

THE INFLUENCE OF TELEVISION
UPON ADOLESCENT PERCEPTIONS
TOWARD POLICE AND CRIME

by

Robert A. Markowitz

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Adviser

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Date



Dean of the Graduate School

6-3-81

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ABSTRACT

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This study was an attempt to discover if a relationship exists between frequency of television viewing and adolescent perceptions of police and crime. The apparent unrealistic portrayal of police on television have led researchers to examine the specific content of police and crime dramas to determine if these unrealistic portrayals have an effect on perceptions and attitudes. The basic theoretical position surrounding the study focuses in on the theory of "social reality," a theory which states that since it is too difficult to come into experience with everything in our environment, one's definition of a situation is derived from communication.

Five hypotheses were addressed in the study. Each hypothesis was concerned with an issue surrounding the police. The five issues under consideration were: police role, police adherence to regulations imposed upon them, crime control/due process issue, police violence and danger potential, and police efficacy in dealing with crime.

The sample employed in the study consisted of adolescent female and male students from Rutherford B. Hayes Middle School in Youngstown, Ohio. The variables in the study were measured by a questionnaire which was designed to obtain attitudes and perceptions concerning the police, as well as questions directed toward television viewing habits and demographic data. The responses were divided into three separate groups based upon the frequency of police shows and total shows viewed on a regular basis. The three groups consisted of high frequency, low frequency, and medium frequency viewers. The relationship between the primary independent variables to the dependent variables were determined by the one-way analyses of variance procedure. The relationship between the secondary independent variables to the independent variables were determined by the two-way analyses of variance procedure.

Some of the more interesting results of the study demonstrated that law enforcement role was chosen as the most important role for police, and that females appeared to be more oriented to the law enforcement role than males. The respondents as a whole felt that the police occupation is potentially very dangerous.

The primary results of the study do not support the major premise of the research, that a relationship exists between frequency of television viewing and perceptions toward police and crime. However, it was concluded that television as a source of information concerning police

activity, regardless of the number of shows viewed, appears to be an important factor in attitude formation toward police and crime.

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CHAPTER I

THE PROBLEM

Need

Comprehending the role and function of police in the United States can be a difficult and perplexing task for individuals in society. This phenomena, in part, may be contributed to the realization that many individuals have never had direct, personal contact with law enforcement beyond being stopped for a traffic offense.¹ Hence, for many, the mass media serves as a convenient source of information concerning police and crime in the United States.

Many people, particularly adolescents, have relied upon television as a major source of indirect information regarding one of the most significant institutions in our society: law enforcement.² The hours devoted to police and crime-oriented television programs is countless. As television becomes a more important socialization mechanism in our society, we must be concerned with the image of police,

¹Dan Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement" (Unpublished Ph.D. dissertation, University of Oregon, 1977).

²Ibid.

crime and criminal behavior that is presented through this medium. Therefore, we must look at the possible effects the vast amount of crime, violence, and portrayals of police have on the viewer's perceptions of the reality of these concepts.

In recent years many arguments have been presented to support the notion that television serves as an educational and socializing device. For instance, Herbert Gans suggests that television should be analyzed not simply as a mass medium but rather as an educational medium.³ Alberta Siegel feels that television is "profoundly educative" for its viewers.⁴ Halloran asserts that children learn a series of potential behaviors from television as well as inculcating attitudes and values.⁵ It certainly appears that the potency and influence of television cannot be taken lightly. The degree to which individuals are influenced by television becomes a serious issue if t.v. does indeed serve as an educational tool.

³Herbert Gans, "Mass Communication as an Educational Institution," American Education in the Electric Age: New Perspectives on Media and Learning, ed. Peter L. Klinge (Englewood Cliffs, New Jersey: Educational Technology Publications, 1974).

⁴Alberta Siegel, "The Effects of Media Violence on Social Learning," The Process and Effects of Mass Communications, ed. Wilbur Schramm, Donald Roberts (Urbana, Illinois: University of Illinois Press, revised edition, 1972), p. 635.

⁵James D. Halloran, The Effects of Television (London: Panther Books, 1970).

Police departments interested in improving police-community relations should be concerned with the many factors which play a role in determining and influencing attitudes toward police. The role of the mass media should be included as one of these factors, and its importance has drawn concern from various police officials across the country. Former New York Deputy Police Commissioner Robert Daley is concerned that imponderable portrayals of police might be fabricating a myth that will dampen citizen-police relationships.⁶

Interpreting adolescent attitudes toward police is extremely important. Attitudes and perceptions toward police and other authority figures by youth must be analyzed in terms of contributing elements toward juvenile delinquency. The delinquency problem in the United States is a problem of serious proportions. Enormous numbers of young people appear to be involved in delinquent acts. Self-report studies have revealed that perhaps 90 percent of all young people have committed at least one act for which they could have been brought to juvenile court.⁷ In addition,

⁶Robert Daley, "The TV Cops: Distortions Blur a Real Problem," Issues in Broadcasting: Radio, Television, and Cable, ed. Ted C. Smythe, George Mastroianni (Palo Alto California: Mayfield Publ. Co., 1974): 59-64.

⁷The President's Commission on Law Enforcement and Administration of Justice, "Juvenile Delinquency and Youth Crime," Society, Delinquency, and Delinquent Behavior, ed. Harwin L. Voss (Boston: Little, Brown and Co., 1970): 12-16.

examining adolescent attitudes is important in that attitudes tend to crystallize at this time of life.⁸ It is also in early adolescence that a youth begins to replace the value systems that he or she has learned from adults with a value system of their own. Portune's study provides evidence that adolescents appear to have little understanding of the police officer and his role. Portune states:

The obligation to develop favorable attitudes toward law enforcement is especially pressing in the junior high school. . . School people are more and more coming to the realization that early adolescence is a key period in life, especially with respect to attitude formation.⁹

According to Joseph Dominick, a combined effort is needed by both sociologists and communication researchers to evaluate the influence of mass media upon attitudes toward crime and police.¹⁰ He asserts that mass communication researchers have been investigating socialization implications of mass media but have not dealt with the role of the media in forming attitudes concerning crime and law enforcement. On the other hand, sociologists have been studying the attitudes of society toward crime but have not focused on a great deal of attention on the underlying

⁸Robert Portune, Changing Adolescent Attitudes Toward Police (Cincinnati, Ohio: W. H. Anderson Co., 1971).

⁹Ibid., p. 52.

¹⁰Joseph Dominick, "Crime and Law Enforcement on Prime-Time Television," Public Opinion Quarterly 37 (1973): 241-250.

influence of the mass media in attitude formation.¹¹ Hence, there appears to be a definite need to undertake research that would combine the efforts of the disciplines of sociology and mass communications. The need for research in the area of mass media and law enforcement is well documented by several scholars. Dan Slater suggests, "Further research is needed to expand the field of inquiry concerning social reality and television."¹² Rarick and Townsend declare, "There is a need for further research on adolescents' sources of information on actual police."¹³

Hopefully, the data gathered in this study will make a contribution to the role the mass media plays upon adolescent perceptions concerning police work. Some new areas will be explored to shed some light on the problem. It is an effort to combine mass communication research and social scientific research in the hope of determining attitudes towards an important institution in our society: law enforcement.

¹¹Ibid.

¹²Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement," p. 126.

¹³David Rarick, James Townsend, and Douglas Boyd, "Adolescent Perceptions of Police: Actual and as Depicted in T.V. Drama," Journalism Quarterly 50 (1973): 445.

Purpose

The impact of television upon pro and anti-social behavior is an issue that has been researched on a frequent basis in the past. However, it has not been until recently that the study of television effects has begun to shift from behavioral effects to the study of perceptual effects.¹⁴ Perceptual effects deal with the impact of t.v. entertainment programs on the formation of a view of the world. This study is concerned with these perceptual effects.

The primary focus of this research is to examine the relationship between television viewing of crime dramas and perceptions of law enforcement among adolescents.

Some basic research questions are touched upon in this study. They include:

1. Are there viewers of television who seem to acquire knowledge of the actual police world from fictional television programs?
2. What do viewers learn about real police activities from fictional television?
3. Does television viewing as an independent variable affect perceptions concerning such variables as police role, police violence, police efficacy, and police adherence to law?

¹⁴Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement," p. 40.

4. Do sex, race, contact with police, and other independent variables play a role in affecting attitudes and perceptions concerning police?

Hypotheses

The role of police in modern society has become a very nebulous issue. Policemen perform many different tasks and functions in performing their everyday duties. Enforcing the law, peace-keeping, and service functions are all elements of the police role in modern society. However, a conflict arises as to what role is or should be the most significant one. Generally speaking, television mainly focuses on the law enforcement role of the police. The reasoning behind this lies on the belief that this creates more excitement for the viewer. Thus, the frequent viewer of television in general and crime shows in particular may tend to equate the role of the television police with that of real police if television is relied upon as the primary source of information concerning police activities.

Hypothesis 1: A positive relationship exists between those who are frequent television viewers and a belief that police should function in a law enforcement capacity.

Appellate courts across the United States have imposed legalistic structures to regulate police field conduct. These controls range from search and seizure formalities to reading a suspect his constitutional rights.

These constitutionality issues are often portrayed in fictional crime dramas. It is quite clear from previous research (to be discussed in Chapter 2) that television portrays police as being extremely lawless. Frequent viewers of television, watching police disregard the controls on a prevalent basis, may tend to believe that actual police behave similarly.

Hypothesis 2A: A positive relationship exists between those who are frequent viewers of television and a belief that police violate constitutional rights on a frequent basis.

It has been suggested that the implication of television police shows is that the police in the real world have not been granted an adequate amount of power to deal with crime. In essence, television plays down the importance of the "due process model" of criminal law by pointing to its deficiencies. On the other hand, the "crime control model" of criminal law is quite often portrayed as the most appropriate model of the criminal process. These two models will be explained fully in Chapter 2.

Hypothesis 2B: A positive relationship exists between frequent viewers of television and a favorable attitude toward the "crime control model" of criminal law.

