


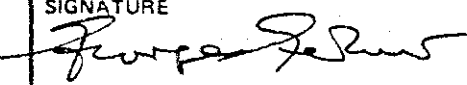



**APPENDIX I**

**PROPOSAL TO THE NATIONAL SCIENCE FOUNDATION**

**Cover Page**

FOR CONSIDERATION BY NSF ORGANIZATIONAL UNIT (Indicate the most specific unit known, i.e. program, division, etc.) Division of Social & Economic Science, Law and Social Science Program		IS THIS PROPOSAL BEING SUBMITTED TO ANOTHER FEDERAL AGENCY? Yes ___ No <u>X</u> ; IF YES, LIST ACRONYM(S):			
PROGRAM ANNOUNCEMENT/SOLICITATION NO.:		CLOSING DATE (IF ANY):			
NAME OF SUBMITTING ORGANIZATION TO WHICH AWARD SHOULD BE MADE (INCLUDE BRANCH/CAMPUS/OTHER COMPONENTS)					
The Annenberg School of Communication, University of Pennsylvania					
ADDRESS OF ORGANIZATION (INCLUDE ZIP CODE)					
3451 Walnut St., Philadelphia, Pa. 19104 (Office of Research Administration)					
TITLE OF PROPOSED PROJECT					
Cameras in the Courtroom					
REQUESTED AMOUNT		PROPOSED DURATION	DESIRED STARTING DATE		
\$ 78,035		18 months	Sept. 1, 1982		
PI/PD DEPARTMENT		PI/PD ORGANIZATION	PI/PD PHONE NO.		
Annenberg School of Communications		Annenberg School of Communications; University of Pennsylvania	AREA CODE: 215		
			243-7041		
PI/PD NAME		SOCIAL SECURITY NO.*	DATE OF HIGHEST DEGREE ACHIEVED	MALE*	FEMALE*
George Gerbner		560-26-1969	1955	x	
ADDITIONAL PI/PD & SIGNATURE					
Larry Gross 		054-36-4802	1968	x	
ADDITIONAL PI/PD & SIGNATURE					
Michael Morgan 		035-32-5736	1980	x	
ADDITIONAL PI/PD & SIGNATURE					
Nancy Signorielli 		133-34-4077	1975		x
ADDITIONAL PI/PD & SIGNATURE					
FOR RENEWAL OR CONTINUING AWARD REQUEST, LIST PREVIOUS AWARD NO.:		IF SUBMITTING ORGANIZATION IS A SMALL BUSINESS CONCERN, CHECK HERE <input type="checkbox"/> (See CFR Title 13, Part 121 for Definitions)			
* Submission of SSN and other personal data is voluntary and will not affect the organization's eligibility for an award. However, they are an integral part of the NSF information system and assist in processing proposals. SSN solicited under NSF Act of 1950, as amended.					
CHECK APPROPRIATE BOX(ES) IF THIS PROPOSAL INCLUDES ANY OF THE ITEMS LISTED BELOW:					
<input type="checkbox"/> Animal Welfare	<input type="checkbox"/> Human Subjects	<input type="checkbox"/> National Environmental Policy Act			
<input type="checkbox"/> Endangered Species	<input type="checkbox"/> Marine Mammal Protection	<input type="checkbox"/> Research Involving Recombinant DNA Molecules			
<input type="checkbox"/> Historical Sites	<input type="checkbox"/> Pollution Control	<input type="checkbox"/> Proprietary and Privileged Information			
PRINCIPAL INVESTIGATOR/ PROJECT DIRECTOR		AUTHORIZED ORGANIZATIONAL REP.		OTHER ENDORSEMENT (optional)	
NAME		NAME		NAME	
George Gerbner					
SIGNATURE		SIGNATURE		SIGNATURE	
					
TITLE		TITLE		TITLE	
Dean and Professor of Communications		A. W. Kinny Assoc. Director Research Administration			
DATE	Telephone No.	DATE	Telephone No.	DATE	Telephone No.
	Area Code: 215	2/11/82	Area Code:		Area Code:
	243-7041				

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**NOTICE OF RESEARCH PROJECT**  
**SCIENCE INFORMATION EXCHANGE**  
 SMITHSONIAN INSTITUTION  
**NATIONAL SCIENCE FOUNDATION**

SIE PROJECT NO.
NSF AWARD NO.

**PROJECT SUMMARY**

**FOR NSF USE ONLY**

DIRECTORATE/DIVISION	PROGRAM OR SECTION	PROPOSAL NO.	F.Y.
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<p><b>NAME OF INSTITUTION (INCLUDE BRANCH/CAMPUS AND SCHOOL OR DIVISION)</b></p> <p style="text-align: center;">The Annenberg School of Communications, University of Pennsylvania</p>
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<p><b>ADDRESS (INCLUDE DEPARTMENT)</b></p> <p style="text-align: center;">3451 Walnut St., Phila. Pa. 19104 (Office of Research Administration)        3620 Walnut St., Phila., Pa. 19104 (The Annenberg School of Communications)</p>
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<p><b>PRINCIPAL INVESTIGATOR(S)</b></p> <p style="text-align: center;">George Gerbner, Larry Gross, Michael Morgan and Nancy Signorielli</p>
--

<p><b>TITLE OF PROJECT</b></p> <p style="text-align: center;">Cameras in the Courtroom</p>
--

<p><b>TECHNICAL ABSTRACT (LIMIT TO 22 PICA OR 18 ELITE TYPEWRITTEN LINES)</b></p> <p>We propose to do empirical research on the impact of a legal innovation -- the introduction of television cameras and broadcasting equipment into American courtrooms. This innovation -- now in place on an experimental or permanent basis in some 35 states -- may impact not only upon courtroom participants and a criminal defendant's ability to obtain a fair trial, but upon our society's understanding and comprehension of courts and the legal system.</p> <p>Television is the citizen's prime source of information in the modern world. We seek to determine how the television media report, shape, and interpret legal information and symbols. We shall analyze the content of news broadcasts for commercial stations in locales permitting and not permitting cameras inside the courtroom. Qualitative field research on the institutional processes through which television stations select, edit, and transform courtroom coverage will supplement our analysis. We shall compare the images of courtrooms presented in news broadcasts with those presented in prime-time dramatic programs to determine whether television treats news about courts differently from dramatic presentations. Finally, we will conduct two surveys (one in each research site) to assess whether exposure to real trials on television corrects, reinforces, or intensifies public misconceptions derived from television drama.</p> <p>The results of this research should help inform state supreme courts about the potential educational value of cameras; local television stations about the potential biases in their news coverage of courts; and bench-bar-media committees that struggle with how to implement camera coverage unobtrusively and fairly.</p>
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| 1. Proposal Folder  | 3. Division of Grants & Contracts | 5. Principal Investigator      |
| 2. Program Suspense | 4. Science Information Exchange   | 6. Off. of Govt. & Pub. Progs. |

FOR THE NATIONAL SCIENCE FOUNDATION,  
LAW & SOCIAL SCIENCE PROGRAM

Proposed Starting Date: September 1, 1982

CAMERAS IN THE COURTROOM:

A Proposal for Research

A collaborative research project of the  
American Judicature Society and The Annenberg  
School of Communications at the University  
of Pennsylvania.

Co-Project Directors

George Gerbner, Dean & Professor of  
Communications, Annenberg School  
of Communications, University of  
Pennsylvania

and John Paul Ryan, Director of Research,  
American Judicature Society

## STATEMENT OF PROPOSED RESEARCH

We propose a basic social scientific study of the consequences of televising trials upon the public understanding of courtroom procedure and the legal system. This study is not limited to the immediate and short-run effects of cameras upon participants in the courtroom. That problem has been studied but not resolved and we believe cannot be resolved in such a limited context. Our research encompasses that question within a new and more far-reaching context by investigating the consequences of television coverage for the long-range cultivation of ideas about courts and the administration of justice and hence for the attitudes and behaviors of future participants in all courtrooms.

The immediate context and urgency of the issue was noted when, on January 16, 1981, the Supreme Court of the United States ruled that the Constitution does not prohibit states from allowing television cameras to record and broadcast courtroom proceedings (Chandler v. Florida). The majority's opinion noted that no empirical data of sufficient validity have been offered to suggest that the televising of trials per se affects the judicial process.

The Supreme Court pointed out that the appellants mustered nothing except generalized allegations of prejudice deriving from the mere presence of cameras. But in terms of the larger question of the effects of the broadcast media on the judicial process, and the absence of persuasive empirical evidence, the Court repeatedly stressed that "further research may change the picture," that a Constitutional ban on media coverage of trials could not be justified "without more proof than has been marshalled to date," and that the full assessment of television's impact on courts must "await the continuing experimentation" (1).

We propose to address the need for evidence noted by the Court and to contribute to the understanding of the nature and impact of televising courtroom proceedings. The main purpose of the proposed research is to subject to social scientific testing the theories advanced and at least implicitly accepted or assumed by the states that admit cameras but held unproven by the U.S. Supreme Court, and never before systematically investigated.

Proponents claim that television coverage from within the courtroom is qualitatively different from other forms of publicity in that by conveying real courtroom procedure to millions of homes it has the capacity to enhance public understanding and reduce public misconceptions about the administration of justice while not necessarily interfering with what goes on within the courtroom.

Others concede that cameras in the courtroom do not necessarily interfere with the proceedings at the time, but question whether they improve public understanding and long-range fairness or justice. Depending on the selection and editing of trials and scenes to be televised, cameras may even confirm or heighten misconceptions now cultivated, at least in part, by courtroom drama on television.

Thus we propose to conduct research testing theories about the public impact and long-range consequences of originating television broadcasts from inside courtrooms. The goal of the research would be reached in three steps:

- (1) Analysis of the actual content of courtroom coverage;
- (2) Investigation of the policies and decision-making processes that determine selection, treatment, and editing of broadcast coverage; and
- (3) Research on the consequences of television coverage for the understanding of courtroom procedure and the legal system.

### Background

Trials holding a special interest for the public have historically received extensive coverage by the news media. Radio, newspapers, and most recently, television, have covered the trials of political dissidents, public officials, and criminals charged with heinous offenses. But this coverage has usually been limited by the absence of cameras or other broadcasting equipment inside the courtroom itself.

