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INTRODUCTION

This monograph project focuses on the popular early 90’s TV show known as the Mighty Morphin Power Rangers. While this children’s TV program was a favourite of many young boys of the 90’s, research by Gina M. Matillo and Chris J. Boyatzis has proven the significantly negative effects of the Power Rangers in the increase of child aggression. Matillo and Boyatzis’ study explores the ways in which the Mighty Morphin Power Rangers have influenced children around the age of 5 to 11.
GOALS & OBJECTIVES

The goal of this monograph is to provide a critical revisiting of the TV "classic" as a documentation of the projected violence towards children of the 90’s. As this documentation could be said as “out-dated” in the 21st century, it is never the less, an important document to compare with the progression of TV violence in the present day.

To provide a reminiscent, but critical viewing of the Power Rangers series.

To raise the question of where TV violence/Media violence measurements stand today.
AUDIENCE

This monograph is intended for young adults from ages 20 to 26—the generation who were possibly most influenced by the Power Rangers during the first 2 to 3 series of the show.

PRIMARY AUDIENCE

Young adults (primarily males). Ages 20 to 26 / born in the early 90s.
Once was, or still remains a fan of the Power Rangers.

SECONDARY AUDIENCE

Parents of young children.
Particularly concerned about their child’s upbringing.
DESIGN DIRECTION

In order to reflect the formal tone of the content in Matillo and Boyatzis’ research paper, I proposed to create a book at 5.5” width by 8.5” height.

As well, I chose to experiment with using pixelated images of old screenshots from the original Power Rangers series to emphasize the idea of “imperfections”, and “looking at the details” of a subject.

I had originally intended to use the primary colours of the Rangers as the palette of the monograph. However, throughout my iterations and explorations, I later found the primary colours too overwhelming and cheerful. In order to emphasize the tone of the writing, I decided to experiment with duotone clashes to find a combination that reflected aggression, violence, and energy.

PANTONE 1305 U

PANTONE 185 U
The program was roughly 22 minutes long. According to our analysis of the episode (using the above criteria), there were 140 aggressive acts in the program.
Along with the moodboard, I continued to re-explore the visual language of the original Power Rangers. Although I chose not to reflect the type styling of their logo, I took inspiration from the Power Ranger dino coins and looked to apply them as ornamentation in the book for humor purposes. As described earlier, I continued to experiment with the distortion of the images in creating more definite pixelation.
From the research stage, I began looking at the layout of the content in relation to the dimensions of the monograph. This stage consisted of explorations going back and forth from the digital layout and the layouts drawn on paper. Other important aspects of the project that came into consideration was the pacing of the content. The placement of text and images were essential to communicating the mood of the project.
Conceptualization
In addition to visual research, I also had the chance to watch Power Rangers The Movie to get a sense of the language used. From this experience, I decided to include common phrases of the actors to the book as a form of visual typography.

Words and phrases included:

Hiyeah!
Take that scumbag!
Back off fang face!
It’s morphin’ time!
Dragonzord!
Power Up!

etc.
Conceptualization

“ONE MANIPULATIVE EMULATION OF MIGHTY MORPHIN POWER RANGERS (imitation of acts, such as kicks).”

“Vandalize over face.”

MIGHTY MORPHIN POWER RANGERS
Conceptualization

Testation of the boys' vision of the powers was their precise character flying karate such as... - Mr. X

Repetition: Violence Aggression Good vs. Evil?
Conceptualization

MIGHTY MORPHIN POWER RANGERS
CONCEPT DEVELOPMENT

Through the conceptualization stage, I decided to further emphasize the notion of violence and aggression through contrasting the tones of the text and the Power Rangers. I used the quotes and images of the book to create drastic contrast on various spreads of the book.

My first attempts at creating aggression and “loudness” with type was static because it was all in one size. In my later iterations, I began exploring ways of using scale, rotation, and repetition to bring greater contrast.
Concept Development

"ONE MANIFESTATION OF THE BOYS', EMULATION OF THE POWER RANGERS', VIOLENCE WAS THEIR PRECISE IMITATION OF THE CHARACTERS' ACTS, SUCH AS FLYING KARATE KICKS."

"WAHH, HIYEEAAH! RANGERS POWER! TIME TO POWER UP! HIYEEAH!

"BACK OFF, FANGFACE!"

"ALRIGHT, LET'S DO IT GUYS! HIYEEAH! HIYEEAH!

"GOOD BACK TO WHERE YOU CAME FROM!"
Concept Development
ONE MANI
OF THE BOYS' EMULATION
OF THE POWER RANGERS

was their precise imitation of the chara
acts, such as flying.

MIGHTY MORPHIN POWER RANGERS
The subjects in the study were 52 elementary school children (26 boys, 26 girls) ranging in age from 5 to 11 years old with a mean age of 7 years, 9 months. The sample was ethnically diverse, and all children were enrolled in a public elementary school in Southern California. Videotapes were not regularly shown to the children at the school.

Materials

For the purpose of analyzing aggression in this study, observers operationally defined and coded aggression when children displayed verbal aggression (e.g., speaking or yelling in an insulting or threatening manner) or physical aggression (e.g., hitting, shoving, kicking, rolling into or tripping other children) that was aimed directly and intentionally at people. Some instances of aggression centered around objects, such as throwing objects at each other (e.g., throwing cups from a kitchen set at each other) or taking objects away from another child without that child’s consent. Accidents and unintentional contact, such as accidental trips, were not recorded as aggression, nor were acts such as throwing balls in the air. A videotape of a randomly chosen episode of “The Mighty Morphin Power Rangers” that aired in November, 1993, was used in this experiment. The program was roughly 22 minutes long. According to our analysis of the episode (using the above criteria), there were 140 aggressive acts in the program.
EFFECTS OF 'THE MIGHTY MORPHIN POWER RANGERS' ON CHILDREN'S AGGRESSION WITH PEERS.
EFFECTS OF ‘THE MIGHTY MORPHIN POWER RANGERS’ ON CHILDREN’S AGGRESSION WITH PEERS.

CHRIS J. BOYATZIS & GINA M. MATILLO
Apart from using typefaces, I also explored using handwriting to achieve a tone of rawness, energy, and aggression. While this seemed to be a successful idea, the outcomes did not work well with the rest of the monograph.
EFFECTS OF ‘THE MIGHTY MORPHIN POWER RANGERS’ ON CHILDREN’S AGGRESSION WITH PEERS.

CHRIS J. BOYATZIS & GINA M. MATILLO
FINAL DELIVERABLE

At this point of the progress, I felt the duotone images appeared muted and had lost their emphasis on violence. I decided to simplify my approach by using only monotone images with PANTONE 185 U Red.

To give the content of the essay a louder voice, I also included important quotes from the text to be placed on top of the images. By doing so, the images were given another layer of meaning/context.
A VIDEOTAPE OF A RANDOMLY CHOSEN EPISODE OF "THE MIGHTY MORPHIN POWER RANGERS" THAT Aired IN NOVEMBER 1993 WAS USED IN THIS EXPERIMENT. THE PROGRAM WAS ROUGHLY 22 MINUTES LONG. ACCORDING TO OUR ANALYSIS OF THE EPISODE, THERE WERE 140 AGGRESSIVE ACTS IN THE PROGRAM.
EFFECTS OF THE MIGHTY MORPHIN POWER RANGERS’ ON CHILDREN’S AGGRESSION
WITH PEERS
CHRIS J. BOYATZIS & GINA M. MATILLO