Violence and danger are certainly a prominent feature of television, particularly crime dramas. Content analyses of crime dramas on television have demonstrated that fictional crime dramas tend to indicate that the police profession is an extremely dangerous one. Police are often

involved in grossly exaggerated amounts of dangerous activities on television, such as shootouts, car chases, and hand to hand fighting.

Hypothesis 3: A positive relationship exists between frequent viewers of television and a belief that police are involved in danger and violence on a frequent basis.

Television crime is generally shown to be unsuccessful. The theory that the "good guys" always win in the end holds true on police programs. Policemen solve a high majority of the crimes portrayed on television. Their efficiency rate in solving crimes far exceeds that of real police. Hence, frequent viewers of television may actually believe that police in the real world may solve crimes in a similar manner and to the same degree.

Hypothesis 4: A positive relationship exists between frequent viewers of television and a belief that real police are extremely efficient in solving crimes.

Theory

Acquiring knowledge through direct information is an extremely difficult task. The environment is too complex for a "direct acquaintance."¹⁵ Individuals have an image of the environment within themselves. However, this "picture" is not reality, but a pseudo-reality based upon indirect knowledge. If the images one receives are not accurate, but are perceived to be accurate, then the

¹⁵Walter Lippman, Public Opinion (New York: Harcourt, Brace, and Co., 1972).

distinction between reality and fantasy becomes blurred and as a result distortions of the real world may occur. The theory of "social reality" has been used by several scholars to describe this phenomena. McLeod and Chaffee define social reality as "the extent that one's definition of a situation is derived from communication with other people rather than from his direct experience."¹⁶ Slater defines social reality as the image of the world one has which is obtained from both direct and indirect sources of information.¹⁷ In his reflection on the topic of social reality, Walter Lippman asserts, "since so much of our information about the world is provided by other than direct observation and exposure, what becomes important is the extent to which the indirect information is an accurate reflection of the environment."¹⁸ Since many individuals do not come into direct contact with police, it makes sense to assume that their source of information concerning crime and police activities may quite possibly be derived from indirect sources, such as television. The issue therefore becomes: To what degree do individuals perceive the images on police

¹⁶ Jack McLeod and Stephen Chaffee, "The Construction of Social Reality," The Social Influence Process, ed. James T. Tedeschi (Chicago: Aldine and Atherton Inc., 1972): 50-99.

¹⁷ Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement."

¹⁸ Lippman, Public Opinion.

television shows to be an accurate reflection of the real world?

Overview

The thesis includes five separate chapters. In Chapter 1, the problem under investigation is described. The need for undertaking this particular research is explored. The purpose explains why this particular study was undertaken. The hypothesis section of Chapter 1 is a concise statement of the broad implications which are expected to be found in the study. The elaboration of theory is an attempt to operationalize the subject under examination.

In Chapter 2, the pertinent literature is reviewed. Previous research studies related to the subject under present study is explored. The findings of these previous studies are characterized to exhibit how they may be incorporated or improved upon in this research design.

In Chapter 3, the design of the study is described. The sample, operational measures, testable hypotheses, design, and analysis are elaborated upon to account for the method of operation that is implemented.

In Chapter 4, the results of the analysis are presented. The findings which are derived from the data are portrayed by use of charts and tables. In addition, the interpretation of the results are demonstrated to

determine significance or non-significance of the hypotheses.

Chapter 5, the research is summarized and conclusions are drawn. In addition, a discussion of the implications of the results and the implications for future research in this area is included.

The question of public attitudes toward the police has been a subject discussed on a frequent basis. Citizens have a responsibility to serve the public, it is believed that to obtain a grasp of how the public rates the performance of police. The urban unrest of the late 1960s has often been linked by inadequate police-citizen relationships. This situation has brought police administrators to deal more intensively with the issue of public attitudes and images of police. An important study conducted by the police image was conducted by Brown and Friedrich. The purpose of their study was to examine four variables that might significantly affect the policeman's image: race, sex, age, and type of communication contact. The researchers attempted to discover if white and black differed in race, sex, age, and type of contact with police officers. It was hypothesized that black view police officers negatively more than do whites.¹⁹

¹⁹ W. H. Brown and E. F. Friedrich, "Police Image: An Exploratory Study," *Journal of Criminology* 30 (1970): 270-274.

CHAPTER II

REVIEW OF THE LITERATURE

General Studies Concerning Attitudes Toward Police

The question of public attitudes toward the police has been a subject examined on a frequent basis. Because police have a responsibility to serve the public, it is imperative that we obtain a grasp of how the public rates the performance of police. The urban unrest of the late 1960s has often been linked to inadequate police-citizen relationships. This phenomena has prompted police administrators to deal more intensely with the issue of public attitudes and images of police. An important study exploring the police image was conducted by Brooks and Friedrich. The purpose of their study was to examine four variables that might significantly affect the policeman's image: race, sex, age, and type of communication contact. The researchers attempted to discover if subjects who differed in race, sex, age, and type of contact will also differ significantly in the images they hold of police. The results demonstrated that blacks view police significantly more negatively than do whites.¹⁹ Further

¹⁹W. D. Brooks and D. E. Friedrich, "Police Image: An Exploratory Study," Journal of Communication 20 (1970): 370-374.

results demonstrated that, in general, persons with no contact with police had the most favorable attitudes. The question that must be raised then is - what is their source of image? The answer may possibly be linked to the mass media.

The junior high school age group is particularly relevant in the study of altering youthful attitudes toward authority figures, especially police. Portune's study of 1,000 Cincinnati junior high school students is generally regarded as the pioneer research of this type. The results of the study substantiated the theory that the patrol officer lacks an understanding of adolescent behavior. In the same respect, it is also clear that based upon this research, adolescents appear to have little understanding of the police officer and his role.²⁰ Portune found inconclusive evidence as to the effect of socioeconomic level of attitudes of youth toward police. On the other hand, Bouma's research provides evidence to indicate that socioeconomic level does indeed have an effect. Bouma directed a study of over 10,000 students in 10 school systems in various parts of the State of Michigan. The primary focus was on the junior high school students, where, as Bouma declares, "the major shifts toward negative

²⁰Portune, Changing Adolescent Attitudes Toward Police.

attitudes concerning the police were found to occur."²¹ Bouma discovered that race was the most significant single factor associated with differences in attitudes toward the police, with black students showing a great deal more hostility. In addition, it was revealed that the higher the occupational status of the father, the less antagonism the student expresses toward the police.²²

Derbyshire's study of 3rd grade children furnishes similar results. It was demonstrated that the black and Mexican-American youngsters differed significantly from the upper-middle class Caucasian/Anglo youngsters in that the minority group children were much more likely to view police as aggressive or with negative behavior connotations. Anglo-American upper-middle class children tended to see the policeman's task as being neutral, non-aggressive, and assisting rather than aggressive, negative, or hostile.²³

There is little doubt that the behavior of police plays an important role in influencing attitudes. To this concept, Claudine Wirths asserts, "The actions and attitudes of law enforcement people themselves probably constitute

²¹Donald Bouma, Kids and Cops (Grand Rapids, Mich.: Eerdmans Publ. Co., 1969) p. 45.

²²Ibid., p. 69.

²³R. L. Derbyshire, "Children's Perceptions of the Police: A Comparative Study of Attitude Change," The Journal of Criminal Law, Criminology, and Police Science 59 (June 1968): 183-190.

the greatest single cultural influence on public attitudes toward law enforcement."²⁴

Television as an Influence in Contemporary Society

It can easily be argued that a major portion of television's content is poor if judged by high cultural standards. Nonetheless, it is extremely popular as a source of entertainment and communication among the majority of the American public. The average home television set is said to be turned on more than six hours per day.²⁵ In addition, the U.S. Census Bureau estimates that 96 percent of all American homes have televisions.²⁶ It is estimated that at any one time during the prime time viewing period 75 million people are watching television. It appears evident that almost every individual in the United States is at one time or another a member of the television audience. A considerable number of people watch television on a daily basis for significant periods of time.

Television's mass appeal can be attributed to several factors. It has a distinct advantage over printed

²⁴ Claudine G. Wirths, "The Development of Attitudes Toward Law Enforcement," Police 3 (1958) p. 52.

²⁵ Jack Lyle, "Television in Daily Life: Patterns of Use," Television and Social Behavior: Vol. 4, ed. Surgeon General's Scientific Advisory Committee on Television and Social Behavior (Washington, D.C.: U.S. Government Printing Office): 1-32.

²⁶ Ibid.

media in that television is oriented to two senses - sight and sound, while newspapers and magazines are only directed to one sense - sight. In addition, television networks develop programs with elements which appeal to the characteristics of the personalities of the American people.²⁷ A common technique is to include a hero in the program who overcomes a threat with the use of violence. This phenomena might explain the particular popularity of crime shows. The crime show allows the viewer to be part of a segment of life which differs from one's typical life style. This in turn serves to excite the imagination.

Television, like Elizabethan drama, Broadway plays, movies, novels, and any medium of fiction, presents a created world that cannot be expected to represent a prototype of reality. Plots on television crime dramas are often fabricated to display a sense of intrigue which may be appealing to a mass audience. However, these unrealistic portrayals are frequently perceived as being real. Television exposure shows a consistent, step-wise increase in perceived reality. The avid viewers perceive the most realism in the fiction they watch.²⁸ For example, if

²⁷Thomas Warden, "The Influence of Television's Fictional Crime Program's on the Public's Impressions of Real Crime, Criminals, Victims, and Law Enforcement Officers" (Unpublished Master's Thesis, Sam Houston State University, 1976).

²⁸George Comstock, et.al., Television and Human Behavior (New York: Columbia U. Press, 1978).

policemen are first learned about on television and then experienced in real life, the judgement of the fictional may supercede as well as precede estimates of true objects.

It has been argued that television may serve as a potential socializing agent for children and young adults. In this respect, the effects of this medium have caused widespread concern by many scholars since the inception of television. Anthropologist Margaret Mead notes that when television became a fixture in the home, parents could no longer control what view of the outside world the child absorbed. She suggested that t.v. violence no longer is a fantasy escape, "but a prescription for murder."²⁹ In 1962, the Pilkington Committee of England concluded that unless there was proof that t.v. did not influence attitudes and values the "presumption must be that television is and will be a main factor in influencing the value and moral standards of our society."³⁰ Milton Shulman, a media critic, suggested that while the aim of t.v. is entertainment, an escape from reality, it is nonetheless trusted and believed.³¹

²⁹Margaret Mead, "Violence and Your Child," TV Guide Roundup (New York: Holt, Rinehart and Winston, 1960) p. 13.