In the wake of photographic coverage of the controversial Hauptmann trial in the 1930's, the American Bar Association in 1937 adopted a Canon (No. 35) prohibiting all photographic and broadcast coverage of courtroom proceedings. The canon stated that the taking of photographs was "calculated to detract from the essential dignity of the proceedings... and create misconceptions in the mind of the public" (2). In 1952, the American Bar Association amended the Canon to prohibit television coverage as well (3). Though the ABA Canon has no force of law, it heavily influenced the state and federal judicial systems in their development and modifications of procedural rules.

By the 1970's, however, cameras slowly began to appear in the courtrooms of many states. Pressures from the television media for direct coverage intensified, as access was gained to the proceedings of other governmental institutions, including legislative bodies. The Conference of Chief Justices in 1978 voted overwhelmingly to encourage state supreme courts to develop guidelines permitting camera coverage of courtroom proceedings. And in the same year, the American Bar Association debated, but ultimately rejected, an amendment to Canon 35 to permit photographic and electronic coverage under some circumstances.

In the past three years, television coverage of courtroom proceedings has greatly expanded. Currently, about 35 states permit coverage of trial and/or appellate proceedings, under varying conditions and rules (4). Three committees of the American Bar Association are presently considering changes in Canon 35 or other codes of judicial conduct, so as to reflect the widespread presence of cameras in America's courtrooms in 1982 (5).

### The Issues

A broad range of concerns have been raised in discussions of the impact of television technology on courtroom procedures and judicial processes. The central issues represent a continuum from a "micro" focus on the internal workings and decorum of the courtroom to a "macro" focus on broad social and cultural consequences. Distinctions among levels in this hierarchy are at best heuristic; the larger social and cultural climate may influence what transpires in courtrooms, and vice-versa. Thus, while the two foci are related, most of the research and debate has been directed -- inappropriately, we believe -- at the effects of television cameras within the courtroom. This has led to research which emphasizes individual cases, the self-reports of courtroom participants, and artificial experiments -- all of which produce little in the way of firm or generalizable findings (6).

At the micro level, one early argument against permitting broadcast coverage of trials was that television equipment is bulky, distracting, and cumbersome (7). But today, the advances in broadcast technology are such that the required equipment is light, compact, and nonobtrusive.

A related concern of critics is that the mere presence of television cameras is psychologically distracting to witnesses, jurors, attorneys, or even the presiding trial judge (8). Evidence derived from artificial experimental situations suggests that an obtrusively present camera may cause people to speak longer than they do when the camera is hidden or when there is no camera at all (9).

In any case, the Court in Chandler reviewed the relevant legal and empirical arguments and concluded that, whatever the potential dangers in this regard, no sufficiently compelling data exist to support these contentions (10).

Another concern is whether the presence of cameras impinges upon courtroom participants in undesirable ways. Judges and chief prosecutors are often elected (and may aspire to other offices), and defense attorneys may utilize the exposure to enhance their private practice. In short, television may offer these courtroom participants a powerful medium for exposure and possible political or personal gain. These considerations do not always coincide with the demands of justice or fairness. Such concerns have yet to be raised seriously in the legal literature, but have been voiced in testimony before the American Bar Association's recent hearings on cameras in the courtroom (11).

At the next level of concern is the possibility that extensive publicity may damage a defendant's ability to attain a fair trial (12). Of course, this is potentially true of any form of publicity, whether printed or broadcast, and whether emanating from within the courtroom or without (see, e.g., Sheppard v. Maxwell). The critical issue is not the amount of courtroom coverage, but whether coverage from within the courtroom might be qualitatively different from coverage without cameras present. Empirical information on these issues is totally lacking and will be collected in the proposed study.

Finally, we reach the broadest level of concern. Trial broadcasts may be selected and edited in such a way as to be more congruent with familiar dramatic representations of trials rather than actual trials in real courtrooms. Instead of clarifying myths and imprecise or false images about courts (13), such broadcasts could confirm and even increase those misconceptions, spread them more widely, and entrench them more deeply.

What is needed is a rigorous, systematic investigation of the processes underlying the broadcasting of trial proceedings, the content of those broadcasts, and how the lessons contained in them counteract or reinforce the lessons cultivated by exposure to fictional trials. The assumptions, images and expectations that may be cultivated by fictional courtroom dramas -- such as preconceived notions of innocence and guilt, the generation of boredom and restlessness when real trials are not fast-paced and dramatic, the nature of evidence, and the tendency for witnesses to expect to be tricked or ridiculed (14) -- need to be examined in light of the production, content, and consequences of exposure to actual trials on television.

## Learning from Television

Television is our nation's most common and constant learning environment, as well as the mainstream of the culture. In the typical American home, the set is on for more than six hours each day, engaging its audience in a ritual most people perform with little selectivity or deviation.

Presidents, policemen, judges, spies, and celebrities are familiar parts of a selective, synthetic, symbolic environment of entertainment and news in which we grow up and learn most of what we know in common. The classifications of the print era -- the relatively sharp differentiations between news and drama, for example -- do not apply to television. Heavy viewers watch more of everything. Different programs complement and reinforce each other as they entertain the same audiences and repeat similar propositions about life and society.

Though television is only one source of citizens' information about courts and law (15), it may well be the single most common and pervasive source of shared cultural myths and imagery. Typical viewers of dramatic network programs will see 30 police officers, seven lawyers, and three judges every week. Two-thirds of these lawyers work on criminal cases, mostly murder.

Over the past twelve years, Cultural Indicators research at The Annenberg School of Communications has found that the amount of time people spend "living" in the world of television makes an independent contribution to their conceptions of social reality (16). Heavy viewers of television, even when other factors are held constant, report images and assumptions about crime and violence, interpersonal mistrust, occupations, age and sex-roles, health, science, and other issues which parallel television portrayals (17). Television viewing, in short, absorbs a range of otherwise diverse perspectives into its patterned, standardized, homogeneous mainstream.

The implications of these findings about television assume added importance when juxtaposed with the controversies over cameras in the courtrooms. What will broadcasters show of courtrooms on the evening news? How will viewers assimilate those images?

## Research Questions

The question of the content of televised materials is a particularly controversial one, giving rise to debates about how the media will, in fact, portray courtrooms. The Supreme Court in Chandler remarked:

Selection of which trials, or parts of trials, to broadcast will inevitably be made not by judges but by the media, and will be governed by such factors as the status and position of the accused--or of the victim; the effect may be to titillate rather than to educate and inform (18).

In light of the policy issues and relevant prior research, we shall address three broad empirical questions: (1) what is the content of television broadcasts of courtroom coverage; (2) what are the institutional processes through which the television media select and edit courtroom materials for broadcast; and (3) what is the impact of these materials on the viewing audience's understanding of the judicial system.

## RESEARCH METHODOLOGY

We propose to conduct empirical research into these three broad areas in two states -- one state that permits cameras inside the courtroom (for example, Florida or Rhode Island) and one state that does not (e.g., Illinois) (19).

## Institutional Processes

Extended, open-ended interviews will be conducted with members of the news media, including local television station managers, and the reporters and camerapersons regularly assigned to courthouses. We will conduct these interviews at each of the three television network stations in both of the research sites. We anticipate interviewing roughly ten or more persons at each station, with the actual number depending upon the size and internal structure of the stations. Some of these informants whom we determine, in the course of our interviewing, to be especially critical to the shaping of news about courts and the legal system will be interviewed more than once.

These interviews will focus on how judgments about "newsworthiness" are operationalized in the studio and in the field. We will probe for the influences of external forces on definitions of newsworthiness, such as limited budgetary resources and technological constraints. We will also examine how the constraints of available time segments and scheduling influence definitions of news. Finally, we will examine how the commercial character of television and its concomitant quest for ratings affect standards of newsworthiness. We will probe these issues for the news arena in general and for court/legal system news in particular (20). In the state permitting cameras inside the courtroom, we will particularly seek to determine the media's view of how this innovation has impacted upon each station's coverage of courts. And by comparing the responses and viewpoints of media personnel in the two states, we can further suggest how the availability of cameras inside the courtroom may influence the nature of television news coverage of courts and the legal system.

Finally, we will also interview a small sample of judges, prosecutors and defense attorneys in each of the two research sites. Our purpose here is to examine the relationships between media professionals and courtroom workgroup members who either have participated in televised trials (in the camera state) or who have been the subject of extensive television reporting of trials (in the non-camera state). We seek to understand -- in both states -- the process by which courtrooms and cases are selected for various types of television coverage. Is it the nature of the case, or the visibility of the victim or defendant or the personality of the trial judge, or the prominence of the attorney, or some other mix of criteria that lead television stations to or away from particular court events? Thus, our interviews with courtroom participants will partially provide a much-needed check against the perceptions of television station managers, reporters and camerapersons (21).

### Message System Analysis

The content of three kinds of news program messages will be analyzed and compared. From a site in the state that permits television coverage of trials we will analyze (1) a sample of routine court news items on television that do not include direct broadcasts from the courtroom and (2) news items from telecasts made directly from the courtrooms. The third kind will be a sample of routine court news items from the site in the state that does not permit cameras in the courtroom. We thus will be able to conduct a comparative analysis to isolate key characteristics of televised trials and compare them with trials reported but not televised. This analysis will permit us to ascertain what aspects of courtroom procedures (e.g., motions, hearings, trials, etc.) are selected for television coverage, the demographic characteristics of televised participants and the "action structure" of the trial, including patterns of innocence or guilt. We shall also compare the results of this analysis with empirical research findings on courts (22), and with images from television entertainment programs (see below).

We will conduct message system analysis on a sample of programs selected from existing archives of prime-time network dramatic programs. Using the archive of 15 week-long samples of dramatic television programs aired between 1969 and 1981 available at The Annenberg School of Communications, we will analyze the portrayal of the courts and legal proceedings in a large sample of prime-time programs in which courts and trials appear. We will also examine the characters who populate these programs, in particular the characteristics of those who are cast in legal -- or court-related -- roles, such as judges, lawyers, defendants, and witnesses. Message System Analysis methodology (sampling, training, etc.) is presented in detail in Appendix A.

