community-based company that treated their employees well, many of whom were parents of the students who attended his school.

I believe that this form of funding does not seem to harm the students, as much as fast food in a cafeteria or vending machines placed in the hallway filled with soda might. Also these latter examples are not accessible to students in the Braintree school system. After doing this research I can now understand the role of corporations to supplement public education, when no one else is willing to help. It saddens me to know that it is a give and take situation. We do not have a government that appreciates the loss that many schools are going through financially, such as: larger student: teacher ratios, lack of new materials, and the cost of students paying to use the schools transportation.

The benefit from this form of funding lies solely with the educational leadership in that school district. DeRose and the administration of District 11 (Schlosser, p.53, 2001) treated their school as a war zone for corporations. In contrast, Kress carefully planned and weighed every possibility and found a small solution to a large problem.

### **Addressing Students within the Classroom**

I agree with Kilbourne when she states that we need "to teach media literacy in our schools, starting with kindergarten. The United States is one of the few developed nations in the world that does not teach media literacy, but a growing national movement is trying to change that. We all need to be educated to become critical viewers of the media. Without this education, we are indeed sitting ducks. We also need to insist that our schools be Ad-Free Zones" (Kilbourne, p.304, 1999).

As a future art teacher, I need to find ways to inform my students about the corporate world that they are living in. I would name this course "Advertising Awareness." It would focus on many of the issues stated throughout this thesis.

Students need to gain awareness of the corporate world and their advertising. I want my students to know what an advertisement is and how many times a day they are exposed to them. I want to teach them about the people placed in the advertisements and answer what target audience they think each ad is geared towards.

At the end of the course, I want my students to understand that the answer is not to turn off the television or never look at or respond to an ad again. Yet, I want them to be able to read into an advertisement, differentiating what is and is not healthy for them. I want them to feel empowered as students and consumers.

"Deadly Persuasion," by Jean Kilbourne gave me insight on some shocking statistics, that of which should really cause concern for us as Americans. The statistics included: "The average American is exposed to at least three thousand ads everyday and will spend three years of his or her life watching television commercials.

Advertising makes up about seventy percent of our newspapers and forty percent of our mail" (Kilbourne, p.58-59, 1999). I want to teach students the skills needed to create effective graphic design and also to beware that graphic design can influence their audience. I want these students to realize that I am not only teaching them these ideas, but I am also practicing them within my own life.

When I was a high school student I was taught to listen and learn. This form of education was not to be questioned or thought about critically. I hope being able to show them art that I have made on this subject and listening to what I want to teach them, this would cause them to become interested. I would hope that this kind of funding and learning is long lasting and stay with my students for many years.

### **\$chool bu\$**

Most large corporations spend a lot of money researching how to capture a larger audience for their company. Through research Americans become statistics, fitting into very strict graphs depicting the size and age of your family, household income, race, age, and gender. In response to these studies I chose a generic color blue and green to represent the sky and grass, much like people who are generically represented in demographic studies.

In hopes that a majority of the public would understand what these colors meant. I then constructed a collage that formed a school bus. The contents of this school bus were collected from a Bertucci's Restaurant in Boston. I wanted the collage to be the most prominent that is why I made the surrounding environment very flat. The contrast between the school bus and its environment should act as a distraction within the divided canvas.

While looking at this piece I hope people think a lot about the fusion that is occurring between public education and corporate America. Are we as teachers, parents, and/or students capable of keeping a balance between the two for the better?

### **Bibliography**

Kilbourne, J. (1999). *Deadly Persuasion: Why Women and Girls Must Fight the Addictive Power of Advertising*. New York: Free Press.

Linn, S. (2004). *Consuming Kids: The Hostile Takeover of Childhood*. New York: The New Press. Schlosser, E. (2001).

*Fast Food Nation*. New York: Houghton Mifflin. Kelly, K. (2004, September 13). *Kid Power*. *Science & Society*, 47-51.