³⁰James D. Halloran, The Effects of Television (London: Panther Books, 1970) p. 132.

³¹Milton Shulman, The Ravenous Eye (London: Cassell Inc., 1973) p. 202.

Behavioral Effects of Television

Until recently, the primary focus of research concerning the effects of television has dealt with behavioral effects.³² The widespread use of television in the 1950s by children led to inquiries concerning the mass media's negative impact on youth. One of the first major studies concerned with television as a possible cause of antisocial and delinquent behavior was conducted by Himmelweit, Oppenheim, and Vince. Their study concentrated on 10-14 year old children in England. The results demonstrated that there were no differences between viewers and nonviewers of television on an aggression measure.³³ In contrast to these findings, Dominick and Greenberg discovered that elementary school children who watched a high level of violent programming expressed greater approval of violence as a means to resolve conflict.³⁴ Similar results can be found in the classic study of Bandura, Ross, and Ross in 1961. This particular study involved the showing of a film to an experimental group of children. The film depicted

³²Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement."

³³Hilde Himmelweit, A. N. Oppenheim, and Pamela Vince, Television and the Child (London: Oxford U. Press, 1958).

³⁴Joseph Dominick and Bradley Greenberg, "The Interaction of Television Exposure, Family Attitudes, and Social Class," Television and Adolescent Aggressiveness, eds. George Comstock and Eli Rubinstein (Washington, D.C.: Government Printing Office, 1972): 314-335.

adults acting out certain types of aggressive behavior. The children were then placed in a play situation where the means existed for them to imitate behaviors shown in the film. The children in the experimental group behaved significantly more aggressively than did the children in the control group who did not witness the film.³⁵ In 1971, Robinson and Bachman discovered a positive relationship between participation in delinquent behavior and preference for violent television programs. The vast amount of research conducted in this area seems to suggest that the content of media and the role models presented have a measurable effect on audience behavior. In terms of the possible balancing effect of viewing both pro-social and anti-social role models, however, the evidence suggests that anti-social or delinquent role models are more pervasive in current television programming, thus reducing the absolute effects achieved when pro-social behavior models are portrayed.³⁶

³⁵ Albert Bandura, Dorothea Ross, and Sheila Ross, "Transmission of Aggression Through Imitation of Aggressive Models," Journal of Abnormal and Social Psychology 63 (1961): 575-582.

³⁶ R. M. Liebert and R. W. Poulos, "Television as a Moral Teacher," Man and Morality: Theory, Research, and Social Issues, ed. T. Lickona (New York: Holt, Rinehart and Winston, 1974).

Television Viewing and Socioeconomic Status

Extensive research has been conducted to examine the relationship between television viewing and socio-economic status. Until recently it had been accepted that low-income groups viewed a great deal more television than higher income groups. In 1970 it was discerned that the mean viewing time for the general population was 2.0 hours per day compared with a mean time of 5.2 hours for a low income sample in a study describing the media behaviors and attitudes of low income urban adults.³⁷ It was also discovered that one-fourth of the low income respondents spent more than one-half of their day watching television. Greenberg and Dominick's study of teenager television usage patterns further substantiates these findings. The authors concluded that low income teenagers:

1. consumed more actual hours of television;
2. perceived television as more credible;
3. perceived television as depicting life more accurately;
4. used television as a source of social learning, more than a comparison group of middle-class teenagers.³⁸

³⁷Bradley Greenberg and Brenda Dervin, Use of the Mass Media by the Urban Poor (New York: Praeger, 1970).

³⁸Joseph Dominick and Bradley Greenberg, "Race and Social Class Differences in Teenager's Use of Television," Journal of Broadcasting 13 (1969): 331-344.

Further research conducted by Robinson and Bachman supports the notion that low income individuals use significantly more television than do higher income individuals.³⁹

Gearson's study of teenagers reported that blacks tended to use the media to both reinforce existing norms and as an agent of socialization more than whites. Gearson concluded that "among both white and negro adolescents, working class persons tend to use the media as a socializing agency more than do middle class individuals."⁴⁰

In recent years, a growing body of research seems to suggest that viewing habits among the varying socio-economic groups may have become more similar. One study proclaimed that by the mid 1970s individuals of middle to high socioeconomic status were viewing a greater amount of television than ever before. The mean viewing time for these individuals was found to be similar to the mean viewing time for lower status individuals measured in the 1960s.⁴¹ Further results of the study demonstrated that favorability toward television is inversely related to socioeconomic status, as measured by income or education.

³⁹J. P. Robinson and J. G. Bachman, "Television Viewing Habits and Aggression," Television and Social Behavior: Volume 3, eds. George Comstock, Eli Rubinstein, and J. P. Murray (Washington, D.C.: U.S. Government Printing Office, 1971).

⁴⁰W. M. Gearson, "Mass Media Socialization Behavior: Negro-White Differences," Social Forces 42 (1966) p. 47.

⁴¹Comstock, et.al., Television and Human Behavior.

However, when the viewing choices of those of higher and lower in socioeconomic status are compared, the differences are minor.⁴²

The relationship between television viewing and socioeconomic status on the concept of reality is a topic that holds both important and interesting implications. In a study of 300 ghetto and suburban teenagers in Pennsylvania, representing low income whites and blacks and middle income whites, Greenberg and his associates found that the teenagers from the poor environments believe to a far greater degree that television "tells it like it is."⁴³ In a similar study conducted on fourth and fifth grade students, blacks perceived TV as being more realistic than did whites, while higher-income children perceived the least realism and lower-income children the most realism.⁴⁴ From these studies, Greenberg and his associates concluded that low-income children are extremely susceptible to perceiving the TV view of the world as an accurate reflection of the real world.

It appears from the literature that television is a force which cannot be ignored. Its socializing potential is a real phenomenon, one that must continue to be examined. An investigation of the actual content of television shows

⁴²Ibid.

⁴³Greenberg and Dervin, Use of the Mass Media by the Urban Poor.

⁴⁴Ibid.

might display a stronger insight as to the influence of this important medium.

Content of Television Crime Dramas

Numerous content analyses of crime dramas have been conducted to scrutinize the specific content of the various shows that are viewed on television. These content analyses have provided interesting data concerning the differences between television fantasy and real life. One of the earliest content analyses of television was performed by Head in 1954. It was found that 17 percent of all characters on television were involved with law enforcement duties.⁴⁵ Defleur's content analyses on occupational roles on television demonstrated that nearly one-third of the 436 occupations portrayed on television were associated with law enforcement or the administration of justice.⁴⁶ These two studies suggest that television producers sense that the police occupation presents a world of intrigue and excitement for the viewer which accounts for its widespread representation on TV. The world of the policeman is portrayed to a far greater degree than other occupations. It is simply a falsification that one third of the working

⁴⁵Sydney Head, "Content Analysis of Television Drama Programs," Quarterly of Film, Radio, and Television 9 (1954): 175-194.

⁴⁶Melvin Defleur, "Occupational Roles as Portrayed on Television," Public Opinion Quarterly 37 (Spring, 1964): 57-64.

force in our society are participating in law enforcement activities. Further results by Defleur report a high degree of stereotyping to be found on TV. For example, he discovered that television often shows police as hardened and unintelligent. Private eyes, on the other hand, are often depicted as being more resourceful and capable than police.⁴⁷ Lapham's study also points to this stereotyping effect. He found that police on television are often represented as being corrupt, stupid, or cruel.⁴⁸

Since 1970, shows dealing with crime have accounted for about 32 percent of prime time programming.⁴⁹ What accounts for this popularity? Dominick argues that the admiration for crime dramas is due to the scenes devoted to fights, gun battles, and car chases. This type of action appeals to numerous viewers for it depicts a microcosm of society quite diverse from what most people are accustomed to.

The amount of violence portrayed on fictional television programs is astonishing. After viewing a series of crime dramas, one might think that a policeman is involved in a dangerous situation everyday. Content analyses

⁴⁷Ibid.

⁴⁸Lewis Lapham, "What Movies Try to Sell Us," Mass Media: The Invisible Environment, eds. Robert J. Glessing and William P. White (Palo Alto: Science Research Associates, Inc., 1973): 54-64.

⁴⁹Joseph Dominick, "Crime and Law Enforcement in the Mass Media," Deviance and Mass Media, ed. Charles Winick (Beverly Hills: Sage Publications, 1978).

designed to measure the degree of violence on television have substantiated this presumption. Content analyses performed by the U.S. Senate Subcommittee to Investigate Juvenile Delinquency found that during one week of programming, before 9:00 p.m., there were: 144 murders, 52 justifiable killings, 13 kidnappings, 11 planned but unsuccessful murders, and 4 lynchings.⁵⁰ This frequency of violence can be compared to the findings of Dominick. During one week of programming, Dominick counted 119 crimes on the various shows that were viewed. It was discovered that 60 percent of these 119 crimes were crimes of violence.⁵¹

One of the most relevant and intriguing content analyses of crime dramas was conducted by Charles Varni in 1974. Varni analyzed almost 100 "Dragnet" television shows to interpret the moral aspects of the show in general. "Dragnet" was a television show depicting the everyday routines of two Los Angeles detectives. It was produced by Jack Webb with the assistance of the Los Angeles Police Department. Varni found that drug use was dealt with quite heavily on the show. Causes of juvenile delinquency were almost invariably related to a breakdown of the family. Varni feels that "Dragnet" should be seen as a very powerful means of manipulation.⁵² He discovered that through

⁵⁰Ibid.

⁵¹Ibid.

⁵²Charles Varni, "Images of Police Work and Mass Media Propaganda: The Case of Dragnet," (Unpublished Ph.D. Dissertation, Washington State University, 1974).