### Analysis of Effects on the Viewing Audience

Surveys will be conducted on random probability samples of citizens in the site in the state that permits television in the courts and in the one that does not permit televised trials. Approximately 500 to 750 interviews will be conducted in each site. In order to collect a substantial amount of information from a large number of people in the most efficient manner, interviews will be conducted by telephone. We will design the questionnaire and execute all phases of the analysis; a professional survey firm will draw the

samples and do the actual interviewing.

The findings from our two previous stages will be transformed into testable hypotheses about the effects of trial broadcasts. The dependent variables will be developed from the findings of the message system analysis. Based on the patterns observed in fictional television trials, and the ways in which they match or contradict the patterns presented in broadcasts of actual trials, we will administer to respondents items that measure selected assumptions, expectations, and experience with courtroom proceedings. Specifically, we will examine people's knowledge of court procedures, presumptions about innocence and guilt, attitudes towards attorneys, and understanding of the purpose(s) of criminal, civil, and specialized (e.g., small claims or housing) courts.

The analytical strategy is based on a comparison of viewers who frequently watch televised trials with viewers who infrequently watch televised trials, controlling for demographic characteristics of viewers, overall levels of viewing, and direct experience with courtrooms. In other words, we shall isolate patterns of responses to questions about courtroom procedure given by specific groups who watch televised trials and compare them to patterns of responses given by similar groups of heavy and light viewers who cannot watch real courtroom broadcasts. If televised trials improve understanding, the first group should reflect that in comparison to the others. For example, highly educated light viewers of television may exhibit a more correct understanding of courtroom procedure than both highly educated heavy viewers and all less educated viewers. Where will highly educated frequent viewers of televised trials fit into that pattern? Will their understanding be superior to either light viewers or heavy viewers of television drama? Or will they tend to reflect the same (or greater) misconceptions as those who do not have televised trials available, on various levels of viewing and courtroom experience?

This approach will permit us to assess the basic educational claim advanced by supporters of cameras inside the courtroom. We can determine whether exposure to actual trials on television counteracts, or otherwise mediates the cultivation of conceptions about courts and the legal process, taking a citizen's direct experience with courtrooms and his or her personal background into account.

#### Benefits of Proposed Research

The proposed research will have both policy and theoretical value. It will contribute to the scientific understanding of how television reports and shapes legal information and symbols in

prime-time entertainment as well as news programs. By doing so, the research can facilitate a better understanding between local courts and the local media. The research can inform judges, court administrators, and local television stations of informational or ideological biases in television coverage, thereby providing a basis for corrective action. The research can also inform the work of increasingly prevalent bench-bar-media committees that struggle with the difficult issues of camera coverage in local communities. Such committees look for guidance as to how to balance the rights of defendants, media requests for access, and the potential educational value to the local citizenry in individual instances. This research may also inform the decisions of future appellate courts that are asked to weigh, in individual cases, the general educational benefits of camera coverage against the specific harm alleged by a particular defendant.

#### Dissemination

We anticipate the broadest dissemination of the findings and policy implications from the study, to reach the audiences of scholars, trial judges, court administrators, news producers, and appellate courts noted above. This would include the publication of a monograph by the American Judicature Society, designed to inform and assist bench-bar-media committees. We would also publish articles in the scholarly journals of communications, law, and the social sciences, and present papers at conferences where media and legal representatives normally attend.

#### Collaboration

The collaboration of the American Judicature Society and The Annenberg School of Communications at the University of Pennsylvania unites two well-known institutions from the fields of socio-legal research and communications research, respectively. Both institutions and their professional staffs have broad experience in empirical research. The Annenberg researchers have published extensively in quantitative research, whereas AJS has particularly emphasized qualitative research.

In the proposed study, AJS would bear the responsibility for the interviews of media and court participants in the television trial research sites. The Annenberg School researchers would bear primary responsibility for the content analysis of television broadcasts and the viewer survey, with supportive assistance in the analytic and reporting phases from AJS.

John Paul Ryan of AJS and George Gerbner of The Annenberg School will serve as Co-Directors. Charles W. Grau and Arleen Sheskin from AJS and Larry Gross, Michael Morgan and Nancy Signorilelli from The Annenberg School will serve as Co-Principal Investigators. The resumes of the participating AJS and ASC staff have been appended to the AJS and The Annenberg School proposals respectively.

## FOOTNOTES

- (1) Chandler v. Florida, 49 LW 4146
- (2) The full text of Canon 35 is as follows:

"Proceedings in Court should be conducted with fitting dignity and decorum. The taking of photographs in the courtroom, during sessions of the court or recesses between sessions, and the broadcasting of court proceedings are calculated to detract from the essential dignity of the proceedings, degrade the court and create misconceptions with respect thereto in the mind of the public and should not be permitted."  
62 A.B.A. Rep. 1134-1135 (1937).
- (3) 77 A.B.A. Rep. 610-611 (1952).
- (4) Some states permit cameras on an experimental basis, whereas other states allow them on a permanent basis. In some states, only appellate proceedings may be covered; in other states, both trial and appellate proceedings may be covered. And in some states, most or all parties (e.g., the defendant, attorney, witnesses, and jurors) must agree to the cameras, whereas in other states the trial judge holds sole discretion. Thus, the range of conditions under which cameras are permitted is highly variable across the states.
- (5) The three committees are: Standing Committee on Association Standards for Criminal Justice; Standing Committee on Association Communications; and Standing Committee on Ethics and Professional Responsibility. Each of these committees was represented at the American Bar Association's "Open Meeting on Cameras in the Courtroom," January 24, 1982 in Chicago.
- (6) See, for example, Report of the Wisconsin Supreme Court Committee to Monitor and Evaluate the Use of Audio and Visual Equipment in the Courtroom, April 1, 1979; also, A Sample Survey of the Attitudes of Individuals Associated with Trials Involving Electronic Media and Still Photography Coverage in Selected Florida Courts Between July 5, 1977 and June 30, 1978, prepared by the Judicial Planning Coordination Unit, Office of the Florida State Court Administrator, November 1, 1978.
- (7) See, for example, the concerns expressed in *Estes v. Texas*, 381 US 532 (1965).
- (8) See, for example, Note, "Televised Trials: Constitutional Constraints, Practical Implications and State Experimentation," 9 Loyola (Chi) Law Journal 910 (1978). See also, *Estes v. Texas*.

- (9) James L. Hoyt, "Courtroom Coverage: The Effects of Being Televised," 21 Journal of Broadcasting (1977), p.493.
- (10) Chandler v. Florida, 49 LW 4147.
- (11) "Open Meeting on Cameras In the Courtroom," see note 5 above.
- (12) This has been the primary concern, of course, in the legal literature. See, for example, L. Tornquist and K. Griffall, "Television in the Courtroom: Devil or Saint," 1/ Willamette Law Review 345 (1981); W. Stone and S. Edlin, "T.V. or not T.V.: Televised and Photographic Coverage of Trials," 29 Mercer Law Review 1119 (1978).
- (13) According to a recent national survey, "The general public's knowledge of and direct experience with courts is low." See Yankelovich, Skelly and White, Inc., Highlights of a National Survey of the General Public, Judges, Lawyers, and Community Leaders (Williamsburg, Va.: National Center for State Courts), p.5.
- (14) George Gerbner, "Trial by Television: Are We at the Point of No Return?" Judicature, April 1980, 63:9, 416-426.
- (15) Yankelovich, Skelly and White, Inc. report that  
     "formal education and the media are the public's principal sources of information about courts" (p.9), see note 13 above.
- (16) George Gerbner and Larry Gross, "Living with Television The Violence Profile." Journal of Communication Spring 1976, pp.173-199.
- (17) George Gerbner, Larry Gross, Michael Morgan and Nancy Signorielli, "The 'Mainstreaming' of America: Violence Profile No. 11." Journal of Communication, Fall 1980, pp. 10-29; George Gerbner, Larry Gross, Nancy Signorielli, and Michael Morgan, "Aging with Television: Images on Television Drama and Conceptions of Social Reality." Journal of Communication Winter 1980, pp. 37-47; George Gerbner, Larry Gross, Nancy Signorielli, Michael Morgan, and Marilyn Jackson-Beeck. "The Demonstration of Power: Violence Profile No. 10." Journal of Communication, Summer 1979, pp.177-196.
- (18) Chandler v. Florida, 49 LW 4146-4147.
- (19) The choice of Florida is suggested by the large amount of broadcast coverage of courtrooms there, facilitated by state court rules that do not require consent of the defendant. Illinois is suggested by its comparability with Florida along

relevant demographic factors such as population, urban-rural mix, racial mix, educational level, etc.

- (20) There is a slowly-growing literature analyzing how news is reported, interpreted, and modified by the media. See, for example, G. Tuchman, Making News (New York: Free Press, 1978); Herbert Gans, Deciding What's News (New York: Vintage, 1980); and D. Altheide, Creating Reality, (Beverly Hills and London: Sage Publications, 1976).
- (21) The interviews will proceed from a flexible, loosely-structured interview guide. All interviews will be tape-recorded and transcribed verbatim for subsequent analysis. For a recent discussion of issues related to interview methodology, see Michael Q. Patton, Qualitative Evaluation Methods (Beverly Hills and London: Sage Publications, 1980).
- (22) We will draw upon reference literature that provides data on the proportion of criminal and civil case filings and trials, the proportion of pleas, dismissals and trials, conviction ratios, the race, sex, and age of criminal defendants, etc. for the states and locales under study, or nationally if localized data are not available.

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- Report of the Media Advisory Committee Respecting Media Coverage of Court Procedures, Rhode Island Supreme Court, 1981.
- Report of the Wisconsin Supreme Court Committee to Monitor and Evaluate the Use of Audio and Visual Equipment in the Courtroom, April 1, 1979.
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Tate, S., "Cameras in the Courtroom: Here to Stay," 10 University of Toledo Law Review 925 (1979).

Tornquist, L. and K. Griffall, "Television in the Courtroom: Devil or Saint," 17 Willamette Law Review 345 (1981).