Cordes, H. (1998, August). *Kid With Cola*. Retrieved October 13, 2004, from <http://www.metroactive.com/papers/sonoma/08.20.98/caffeine-9833.html>

Tuoti, G. (2004, February). *Meals on Wheels: Restaurant ads debut on Braintree school buses*. Retrieved October 19, 2004, from <http://ledger.southofboston.com/articles/2004-/02/24/news/news07.txt>

(1998, December). Soda Machines in Schools are Hard to Swallow. Retrieved October 4, 2004, from [http://www.massdental.org/public/wordofmouth.cfm?doc\\_id=960](http://www.massdental.org/public/wordofmouth.cfm?doc_id=960)

### **Annotated Bibliography Text**

Kilbourne, J. (1999). *Deadly persuasion: why women and girls must fight the addictive power of advertising*. New York: Free Press.

- Jean Kilbourne talks mostly about the negative influence that advertisements have on young females. She also writes about the changes that many school systems are going through by bringing advertising into education.

Linn, S. (2004). *Consuming kids: the hostile takeover of childhood*. New York: The New Press.

- Many children are exposed to constant advertisements and are not aware of it. Susan Linn wants to bring awareness to her readers as parents and/or teachers. She wants everyone to become an educated viewer towards advertisements. This book covers a lot of ground, addressing exposure from television, in the school hallways, word of mouth, and then gives advice on how to avoid this form of invasion.

Schlosser, E. (2001). *Fast food nation*. New York: Houghton Mifflin.

- One chapter specifically talks about the changes that education has been going through due to the lack of funding in school systems. It focuses first on District 11, a school district located in Colorado Springs. This is one of the first schools within the United States that used corporate advertisements and their products as a form of funding.

### **Articles**

Kelly, K. (2004, September 13). Kid power. *Science & Society*, 47-51.

- This article describes an offensive reality that we are living in. With media and advertising playing such an active role in today's society, the examples put forth in this article should not come as such a shock, but it still does.

### **Web-pages**

Byron, E. Organic replacing junk food in schools. Retrieved October 30, 2004, from <http://www.organicconsumers.org/Toxic/organic-cafeteria.cfm>

- This article writes about two schools located in Rhode Island. The first school is Cranston High School and the second Toll Gate High School in Warwick. Both Schools have Stoney Fields vending machines within their hallways in hope that the student body will purchase this form of nourishment instead of the junk food that already exists there.

Cordes, H. (1998, August). Kid with cola. Retrieved October 13, 2004, from <http://www.metroactive.com/papers/sonoma/08.20.98/caffeine-9833.html>

- Helen Cordes writes about the harmful health risks that could be linked to the consumption of soda, especially among children. Many schools provide easy access to vending machines for their students. This could cause students to exhibit signs of ADD or ADHD.

Crane, J. (2004, June). School bus advertising spurs debate: Idea offered as money maker. Retrieved November 1, 2004, from [http://www.boston.com/news/local/-massachusetts/articles/2004/06/17/school\\_bus\\_advertising\\_spurs\\_debate](http://www.boston.com/news/local/-massachusetts/articles/2004/06/17/school_bus_advertising_spurs_debate)

- Chelmsford's Public School District is responding to a their financial crisis by looking into advertising on their school buses. This community is not receptive to this idea therefore the administration is having a hard time getting it started. Peter Kress and Susan Linn are both quoted in the article.

Gorman, T. (2004, February). Schoolbus ads rolled out. Retrieved October 19, 2004, From [http://www.townonline.com/braintree/news/local\\_regional/bra\\_newbrtombus02252004.htm](http://www.townonline.com/braintree/news/local_regional/bra_newbrtombus02252004.htm)

- Braintree School District makes headlines due to a new form of school funding allowed in Massachusetts. A new legislative law was passed allowing advertisements to be placed on the exterior of a school bus. The community and administration are pleased with the turn out and find the slogans to be amusing.

Maguire, K. (2004, February). Districts cautious on school bus advertising. Retrieved October 5, 2004, from [http://www.boston.com/news/local/massachusetts/articles-/2004/02/19/districts\\_cautious\\_on\\_school\\_bus\\_advertising/](http://www.boston.com/news/local/massachusetts/articles-/2004/02/19/districts_cautious_on_school_bus_advertising/)

- Beverly, Plymouth, and Braintree's Public School buses are looked at as a form of funding for public education. Kress, the Business Manager of the Braintree's Public School District is quoted through out the article.