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"Dragnet," police were provided an opportunity to present their side to the masses. Varni sees "Dragnet" as a "cooling out" strategy, a theory developed by Erving Goffman. The "cooling out" strategy that Goffman has termed can be defined as pacifying, comforting, and consoling the victim to his loss such that he would not be likely to dispute the thinking of the authorities. Varni points out that on a macro level, the mass media could operate as a most effective means of beaming "cool out" messages to the public. In turn, "Dragnet" engages in creating an image of the police which will function to "cool out" persons who, possibly in the future, may suffer in loss of face due to police actions.⁵³ Varni concluded, "In a culture increasingly dependent on television for definitions of reality other than those given in first hand experience, the power to control the content of these definitions is awesome indeed."⁵⁴

Current television drama appears to be characterized by a plethora of social messages. These messages indicate that aggressive, violent behavior is a legitimate means to obtaining goals. Blacks are portrayed as being more aggressive than whites, and young and middle-aged adult males are made out to be more violent.⁵⁵

⁵³Ibid.

⁵⁴Ibid.

⁵⁵Robert K. Baker and Sandra Ball (eds.), Mass Media and Violence, Vol IX: A Report to the Nation Commission on the Causes and Prevention of Violence (Washington, D.C.: U.S. Government Printing Office, 1969).

It appears that television crime dramas attempt to paint a portrait of police in an unrealistic manner. One senses a form of media manipulation associated with these shows. We must look at the extent to which these shows may influence attitudes towards police. An inspection of previous studies concerned with this topic seems appropriate at this time.

Relationship Between Crime Show Viewing and Attitudes

The relationship between crime show viewing and attitudes toward the police and crime in general is an area of recent concern. Researchers have attempted to focus in on some of the perceptual effects which have influenced perceptions on how police and crime are viewed. A major study concerned with perceptual effects was conducted by Rarick, Townsend, and associates in 1973. This study attempted to identify perceptions of actual and television police among three groups of adolescents. Two of the groups had little contact with police, and the third group was composed of adjudicated delinquents. Comparisons of their perceptions along specific dimensions of police behavior were formulated. Among the three groups of adolescents sampled, there was ubiquitous belief that television police are idealized dramatizations diverse from reality. However, it was found that adolescents having favorable impressions of actual police observe a greater similarity between actual and television police than do

those with unfavorable impressions. Further results demonstrated that when delinquents and non-delinquents were compared, it was discovered that delinquents as a group did not perceive actual or television police much differently than did the non-delinquents.⁵⁶

Joseph Dominick's investigation of the relationship between crime show viewing and attitudes toward law enforcement provides a number of interesting observations. This particular study attempted to ascertain relationships between media exposure and attitudes toward police and crime among elementary school children. Dominick hypothesized that there would be seven primary variables associated with more frequent exposure to crime and police television programs. These variables are as follows:

1. Greater prestige attributed to police occupations
2. A more positive evaluation of police
3. More perceived efficacy of law enforcement personnel
4. Murder perceived as occurring more frequently
5. Perception of police violence as occurring more frequently
6. More identification with TV law enforcers

⁵⁶Rarick, Townsend, and Boyd, "Adolescent Perception of Police: Actual and as Depicted in T.V. Drama."

7. More knowledge of the rights of an individual under arrest.⁵⁷

The findings demonstrated that a high degree of personal contact with police was related to more negative attitudes toward police. In addition, the high frequency viewers of police shows were more likely to name a TV character associated with law enforcement as their identification choice than were less frequent viewers.⁵⁸ Viewing of crime shows was positively correlated with 3 variables: 1. identification with TV law enforcers; 2. belief that criminals usually get caught; and, 3. knowledge of rights when arrested.⁵⁹

Gerbner and Gross' research reveals that frequent viewers of crime programs tend to overestimate the number of people who are actually involved in law enforcement in the real world. Additional results confirmed that high frequency viewers overestimated the chances of being personally involved in some sort of violence in any given week.⁶⁰

An engrossing, relevant study concerned with perceptual effects of crime shows was completed by Schaefer,

⁵⁷ Joseph Dominick, "Children's Viewing of Crime Shows and Attitudes on Law Enforcement," Journalism Quarterly 51 (Spring, 1974): 5-12.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ George Gerbner and Larry Gross, "Living with Television: The Violence Profile," Journal of Communication (Spring, 1976): 173-194.

Vanderbrok, and Wisnoski. This study investigated the relationship between television viewing as a molder of opinions and attitudes toward the police. The data for this study was derived from samples taken in two communities - Athens, Ohio, and Lubbock, Texas. The results established that television as a source of information about police and frequency of shows watched is related to a strong belief that police should function in a "law enforcement" capacity rather than in "service" capacity.⁶¹ In addition, television as an information source is associated with a negative attitude toward the efficacy of the Miranda ruling. A negative attitude toward police integrity was found to be correlated to the number of police shows viewed. As the number of shows regularly watched increased, there was an increase in the respondent's belief that local police do take bribes. The authors concluded that TV as a source of information does not appear to have a unique importance in attitude formation toward police. However, frequency of viewing does appear to have an independent association with such attitudes.⁶²

Slater's research in the area of perceptions and mass media influence seeks to discover what, if any, effect mediated and actual contacts with police, crime and law

⁶¹Roger Schaefer, William Vanderbrok, and Eugene Wisnoski, "Television Police Shows and Attitudes Toward the Police," Journal of Police Science and Administration 1 (Vol. 7, 1979): 104-113.

⁶²Ibid.

enforcement has on viewer perception of the "television reality." The sample used consisted of three groups - high school students without any direct contact with law enforcement; high school students enrolled in law enforcement courses; and youth of high school age who have had direct contact with police and the juvenile justice system as juvenile offenders. Slater administered a questionnaire designed to determine weekly viewing habits, such as the quantity of programs viewed and the specific shows that were observed. In addition, questions were raised concerning one's knowledge and perceptions of police activities. The results indicated that as viewing of law enforcement programs increased, the tendency to perceive the programs as real increased. Low frequency viewers of law enforcement programs were found to have perceived the least realism.⁶³ A similar study concerned with perceptions and mass media influence attempted to discover whether some individuals are motivated to watch fictional crime programs out of a desire to learn about the reality of crime and police. It was found that high frequency viewers significantly tended to exhibit a greater combined belief in the realism of crime dramas.⁶⁴

⁶³Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement."

⁶⁴Warden, "The Influencing of Television's Fictional Crime Programs on the Public's Impressions of Real Crime, Criminals, Victims, and Law Enforcement Officers."

Television's handling of specific issues concerning the police holds some very interesting implications. Problems surrounding such areas as police role, police efficiency in solving crimes, police violence/danger and constitutional restrictions are all in one way or another portrayed on fictional crime dramas. Exactly how they are handled will be discussed by reviewing previous literature that focuses on these subject areas.

Police Role Question

One of the most fundamental questions affecting police community relations is the role of police in contemporary society.⁶⁵ Police and community relations depend on what the police expect from the community and what the community expects from the police. The actions of police are vitally important considerations in the status of the relationships between police and community. Divergent perceptions and attitudes are involved in this relationship, leading some scholars to describe the problems of police-community relations as a conflict in role perceptions and a conflict in role expectations, which in turn may lead to "dissonance between the community and the police."⁶⁶

⁶⁵ Louis A. Radelet, The Police and the Community (Encino, California: Glencoe Press, 1977).

⁶⁶ Joseph D. Lohman, The Police and Minority Groups (Chicago: Chicago Park Police, 1947).

The variations of urban life and the needs of certain individuals in the urban community have imposed a wide variety of tasks for the police. This has made the policeman's role a very difficult and versatile one.⁶⁷ Policemen perform so many different tasks that it is extremely difficult to include the functions into one list. The responsibilities of police range from the apprehension of felons to the routine task of writing accident reports. The roles performed by individual police officers not only shape the nature of law enforcement in a community, but also provide the sources of conflict and tension within the community. This may often lead to a self-identity crisis for the policeman as he attempts to perform these roles that at certain times may appear to be contradictory.⁶⁸

The confusion surrounding the role of police holds true for both police and the members of the community. Society itself has divergent beliefs about how the police should function. Some scholars assert that the police role is determined and influenced by political power. A. C. Germann stresses that the police role is best understood in terms of politics. The police administrator's definition of police role is attuned to the wishes of the community's dominant political elements. For instance, if the dominant

⁶⁷ Alan Bent and Ralph A. Rossum, Police Criminal Justice, and the Community (New York: Harper and Row Publ., 1976).

⁶⁸ Ibid.

demand is for the police to portray a greater display of power, the police will act accordingly.⁶⁹

In a study of a state police organization, Preiss and Ehrlich discovered that there is indeed a vast amount of confusion and ambiguity in role perceptions by police officers themselves. The authors found little consensus in role perception among police officers at the same or different levels of the organization. In addition, there was little agreement in how police officers perceived what others required of them in role performance.⁷⁰

One can easily ascertain the ambiguous circumstances surrounding the police role in the real world. Television's handling of this issue tends to be equally obscure. For example, one study proclaimed that television police almost exclusively deal with law enforcement problems and very seldom service functions.⁷¹ The study points out that police shows portray a considerable number of activities that involve police in law enforcement activities, primarily apprehending suspects of criminal acts. In reality, however, it has been demonstrated that the majority of a police officer's time is characterized by

⁶⁹A. C. Germann, "The Police: A Mission and Role," Police Chief (January, 1970): 17.

⁷⁰Jack J. Preiss and Howard J. Ehrlich, An Examination of Role Theory: The Case of the State Police (Lincoln, Nebraska: University of Nebraska Press, 1966).

⁷¹Schaefer, Vanderbrok, and Wisnoski, "Television Police Shows and Attitudes Toward the Police."

service, administrative, and order-maintenance tasks.⁷²

Schaefer, Vanderbrok, and Wisnoski discovered that both television as a source of information and frequency of viewing are correlated to a strong belief that police should function in a "law enforcement" capacity rather than in a "service capacity."⁷³

Police Constitutionality/Due Process-Crime Control Issue

Police power and authority is derived from law. In addition to achieving formal statutory responsibilities, police have carved out a large area of informal power and authority as well. Hence, searches incidental to a lawful arrest, stopping and questioning of suspicious persons, the use of informants, etc., have been recognized by the courts as acceptable police actions.⁷⁴ These powers granted by law convince many policemen that they are masters of the law. In turn, some may exploit their authority for their own purposes. To safeguard society against misuse of these powers, courts across the United States have levied restrictions on police authority. Some policemen are extremely resourceful in evading the

⁷²J. Webster, "Police Task and Time Study," Journal of Criminal Law, Criminology, and Police Science 61 (1970).