Tuchman, G., Making News (New York: Free Press, 1978).

Wasby, S., "Laying Estes to Rest," 5 Justice System Journal 58 (1979).

Wice, B., "Cameras in the Courtroom: From Hauptmann to Chandler," 7 National Journal of Criminal Defense 445 (1981).

Yankelovich, Skelly and White, Inc., Highlights of a National Survey of the General Public, Judges, Lawyers, and Community Leaders (Williamsburg, Va.: National Center for State Courts, 1978).

**BIOGRAPHICAL SKETCH**

Give the following information for key professional personnel listed on page 2, beginning with the Principal Investigator/Program Director. Photocopy this page for each person.

NAME  George Gerbner	TITLE Dean and Professor of Communications	BIRTHDATE (Mo., Day, Yr.)  August 8, 1919
----------------------------	--	---

**EDUCATION (Begin with baccalaureate training and include postdoctoral)**

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of California, Berkeley	B.A.	1942	Journalism
University of Southern California	M.S.	1951	Communication
University of Southern California	Ph.D.	1955	Communication

**RESEARCH AND/OR PROFESSIONAL EXPERIENCE:** Concluding with present position, list in chronological order previous employment, experience, and honors. Include present membership on any Federal Government Public Advisory Committee. List, in chronological order, the titles and complete references to recent representative publications, especially those most pertinent to this application. Do not exceed 2 pages.

- 1964-Present      Professor and Dean, the Annenberg School of Communications, University of Pennsylvania. Teaching Mass Communication and Society, seminars in communications research and theory.
- 1973-Present      Editor, Journal of Communication.
- 1977-March, 1981   Investigator with Larry Gross and Nancy Signorielli of "Aging with Television" and "Aging with Television Commercials."
- 1972-Dec. 1980    Investigator with Larry Gross of "Cultural Indicators." Studies in progress.
- 1969-1970        Principal Investigator of a continuing study on violence in network television drama sponsored by the Surgeon General's Committee on Television and Social Behavior.
- 1968-1969        Principal Investigator of a study of the portrayal of violence in network television drama, sponsored by the National Commission on the Causes and Prevention of Violence.

Publications:

- "Mental Illness on Television: A Study of Censorship," Journal of Broadcasting, 3:292-303, Fall 1959.
- "Psychology, Psychiatry and Mental Illness in the Mass Media: A Study of Trends, 1900-1959," Mental Hygiene, 45:89-93, 1961.
- "Institutional Pressures Upon Mass Communicators." In The Sociology of Mass Media Communicators, edited by Paul Halmos. The Sociological Review Monograph No. 13, pp. 205-248. University of Keele, England, 1969.
- "Toward 'Cultural Indicators'; The Analysis of Mass Mediated Message Systems." AV Communication Review, 17:137-148, Summer 1969. Also Chapter 5 in The Analysis of Communication Content, see item above.
- The Analysis of Communication Content: Developments in Scientific Theories and Computer Techniques. New York: John Wiley & Sons, 1969 (co-editor with Ole. R. Holsti, Klaus Krippendorff, William J. Paisley, Philip J. Stone).
- "Dimensions of Violence in Television Drama." Report of research project in collaboration with Marten Brouwer, Cedric C. Clark, and Klaus Krippendorff, sponsored by the National Commission on the Causes and Prevention of Violence, 1969.

George Gerbner, Ph.D.

Publications continued:

- "Cultural Indicators: The Case of Violence in Television Drama." The Annals of the American Academy of Political and Social Science, 388:69-81, March 1970.
- "Violence in Television Drama: Trends and Symbolic Functions." In G.A. Comstock and E.A. Rubinstein (eds.), Television and Social Behavior. Vol. 1 Content and Control. Washington: Government Printing Office, 1972.
- "Cultural Indicators: The Third Voice." In Communications Technology and Social Policy. New York: John Wiley & Sons, 1973 (co-editor with Larry Gross and William Melody).
- "Communication and Social Environment." Scientific American, 227:153-160, September 1972. Reprinted in Communication: A Scientific American Book. San Francisco, Calif.: W.H. Freeman and Company, 1972.
- The Violence Profile, Numbers 5 thru 11: Trends in Network Television Drama and Viewer Conceptions of Social Reality. Annenberg School of Communications, University of Pennsylvania, 1974-1980.
- TV Violence Profile No. 8: The Highlights, Journal of Communication, 1977, 27:2, 171-180 (with Larry Gross, Michael Ealey, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli).
- "Scenario for Violence," Human Behavior, 1975.
- "Living with Television, The Violence Profile," Journal of Communication, April 1976 (with Larry Gross).
- "The Gerbner Violence Profile: An Analysis of the CBS Report" (with Larry Gross, Michael Ealey, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli) Journal of Broadcasting, Summer, 1977, 21:3, 280-286.
- "The World of Television News," (with Nancy Signorielli) in W. Adams and F. Schriebman (eds.) Television News Archives: A Guide to Research. Washington, D.C.: George Washington University, 1978.
- "Cultural Indicators: Violence Profile No. 9," (with Larry Gross, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli) Journal of Communication, Summer, 1978, 28:3, 176-207.
- "The Image of the Elderly in Prime-Time Television Drama," (with Nancy Signorielli) Generations, Fall, 1978.
- "The Demonstration of Power: Violence Profile No. 10." Journal of Communication, Summer, 1979, 28:3, 177-196 (with Larry Gross, Nancy Signorielli, Michael Morgan, and Marilyn Jackson-Beeck).
- On Wober's "Televised Violence and Paranoid Perception: The View from Great Britain," Public Opinion Quarterly, Spring, 1979, 123-124 (with Larry Gross, Nancy Signorielli, and Michael Morgan).
- Women and Minorities in Television Drama, 1969-1978. Annenberg School of Communications, University of Pennsylvania, October, 1979 (with Nancy Signorielli).

George Gerbner, Ph.D.

Publications continued:

Aging with Television: Images on Television Drama and Conceptions of Social Reality. Journal of Communication, Winter, 1980, 30:1, 37-47 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

Media and the Family: Images and Impact. Overview paper prepared for the National Research Forum on Family Issues. Sponsored by the White House Conference on Families, Washington, D.C., April 10-11, 1980 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

The "Mainstreaming" of America: Violence Profile No. 11. Journal of Communication, Summer, 1980, 30:3, 10-29 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

Television Violence, Victimization, and Power, American Behavioral Scientist, 1980, 23:5, 705-716 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

Some Additional Comments on Cultivation Analysis, Public Opinion Quarterly, Fall, 1980, 44:3, 408-410 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

"Television's Contribution to Public Understanding of Science: A Pilot Project" Annenberg School of Communications, University of Pennsylvania, 1980 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

A Curious Journey into the Scary World of Paul Hirsch. Communication Research, 1981, 8:1, 39-72 (with Larry Gross, Nancy Signorielli, and Michael Morgan).

Programming Health Portrayals: What Viewers See, Say and Do, in National Institute of Mental Health, Television and Behavior: Ten Years of Scientific Progress and Implications for the 80's (forthcoming) (with Nancy Signorielli and Michael Morgan).

The Violent Face of Television and Its Lessons. In Edward L. Palmer and Aimee Dorr (eds.), Children and the Faces of Television: Teaching, Violence, Selling, New York: Academic Press, 1980. (with Larry Gross)

Health and Medicine on Television, The New England Journal of Medicine, Boston, Ma., October 8, 1981. (with Larry Gross, Michael Morgan and Nancy Signorielli).

What Television Teaches About Doctors and Health, Mobius: A Journal for Continuing Education Professionals in Health Sciences, in press. (with Larry Gross, Michael Morgan and Nancy Signorielli)

## BIOGRAPHICAL SKETCH

Give the following information for key professional personnel listed on page 2, beginning with the Principal Investigator/Program Director. Photocopy this page for each person.

<b>NAME</b> Larry Gross	<b>TITLE</b> Associate Professor of Comm.	<b>BIRTHDATE (Mo., Day, Yr.)</b> November 22, 1942	
<b>EDUCATION (Begin with baccalaureate training and include postdoctoral)</b>			
<b>INSTITUTION AND LOCATION</b>	<b>DEGREE</b>	<b>YEAR CONFERRED</b>	<b>FIELD OF STUDY</b>
Brandeis University, Waltham, Mass.	B.A.	1964	Psychology
Columbia University, N.Y.C., New York	Ph.D.	1968	Social Psychology

**RESEARCH AND/OR PROFESSIONAL EXPERIENCE:** Concluding with present position, list in chronological order previous employment, experience, and honors. Include present membership on any Federal Government Public Advisory Committee. List, in chronological order, the titles and complete references to recent representative publications, especially those most pertinent to this application. Do not exceed 2 pages.

- 1973-Present Associate Professor of Communications, The Annenberg School of Communications
- 1968-1973 Assistant Professor of Communications
- 1972-Present Co-Principal Investigator with George Gerbner of "Cultural Indicators"
- 1977-1981 Co-Principal Investigator with George Gerbner and Nancy Signorielli, "Aging with Television" and "Aging with Television Commercials"

Papers and Publications:

- "Manipulated Time and Eating Behavior," Journal of Personality and Social Psychology, 1968, 10, 96-108 (with S. Schachter).
- "Modes of Communication and the Acquisition of Symbolic Competence," Chap. 13, Communications Technology and Social Policy, Gerbner, Gross, and Melody, eds., New York: Wiley Interscience, 1973.
- Communication Technology and Social Policy, Co-editor (with George Gerbner and William Melody), New York: Wiley, 1973.
- "The Real World of Television," Today's Education, The Journal of the National Education Association, Jan. - Feb., 1974, pp. 86-92.
- "Symbolic Strategies," (with Sol Worth), Journal of Communication, 24:4, 1974, pp. 27-39.
- "Art History as Ethnography and as Social Analysis," Studies in the Anthropology of Visual Communication, 1:1, 1974, pp. 51-56.
- "Yes, But Is It Really Communication?" Journal of Communication, 25:1, 1975, pp. 191-194.
- "The World of Television: Towards Cultural Indicators," (with George Gerbner), Intermedia (Journal of the International Broadcast Institute), 1975, Vol. 3, No. 3.
- The Violence Profile, Numbers 5 thru 11: Trends in Network Television Drama and Viewer Conceptions of Social Reality. The Annenberg School of Communications, University of Pennsylvania, 1974-1980.
- TV Violence Profile No. 8: The Highlights, Journal of Communication, 1977, 27:2, 171-180 (with George Gerbner, Michael Eleey, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox and Nancy Signorielli).

