Progress report on

CULTURAL INDICATORS RESEARCH PROJECT
(NIMH Grant MH-21196-03)

George Gerbner and Larry Gross
Co-investigators

The Annenberg School of Communications
University of Pennsylvania
Philadelphia 19174

We undertook to develop methodologies for the reliable observation of "facts of life" of the world of television drama, and to create tools and procedures for the assessment of the conceptual consequences of "living" in that fictional world. The first type of research we call the analysis of message systems. The second is the study of the conceptions they tend to cultivate among those most heavily exposed to them. In testing the cultivating effects of the "facts of life" in the world of television drama we relied primarily on those "facts" that diverge from the "real world" as represented in factual statistics and possibly news accounts.

Message system analysis. Network dramatic programs transmitted in prime time (7 through 11 p.m.) and all day Saturday for one full week in the fall of each year (after the launching of the new season) comprised the annual samples on which message system analysis was performed by trained coders. Six years of research made available to the project the analysis of 656 programs (plays), 1907 leading characters, and 3505 acts or episodes. The rich and complex cumulative archives of this project will take time to digest, formalize, and report in a systematic and periodic fashion. Thematic trends appear to be remarkably consistent despite apparent fluctuations of style and the popularity of different formats. Only a few highlights of this analysis can be noted here.

More than nine out of ten dramatic programs (other than cartoons) are "realistic." The world of television is mostly domestic, urban, and contemporary. Foreigners make up 14 percent of its population. The fantastic and the implausible are more likely to occur far out in the country, or in other countries, than close to home. Wars, small towns, places of great wealth and poverty, and sparsely populated areas are more likely to be found abroad than in the U.S.

The past is rarely and the future is never comic. Poverty is funnier than wealth, even if it is rare (once in a hundred settings) and far away. Most of those employed in the world of television drama are professionals, but most are also unmarried and in the prime of life. Business, government, entertainment, law enforcement, and crime are the major occupations. Half of all people commit violence, one fifth perpetrate some crime, six percent kill someone and three precent are killed.

Males outnumber females four to one. Children's cartoons portray even fewer women and more violence. Children and old people are hard to find; each comprise only about six percent of the television population. More females than males are young, but women age earlier and faster than men. The aged are more likely to be evil, and thus to fail, than the more youthful.

Social power on television is demonstrated in the pattern of violent action. Although in 1972 the violence index was at its 1970 level (slightly below 1971), and the number of violent characterizations declined somewhat, the rate of violent episodes rose and the ratio of victimization was the highest in six years. That ratio, the number of victims for each violent character, might be considered an indication of domination and possibly fear cultivated in the television world. The victimization ratio for the last six years was:

1967	1.16
1968	1.13
1969	1.21
1970	1.09
1971	1.10
1972	1.26

Thus the absolute amount of violence is not necessarily a good measure of its functions in shaping conceptions of social reality. For example, the victimization ratio for white males was 1.13, for other males 1.18. The same ratio for all males was 1.14, for all females 1.39. The charts on page 157 of Appendix A also illustrate how the power structure of the television world victimizes females and nonwhites, even among cartoon "animal" characters.

The next question is how the social symbolic context of the television world affects the prevailing cultural climate and cultivates viewers' conceptions of the facts of life. That is the question addressed in the cultivation analysis part of the pilot (and the proposed) project.

Cultivation analysis. Semi-projective picture tests and a questionnaire administered to different groups of respondents were the principal methods for the assessment of the dominant imagery and cultivation effects attributable to television. The picture tests were developed with relatively small groups of children, most of whom are moderate to heavy viewers of television. The purpose was mainly to develop relatively non-structured (and nonverbal) measures of imagery usable with children, and to test their efficacy in eliciting responses that could be related to general cultural stereotypes presented on and presumably cultivated by television. The specific cultivating effects were tested in one of the picture tests and then by the questionnaire on a national probability sample of heavy and light viewers matched on some other characteristics and also grouped by some other media habits.

The first set of semi-projective materials consists of a large set of passport-type passport-type photographs of a heterogeneous group of people taken by us under standard conditions. The pictures have been reliably coded in terms of race, sex and age, and can be put together in various ways. We have used somewhat different sets for different purposes. We are currently testing a standardized set of 40 pictures which is divided into equal sub-groups of black and white, male and female, young (18-30) and older (35-60). We have had copies of this set printed on large sheets of heavy paper, randomly ordered and coded numerically for group and individual testing. In addition, we can utilize groups which represent other population segments, for example, elderly or Asians.

We have used these pictures to examine the questions of violence and victimization. In the world of television the "victimization ratios" demonstrate the power of the white and the male over the non-white and female. When we asked children to make judgments about our picture-set people, we found very similar patterns. Using one method, we asked groups of children (aged 8-10) to rate each picture in a set of 40 (20 male, 20 female; 20 young, 20 old; all white), in terms of the likelihood that the person might murder someone, be murdered, or, in a dichotomous choice, kill or be killed. Some were also asked to answer the questions as though these people were all characters from television patterns. The data are very clear (see Table 1). The killers are the young and the male, the victims are young females and older males.

Another group of children was asked to pick out of a bi-racial set all of those who might be murderers and all who might be the victims of murder (not mutually exclusive). They were also asked to make the same choices in terms of TV -- that is, which of the people would be likely to murder or be murdered if they were all characters on television. The ratios of murderers to victims by race and sex (Figure 1) show a pattern which is familiar to television viewers, and reminiscent of our analysis of television drama. White males are equally murderous and victimized, black males are mainly murderous, black and white females are victimized. Children see the pattern essentially the same in terms of life and television. The generation difference also shows up here. The young males are more murderous; the old, especially old women are overwhelmingly victimized.

For another group of black junior high school children we compared the role-portrait choices of the heavy and the light television viewers. The comparisons are in Table 2. (Note the relatively high levels of television viewing in both groups.) The most striking differences are in the choice of heroes (heavy viewers choose more males) and victims (heavy viewers choose more females), which tend to follow the lines of television drama. Heavy viewers also pick more whites as heroes and victims, though not as villains.