⁷³Schaefer, Vanderbrok, and Wisnoski, "Television Police Shows and Attitudes Toward the Police."

⁷⁴Arthur Niederhoffer and A. Blumberg (eds.) The Ambivalent Force (Waltham, Mass.: Ginn, 1970).

restrictions placed upon them by the courts. Many police personnel contend that the restrictions are merely an obstacle to performance of the job they are paid to accomplish. Thus, an unknown quantity of police officers ignore legal decisions to achieve their ends.

Constitutionality issues are quite often portrayed in fictional crime dramas. Previous research demonstrates that television depicts police as being extremely lawless. Arons and Katsh analyzed a random sample of crime dramas from the point of view of constitutional law. In 15 televised police dramas, 43 separate scenes raised important questions about the appropriateness of police action. The authors uncovered 21 clear constitutional violations and 7 omissions of constitutional rights.⁷⁵ Similar results were found by Tedesco, who discovered that 55.4% of all law enforcement officers on TV had used illegal search and seizure actions in 1971.⁷⁶

Television police shows tend to portray police as having inadequate authority to perform their law enforcement duties. In this sense, police in the real world are compared to television police.⁷⁷ Television appears to emphasize the "crime control model" of criminal law as

⁷⁵ Stephen Arons and Ethan Katsh, "How TV Cops Flaunt the Law," Saturday Review (March 19, 1977): 11-18.

⁷⁶ A. Tedesco, "TV Policemen Become More Lawless," Intellect 103 (1974) p. 82.

⁷⁷ M. Robinson, "T.V. and American Politics: 1956-1976," Public Interest 48 (1977) p. 37.

opposed to the "due process model" of criminal law on a more frequent basis. These two models of criminal law, developed by Herbert Packer, are an attempt to demonstrate the functions of the criminal process. The "due process model" views the criminal process as informal, nonadjudicative fact finding that stresses the possibility of error. This model emphasizes the doctrine of legal guilt. According to this doctrine, a person is not to be held guilty of crime merely on factual evidence. Instead, he is to be found guilty only if the factual determinations are made in procedurally regular fashion and if various rules designed to protect him and to safeguard the integrity of the process are not abused.⁷⁸ Examples of this include proper jurisdiction, statute of limitations, and double jeopardy. The "crime control model" on the other hand, emphasizes factual guilt rather than legal guilt. The value system that underlies the "crime control model" is based on the proposition that the repression of criminal conduct is by far the most important function to be performed by the criminal process. Its chief principle relies on the system's capacity to apprehend, try, and convict a vast amount of criminal offenders. This particular model emphatically stresses social control over individual justice.

⁷⁸ Herbert L. Packer, "Two Models of the Criminal Process," University of Pennsylvania Law Review 113 (November, 1964): 1-68.

Police Violence/Danger

Violence and danger are notable features of fictional crime dramas. Several studies have been conducted to measure the amount of violent activity that exists on television. Gerbner's content analysis of television dramas demonstrated that 73 percent of both police and criminals were involved in some type of violent activity.⁷⁹ Baker and Ball's research furnishes similar findings.⁸⁰ Dominick reported that 67 percent of the law enforcement officers on television crime shows who committed violence were also its victims.⁸¹ It appears evident that fictional crime dramas tend to indicate that the police profession is an extremely hazardous occupation.

Police Efficacy

Television crime is generally shown to be unsuccessful. Dominick's content analysis demonstrates clearly that 9 out of every 10 crimes (88%) were solved on television. Actual data taken from the same year in FBI statistics show that only 23 percent of all reported

⁷⁹Gerbner and Gross, "Living with Television: The Violence Profile."

⁸⁰Baker and Ball (eds.), Mass Media and Violence, Vol. IV: A Report to the National Commission on the Causes and Prevention of Violence.

⁸¹Joseph Dominick, "Crime and Law Enforcement on Prime-Time Television," Public Opinion Quarterly (1973): 241-230.

crimes were cleared, a sharp contrast indeed.⁸² Dominick's research concerning the influence of television crime programs on children's attitudes vividly documents the police efficacy issue. The findings indicate that children who were labeled high frequency crime show viewers expressed significantly greater agreement that criminals usually get caught than those in the low frequency group.⁸³

Police Attitudes Toward Crime Dramas

How do police officers themselves feel about the way in which they are portrayed on television? The answer to this question may be found in several studies directed towards this issue. One interesting study in this area was performed by Alan Arcuri in 1977. The purpose of this study was to survey police officer's views toward "cops" on television shows. The primary focus of the research was centered around two main questions: How realistic do policemen regard police TV shows?; Do these shows, in their view, facilitate the performance of police functions in terms of increasing public cooperation?⁸⁴ Shows such as "Adam 12," "The F.B.I.," "Dragnet," and "The Streets of San Francisco" were rated as being the most realistic shows. The

⁸² Ibid.

⁸³ Ibid.

⁸⁴ Alan Arcuri, "You Can't Take Fingerprints Off Water: Police Officers' Views Toward "Cop" Television Shows," Human Relations Vol. 30 No. 3 (1977): 237-247.

explanation for this apparent popularity seems to be the high level of professional conduct portrayed in these programs. In these particular shows, police are depicted as being competent, well-trained, dedicated professionals. Programs such as "Mod Squad," "McLoud," and "Dan August" were seen to be totally unrealistic and received low accolades from policemen. These shows were generally characterized as "fantasy." The results of the study also pointed out that a heavy majority (65%) of the policemen feel that the TV crime shows lead the public to expect too much from the police. There was a collective feeling that the police were too often portrayed as supersleuths or miracle workers. Here is an example of a typical reaction:

The public gets the picture that cops are gods . . . and that every cop is on his own without any department supervision. Many crime incidents are blown out of proportion. . . The average patrolman on the street may become involved in one homicide investigation in his career but cover 5,000 accidents. . . He will probably never fire his weapon in anger in his entire career.⁸⁵

Many representatives of police department are disturbed that people believe that police work as seen on TV is the way police actually function. Pierce Brooks, Chief of Police of Eugene, Oregon, is convinced that television portrayals make police work more difficult because TV's deception leads to mistaken expectations on the part

⁸⁵Ibid., p. 243.

of the public.⁸⁶ For instance Brooks calls the program "Baretta" a "fairy tale."

Summary

Police attitudinal studies have been an intensely explored topic since the urban unrest of the 1960s. Variables such as age, race, sex, and police contact were all taken into consideration in studies pertaining to attitudes toward police. Brooks and Friedrich found that blacks view police more negatively than whites. In addition, the authors also discovered a significant relationship between contact with police and attitudes toward police. Individuals with little or no contact with police had more favorable impressions of police than those with a high degree of contact. Portune's pioneer study of adolescent attitudes toward police demonstrates that adolescents have little understanding of the police officer and his role. Derbyshire found that minority group children were significantly more likely to picture police as being aggressive and hostile than Anglo-American children.

Research concerning the effects of television have been centered on behavioral affects until recently. The reasoning behind this was the widespread concern that television was a possible cause of antisocial and delinquent

⁸⁶Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement."

behavior. In a study performed by Himmelweit, Oppenheim, and Vince it was found that there were no differences between viewers and nonviewers of television in terms of aggressive behavior. However, Dominick and Greenberg found significant differences between viewers and nonviewers of violent programming. The viewers of violent programming expressed greater approval of violence as a means to resolve conflicts.

The relationship between crime show viewing and perceptions about crime and police is an area which has produced recent concern. In 1973, Rarick, Townsend, and associates discovered that adolescents viewed differences between television police and actual police. However, it was found that adolescents having favorable impressions of actual police observe a greater similarity between actual and television police than do those with unfavorable impressions. The results of Dominick's study demonstrated that viewing of crime shows was positively correlated with three variables: identification with TV police; belief that criminals usually get caught; and, knowledge of rights when a suspect is arrested.

The role of police in contemporary society is a quite nebulous area. The police are expected to carry out many different functions, some of which include enforcing the law, maintaining order, and social service type of functions. The law enforcement task may be the one which takes the least amount of time in a policeman's career.

However, fictional crime programs portray the law enforcement role as the most prominent one. Schaefer, Vanderbrook, and Wisnoski discovered a positive correlation between frequency of viewing and a belief that police should function in a "law enforcement" capacity rather than in a "service capacity."

Constitutionality issues are quite often pointed to on television police shows. Policemen are often portrayed as being lawless. For instance, Tedesco discovered that 55.4% of all law enforcement officers on T.V. had used illegal search and seizure actions.

Violence and danger surround police as portrayed on television. Gerbner's content analysis demonstrated that 73 percent of both police and criminals were involved in some type of violent activity. Television crime is generally found to be unsuccessful. Dominick's content analysis furnishes results that nearly 9 out of every 10 reported crimes were solved by the police. Further results from this study demonstrates that high frequency viewers of television expressed greater agreement that criminals usually get caught when compared to low frequency viewers.

Police administrators are concerned that unrealistic portrayals of police on television lead the public to expect too much from the police. In this sense, the administrators believe that television does indeed influence perceptions, and thus a concern over the content of these shows becomes apparent.

The methodology for this study is documented in the following chapter.

CHAPTER III

DESIGN OF THE STUDY

The study is concerned with the relationship between television viewing and perceptions toward crime and law enforcement. It was determined that in order to arrive at the most valid and reliable conclusions, comparisons are to be made among levels of television viewing for adolescents. One of the major objectives then is to discover if there are indeed differences in perceptions between the varying television viewing groups to determine if fictional television programs do have effects on the perceptions and attitudes toward crime and police.