Larry Gross, Ph.D.

Publications continued:

- "Living with Television, The Violence Profile," Journal of Communication, April 1976 (with George Gerbner).
- "Television as a Trojan Horse," School Media Quarterly, 1977, 5:3, pp. 175-181.
- "What Do You Want To Do When You Grow Up, Little Girl? Approaches to the Study of Media Effects," (with Suzanne Jeffries-Fox), in Gaye Tuchman, et al., eds., Home and Hearth: Images of Women in the Mass Media, New York: Oxford University Press, 1978.
- "The Gerbner Violence Profile: An Analysis of the CBS Report," (with George Gerbner, Michael Eleey, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli), Journal of Broadcasting, Summer, 1977, 21:3, 280-286.
- "Cultural Indicators: Violence Profile No. 9," (with George Gerbner, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli), Journal of Communication, Summer, 1978, 28:3, 176-207.
- "Interpretations of a Photographic Narrative by Viewers in Four Age Groups," (with Paul Messaris), Studies in the Anthropology of Visual Communications, 4:2, 1977, pp. 99-111.
- "The Demonstration of Power: Violence Profile No. 10" Journal of Communication, Summer, 1979, 28:3, 177-196 (with George Gerbner, Nancy Signorielli, Michael Morgan, and Marilyn Jackson-Beeck).
- On Wober's "Televised Violence and Paranoid Perception: The View from Great Britain," Public Opinion Quarterly, Spring, 1979, 123-124 (with George Gerbner, Nancy Signorielli, and Michael Morgan).
- "Aging with Television: Images on Television Drama and Conceptions of Social Reality," Journal of Communication, Winter, 1980, 31:1, 37-47 (with George Gerbner, Nancy Signorielli, and Michael Morgan).
- "Media and the Family: Images and Impact," Overview paper prepared for the National Research Forum on Family Issues. Sponsored by the White House Conference on Families, Washington, D.C., April 10-11, 1980 (with George Gerbner, Nancy Signorielli, and Michael Morgan).
- "The 'Mainstreaming' of America: Violence Profile No. 11," Journal of Communication, Summer, 1980, 30:3, 10-29 (with George Gerbner, Nancy Signorielli, and Michael Morgan).
- "Television Violence, Victimization, and Power," American Behavioral Scientist, 1980, 23:5, 705-716 (with George Gerbner, Nancy Signorielli, and Michael Morgan).
- "Some Additional Comments on Cultivation Analysis," Public Opinion Quarterly, Fall 1980, 44:3, 408-410 (with George Gerbner, Nancy Signorielli, and Michael Morgan).

Larry Gross, Ph.D.

Publications continued:

"Television's Contribution to Public Understanding of Science: A Pilot Project"  
Annenberg School of Communications, University of Pennsylvania, 1980 (with  
George Gerbner, Nancy Signorielli, and Michael Morgan).

A Curious Journey into the Scary World of Paul Hirsch, Communication Research,  
1981, 8:1, 39-72 (with George Gerbner, Nancy Signorielli, and Michael Morgan).

The Violent Face of Television and Its Lessons. In Edward L. Palmer and Aimee Door  
(eds.), Children and the Faces of Television: Teaching, Violence, Selling,  
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Health and Medicine on Television. The New England Journal of Medicine, Boston, Ma.,  
October 8, 1981. (with George Gerbner, Michael Morgan and Nancy Signorielli)

Television and Enculturation. In J.R. Dominick and J. Fletcher (eds.), Broadcasting  
Research Methods: A Reader, Boston: Allyn and Bacon, in press. (with Michale  
Morgon).

Violence in Television Programs: Ten Years Later. In D. Pearl, J. Lazar, and  
L. Bouthilet (eds.), Television and Behavior: Ten Years of Scientific Progress  
and Implications for the 80's., in press.

Television and Educational Achievement and Aspirations. In D. Pearl, J. Lazar and  
L. Bouthilet (eds.), Television and Behavior: Ten Years of Scientific Progress  
and Implications for the 80's., in press.

## BIOGRAPHICAL SKETCH

Give the following information for key professional personnel listed on page 2, beginning with the Principal Investigator/Program Director. Photocopy this page for each person.

NAME <b>Michael Jay Morgan</b>	TITLE <b>Research Specialist</b>	BIRTHDATE (Mo., Day, Yr.) <b>April 15, 1953</b>
-----------------------------------	-------------------------------------	--

**EDUCATION (Begin with baccalaureate training and include postdoctoral)**

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
New College, Sarasota, Florida Annenberg School of Communications, University of Pennsylvania, Philadel-	B.A.	1974	Communication
phia, Pennsylvania University of Pennsylvania	M.A. Ph.D.	1977 1980	Communication Communication

**RESEARCH AND/OR PROFESSIONAL EXPERIENCE:** Concluding with present position, list in chronological order previous employment, experience, and honors. Include present membership on any Federal Government Public Advisory Committee. List, in chronological order, the titles and complete references to recent representative publications, especially those most pertinent to this application. Do not exceed 2 pages.

July 1979-Present Research Specialist, The Annenberg School of Communications  
 April 1978 - June 1979 Research Associate, "Television and Children's Conceptions of Social Reality," Annenberg School of Communications  
 1976 - April 1978 Research Assistant, Cultural Indicators Project

Publications and Papers:

The Demonstration of Power: Violence Profile No. 10, Journal of Communication, 1979, 29:3, 177-196. Also in G.C. Wilhoit and H. de Bock, eds., Mass Communication Review Yearbook, Volume 1. Beverly Hills: Sage, 1980. (with George Gerbner, Larry Gross, Nancy Signorielli, and Marilyn Jackson-Beeck).

On Wober's "Televised Violence and Paranoid Perception: The View from Great Britain," Public Opinion Quarterly, Spring, 1979, 123-124. (with George Gerbner, Larry Gross, and Nancy Signorielli)

Television, IQ, and School Achievement, in S. Scheuyer, ed., The TV Annual 1978-1979. New York: Macmillan, 1979, 237-239. (with Larry Gross)

"Television, IQ, and Reading Skills," Cultural Indicators Symposium, International Communication Association, Philadelphia, Pa., May 1979.

"Television and Adolescents' Reading Habits and Skills," 70th Annual Conference of Eastern Communication Association, Philadelphia, Pa., May 1979.

"Television and Adolescents' Reading Preferences," 3rd Conference on Culture and Communication, Temple University, Philadelphia, Pa., March 1979.

"Television and Adolescents' Family Life Expectations," Unpublished manuscript, The Annenberg School of Communications, January 1980. (with Heather Harr-Mazer)

Television Viewing and Reading: Does More Equal Better? Journal of Communication, Winter, 1980, 30:1, 159-165.

Aging with Television: Images on Television Drama and Conceptions of Social Reality, Journal of Communication, Winter, 1980, 30:1, 37-47. (with George Gerbner, Larry Gross, and Nancy Signorielli)

Michael Jay Morgan, Ph.D.

Publications continued:

Television Violence, Victimization, and Power, American Behavioral Scientist, 1980, 23:5, 705-716. (with George Gerbner, Larry Gross, and Nancy Signorielli)

The "Mainstreaming" of America: Violence Profile No. 11, Journal of Communication, Summer, 1980, 30:3, 10-29. (with George Gerbner, Larry Gross, and Nancy Signorielli)

Television Viewing, IQ, and Academic Achievement, Journal of Broadcasting, 1980, 24:2, 117-133.

"Media and the Family: Images and Impact," National Research Forum on Family Issues, White House Conference on Families, Washington, D.C., April 1980. (with George Gerbner, Larry Gross, and Nancy Signorielli)

"Television and Adolescent Role Socialization," Cultural Indicators Symposium, International Communication Association, Acapulco, Mexico, May 1980.

Some Additional Comments on Cultivation Analysis, Public Opinion Quarterly, Fall, 1980, 44:3, 408-410. (with George Gerbner, Larry Gross, and Nancy Signorielli)

Television and Enculturation, in J. Dominick and J. Fletcher, eds., Broadcasting Research Methods: A Reader. Boston: Allyn and Bacon, in press.

Violence in Television Programs: Ten Years Later, in National Institute of Mental Health, Television and Behavior: Ten Years of Scientific Progress and Implications for the 80's, in press. (with Larry Gross and Nancy Signorielli)

Television and Educational Achievement and Aspirations, in National Institute of Mental Health, Television and Behavior: Ten Years of Scientific Progress and Implications for the 80's, in press. (with Larry Gross)

"Television's Contribution to Public Understanding of Science: A Pilot Project" Annenberg School of Communications, University of Pennsylvania, 1980 (with George Gerbner, Larry Gross, and Nancy Signorielli).

A Curious Journey into the Scary World of Paul Hirsch, Communication Research, 1981, 8:1, 39-72.

Programming Health Portrayals: What Viewers See, Say, and Do, in National Institute of Mental Health, Television and Behavior: Ten Years of Scientific Progress and Implications for the 80's (forthcoming) (with George Gerbner and Nancy Signorielli).

Michael Jay Morgan, Ph.D.

Publications continued:

Health and Medicine on Television, The New England Journal of Medicine, Boston, Ma.:  
October 8, 1981. (with George Gerbner, Larry Gross and Nancy Signorielli)

What Television Teaches about Doctors and Health, Mobius: A Journal for Continuing  
Education Professionals in Health Sciences, in press. (with George Gerbner  
and Nancy Signorielli)

## BIOGRAPHICAL SKETCH

Give the following information for key professional personnel listed on page 2, beginning with the Principal Investigator/Program Director. Photocopy this page for each person.