TABLE 1: Children's Responses: Violence Probabilities

Question No.1: How likely is each person to murder someone (1-5) ?   (N=10)*

	Young	Old
Male	3.6	2.9
Female	3.1	2.2

A. Male vs. Female: p.= .001
B. Young vs. Old: p.= .001
C. Sex vs. Age   n.s.

Question No.2: How likely is each person to be murdered (1-5) ?   (N=10)*

	Young	Old
Male	2.6	3.4
Female	3.2	2.6

A. Male vs. Female: n.s.
B. Young vs. Old: n.s.
C. Sex vs. Age: p.= .001

Question No. 3: How likely is each person to kill (5) or be killed (1) ?   (N=10) *

	Young	Old
Male	3.8	3.1
Female	3.0	2.2

A. Male vs. Female: p.= .001
B. Young vs. Old: p.= .001
C. Sex vs. Age: n.s.

Question No.4: How likely is each person to kill (5) or be killed (1) on TV?   (N=10)*

	Young	Old
Male	3.7	3.0
Female	2.8	2.5

A. Male vs. Female: p.= .001
B. Young vs. Old: p.= .002
C. Sex vs. Age: n.s.

* All Ss are children, 8-10 years old.
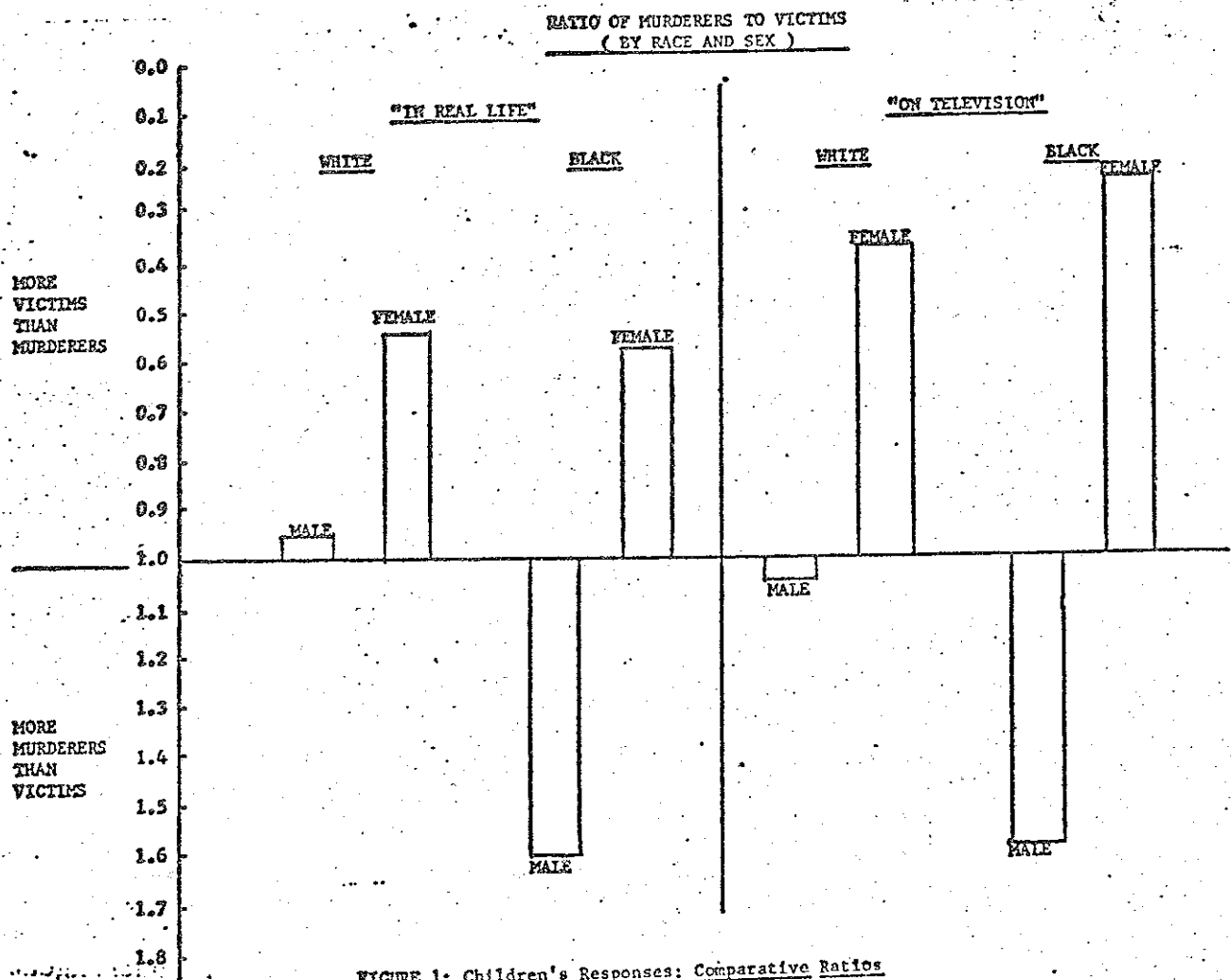
RATIO OF MURDERERS TO VICTIMS
(BY RACE AND SEX)

FIGURE 1: Children's Responses: Comparative Ratios

TABLE 2: Role-Portrait Choices and Television
Viewing Habits for 23 Black 9th-grade Students

		SEX		RACE	
ROLE		MALE	FEMALE	WHITE	BLACK
I. WINNER -- HERO					
	LIGHT VIEWERS (1-6hrs):	62.5%	37.5	--	100.0
	HEAVY VIEWERS (7-15hrs):	73.2	26.5	33.5	66.5
II. LOSER -- VILLAIN					
	LIGHT VIEWERS (1-6hrs):	100.0	--	37.5	62.5
	HEAVY VIEWERS (7-15hrs):	93.2	6.6	33.0	67.0
III. VICTIM					
	LIGHT VIEWERS (1-6hrs):	37.0	63.0	12.5	87.5
	HEAVY VIEWERS (7-15hrs):	20.0	80.0	40.0	60.0

* * *

Our strategy for the investigation of television effects upon specific facts
and conceptions of social reality begins with the analysis of the world of
television drama. We then compare the facts of life on television with those
available for parallel aspects of the "real world." To give a relatively
simple example, most criminal cases involving violence are decided by judges.
On television, however, courtroom trials are an important dramatic arena,
and guilt or innocence are usually determined by juries.