Sample

The sample employed in this study consists of adolescent male and female students. These students include 7th and 8th graders from Rutherford B. Hayes Middle School in Youngstown, Ohio. A total of 250 questionnaires were distributed, and 227 were completed and returned. The school represents an excellent cross-section of individuals. The areas that these students are drawn from represent a variety of ethnic and socioeconomic groups. Social class structure ranges from families of upper-middle class background to those of middle-lower class background. In

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addition, the area is represented by many different ethnic groups and nationalities, such as Blacks, Jews, Italians, English, Slavic, and Asian groups.

Measures

The variables in the study are measured by a questionnaire administered to the sample of students at Hayes Middle School. The questionnaire consists of a series of questions designed to obtain a firm grasp of adolescent attitudes toward law enforcement, criminal justice, and television viewing habits. In addition, a series of questions were included to gather certain demographic data to assist in the analysis of the results. The questionnaire itself was constructed from questions of two pre-existing questionnaires and questions developed by the author. The two pre-existing questionnaires were employed in studies by Dan Slater⁸⁷ and C. Allen Pierce.⁸⁸

The Questionnaire

The questionnaire was designed to operationalize the independent and dependent variables of interest in this

⁸⁷ Slater, "Television and Social Reality: The Influence of Direct and Indirect Information on Adolescent Perceptions of Law Enforcement."

⁸⁸ C. Allen Pierce, "A Comparison of Certain Values and Attitudes Among Students in Selected Police Higher Education Programs," (Unpublished Ph.D. dissertation, Kent State University, 1980).

study. The questions were constructed very carefully due to the age of the respondents. Each question was carefully scrutinized so that the subjects would be able to understand what was being asked of them. Some of the questions taken from the questionnaires of Pierce and Slater were re-worded in order that the questions could be read more easily.

A majority of the questions on the questionnaire have a Likert-Type scaling procedure. The Likert-Type scaling procedure consists of five categories for responses: "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." However, for the purposes of this study, only four categories of responses were used. The "undecided" category was eliminated due to the age of the respondents. It was felt that the elimination of the "undecided" category would force the respondents to consider each question more carefully than if the category was to be included. Two questions asked respondents to rank items pertaining to police role and police danger/violence.

The questionnaire was divided into three parts. Part one consisted of twenty-three questions dealing with the dependent variables of the study. Part two contained general information about the student. Part three contained questions designed to gather information concerning television viewing habits among the subjects. It is from parts two and three that the information for the independent variables are obtained.

The first set of questions (items one (1) through four (4)) are addressing issues on the role of police in contemporary society. Item one, the only nonLikert-type response item of the first set, requests the subjects to rank three identified roles of the police in accordance to their importance in society (see Appendix A, item 1 of the questionnaire). Items two through four were designed to determine the students attitude regarding the role of the police, particularly the role of law enforcement versus the roles of peace-keeping and service. The items were scored so that a response supporting the law enforcement function over the other two functions would be a larger number. Because of the age of the respondents, it was thought that some may have difficulty in interpreting these concepts. To safeguard against this possible confusion, each role was carefully described with examples of each role.

The second set of questions (items 5 through 9 and item 13) were designed to indicate attitudes concerning criminal rights and police power. This set of questions address the issue of the due process model versus the crime control model as identified by Packer.⁸⁹ The responses to each question allows the author to distinguish if the respondent leans toward the crime control model or the due process model. All of these questions were scored so that a score of 3 or 4 would indicate a crime control

⁸⁹Packer, "Two Models of the Criminal Process."

orientation. A score of 1 or 2 would indicate a due process orientation.

The third set of questions (items 10 through 12) were designed to indicate perceptions regarding police adherence to the regulations imposed upon them. Respondents were asked to consider such issues as reading a suspect his rights and if police use questionable means in solving crimes. All of the questions for this variable set were scored so that a high score would indicate an attitude that police obey the law, while a low score would indicate that police disobey the law in dealing with crime.

The fourth set of questions (items 14 through 19) were designed to indicate attitudes concerning the amount of violence and danger involved in the police occupation. Item 16 asks respondents to rank 10 occupations in terms of potential danger on the job. Included as one of these occupations is the police, which is the occupation which was analyzed. The other four items include two Likert-type questions and two questions asking respondents to choose a set of numbers which best represents the amount of police officers and civilians killed by police in 1979 in the United States. Items 14, 15, 17, 18, and 19 were scored so that a high score would indicate a belief that police are often involved in danger and violence. A low score indicates an attitude that the police occupation is not one of danger and violence.

The fifth set of questions (items 20 through 23) were developed to elicit attitudes concerning police efficacy in dealing with crime. Item 23 asks respondents to compare actual police and television police. It is not directly related to the hypothesis concerned with this variable set, but was of great interest to the author. The results of this item are discussed in Chapter 5. The items were scored so that a high score would indicate a belief that police are a major factor in dealing with crime. A low score indicates an attitude that police are not an important factor in dealing with crime.

Part two of the questionnaire asks general information questions of the respondents. Included in these set of questions is the respondent's race, contact with police, and family income among other general questions. Information for part of the independent variables are derived from part two.

Part three of the questionnaire was designed to indicate television viewing habits among the subjects in the study. A listing of all the prime time television shows in the Youngstown area were presented to the respondents. This listing was organized from the weekly television guide in the Youngstown Vindicator. In addition, programs viewed on a rerun basis were included. The programs were broken down into four distinct categories, unknown to the subjects. The categories include: comedy shows, crime shows, family shows, and adult drama. The

television show "Barney Miller," a comedy, was included under the crime show category due to its subject matter - police. Each program listed on the questionnaire was categorized as to the type of show it is. This procedure was followed for several reasons. First, listing the entire amount of programs allows the respondent to think freely about television in general rather than on specifically crime shows alone. In addition, an important aspect of this measure is to discover viewing habits of adolescents for television in general. By listing the entire number of prime time shows, the frequency of total television viewing can be discovered.

Respondents are asked to indicate which shows they watch on a regular basis (once a week or every two weeks). The responses were coded into the four categories designed for the study.

Research Design

The purpose of this study is to examine the impact television has on adolescent attitudes toward police and crime. The design of the research is cross-sectional in nature in that the attitudes and values are measured at only one point in time. It is also a descriptive study, in that an attempt is made to determine whether certain variables are associated. In the case of this study, frequency of television viewing is tested with variables associated with attitudes and perceptions of police

activities to determine if relationships do exist. Three separate levels of television viewing are compared for the purposes of analysis, i.e. low frequency, medium frequency, and high frequency.

This study may be termed exploratory in nature as well. Due to the limited population of the sample, any conclusions made can only be linked to the specific sample under examination. Inferences to other populations can only be speculated upon. In this sense the study will establish priorities for further research, to encourage the use of different populations to be tested.

Hypotheses

1. High frequency viewers of television crime shows and total television programs are more oriented to role of law enforcement than are the medium and low frequency viewers.

2a. High frequency viewers of television crime shows and total television programs hold a stronger belief that police violate regulations imposed upon them than do the medium and low frequency viewers.

2b. High frequency viewers of television crime shows and total television shows are more oriented to the "crime control model" than are the medium and low frequency viewers.

3. High frequency viewers of television crime shows and total television shows have a stronger belief

that the police occupation is a violent and dangerous one than do the medium and low frequency viewers.

4. High frequency viewers of television crime shows and total television shows have a stronger belief that police are important in dealing with crime than do the medium and low frequency viewers.

Variables and Analysis

The data were coded on computer cards and all analyses were run on a computer. The Statistical Package for the Social Sciences (SPSS), Version H, Release 8, was used to conduct the analysis.

The independent variables in this study were frequency of crime shows viewed (amount of crime shows viewed on weekly or bi-weekly basis), frequency of total television programs viewed (total amount of television shows viewed on weekly or bi-weekly basis). In addition, other independent variables are operationalized to determine if other possible factors play a role in influencing attitudes toward police. These variables include: sex, grade in school (7th or 8th), race, contact with police, type of contact with police, students' grades, and family income.

The dependent variables implemented in the study include police role, police adherence to laws imposed upon them, the "due process model" and "crime control model" of the criminal process, police violence/danger, and police

efficacy. Police role includes law enforcement (arresting law breakers), peace-keeping (maintaining order, but avoiding arrest), and service (social service functions). Police adherence to laws imposed upon them included reading rights to suspects and using illegal or legal means to solve crimes. The "due process model" implies a model of criminal law that emphasizes legal guilt over factual guilt; criminal process conforming to the rule of law. The "crime control model" is a model of criminal law that emphasizes factual guilt rather than legal guilt; social control over individual justice; apprehension, conviction of a large number of offenders. The police violence/danger variable can be defined as police involvement in violent activities, such as shootings, fights, and chases. Police efficacy can be defined as the effect police have in dealing with crime.

The relationship between the primary independent variables to the dependent variables were determined by one-way analyses of variance procedures. The relationship between the secondary independent variables (race, sex, etc.) to the dependent variables were determined by the two-way analyses of variance procedure. The interactions of the independent variables were also determined by the two-way analysis of variance procedure.

The primary independent variables (Police Show Viewing and Total T.V. Viewing) were determined by the number of crime programs in particular and all programs in

general viewed on a weekly or bi-weekly basis. High frequency, medium frequency, and low frequency groups were established by subtracting the standard deviations from the means. For TOTALTV, high frequency viewers were those who viewed anywhere from 43 to 64 shows. Medium frequency viewers were those who viewed anywhere from 23 to 42 shows. Low frequency viewers were those who watched anywhere from 0 to 21 programs. For POL, high frequency viewers were those who viewed anywhere from 13 to 20 shows. Medium frequency included 5 to 12 shows. Low frequency viewers were those who viewed 0 to 4 shows.

Summary

The intent of this study was to determine the impact of fictional television programs on adolescent attitudes and perceptions toward law enforcement and crime. The study is cross-sectional in design in that the three primary groups under examination, i.e., low frequency viewers, medium frequency viewers, and high frequency viewers, are tested at one point in time. The respondents value orientations and attitudes are measured by a self-administered questionnaire containing questions that pertain to the world of law enforcement and criminal justice, television viewing habits, and demographic data. The questionnaire was designed to elicit responses to such issues as police adherence to laws imposed upon them, police violence and danger, the due process versus crime

control conflict, and police efficacy in dealing with crime.