NAME <p style="text-align: center;">Nancy Signorielli</p>	TITLE <p style="text-align: center;">Research Coordinator</p>	BIRTHDATE (Mo., Day, Yr.) <p style="text-align: center;">July 29, 1943</p>
--	--	---

**EDUCATION (Begin with baccalaureate training and include postdoctoral)**

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Wilson College, Chambersburg, Pa.	A.B.	1965	Psychology
Queens College of the City University of New York, Flushing, New York	M.A.	1967	Psychology
University of Pennsylvania Graduate School of Arts and Sciences, Philadelphia, Pa.	Ph.D.	1975	Communications

**RESEARCH AND/OR PROFESSIONAL EXPERIENCE:** Concluding with present position, list in chronological order previous employment, experience, and honors. Include present membership on any Federal Government Public Advisory Committee. List, in chronological order, the titles and complete references to recent representative publications, especially those most pertinent to this application. Do not exceed 2 pages.

- 1977-Present    Research Coordinator, Annenberg School of Communications
- 1973-1977     Research Specialist, Annenberg School of Communications
- 1969-1973     Research Associate, Annenberg School of Communications
- 1969-1971     Instructor, Dept. of Psychology, Chestnut Hill College, Philadelphia
  
- 1977-March 1981    Investigation with George Gerbner and Larry Gross, "Aging with Television" and "Aging with Television Commercials."

**Publications:**

Apples, Oranges, and the Kitchen Sink: An Analysis and Guide to the Comparison of "Violence Ratings," Journal of Broadcasting, 17:1, (Winter 1972-73), 21-31. (with George Gerbner and Michael F. Eleey)

Men and Women in Television Drama: A Multidimensional Exploration; paper presented at the Speech Association Convention, December 1974.

The Violence Profile, Numbers 5 thru 11: Trends in Network Television Drama and Viewer Conceptions of Social Reality. Annenberg School of Communications, University of Pennsylvania, 1974-1980.

Patterns in Prime-Time, Journal of Communication, 1974, 24:2, 119-124.

TV Violence Profile, No. 8: The Highlights, Journal of Communication, 1977, 27:2, 171-180. (with George Gerbner, Larry Gross, Michael F. Eleey, Marilyn Jackson-Beeck, and Suzanne Jeffries-Fox)

"The Gerbner Violence Profile" -- an analysis of the CBS Report, Journal of Broadcasting, 1977, 21:3, 280-286. (with George Gerbner, Larry Gross, Michael F. Eleey, Marilyn Jackson-Beeck, and Suzanne Jeffries-Fox)

Cultural Indicators: Violence Profile No. 9, Journal of Communication, Summer, 1978, 28:3, 176-207. (with George Gerbner, Larry Gross, Marilyn Jackson-Beeck, and Suzanne Jeffries-Fox)

The World of Television News, in William Adams and Fay Schriebman (eds.), Television Network News: Issues in Content Research, Washington, D.C.: George Washington University Press, 1978. (with George Gerbner)

Nancy Signorielli, Ph.D.

Publications continued:

The Image of the Elderly in Prime-Time Television Drama, Generations, Fall, 1978.  
(with George Gerbner)

Television and Children's Conceptions about Occupations, Proceedings of the Sixth Annual Telecommunications Policy Research Conference, Herb S. Dordick (ed.), Lexington, Mass.: Lexington Books, 1979. (with Suzanne Jeffries-Fox)

Television's Contribution to Sex-role Socialization. Paper presented at the Seventh Annual Telecommunications Policy Research Conference, Skytop, Pa., April 29 - May 1, 1979 and International Communications Association Conference, Philadelphia, Pa., May 2-5, 1979.

Aging and Television: Portrayals in Prime-Time Drama and Conceptions of Social Reality. Paper presented at the 34th Annual AAPOR Conference, Buckhill Falls, Pa., May 31 - June 3, 1979.

The Demonstration of Power: Violence Profile No. 10. Journal of Communication, Summer, 1979, 29:3, 177-196. (with George Gerbner, Larry Gross, Michael Morgan, and Marilyn Jackson-Beeck)

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The Measurement of Violence in Television Programming: Violence Indices. In Joseph Dominick and James Fletcher, Broadcasting Research Methods: A Reader, Boston: Allyn and Bacon, in press.

Media and the Family: Images and Impact. Overview paper prepared for the National Research Forum on Family Issues. Sponsored by the White House Conference on Families, Washington, D.C., April 10-11, 1980. (with George Gerbner, Larry Gross, and Michael Morgan)

Violence in Television Programs: Ten Years Later. In the National Institute of Mental Health, Television and Behavior: Ten Years of Scientific Progress and Implications for the 80's, in press. (with Larry Gross and Michael Morgan)

Marital Status in TV Drama: A Case of Reduced Options. Journal of Broadcasting, in press.

The "Mainstreaming" of America: Violence Profile No. 11. Journal of Communication, Summer, 1980, 30:3, 10-29. (with George Gerbner, Larry Gross, and Michael Morgan).

Some Additional Comments on Cultivation Analysis, Public Opinion Quarterly, Fall, 1980, 44:3, 408-410 (with George Gerbner, Larry Gross, and Michael Morgan).

Nancy Signorielli, Ph.D.

Publications continued:

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George Gerbner, Larry Gross, and Michael Morgan).

A Curious Journey into the Scary World of Paul Hirsch, Communication Research,  
1981, 8:1, 39-72 (with George Gerbner, Larry Gross, and Michael Morgan).

Programming Health Portrayals: What Viewers See, Say, and Do, in National Institute  
of Mental Health, Television and Behavior: Ten Years of Scientific Progress  
and Implications for the 80's (forthcoming) (with George Gerbner and Michael  
Morgan).

Health and Medicine on Television, The New England Journal of Medicine, Boston,  
Ma.: October 8, 1981. (with George Gerbner, Larry Gross and Michael Morgan)

What Television Teaches About Doctors and Health., Mobius: A Journal for Continuing  
Education Professionals in Health Sciences, in press. (with George Gerbner,  
and Michael Morgan).

(SEE INSTRUCTIONS ON REVERSE BEFORE COMPLETING)

9/1/82 - 2/28/84

SUMMARY

PROPOSAL BUDGET

FOR NSF USE ONLY		
PROPOSAL NO.	DURATION (MONTHS)	
	Proposed	Granted
AWARD NO.		

ORGANIZATION <b>The Annenberg School of Communications, Univ. of Penna.</b>		PROPOSAL NO.		DURATION (MONTHS)	
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR <b>George Gerbner</b>		AWARD NO.		Proposed	Granted
A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title; A.6. show number in brackets)		NSF FUNDED PERSON-MOS. CAL. ACADSUMR.		FUNDS REQUESTED BY PROPOSER	
1. <b>George Gerbner, Dean &amp; Prof. of Communications</b>		.75		\$ 3,750	
2. <b>Larry Gross, Assoc. Prof.</b>		1		3,750	
3. <b>Michael Morgan, Research Specialist</b>		3		5,400	
4. <b>Nancy Signorielli, Research Coordinator</b>		3		7,500	
5. ( ) OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)					
6. ( 4 ) TOTAL SENIOR PERSONNEL (1-5)				20,400	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. ( ) POST DOCTORAL ASSOCIATES					
2. ( 2 ) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)				7,500	
3. ( ) GRADUATE STUDENTS					
4. ( ) UNDERGRADUATE STUDENTS					
5. ( ) SECRETARIAL-CLERICAL					
6. ( 12 ) OTHER coders (part-time) see attached TOTAL SALARIES AND WAGES (A+B)				12,520	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS) TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A+B+C)				7,787 48,207	
D. PERMANENT EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$1,000; ITEMS OVER \$10,000 REQUIRE CERTIFICATION)					
TOTAL PERMANENT EQUIPMENT					
E. TRAVEL 1. DOMESTIC (INCL. CANADA AND U.S. POSSESSIONS) 2. FOREIGN				1,500	
F. PARTICIPANT SUPPORT COSTS 1. STIPENDS \$ _____ 2. TRAVEL _____ 3. SUBSISTENCE _____ 4. OTHER _____ TOTAL PARTICIPANT COSTS					
G. OTHER DIRECT COSTS 1. MATERIALS AND SUPPLIES coding forms, office supplies 1,000 2. PUBLICATION COSTS/PAGE CHARGES rate --\$0.04 per page 750 3. CONSULTANT SERVICES 4. COMPUTER (ADPE) SERVICES (see attached) 6,000 5. SUBCONTRACTS for survey (see attached) 10,000 6. OTHER report preparation 200 TOTAL OTHER DIRECT COSTS 17,950				67,657	
H. TOTAL DIRECT COSTS (A THROUGH G)				67,657	
I. INDIRECT COSTS (SPECIFY) 18% of everything except the survey TOTAL INDIRECT COSTS				10,378	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				78,035	
K. RESIDUAL FUNDS (IF FOR FURTHER SUPPORT OF CURRENT PROJECTS GPM 252 AND 253)					
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				\$ 78,035	
PI/PD TYPED NAME & SIGNATURE* <b>George Gerbner</b>		DATE		FOR NSF USE ONLY	
INST. REP. TYPED NAME & SIGNATURE*		DATE		INDIRECT COST RATE VERIFICATION	
				Date Checked	Date of Rate Sheet
				Initials - DGC	
				Program	

(SEE INSTRUCTIONS ON REVERSE BEFORE COMPLETING)

Sept 1, 1982 - Aug., 31, 1983

SUMMARY

PROPOSAL BUDGET

FOR NSF USE ONLY		
PROPOSAL NO.	DURATION (MONTHS)	
	Proposed	Granted
AWARD NO.		