Our next step is to ascertain what respondents -- adults and children,
viewers and non-viewers -- think is the true state of affairs. By matching
the judgments of our respondents with the data derived from our analysis of
television drama and from real-life sources we can build a composite picture
of the relationships between these three images of the world. In many cases
it is possible to trace a line extending between the image of the world via
television and that image which presumably reflects the true world of fact --
and then place our respondents at various points along this dimension. In
such cases we may be able to see how close our viewers come to seeing the
world as would our hypothetical hermit in solitary confinement with a
television set.

The primary tool we have been developing for this purpose, in addition
to the portrait sets discussed above, is a semi-projective questionnaire.
This instrument incorporates two main types of items. The first type consists
of forced error choice items, similar to those used by Hammond*, which
require the respondent to select one of two or more answers to a factual
question. All of the answers are incorrect, but they are chosen so as to
reflect either the bias that is characteristic of television drama, or to
represent a bias in a direction opposite to that which would be found on
television. In other words, these items require the respondent to choose
answers which may reflect either a "television" or a "non-television" (which
often means "real world") bias. The second type of item is designed for the
same purpose but asks opinion, as opposed to factual, questions on issues
that are presented on television in a markedly slanted fashion.

---

*Hammond, K. R . "Measuring attitudes by error choice: an indirect method,"
Journal of Abnormal and Social Psychology, 43:38-48, 1948.

We have assembled an instrument which contains over forty such items, as well as questions about the respondent's age, sex, education, and media habits (daytime and evening television, television news, newspapers, news magazines). This questionnaire was administered by Daniel Starch, Inc./ C. E . Hooper, Inc. in the form of telephone interviews to a probability sample of 607 adult respondents in four metropolitan areas. The sample was pre-screened to form two equal groups of light television viewers (less than 2 hours per day) and heavy television viewers (4 hours or more).

The survey was conducted in April, 1973, and we have only partially analysed the results at this point. Some of the clearest patterns we have observed come from the "factual" items in which respondents must choose between answers which represent a television bias and items which represent a non-television bias or a tendency toward reality. One form of analysis consists of comparing the various sections of our sample in terms of the bias-choice patterns. We have calculated the percent "toward TV" choices for the heavy viewers, and for the light viewers. The difference between these percentages we term the "Cultivation Differential" of television viewing for each item.

We have compared the cultivation differentials of several media for a number of "factual" items (see Table 3). Two striking patterns emerge in these comparisons. The cultivation effects of general television viewing show positive and often significant differentials between heavy and light viewers -- with heavy viewers being more likely to choose answers which reflect a "television" bias. As can be seen on Table 3, 11.3 percent more heavy viewers than light viewers overestimate the percentage that Americans are of the world population; that is, in fact what they experience in the world of television. (Sex, age, and education do not significantly affect these margins.) Heavy viewers similarly carry their television experience into the real world of social reality when they give a "television" rather than the very different "real world" answer to questions on population density, employment, crime and violence, and law enforcement. One of the most telling results of exposure to the pattern of victimization seen on television is the fact that heavy viewers significantly overestimate their own chances of encountering violence in real life.

TABLE 3: Differences Between Heavy Viewers' and Light Viewers'
Conceptions Compared to those of News Readers

	CULTIVATION DIFFERENTIALS			
QUESTION	TV VIEWING HEAVY - LIGHT	TV NEWS VIEWING HEAVY - LIGHT	NEWSPAPERS HEAVY - LIGHT	NEWSMAGS. ANY - NONE
1. US POP. AS % OF WORLD POP. (TV OVEREST.)	+11.3**	+9.2**	-10.9*	-6.7
2. POP. DENSITY OF US VS. OTHER COUNTRIES (TV OVER):	+8.9 **	+3.2	-13.8**	-3.6
3. % WHITE AMER. EMPLOYED AS PROF.& MANAGERS (TV OVER):	+14.4**	+9.4**	-10.7*	-8.5
4. % NONWHITE AMER. EMPLOYED PROF. & MANAGERS (TV OVER):	+ 6.5*	+8.1	- 5.9	+2.3
5. % EMPLOYED AS PRO ATHLETES, ENTERTAINERS, ARTISTS (TV OVER):	+10.2**	+11.0**	-14.4**	-7.1
6. % MALES WITH LAW ENFORCE. JOBS (TV OVERESTIMATES):	+ 9.3*	+12.1**	-18.5**	-1.7
7. % CRIMES THAT ARE VIOLENT (TV OVERESTIMATES):	+ 8.1**	+ 7.4	- 7.2	-11.9**
8. FATAL VIOLENCE OCCURS BET. STRANGERS (TV PATTERN) :	+ 3.4	+ 8.7*	- 2.8	-15.1**
9. % AMERICANS VICTIMS OF VIOLENT CRIME (TV OVER):	+ 1.6	- 0.5	- 8.7*	- 1.8
10. CRIM. CASES DECIDED BY JURY OR JUDGE (TV SAYS JURY):	+ 6.5	+ 8.5*	-17.5**	- 7.0*
11. YOUR CHANCE OF ENCOUNTERING VIOLENCE (TV OVERESTIMATES):	+12.8**	+ 4.6	-12.7*	+ 3.1
12. CONVICTIONS BASED ON EVIDENCE OR TESTIMONY (TV SAYS EVIDENCE):	+ 5.9	+15.1**	- 1.6	- 4.5