The primary analysis of the study is concerned with comparing low and medium frequency viewers of both police shows in particular and total t.v. shows in general with high frequency viewers, with the assumption being that high frequency viewers are exposed to more television than the other two groups. In addition, other independent variables will be examined carefully to determine if other factors play a role in influencing perceptions and attitudes.

The next chapter contains an account of the results of these analyses.

The Sample

The final sample was represented by the 227 questionnaires which were completed by students at Rutherford High School in Van Wert, Ohio. The characteristics of that sample in terms of the major demographic variables of this study are detailed in Table 1.

Interpretation and Discussion of Results

The study was divided into five separate hypotheses. The primary analysis used to test the hypotheses was accomplished by the one-way analysis of variance procedure. The independent variables include frequency of television viewing in general, and frequency of police show viewing in particular. The dependent variables are high frequencies of viewing. The null hypothesis for each of the independent variables was

CHAPTER IV

Analysis of Results

This study is an attempt to determine the impact of fictional television programs upon value orientations and attitudes concerning the police occupation and criminal justice. The primary analysis of the study was accomplished by a one-way analysis of variance. A two-way analysis of variance was employed in an attempt to discover interactions of the independent variable.

The Sample

The final sample was represented by the 227 questionnaires which were completed by students at Rutherford B. Hayes school in Youngstown, Ohio. The characteristics of that sample in terms of the major demographic variables of this study are detailed in Table 1.

Interpretation and Discussion of Results

The study was divided into five separate hypotheses. The primary analysis used to test the hypotheses was accomplished by the one-way analysis of variance procedure. The independent variables include frequency of television viewing in general and frequency of police show viewing in particular. Low, medium and high frequencies of viewing were established for each of the independent variables by

TABLE 1

DISTRIBUTION OF THE SAMPLE OF SEX,
 CLASS IN SCHOOL, RACE, CONTACT WITH
 POLICE, TYPE OF CONTACT WITH POLICE,
 GRADES IN SCHOOL, FAMILY INCOME,
 TOTALTV, AND POL

VARIABLE	NUMBER	PERCENTAGE
<u>SEX (N = 220)</u>		
Male	120	54.5
Female	100	45.5
<u>CLASS IN SCHOOL (N = 220)</u>		
Seventh	63	28.6
Eighth	157	71.4
<u>RACE (N = 218)</u>		
Black	153	70.2
White	58	26.6
Other	7	3.2
<u>CONTACT WITH POLICE (N = 220)</u>		
Yes	120	54.5
No	100	45.5

TABLE 1

(con't)

VARIABLE	NUMBER	PERCENTAGE
<u>TYPE OF CONTACT WITH POLICE (N = 111)</u>		
Victim	26	23.4
Suspect	32	28.8
Friend or Relative	46	41.4
Victim and Suspect	3	2.7
Victim and Friend or Relative	1	0.9
Suspect and Friend	2	1.8
Victim, Suspect, and Friend or Rel.	1	0.9
<u>GRADES IN SCHOOL (N = 216)</u>		
Below Average	43	19.9
Same	103	47.7
Better than Most	70	32.4
<u>FAMILY INCOME (N = 211)</u>		
Below Average	15	7.1
Average	158	74.9
Above Average	38	18.0
<u>TOTALTV SHOW VIEWING (N = 224)</u>		
Low Frequency	65	29.1
Medium Frequency	127	56.7
High Frequency	32	14.2
<u>POLICE SHOW VIEWING (N = 226)</u>		
Low Frequency	59	26.1
Medium Frequency	130	57.5
High Frequency	37	16.4

utilizing one standard deviation from the means. For the general television viewing variable (TOTALTV) it was established that low frequency would include the viewing of 0 to 21 shows. Medium frequency includes 23 to 42 shows. High frequency includes 43 to 64 shows viewed. For the police show viewing variable (POL) it was determined that low frequency would include 0 to 4 shows viewed. Medium frequency includes 5 to 12 shows. High frequency includes 13 to 20 shows viewed. In addition, to facilitate the interpretation of these results, the two-way analysis of variance procedure was used with sex, family income, contact with police, class in school (7th or 8th), race, and grades in school serving as the independent variables. The following are the results of the analyses of the specific hypotheses tested:

Hypothesis 1: High frequency viewers of television in general, and police shows in particular, are more oriented to the role of law enforcement for police than are the medium and low frequency viewers.

There are four items which were analyzed in this variable set concerning the issue of police role. They include a question asking respondents to rank the three basic roles of police (law enforcement, peace-keeping, and service) in accordance to their importance in society. In addition, three Likert-type questions regarding police role were included. The analysis was accomplished by the one-way analysis of variance procedure. None of these four

items obtained differences which were statistically significant for both total and police show viewing (see Tables 2 and 3). These results clearly indicate no basis for

TABLE 2

RESULTS OF THE ONE-WAY ANALYSES
OF VARIANCE OF POLICE SHOW VIEWING
WITH THE RESPONSES OF SUBJECTS TO THE
ITEMS ON POLICE ROLE

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
RANKROL	BETWEEN	3.22	2	1.60	
	WITHIN	502.46	223	2.25	.49
	TOTAL	505.68	225		
ROLEQ1	BETWEEN	2.18	2	1.09	
	WITHIN	174.88	223	0.78	.25
	TOTAL	177.06	225		
ROLEQ2	BETWEEN	0.83	2	0.41	
	WITHIN	175.60	223	0.79	.59
	TOTAL	176.43	225		
ROLEQ3	BETWEEN	0.54	2	0.27	
	WITHIN	191.46	223	0.86	.73
	TOTAL	192.00	225		

rejecting the null hypothesis, that there is no difference between the groups. Although not statistically significant, the variable RANKROL, where respondents ranked the three basic roles of police, produced differences in the opposite direction. In other words, high frequency viewers of police shows displayed a greater peace-keeping and service orientation than the low and medium viewers. It is

TABLE 3

RESULTS OF THE ONE-WAY ANALYSES
OF VARIANCE OF TOTAL TV SHOW VIEWING
WITH THE RESPONSES OF SUBJECTS TO
THE ITEMS ON POLICE ROLE

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
RANKROL	BETWEEN	1.71	2	0.86	
	WITHIN	503.67	223	2.26	.68
	TOTAL	505.38	225		
ROLEQ1	BETWEEN	0.33	2	0.16	
	WITHIN	181.09	223	0.81	.82
	TOTAL	182.42	225		
ROLEQ2	BETWEEN	0.92	2	0.46	
	WITHIN	181.36	223	0.81	.56
	TOTAL	182.28	225		
ROLEQ3	BETWEEN	0.45	2	0.23	
	WITHIN	194.91	223	0.87	.77
	TOTAL	195.36	225		

important to note, however, that all three groups ranked law enforcement as the most important role by an overwhelming margin. Two other items (ROLEQ1 and ROLEQ3) provided differences in the opposite direction as well (see Table 4). ROLEQ1, which asks the respondents to consider the importance of law enforcement as compared to service, includes police show viewers. ROLEQ3, asking basically the same type of question, includes total tv show viewers. The two-way analysis of variance procedure was used to assist in the interpretation of these results. The independent variables used included sex, race, class in

TABLE 4

RESULTS OF ANALYSIS ON POLICE
ROLE BY POLICE SHOW VIEWING
AND TOTAL TV VIEWING

Variable	Independent Variable	Mean Responses of Police Show and TotalTV Viewers		
		Low	Medium	High
Rankrol	Pol	1.68	1.56	1.89
	TotalTV	1.67	1.69	1.44
RoleQ1	Pol	2.73	2.72	2.46
	TotalTV	2.73	2.65	2.69
RoleQ2	Pol	2.54	2.43	2.57
	TotalTV	2.57	2.43	2.44
RoleQ3	Pol	2.00	2.11	2.03
	TotalTV	2.06	2.02	2.16

Pol = Police Show Viewing
TotalTV = Total T.V. Show Viewing

school, type of contact with police, grades in school, and family income level. Results of two-way analysis indicate a significant difference at the .05 level between the two sexes on one variable (ROLEQ1). Females appear to be more oriented toward law enforcement than males for this variable (see Table 5).

A significant difference was found for the student's grades in school for variable ROLEQ3. It appears from the results that students with below average grades feel that the service role of the police is equally as important as the law enforcement role to a far greater degree than

do students with average or above average grades (see Table 6).

TABLE 5

DIFFERENCES BETWEEN MEANS
FOR SEX VARIABLE ON ROLEQ1

<u>VARIABLE</u>	<u>MALE</u>	<u>FEMALE</u>
ROLEQ1	2.55 (N = 119)	2.81 (N = 100)
	F = .03	

TABLE 6

DIFFERENCES BETWEEN MEANS
FOR GRADES IN SCHOOL ON
ROLEQ3

<u>VARIABLE</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>
ROLEQ3	1.77 (N = 43)	2.18 (N = 103)	2.10 (N = 70)
	F = .02		

Three two-way interactions were found among this variable set surrounding the question of police role. A two-way interaction was discovered between TOTALTV and family income level for variable ROLEQ2, which deals with the importance of law enforcement and peace-keeping. The means of these variables were plotted to illustrate this

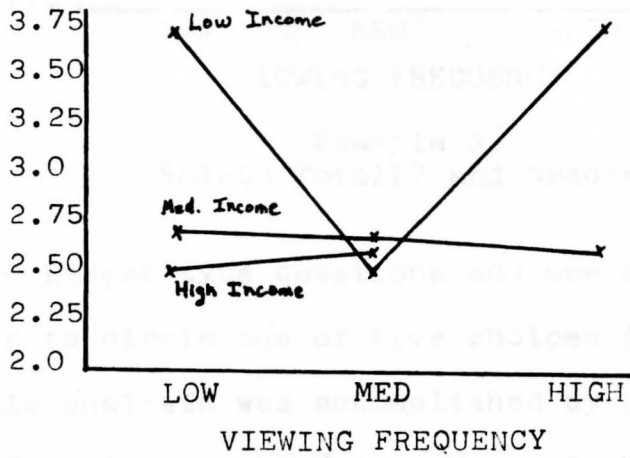
interaction (see Figure 1, example 1). The illustration demonstrates that the mean values of middle and high income respondents for all three t.v. frequency groups remained consistent. However, low income high and low frequency groups differed significantly from the other income groups, demonstrating a higher law enforcement orientation. A two-way interaction was found for variable ROLEQ3 with police show viewing and income level. The means of these variables were plotted to illustrate this interaction (see Figure 1, example 2). The illustration points out that the mean values for low frequency and high frequency viewers for all income groups remained consistent in that the values decreased from low income to high income. However, the medium frequency viewers' mean values increased from low income to high income. Dependent variable ROLEQ3 was found to have another two-way interaction, between grades in school and TOTALTV. It was shown that students with low and average grades in school across all levels of t.v. viewing differed from students with high grades (see Figure 1, example 3).