Mishra, R. (2004, October). School lunch bill targets obesity. Retrieved November 1, 2004, from [http://www.boston.com/news/education/k-12/articles/24/10/25/school\\_lunch\\_bill\\_targets\\_obesity.htm](http://www.boston.com/news/education/k-12/articles/24/10/25/school_lunch_bill_targets_obesity.htm)

- This article focuses on the ever-increasing risk of obesity with in young Americans today. Schools need to take action, utilizing gym and lunch programs to help fix this epidemic.

Pellizzari, P. (2001, April). Selling the classroom to save the school. Retrieved October 6, 2004, from <http://www.straightgoods.com/item435.shtml>

- This page does a really good job explaining the different forms of funding one school could receive. Pellizzari also raises questions about this form of funding, asking if it is worth it.

Tuoti, G. (2004, February). Meals on wheels: Restaurant ads debut on Braintree school buses. Retrieved October 19, 2004, from

<http://ledger.southofboston.com/articles/2004/02/24/news/news07.txt>

- This article focuses on the teachers that were laid off due to a budget cut, at the Braintree School District. Due to these circumstances, the administration supported this form of funding, allowing advertisements onto 25 of their school buses.

Vaznis, J. (2004, March). Schools rethink vending-machine fare. Retrieved November

2, 2004, from

[http://www.boston.com/yourlife/health/children/articles/2004/03/17/schools\\_rethink\\_vending\\_machine\\_fare](http://www.boston.com/yourlife/health/children/articles/2004/03/17/schools_rethink_vending_machine_fare)

- Due to a rising concern for teenager's and children's health, some schools have turned to organic vending machines hoping change student's diet habits. (1998, December).

Soda machines in schools are hard to swallow. Retrieved October 4, 2004, from

[http://www.massdental.org/public/wordofmouth.cfm?doc\\_id=960](http://www.massdental.org/public/wordofmouth.cfm?doc_id=960)

- The American Dental Association states the harm that soda and other foods high in sugar content do for your health, especially your teeth. [www.ada.org/public/media/news-reel/0112/nr-02.html](http://www.ada.org/public/media/news-reel/0112/nr-02.html)

(2004, February). Bertucci's wraps it's arms around the Braintree school system. Retrieved October 15, 2004, from <http://www.bertuccis.com/news/2004/0223.php>

- This article is located within Bertucci's Brick Oven Ristorante's Internet site. Braintree's administration as well as Bertucci's staff responds to the school buses which were unveiled on February 23, 2004.

(2004, February).

District adds school bus advertising. Retrieved October 19, 2004, from

<http://www.thebostonchannel.com/print/286652/detail.html?use=print>

- This summary gives a write up on NewsCenter 5's report on Braintree's connection to Bertucci's. It writes about the budget cut, teacher cut, and larger classroom size. (2004, August). Susan Linn uses puppets to warn about the dangers of marketing.

Retrieved September 18, 2004, from [http://www.masspsy.com/leading/0408\\_9\\_qa.htm](http://www.masspsy.com/leading/0408_9_qa.htm)

- This is an article written about Susan Linn's interview within the Boston area. Susan Linn is the author of Consuming Kids. Community Information.

Retrieved October 4, 2004, from

[http://pepsi.com/help/faqs/faq.php?category=community\\_info&page=school-partnership](http://pepsi.com/help/faqs/faq.php?category=community_info&page=school-partnership)

- This page is directly from Pepsi.com it states what and why they distribute to elementary and high schools around the country.

## **Motion Picture**

Spurlock, M. (Director). (2004). Super Size Me [Motion Picture]. United States: Hart Sharp Video Llc.

- This movie focuses on the harmful effects caused by consuming fast food. Within this movie it focuses on one school located in Massachusetts. They enter into their cafeteria to find many students eating only junk food for their lunch. When the lunch staff is confronted on the issue no one is willing to take responsible for these students actions.