* Differential significant (phi coefficient), p.=.05
** Differential significant (phi coefficient), p.=.01 or better

Larry Gross: Curriculum Vita

Annenberg School of Communications
University of Pennsylvania
Philadelphia, Pa. 19174

Home Address: 135 South 20th St.
                Phila., Pa. 19103

Birthdate: Nov. 22, 1942
U.S. Citizen

Education:
    Brandeis University, Waltham, Mass.: B.A., 1964, Psychology
    Columbia University, New York, N.Y.: Ph.D., 1968, Social Psychology

Honors:
    Magna Cum Laude, Phi Beta Kappa, Sigma Xi
    Columbia University President's Fellowship
    New York State Lehman Fellowship

Professional Employment:
    1968 to 1973   Assistant Professor of Communications,
                      The Annenberg School of Communications,
                      University of Pennsylvania

    1973 —   Associate Professor of Communications

Research Activities:
    Cultural and psychological determinants of symbolic behavior:
            The development of communicational and cognitive skills in
                children.
            Aesthetic socialization and the nature of aesthetic
                communications.
    Effects of the mass media on attitudes and values of viewers, particu-
            larly children. Co-principal Investigator, N.I.M.H. Grant
            MH 21196, "Cultural Indicators."

Professional Affiliations and Activities:
    Member, International Communication Association
    Member, Editorial Board, Journal of Communication
    Fellow, American Anthropological Association
    Member, Board of Directors, Society for The Anthropology
            of Visual Communications
    Member, Editorial Board, Studies in the Anthropology
            of Visual Communications

Papers and Publications:
    "Creativity: Process and Product. Six Case Studies of Creative
        Psychologists," Department of Social Psychology, Columbia
        University, Mimeo, 1964 (NIMH 2M-7701-02).

Larry Gross: Curriculum Vita

Papers and Publications:

"The Evaluation of a Therapeutic Community: A Social Systems
    Analysis of Daytop Village," Department of Social Psychology
    Columbia University, Mimeo, 1967.

"Manipulated time and eating behavior," Journal of Personality and
    Social Psychology, 1968, 10, 96-108, (with S. Schachter).

"Can we influence behavior to promote good nutrition?," presented
    at a Conference on The American Diet: Healthy or Hazardous?,
    New York Heart Association, October, 1970; Bulletin of the New
    York Academy of Medicine, 1971, 47, 613-623.

"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).

    Also, Chapter 3 of Media and Symbols: The Forms of Expression,
    Communication and Education, D.R. Olson, ed., The 74th Yearbook
    of the National Society for the Study of Education, Chicago:
    University of Chicago Press, 1974.

Communication Technology and Social Policy, Co-editor (with George
    Gerbner and William Melody), New York: Wiley, 1973.

"Art as the communication of competence, " presented at the Symposium
    on Communication and the Individual in Contemporary Society, spon-
    sored by The International Social Sciences Council, The Internation-
    al Council for Philosophy and Humanistic Studies, and UNESCO, Rome,
    1972; Social Science Information (Unesco), 12(5), 1973, pp. 115-
    141.

"The receiving end of visual communications," presented at the American
    Anthropology Association, Toronto, 1972.

"The reality of television fiction: The use of semi-projective tech-
    niques for the study of mass-media effects" (with P. Messaris),
    presented at The International Communication Association, Montreal,
    1973.

"The price of progress: Modes of Communication, art, and education,"
    chapter for UNESCO book on Obstacles to Communication Between Indi-
    viduals and Between Nations, in press.

"Television as a Trojan Horse," presented at the Biennial meeting of the
    International Society for the Study of Behavioral Development, Ann
    Arbor, August, 1973.

Papers and Publications:

"Innovative strategies in Cultivation Analysis," presented at the
   American Anthropology Association, New Orleans, November, 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?" (Discussion of a Symposium
   on Paranormal Communication), Journal of Communication, 25:1,
   1975, pp. 191-194

"Violence Profile No.6: Trends in Network Television Drama and
   Viewer Conceptions of Social Reality, 1967-1973," Research
   Report (with George Gerbner), Annenberg School of Communications,
   University of Pennsylvania, 1974.

"Violence Trends in Television," (with George Gerbner), The Journal
   of the Producers Guild of America, 17:1, 1975, pp.9-12.

"'What do you want to do when you grow up, little girl?' Approaches To
   The Study of Media Effects," (with Suzanne Fox), Invited Paper pre-
   sented at Women and the News Media, a Symposium sponsored by the
   National Science Foundation; Institute for Scientific Analysis,
   San Francisco, April, 1975

" Living With Television : The Violence Profile," (with George Gerbner),
   Journal of Communication, 26: 2, Spring, 1976

" The Interpretive Consequences of Realism," presented at the 74th Annual
   Meeting of the American Anthropological Association, San Francisco, 1975

" The Scary World of Television," (with George Gerbner), Psychology Today,
   April, 1976

" Violence Profile No.7 : Trends in Network Television Drama and Viewer
   Conceptions of Social Reality, 1967 - 1975," (with George Gerbner,
   Micheal Eleey, Suzanne Fox, Marilyn Jackson-Beeck & Nancy Signorielli)
   Annenberg School of Communications, University of Pennsylvania, 1976

BIOGRAPHICAL SKETCH

Marilyn Jackson-Beeck
G-6 Annenberg School of
 Communications   Phone: (215) 243-7067
University of Pennsylvania
Philadelphia, Pennsylvania 19174

Education

Ph.D. Student, Annenberg School of Communications, University of
Pennsylvania, Fall 1975 to present

Master of Arts, Journalism and Mass Communication, University of
Wisconsin, December 1974

Bachelor of Arts, Political Science, University of Wisconsin,
January 1972

Research and Professional Experience

Research Assistant, Cultural Indicators Project, University of
Pennsylvania, Fall 1975 to present