ORGANIZATION	NSF FUNDED PERSON-MOS.			FUNDS REQUESTED BY PROPOSER	FUNDS GRANTED BY NSF (IF DIFFERENT)
Annenberg School of Communications, Univ. of Pennsylvania	CAL.	ACAD	SUMR		
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR George Gerbner					
A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title; A.6. show number in brackets)					
1. George Gerbner, Dean & Prof. of Communications			.5	\$ 2,500	\$
2. Larry Gross, Assoc. Prof. of Communications			.6	2,500	
3. Michael Morgan, Research Specialist	2			3,600	
4. Nancy Signorielli, Research Coordinator	2			5,000	
5. ( ) OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)					
6. ( 4 ) TOTAL SENIOR PERSONNEL (1-5)				13,600	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. ( ) POST DOCTORAL ASSOCIATES					
2. ( 2 ) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)				5,000	
3. ( ) GRADUATE STUDENTS					
4. ( ) UNDERGRADUATE STUDENTS					
5. ( ) SECRETARIAL-CLERICAL					
6. (12) OTHER <u>part-time coders (see attached)</u>				12,520	
TOTAL SALARIES AND WAGES (A+B)					
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				5,549	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A+B+C)				36,669	
D. PERMANENT EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$1,000; ITEMS OVER \$10,000 REQUIRE CERTIFICATION)					
TOTAL PERMANENT EQUIPMENT					
E. TRAVEL 1. DOMESTIC (INCL. CANADA AND U.S. POSSESSIONS)				1,000	
2. FOREIGN					
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS \$ _____					
2. TRAVEL _____					
3. SUBSISTENCE _____					
4. OTHER _____					
TOTAL PARTICIPANT COSTS					
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES <u>coding forms, office supplies</u>				800	
2. PUBLICATION COSTS/PAGE CHARGES <u>rate = \$0.04 per page</u>				500	
3. CONSULTANT SERVICES					
4. COMPUTER (ADPE) SERVICES <u>(see attached)</u>				3,000	
5. SUBCONTRACTS					
6. OTHER					
TOTAL OTHER DIRECT COSTS				4,300	
H. TOTAL DIRECT COSTS (A THROUGH G)				41,969	
I. INDIRECT COSTS (SPECIFY) <u>18% of everything</u>					
TOTAL INDIRECT COSTS				7,554	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				49,523	
K. RESIDUAL FUNDS (IF FOR FURTHER SUPPORT OF CURRENT PROJECTS GPM 252 AND 253)					
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				\$ 49,523	\$

PI/PD TYPED NAME & SIGNATURE George Gerbner <i>George Gerbner</i>	DATE	FOR NSF USE ONLY		
INST. REP. TYPED NAME & SIGNATURE*	DATE	INDIRECT COST RATE VERIFICATION		
		Date Checked	Date of Rate Sheet	Initials - DGG
				Program

(SEE INSTRUCTIONS ON REVERSE BEFORE COMPLETING)

9/1/83-2/28/84

SUMMARY

PROPOSAL BUDGET

FOR NSF USE ONLY		
PROPOSAL NO.	DURATION (MONTHS)	
	Proposed	Granted
AWARD NO.		

ORGANIZATION	NSF FUNDED PERSON-MOS.			FUNDS REQUESTED BY PROPOSER	FUNDS GRANTED BY NSF (IF DIFFERENT)
Annenberg School of Communications, Univ. of Penna.	CAL.	ACAD.	SUMR.		
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR George Gerbner					
A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title; A.6. show number in brackets)					
1. George Gerbner, Dean & Prof. of Communications			25	\$ 1,250	\$
2. Larry Gross, Assoc. Prof.			4	1,250	
3. Michael Morgan, Research Specialist	1			1,800	
4. Nancy Signorielli, Research Coordinator	1			2,500	
5. ( ) OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)					
6. (4) TOTAL SENIOR PERSONNEL (1-5)				6,800	
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. ( ) POST DOCTORAL ASSOCIATES					
2. (2) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)				2,500	
3. ( ) GRADUATE STUDENTS					
4. ( ) UNDERGRADUATE STUDENTS					
5. ( ) SECRETARIAL-CLERICAL					
6. ( ) OTHER					
TOTAL SALARIES AND WAGES (A+B)				9,300	
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)				2,238	
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A+B+C)				11,538	
D. PERMANENT EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$1,000; ITEMS OVER \$10,000 REQUIRE CERTIFICATION)					
TOTAL PERMANENT EQUIPMENT					
E. TRAVEL 1. DOMESTIC (INCL. CANADA AND U.S. POSSESSIONS)				500	
2. FOREIGN					
F. PARTICIPANT SUPPORT COSTS					
1. STIPENDS \$ _____					
2. TRAVEL _____					
3. SUBSISTENCE _____					
4. OTHER _____					
TOTAL PARTICIPANT COSTS					
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES office supplies				200	
2. PUBLICATION COSTS/PAGE CHARGES rate = \$0.04 per page				250	
3. CONSULTANT SERVICES					
4. COMPUTER (ADPE) SERVICES (see attached)				3,000	
5. SUBCONTRACTS (see attached)				10,000	
6. OTHER report preparation				200	
TOTAL OTHER DIRECT COSTS				13,650	
H. TOTAL DIRECT COSTS (A THROUGH G)				25,688	
I. INDIRECT COSTS (SPECIFY)					
18% of everything but survey					
TOTAL INDIRECT COSTS				2,824	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				28,512	
K. RESIDUAL FUNDS (IF FOR FURTHER SUPPORT OF CURRENT PROJECTS GPM 252 AND 253)					
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)				\$28,512	\$

PI/PD TYPED NAME & SIGNATURE George Gerbner <i>George Gerbner</i>	DATE	FOR NSF USE ONLY		
INST. REP. TYPED NAME & SIGNATURE	DATE	INDIRECT COST RATE VERIFICATION		
		Date Checked	Date of Rate Sheet	Initials - DGC
				Program

University of Pennsylvania, The Annenberg School of Communications  
George Gerbner

### BUDGET JUSTIFICATION

#### 1. Message System Analysis -- Coding Costs

##### a. Cultural Indicators Archives of Prime-Time Drama

sample: 100 programs @ 2 hrs/pgm x 2 coders = 400 hours  
75% reliability ( 75 programs) = 300 hours  
700 hrs @ \$4.00/hour = \$ 2,800

training: 12 coders x 3 weeks @ 20 hrs/week = 720 hours  
720 hrs @ \$3.75/hour = \$ 2,700

Total: \$ 5,500  
Benefits: 468  
Total: \$ 5,968

##### b. TV News coding

sample: 200 pgms in each of 2 sites = 400 programs

400 programs @ 1 hr/pgm x 2 coders = 800 hours  
50 % reliability (200 programs) = 400 hours  
1200 hours @ \$4.25 per hour = \$ 5,100

training: 12 coders @ 2 weeks @ 20 hrs/week = 480 hours  
480 hours @ \$ 4.00 per hour = \$ 1,920

Total: \$ 7,020  
Benefits: 597  
Total: \$ 7,617

University of Pennsylvania, The Annenberg School of Communications

George Gerbner

## 2. Computer Costs:

The Annenberg School of Communications has recently purchased and installed a Prime 550 computer. This machine will be used for all data analysis as well as text processing. The rates for the machine are currently under examination and may be subject to change.

There are two classes of use -- one from 8 a.m. to 5 p.m. and one from 5 p.m. to 8 a.m.. The evening rates are less than the daytime rates and we will try to take advantage of these savings whenever possible.

	<u>daytime</u>	<u>evening</u>
CPU	\$50/hr.	\$25/hr
Disk IO	\$50/hr	\$25/hr
Connect	\$ 1/hr	\$ .50/hr
Spooling	\$ .01/line	\$ .01/line
Disk Storage	\$ .75/1000 records	

## 3. Survey Costs:

We propose to have the survey conducted by an organization specially suited to complete this work. We will explore the possibility of using firms located in the sites we ultimately chose for testing so as to keep our costs as low as possible; marketing firms in these areas should be specifically set up to survey their community and its environs.

If we cannot find a suitable firm in these states, we have previously used Opinion Research Corporation in Princeton, New Jersey to conduct similar surveys and will explore the cost of having them do this work.

The Annenberg School of Communications  
George Gerbner

Budget Justification continued

4. Salaries

The salaries given for the four co-principal investigators will not cover the full amount of money needed to pay for the time they will devote to this project. For example, Drs. Morgan and Signorielli will probably spend around 33% of their time on this project. Thus, the budget of The Annenberg School of Communications will have to supplement the proposed research in this area.

5. Travel

The funds for travel are requested for any trips to the proposed research sites in conjunction with the content analysis. We may have to go to the television stations to select the samples of news broadcasts.

These funds would also cover any trips to Chicago to enhance our collaboration with AJS as well as any trips to NSF that would be needed in conjunction with this research.

The Annenberg School of Communications  
George Gerbner

## Budget Justification Continued

### 6. Direct and Indirect Costs

The University of Pennsylvania allocates costs in accordance with generally accepted accounting practices for institutions of higher education as well as Office of Management and Budget Circular A-21 "Cost Principles for Educational Institutions." This latter document establishes the basis for determining and allocating both direct and indirect costs.

The University calculates its indirect cost rate annually and, subsequent to review by our public accounting firm and our cognizant federal audit agency (the Dept. of Health and Human Services), we negotiate a fixed rate for the coming year with our cognizant federal agency (DHHS). For the year beginning July 1, 1982, the indirect cost rate for research projects is 65% of total direct costs less equipment and subcontracts.

Indirect costs are real costs and if we are unable to fully recover these costs for a given program, other resources must be used to cover them. The decision to accept support for a given program or project for which full recovery of indirect costs is not anticipated is made by the cognizant Dean. Such decisions must take into account the value of the proposed project in relation to the school's mission as well as its financial impact.

Acceptance of support which does not provide full recovery of both direct and indirect costs represents agreement on the part of the school and the University to contribute the difference between the agreed upon percentage and the actual overhead rate of 65% to the total cost of the project.

Current and Pending Support

George Gerbner, Larry Gross, Michael Morgan and Nancy Signorielli

A. Current Support:

NSF -- The Role of Television Entertainment in Public  
Education About Science

October 1, 1981 to Sept. 30, 1983

Amt.: \$200,000

Person -Months: Gerbner & Gross -- .75 month  
Signorielli & Morgan -- 3 months per year

Location: Annenberg School of Communications, Univ. of Penna.

B. Pending Support:

- (1) NSF -- Cameras in the Courtrooms (current proposal)

Sept., 1982 to Feb. 28, 1984

Amt: \$ 78,035

Person Months: Gerbner & Gross -- .5 month  
Signorielli & Morgan -- 1 month

Location: Annenberg School of Communications, Univ. of Penna.