Teaching Assistant, "Mass Media and Society," University of
Pennsylvania, Spring 1976

Programmer, Philadelphia Health Management Corporation, Summer 1975

Research Assistant, Mass Communications Research Center, University
of Wisconsin, Summer 1973 through Fall 1974

Teaching Assistant, "Introduction to Communication Processes,"
University of Wisconsin, Fall 1974

Professional Memberships

International Communication Association
Association for Education in Journalism

Awards

University of Pennsylvania partial tuition fellowship, 1975-1976 and
1976-1977 (awarded)

University of Wisconsin Willard G. Bleyer research fellowship,
Summer 1974

University of Wisconsin Vilas fellowship, 1973-1974

Honors
    Phi Beta Kappa
    Phi Kappa Phi

Publications
    George Gerbner, Larry Gross, Michael F. Eleey, Suzanne Fox, Marilyn
    Jackson-Beeck, and Nancy Signorielli, "Violence Profile No. 7: Trends
    in Network Television Drama and Viewer Conceptions of Social Reality
    1967-1975," unpublished research report, Annenberg School of Communications,
    University of Pennsylvania, April 1976.

    Steven H. Chaffee with Marilyn Jackson-Beeck, Jean Lewin, and Donna Wilson,
    "Mass Communication in Political Socialization," in S. Renshon (ed.),
    Handbook of Political Socialization (in press).

    Marilyn Jackson-Beeck and Steven H. Chaffee, "Family Communication, Mass
    Communication, and Differential Political Socialization," paper presented
    at the International Communication Association Convention, Chicago,
    April 1975.

    Abigail J. Nash, Marilyn Jackson-Beeck, Leverne T. Regan, and Vernon A.
    Stone, "Minorities and Women in Broadcast News: Two National Surveys,"
    paper presented at the Association for Education in Journalism Convention,
    San Diego, August 1974.

Curriculum Vitae

Suzanne Kuulei Fox
Annenberg School of Communications
University of Pennsylvania
Philadelphia, Pa. 19174

Home address:
2219 Delancey Place
Philadelphia, Pa. 19103

Education

Ph.D. Candidate in Communications, Graduate Faculty, University of Pennsylvania,
Course work completed.

M.A. in Communications, Annenberg School of Communication, University of
Pennsylvania, 1974. Harry A. Batten Fellow, 1972-73.

B.A. in Economics, College of Liberal Arts, Temple University, 1970.

Academic Awards

Harry A. Batten Memorial Fellowship (1972-75).

New York Television Academy Scholarship (1975).

NBC Scholarship in Communications (1975).

Research Experience

Research Associate, Cultural Indicators Project, Annenberg School of Com-
munication (September, 1972 to present).
  Research for a study of cultural indicators in the mass media, especially
  the cultivating effects of mass media on stereotypy. Duties have included
  administration of analysis aspects of several surveys, design of survey
  instruments, administration and refinement of semi-projective tests,
  negotiations with fieldwork contractors.

Research Associate (January, 1971 - September, 1972) and Consultant (September,
1972 - June 1973). National Analysts, Inc., Philadelphia.
  Varied experience on the Social Science Study Direction staff of a private
  survey research firm involved largely with studies for government agencies
  and universities. Duties have included questionnaire development, data
  collection, design of a cost analysis (basis for several articles in
  Family Planning Perspectives), instruction of local project personnel in
  probability sampling, monitoring of fieldwork, analysis of data, and
  writing both proposals and research reports.

Consultation with Dean Gerbner to a federal government agency in design and
execution of a small survey to generate data to be used as evidence in a
suit alleging misleading advertising by an automobile manufacturer.

Consultant to Scientific Management Inc. on design, administration and
analysis of a community survey investigating adults' expectations and
aspirations concerning their public schools.

Other Experience

Program Coordinator, National Institute for the Administration of Justice,
Temple University (July, 1968 - December, 1970).

Mathematics teacher, Brookville High School, Lynchburg, Virginia (August,
1967 - June, 1968).

Assistant to the Advertising Manager, <u>Philadelphia Jewish Times</u>, Philadelphia (November, 1965 - August, 1967)

Traffic Manager, Radio Station WIBG, Philadelphia (February - October, 1965)

Publications

"What Do You Want To Do When You Grow Up, Little Girl?: Approaches to the Study of Media Effects," (with Larry Gross). Invited paper presented at <u>Women and the News Media</u>; a symposium sponsored by the National Science Foundation; Institute for Scientific Analysis, San Francisco, April, 1975.

"Violence Profile No. 7: Trends in Network Television Drama and Viewer Conceptions of Reality," (with George Gerbner, Larry Gross, <u>et.al.</u>). The Annenberg School of Communications, University of Pennsylvania, April, 1976.

Memberships

American Association for Public Opinion Research
International Communication Association
Committee on Research, University of Pennsylvania

<u>Personal:</u> Unmarried, 30 years old

May, 1976

NANCY SIGNORIELLI

Office:

Annenberg School of Communications
University of Pennsylvania
3620 Walnut Street
Philadelphia, Pennsylvania 19174
(215) 243 - 7064

Home:

313 North 34th Street
Philadelphia, Pennsylvania 19104
(215) 387 - 4051

Date of Birth: July 29, 1943

Education:

A.B. 1965, major in psychology; minor in mathematics
Wilson College, Chambersburg, Pennsylvania

M.A. 1967, experimental psychology
Queens College of the City University of New York, Flushing, New York

Ph.D. 1975, communications research
University of Pennsylvania, Graduate School of Arts and Sciences
Philadelphia, Pennsylvania, 19174

Dissertation: Men and Women in Television Drama: The Use of Two
Multivariate Techniques to Isolate Dimensions of
Characterization.

Positions:

Research Specialist (Message Analysis)
National Institute of Mental Health Grant for the Study of Cultural Indicators
Annenberg School of Communications, University of Pennsylvania
April, 1973 to present

This position provides staff supervision, coordination and technical support for the Cultural Indicators project with particular responsibility for the message analysis data collection and processing. Duties include the supervision of the annual videotaping and archiving of the television programs included in the analysis; the recruitment, training, testing and supervision of the analytical staff; testing and refining procedures used in the collection of this data; the updating, maintaining and archiving of the message analysis data base (OLS and tape); data processing for periodic message analysis reports; preparation of special analyses of the message analysis data; advising and assisting in the archiving and processing of the survey data of the cultivation analysis.

This position also includes serving as a research methods consultant by providing conceptual, technical, and methodological assistance for specific research requests of the faculty and students of the Annenberg School. This has included helping a number of students design and implement thesis and dissertation proposals, providing technical (computer) assistance for students and faculty; teaching basic JCL and the use of canned statistical packages for a number of research oriented communications courses; and overseeing students' use of the Cultural Indicators Project data archives.

Positions (continued):

Research Associate
Surgeon General's Scientific Advisory Committee Grant for the Study of
  Violence on Television
Annenberg School of Communications,   University of Pennsylvania
August 1969 - March, 1973

Supervised annual videotaping and archiving of the television programs included
in the analysis; recruited, trained, tested and supervised the coding staff;
set up (and then maintained and updated) the data archiving system; processed
data for technical reports. Provided technical and methodological assistance
for specific research requests of the Annenberg School faculty and student body.

Instructor, Department of Psychology (1970 - 1971)
Lecturer, Department of Psychology (1969 - 1970)
Chestnut Hill College, Philadelphia, Pennsylvania

Courses offered: statistics,   experimental psychology,   social psychology,
                   introductory psychology,   educational psychology

Media Researcher
Ogilvy and Mather, New York, New York
February - August, 1967

Consulting:

Data Analysis Consultant and Computer Programmer
Education Coordinating Council
Post-Secondary Occupational Education Project
P.O. box 1293, 225 West State Street
Trenton, New Jersey 08625
December, 1975 to present (with Michael F. Eleey)

Designed the coding matrix for a room/facility usage study of the community
colleges and post-secondary vocational institutions in New Jersey. Presently
developing computer programs to edit, verify, analyze, and present this data.

Data Analysis Consultant and Computer Programmer
Project on Human Sexual Development
Room 305, Longfellow Hall
Harvard University, Cambridge, Mass. 02138
August - December, 1975 (with George Gerbner and Michael F. Eleey)

Designed a special presentation of the Close Personal Relationships between
Characters data collected as part of the Cultural Indicators Project.

Consulting (continued):

Computer Programmer
The Philadelphia Group
3508 Market Street
Philadelphia, Pennsylvania 19104
November, 1974 - May, 1975

    Designed and implemented a computer system for a major oil company to analyze employee attitudes towards the company and their working environment.
    Developed edit and production computer programs to analyze over 30,000 respondents in a State Assessment of Educational Goals and Public Attitudes Towards Education project.

Data Analysis Consultant and Computer Programmer
Equal Opportunity in Television Project
U.S. Commission on Civil Rights
1121 Vermont Ave., N.W., Room 400, Washington, D.C. 20425
January - July, 1975   (with Michael F. Eleey)

Designed a special presentation of data for major and minor characters in the Cultural Indicators Project Message Systems Analysis data archives.

Data Analysis Consultant and Computer Programmer
Federal Trade Commission
Washington, D.C.
October - November, 1971 (with George Gerbner and Michael F. Eleey)

Designed and executed a content analysis of a series of commercials used by a nationally known product in preparation for testimony in the FTC's suit against this company and product.

Honors and Awards:

Tuition Scholarship, Annenberg School of Communications, 1972-1973.
Research Assistantship, Annenberg School of Communications, 1967-1969.
Teaching Assistantship (statistics), Queens College, Fall, 1966.
Research Assistantship, Queens College, Spring, 1966.
Distinction on the comprehensive examination in psychology, Wilson College, 1965.
Dean's List, Wilson College; Fall, 1964; Spring, 1964; Fall, 1963.

Professional Organizations:

International Communications Association
American Association for Public Opinion Research
Association for Education in Journalism
Broadcast Education Association

Publications:

The Violence Profile, Number 7. Trends in Network Television Drama and
  Viewer Conceptions of Social Reality. Annenberg School of Communications.
  University of Pennsylvania, in press.
  (with George Gerbner, Larry P. Gross, Michael F. Eleey and Suzanne Fox)

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

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

The Violence Profile, Numbers 5 and 6. Trends in Network Television Drama
  and Viewer Conceptions of Social Reality. Annenberg School of Communications,
  University of Pennsylvania, 1973 and 1974.
  (with George Gerbner, Larry P. Gross, and Michael F. Eleey)

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 Michael F. Eleey and George Gerbner)

Validity Indeed!, Journal of Broadcasting, 17:1, (winter 1972-73), 34-35.
  (with Michael F. Eleey and George Gerbner)

BIOGRAPHICAL SKETCH

*(Give the following information for all professional personnel listed on page 3, beginning with the Principal Investigator.
Use continuation pages and follow the same general format for each person.)*

NAME Nancy S. Tedesco SIGNORIELLI	TITLE Research ~~Associate~~ Specialist	BIRTHDATE (Mo., Day, Yr.) July 29, 1943
PLACE OF BIRTH (City, State, Country) New York, New York, U.S.A.	PRESENT NATIONALITY (If non-U.S. citizen, indicate kind of visa and expiration date) U.S. citizen	SEX ☐ Male ☒ Female

EDUCATION (Begin with baccalaureate training and include postdoctoral)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	SCIENTIFIC FIELD
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, Phila.Pa	Ph.D.	expected-75	Communications

HONORS

Wilson College, 1965: Distinction on comprehensive examination in Psychology

MAJOR RESEARCH INTEREST Image of men and women in television drama	ROLE IN PROPOSED PROJECT Staff Director, Data analyst, Computer specialist and programmer

RESEARCH SUPPORT (See instructions)

RESEARCH AND/OR PROFESSIONAL EXPERIENCE (Starting with present position, list training and experience relevant to area of project. List all or most representative publications. Do not exceed 3 pages for each individual.)