- (2) National Council of Churches -- Religion on Television and in the  
Lives of Viewers

July 1, 1982 to Dec. 31, 1983

Amt: in negotiation (around \$75,000 to \$100,000)

Person Months: Gerbner & Gross -- .5 month  
Signorielli & Morgan -- 1.5 months

Location: Annenberg School of Communications, Univ. of Penna.

- (3) National Institute on Aging, NIH -- Television's Contribution to  
Conceptions about Aging

proposal in preparation

2 years in length -- about \$200,000 to \$250,000

Person Months: Gerbner & Gross -- 1 month  
Signorielli & Morgan -- 2 to 3 months per year

## APPENDIX I

### FACILITIES

The total research support and facilities of The Annenberg School of Communications, a graduate school, and the University of Pennsylvania will be available to assist in this project.

Facilities include videotape machines, the videotape archive, and a Prime 550 computer with 1MB of memory. The computer will be used for all data analysis and most text processing needs.

## APPENDIX II

### MESSAGE SYSTEM ANALYSIS METHODOLOGY

In message system analysis the principal aspects of methodology are the recording instrument, the sample, units of analysis, the training of coders, the assessment of the reliability of the observations, and data analysis techniques.

#### Recording Instrument

The first step of the proposed research will be to develop, pilot test and finalize the recording instrument. Two instruments will be developed -- one for dramatic programs and one for news programs. Where possible, content items will be similar so as to facilitate comparisons between the two program types. Each instrument will have two sections -- one focusing upon the program (or news story) as a whole and one for the characters who populate the dramatic program or news story.

The recording instrument, especially the sections dealing with the recording unit as a whole, will be designed using an analytic framework that isolates the overall portrayal of courts, courtroom and legal proceedings in regard to four basic notions -- what exists, what is important, what is right, and what is related to what. These notions are translated into four constructs called attention, emphasis, tendency, and structure (1). Attention is measured by determining what kinds of legal and courtroom proceedings are presented and how often they appear. Emphasis examines these elements in terms of their importance or relevance to the unit of analysis; that is whether the topic is a minor, significant, or major focus of the program or news story. Tendency isolates whether a particular topic is presented in a positive, negative, or neutral fashion. Finally, the last construct, structure, determines what topics are related (appear together) in the entire message system.

We will also examine all the characters who populate these programs. We will be especially concerned with determining the characteristics of those who are cast in legal-related roles such as lawyers, judges, defendants, witnesses, jurors, etc. We will include a number of demographic variables (age, sex, race, socio-economic status, marital status), as well as a number of variables of a descriptive nature -- type ("good"- "bad"), success,

committing violence, victimization, romantic and family involvement, degree of expertise, and degree of achievement.

### Data Collection

All of the new data collected for dramatic programs in the Cultural Indicators Videotape Archives will be added to existing data for programs and characters. Thus, this phase of the project will be extremely efficient and only entail collection of data relating specifically to legal and courtroom matters. The entire instrument will be applied to news stories relating to legal and courtroom matters.

We will first develop the instrument and conduct an extensive pilot test by having our staff code 10 programs. All problems encountered will be discussed, resolved, and the instrument revised accordingly. The pilot testing phase will also include development of the necessary and appropriate training materials. Once we are satisfied that the instruments are satisfactory and we have isolated any potential coding problems, we will hire and train coders and complete the data collection.

### The Samples

The sample of dramatic programs will include 100 programs in which courts and legal matters are central to the plot. These programs will be selected through our computerized data archives. The time parameters of the samples from which these programs will be selected are as follows: Monday through Saturday evenings from 8:00 to 11:00 p.m. EST and Sunday evenings from 7:00 to 11:00 p.m. EST.

The sample of news programs will be randomly selected from the news libraries/archives of commercial stations in both the state with television and in the state without television. Preliminary investigation has indicated that many stations keep videotapes of news programs for a year after they have been aired. The final sample should include about 400 news programs, but, as the frequency of court-related news stories is unknown, we cannot estimate how many specific stories this sample will generate (2).

The sample shall include a random sample of the news broadcasts across a one-year period as well as purposive sampling of news broadcasts across the same one-year time frame (3). This will constitute, in effect, one or more case studies of how local stations cover "major trial events" in their community. Analysis

of these broadcasts will help us assess the atypical coverage of courts, or what local stations view as especially "newsworthy." The combination of these two strategies should facilitate a thorough assessment of the varied conditions under which local television stations cover their local courts.

### Coding and Training Procedures

In message system analysis coders are trained to do a specialized kind of observation. They must reliably make the discriminations required by the recording instrument and record them in a specific form. Coders must focus only upon what is presented explicitly in the material they are coding and not how it might be judged by a critical viewer. Coders are instructed to be able to point to specific evidence in the program for each coding decision they make. They cannot fall back on or use their prior knowledge of specific programs. Their task is to generate the data for the subsequent analysis that will permit interpretation of the common message elements and structures that are available to the public of diverse viewers.

For the full analysis of these samples, a coding staff of about 12 coders will be recruited and hired to work for a maximum of 20 to 25 hours each week. The training period will require five weeks of instruction and testing. Training will begin with an introductory session devoted to item-by-item discussions of the recording instrument. The trainee group will be subsequently split into randomly assigned coding teams of two each, and all coder-pairs will begin a training period in which they will view and code seven specifically selected dramatic programs that have been viewed and coded by the supervisory staff. When coders are trained to code news programs, they will view and code twelve specific selected news stories that have also been viewed and coded by the supervisory staff. In both coding phases of the project, each coder-pair will work independently of all other pairs, and will return a joint coding for each program. Coder-pairs will then meet with members of our supervisory staff and discuss the difficulties encountered in the training exercises. Coders will continue to code training programs and consult with our staff until all problems are resolved.

During both the training and data-collection phases of the project, the coder-pairs will be able to monitor the assigned videotape of the program or news story as often as necessary. A subsample of the programs will be coded independently by two separate coder-pairs to provide double-coded data for the reliability analysis.

## Assessment of Reliability

Reliability measures are designed to ascertain the degree to which the recorded data reflect the properties of the material being studied and not the contamination of observer bias or of instrument ambiguity. Theoretically both types of contamination are correctable, either by refining the instrument or intensifying coder training; or, as a last resort, by eliminating the unsalvageable variable or dismissing the incorrigible coder. Measures of reliability thus serve two functions: as diagnostic tools in the confirmation of the recording process, and as final evaluators of the accuracy of a phenomenon's representation in the actual recorded data.

Our reliability assessment requires the calculation of an agreement coefficient for each content item in the recording instrument. Five computational formulae are currently available for calculating these coefficients. The variations are distinguished by a difference function, the form of which depends upon the scale type of the particular variable being analyzed. Except for their respective scale-appropriate sensitivity to deviations from perfect agreement, the coefficients make the same basic assumptions as the prototype for nominal scales devised by (4). Thus, in the case of the binary variable, all formulae yield identical results (5).

The agreement coefficients range from +1.00 to -1.00, where +1.00 indicates perfect agreement and .00 is agreement due solely to chance. A coefficient of .50 indicates that performance is 50 percent above the level expected by chance. We have defined acceptable levels of reliability as follows. Items with agreement coefficients of .8 or above are considered as unconditionally reliable, items with coefficients between .6 and .8 are accepted conditionally, while items whose coefficients fall between .5 and .6 are used with extreme caution. Any item whose agreement coefficient is less than .5 will be excluded from any subsequent analysis.

Reliability is thus ascertained by a statistical procedure that measures the agreement of trained analysts (beyond chance agreement) for each content item. If one were to substitute the perceptions and impressions of casual observers, no matter how sophisticated, the value of the investigation would be reduced, and its purpose confounded. Only an objective analysis of unambiguous message elements, and their separation from personal impressions left by unidentified clues, can provide the basis for isolating and understanding stable images in symbolic materials.

### The Data and Data Analysis Techniques

The final set of data will be compiled from the double-coded reliability data base by randomly selecting one of the two codings for each program. These data will be added to the data generated for the programs and news stories that were not included as part of the reliability analysis.

The final sample of data will be subjected to extensive analysis. Statistical techniques will primarily include multi-dimensional cross-tabulations. Association procedures, such as contingency and cluster analysis, will also be used to examine constellations of certain types of content data such as themes and binary characterization attributes. Where possible we will devise multi-dimensional indices composed of a number of content items relating to a particular topic. These measures will enable us to take a number of different aspects of the portrayal of various topics into account; for example, how the topic is portrayed in the program, in characterizations, and so on.

## FOOTNOTES

1. George Gerbner, "Toward Cultural Indicators: The Analysis of Mass Mediated Public Message Systems." In George Gerbner, et al., (eds.) The Analysis of Communication Content: Development in Scientific Theories and Computer Techniques, (New York: Wiley, 1969).
2. In order to achieve a 95% confidence level in the estimation of a population proportion of .5 (i.e., a dichotomous variable), we would need 384 broadcasts in each research site. Such sample sizes would be prohibitively costly to collect and analyze. A 90% confidence level would require 96 broadcasts per site. Therefore, we shall accept a confidence level between 90% and 95%. For further discussion of sampling requirements, see John H. Mueller, Karl F. Schuessler, and Herbert L. Costner, Statistical Reasoning in Sociology, 2nd edition (Boston: Houghton Mifflin, 1970).

We have made preliminary inquiries regarding availability and access to news station broadcast tapes. Our inquiries suggest that back tapes ordinarily are available for at least one year at major network stations in large cities.
3. For a discussion of purposive sampling, and its variety of approaches, see Patton, Qualitative Evaluation Methods, (Beverly Hills and London: Sage Publications, 1980).
4. William A. Scott, "Reliability of Content Analysis: The Case of Nominal Scale Coding," Public Opinion Quarterly, 1955, 17:3, 321-325.
5. Klaus Krippendorff, "Bivariate Agreement Coefficients for the Reliability of Data." In E.F. Borgotta, (ed.) Sociological Methodology: 1970, (San Francisco: Jossey Bass, 1970); and Klaus Krippendorff, Content Analysis: An Introduction to its Methodology, (Beverly Hills: Sage Publications, 1980).