Relevant training and experience:

September 1969 to present: Research Associate, The Annenberg School of Communications, University of Pennsylvania. Relevant experience: (1) Currently consult and lecture on methodological problems in communications research and serve as staff director of a study of network TV drama, in progress, with particular responsibility for data analysis, organization and management: (2) September 1969 to December 1970 served as staff director and methodologist for "Violence in Television Drama; A Study of Trends and Symbolic Functions," research conducted for the Surgeon General's Advisory Committee on Television and Social Behavior of the National Institute of Mental Health; (3) September 1969 to May, 1971, Instructor, Chestnut Hill College, Dept. of Psychology (courses: statistics, social science research methods). Dissertation will use multivariate analytical techniques to uncover the image of men and women in television drama.

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

"Validity Indeed!" J. Broadcasting, 1972, 17:1,34-35. (with Michael F. Eleey and George Gerbner).

"Patterns in Prime Time," J. Comm. 1974, 24:2, 119-124. (Violence Profile #7)

A conference of staff and outside researchers and representatives of government and private agencies was held to advise NIMH on research to follow up and further develop the work of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. The report of that conference, attached as Appendix B, recommended continued attention and research support to long-term, broad impact studies based on prior work in

Should be updated or cut.

*Including the U.S. Office of Education, the National Science Foundation, UNESCO and the International Sociological Association, the National Commission for the Causes and Prevention of Violence (Eisenhower Commission), the Surgeon General's Scientific Advisory Committee, and the National Institute of Mental Health. The key publications by the senior investigator which report theoretical and methodological developments stemming from these studies, and on which this proposal draws, are: "Toward Cultural Indicators: The Analysis of Mass Mediated Public Message Systems" in The Analysis of Communication Content: Developments in Scientific Theories and Computer Techniques, co-edited with Ole R. Holsti, Klaus Krippendorff, William J. Paisley and Philip J. Stone (Wiley & Sons, 1969); "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; "Cultural Indicators: the Third Voice" in Communication Technology and Social Policy, co-edited with Larry P. Gross, and William H. Melody (Wiley & Sons, 1973). A popular article on "Communication and Social Environment" in the September 1972 Scientific American sketches the broadest context in which this research is conceived, and is attached as Appendix A.

this area. The report specifically noted "The need for continuous monitoring, across time and across cultures, of what has been called the symbolic environment. . . We need a better understanding of this 'mainstream,' before we can realistically talk of intervention for change" (p. 9).

A similar conference on indicators of televised violence also recommended broad-gage research placing the issue of violence in the context of a more general assessment of television effects. The report of that conference is attached as Appendix C. Its recommended "violence profile" is one of the indicators included within the scope of the proposed research. Furthermore, this proposal is also responsive to the report's recommendation that ". . The next step is to somehow link studies of viewers' perceptions of violence and its effects with the kind of sophisticated analysis of program content being carried out under the Annenberg School's project" (p. 6). Finally, in a letter of May 12, 1972, the then Secretary of HEW Elliot L. Richardson wrote Senators Pastore and Magnuson that the pilot project "to develop indicators of trends in prime-time television dramatic content and of their effects" including "its context and meaning to the viewer" is "essential to larger efforts to monitor TV violence regularly in a meaningful way useful to those responsible for planning social policy." (See Appendix D.)

1. Objective

Why television drama

Television dominates the prevailing climate of the mass-produced symbolic environment. Its dramatic programs (plays, films, cartoons) cultivate synthetic images of life, society, and the world. Their perception as "entertainment" assures, if anything, relatively easy and universal participation in the usually realistically depicted fantasy world they present. Never before have such large and heterogeneous publics -- from the nursery to the nursing home, from ghetto to penthouse -- shared so much of a system of messages and images, and the assumptions embedded in them. What do these images and messages cultivate in common? What do they teach differently to children and adults, to men and women, and to various social groupings? How do the symbolic structures and their functions change over time?

Fiction and drama offer special opportunities for the cultivation -- and, therefore, analysis -- of elements of existence, values and relationships. Here an aspect of life, an area of knowledge, or the operation of a social enterprise appears imaginatively re-created in its significant association with total human situations. The composite "worlds" of fiction and drama can

reveal social mechanisms underlying, but not necessarily apparent in, other modes of presentation. Those who neither seek nor would select a wide range ~~use~~ of specialized subject matter will find it, nevertheless, in drama and fiction. Most people, and especially the young and the less educated of all ages, encounter most subjects in the form of such "incidental" treatment in the course of their ~~relatively non-selective~~ leisure-time "entertainment."

What is true for the presentation of miscellaneous subject matter applies even more to the cultivation of personal and social characteristics, stereo-types, values, policies, and norms of conduct. Unlike life, the bulk of popular fiction and drama is an "open book." Characterizations are relatively clear-cut, motivations are transparent, problems and conflicts are explicit, and the interplay of forces that determines the outcome, as well as the outcome itself, are usually clear. These characteristics of everyday fiction and drama make them the most common and accessible source of public acculturation.

The research leading to cultural indicators began, therefore, with the analysis of the most pervasive and comprehensive images of everyday culture found in television drama. For most Americans most of the time television _is_ popular culture. The symbolic structures and functions of the message systems found in television drama has provided the basis for an investigation of the assumptions, conceptions, and tendencies cultivated in their viewers. The ~~pilot~~ project ~~gave~~ _has yielded_ striking evidence of such cultivation among heavy viewers. ~~The next and final phase of research development should establish and demonstrate the theoretical and practical usefulness of cultural indicators as guides to scientific understanding, citizen and consumer behavior, and public policy in communications and culture.~~ _Continuing_

Overlapping stages

The project is planned in overlapping stages. The first stage will see the development ~~and~~ launching of cultural indicators based on prime-time network television drama. The annual analysis of the dramatic material will provide the basis for measures of cultivation in selected areas. The first annual report combining message and cultivation analyses, and yielding such trend indices as will be available by that time, will be completed in the third year.

During the second stage (beginning with the second year) the project will formalize the statistical procedures and computer techniques appropriate to a standardized system of data processing and reporting. At the same time, cross-national effort of cooperating research teams will be organized. The first set of comparative findings will be available by the end of the grant period.

2. Background

Do we still need this?

A series of national and cross-national studies provides both a data base and a starting point for the proposed research. The analytical framework has emerged from **these studies.** **They have demonstrated that the** mass-cultural

DO NOT TYPE IN THIS SPACE-BINDING MARGIN

presentations of many aspects of life and types of behavior place them in public context that serves institutional purposes.

Wartime concern with mental health led to the passage of the National Mental Health Act in 1946, the establishment of the National Institute of Mental Health, and the emergence of the "mental health movement" of the fifties. By 1953 John R. Seeley could observe in The Annals of the AAPSS that "This concentration upon, and heightened consciousness of, the nature of mental life is now so widespread as to ensure an appreciative audience for New Yorker cartoons about psychiatrists, Hollywood films about alcoholism or amnesia, mothers-aid books about the emergent little superegos and their resugent little ids."* NIMH began sponsorship of a series of studies on popular conceptions of mental health. The senior investigator of the proposed project joined in the research on how mental illness is presented in the press and in popular drama and fiction. We looked at the processes of control and decision-making that gave rise to specific content configurations in public information and entertainment. We studied the dynamics of image-cultivation on terms related to the composition of the message systems involved. The research was completed by 1960.** It represents a valuable data base and benchmark for continuing and comparative analysis.

Sputnik generated (for reasons peculiar to American culture) an orgy of educational soul-searching. Under a grant from the U.S. Office of Education the senior investigator studied the portrayal of schools, teachers, and students in the mass media of ten countries. Again we traced the ebb and flow of attention and the composition of factual and fictional representations that cultivated popular conceptions of education in the U.S., four countries

---

*John R. Seeley, "Social Values, the Mental Health Movement, and Mental Health," The Annals of the American Academy of Political and Social Science, Vol. 286 (March 1953), p. 22.

**George Gerbner, "Mental Illness on Television: A Study of Censorship," Journal of Broadcasting 3:292-303, Fall, 1959; Cf. Jum C. Nunally, Jr., Popular Conceptions of Mental Health; Their Development and Change (New York: Holt, Rinehart & Winston, 1960); George Gerbner, "Psychology, Psychiatry and Mental Illness in the Mass Media: A Study of Trends, 1900-1959," Mental Hygiene 45:89-93, January, 1961; George Gerbner and Percy H. Tannenbaum, "Regulation of Mental Illness Content in Motion Pictures and Television," Gazette 6:365-385, 1961.

of Western Europe, four countries of Eastern Europe, and the Soviet Union.* A principal value of that research also is as a comparative baseline for periodic indicators of popular cultural trends.

UNESCO, the International Sociological Association, and the National Science Foundation supported a six-nation "Cross-Cultural Study of Films and the 'Film Hero.'" One year's feature film production in the U.S., France, Italy, Yugoslavia, Poland, and Czechoslovakia provided the basis for a comparative investigation of the fictional worlds and "culture heroes" of the major single source of imaginative representations shared across national boundaries.**

In 1968, the senior investigator received a research contract from the National Commission on the Causes and Prevention of Violence to conduct an analysis of the extent and nature of violent representations in prime time network television drama for the 1967 and 1968 seasons. The findings provided part of the factual basis for the Commission's recommendations, and were reported in its Mass Media Task Force report.*** Subsequently, under a grant from the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, the study was extended to cover 1969 and 1970 television seasons,**** and the analysis continued under NIMH auspices in 1971 and 1972.*****

---

*George Gerbner, "Mass Communications and Popular Conceptions of Education: A Cross-Cultural Study." Cooperative Research Report No. 867 (U.S. Office of Education, 1964); "Smaller Than Life: Teachers and Schools in the Mass Media," Phi Delta Kappan 44:202-205, February, 1963; "Images Across Cultures: Teachers in Mass Media Fiction and Drama," The School Review 74:212-229, Summer, 1966; "Education About Education by Mass Media," The Educational Forum 31:7-15, November, 1966; "Newsmen and Schoolmen; the State and Problems of Education Reporting," Journalism Quarterly 44:211-224, Summer, 1967; "The Press and the Dialogue in Education; A Case Study of a National Educational Convention and its Depiction in America's Daily Newspapers," Journalism Monograph No. 5, 1967; "Teacher Image and the Hidden Curriculum," The American Scholar, 42:66-92, Winter, 1973.

**George Gerbner, "The Film Hero; A Cross-Cultural Study," Journalism Monographs No. 13, 1969.

***Violence and the Media, a report to the National Commission on the Causes and Prevention of Violence prepared by David L. Lange, Robert K. Baker, and Sandra J. Ball. U. S. Government Printing Office, Washington, D.C., 1969. (See Chapter 15 and Appendix III-J.)

****George Gerbner, "Violence in Television Drama; A Study of Trends and Symbolic Functions," in Television and Social Behavior, Vol. 1, Content and Control, edited by G. A. Comstock and E. A. Rubinstein. Washington: Government Printing Office, 1972.

*****George Gerbner, with the assistance of Michael F. Eleey and Nancy Tedesco, "The Violence Profile; Some Indicators of Trends in and the Symbolic Structure of Network Television Drama 1967-1971," in Hearings Before the Subcommittee on Communications of the Committee on Commerce, U.S. Senate, U.S. Government Printing Office, 1972.