Hypothesis 2a: High frequency viewers of television in general, and police shows in particular are more inclined to believe that police violate regulations imposed upon them than do medium and low frequency viewers.

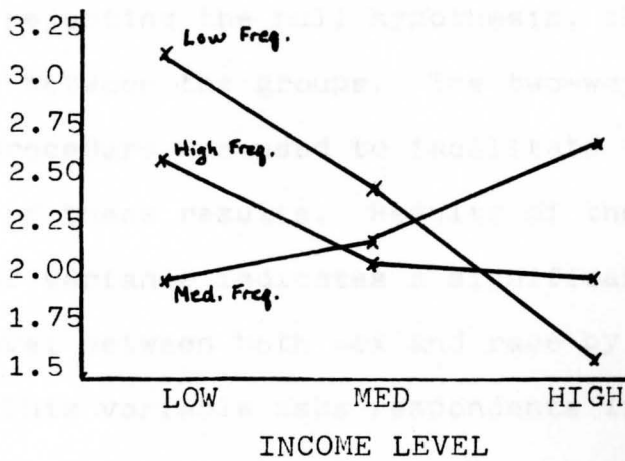
There are three items which were analyzed in this variable set surrounding the issue of police adherence to the regulations imposed upon them by the courts. They

FIGURE 1

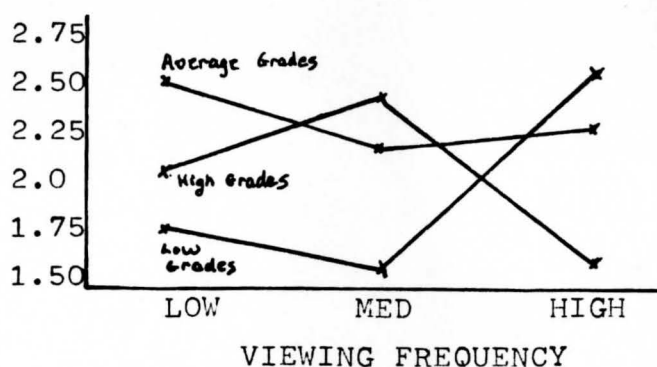
PLOT OF MEAN VALUES FOR
HYPOTHESIS 1 VARIABLE SET



Example 1
RoleQ2 TotalTV and Income Level



Example 2
RoleQ3 Pol and Income



Example 3
RoleQ3 TotalTV and Grades

include two Likert-type questions and one question asking respondents to circle one of five choices (from all to none). This analysis was accomplished by the one-way analysis of variance procedure. None of these three items obtained differences beyond the .05 level of significance (see Tables 7 and 8). These results clearly indicated no basis for rejecting the null hypothesis, that there is no difference between the groups. The two-way analysis of variance procedure was used to facilitate the interpretation of these results. Results of the two-way analysis of variance indicates a significant difference at the .05 level between both sex and race by the variable INTEGQ2. This variable asks respondents if they feel Police often break the law to catch a suspect. It appears that males have stronger belief that police often break the law to catch suspects than do females (see Table 9).

In addition, it appears evident that blacks have a stronger belief that police often break the law to catch a suspect than do whites (see Table 10).

TABLE 7

RESULTS OF THE ONE-WAY ANALYSES OF
 VARIANCE OF POLICE SHOW VIEWING WITH ONE
 RESPONSES OF SUBJECTS TO THE ITEMS ON
 POLICE ADHERENCE TO REGULATIONS IMPOSED UPON THEM

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
INTEGQ1	BETWEEN	2.61	2	1.30	
	WITHIN	295.64	223	1.33	.38
	TOTAL	298.25	225		
INTEGQ2	BETWEEN	1.25	2	0.63	
	WITHIN	128.73	223	0.58	.34
	TOTAL	129.98	225		
INTEGQ3	BETWEEN	1.22	2	0.56	
	WITHIN	166.86	223	0.75	.47
	TOTAL	168.08	225		

TABLE 8

RESULTS OF THE ONE-WAY ANALYSES
OF VARIANCE OF TOTAL TV SHOW VIEWING WITH
THE RESPONSES OF SUBJECTS TO THE
ITEMS ON POLICE ADHERENCE TO THE REGULATIONS
IMPOSED UPON THEM

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
INTEGQ1	BETWEEN	2.68	2	1.34	
	WITHIN	304.19	223	1.36	.38
	TOTAL	306.87	225		
INTEGQ2	BETWEEN	1.22	2	0.61	
	WITHIN	128.76	223	0.58	.35
	TOTAL	129.98	225		
INTEGQ3	BETWEEN	0.98	2	0.49	
	WITHIN	172.01	223	0.77	.53
	TOTAL	172.99	225		

No two-way interactions were discovered among the results - INTEGQ1 by police show viewing and sex, and INTEGQ2 by police show viewing and class in school. INTEGQ3 was reversed as the number of police officers who use questionnaires were to have crimes. The first

TABLE 9

DIFFERENCES BETWEEN MEANS
FOR SEX VARIABLE ON INTEGQ2

<u>VARIABLE</u>	<u>MALE</u>	<u>FEMALE</u>
INTEGQ2	1.90 (N = 119)	2.16 (N = 100)
	F = .01	

TABLE 10

DIFFERENCES BETWEEN MEANS
FOR RACE VARIABLE ON INTEGQ2

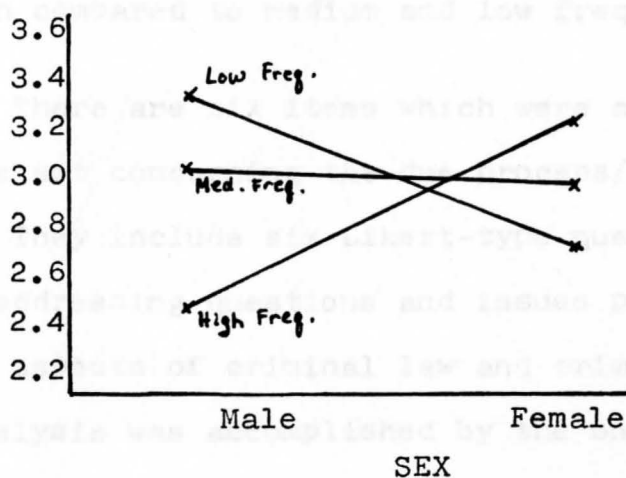
<u>VARIABLE</u>	<u>BLACK</u>	<u>WHITE</u>
INTEGQ2	1.95 (N = 153)	2.21 (N = 57)
	F = .03	

Two two-way interactions were discovered among the results - INTEGQ1 by police show viewing and sex, and INTEGQ2 by police show viewing and class in school. INTEGQ1 asks respondents the number of police officers who use questionable means to solve crimes. The first

interaction (INTEGQ1) confirms that the high frequency viewing group differs from the other two viewing groups in that the mean values increase between male and female, while the mean values for the medium and high frequency groups decrease between male and female (see Figure 2, example 1). The other interaction for this variable set displays the fact that mean values for low and high frequency police show viewers increase from 7th to 8th grade. However, the mean values for medium frequency viewers decreases from 7th to 8th graders (see Figure 2, example 2).

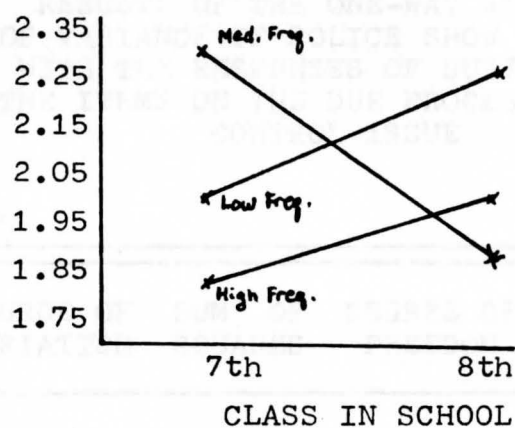
FIGURE 2

PLOT OF MEAN VALUES FOR
HYPOTHESIS 2a VARIABLE SET



Example 1
IntegQ1 Pol and Sex

FIGURE 2
 PLOT OF MEAN VALUES FOR
 HYPOTHESIS 2a VARIABLE SET



Example 2
 IntegQ1 Pol and Class in School

Hypothesis 2b: High frequency viewers of television in general, and police shows in particular, are more inclined to favor the "crime control model" of criminal law as opposed to the "due process model" when compared to medium and low frequency viewers.

There are six items which were analyzed in this variable set concerning the due process/crime control issue. They include six Likert-type questions (DUPQ1 and DUPQ6) addressing questions and issues pertaining to the varying aspects of criminal law and criminal justice. This analysis was accomplished by the one-way analysis of variance procedure and a difference was found for only one of these items (DUPQ1) at the .05 level of significance (see Tables 11 and 12). DUPQ1 asks respondents if catching and convicting a criminal is more important than protecting

TABLE 11

RESULTS OF THE ONE-WAY ANALYSES
OF VARIANCE OF POLICE SHOW VIEWING
WITH THE RESPONSES OF SUBJECTS TO
THE ITEMS ON THE DUE PROCESS/CRIME
CONTROL ISSUE

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
DUPQ1	BETWEEN	8.72	2	4.35	
	WITHIN	211.44	223	0.95	.01
	TOTAL	220.16	225		
DUPQ2	BETWEEN	3.98	2	1.99	
	WITHIN	264.59	223	1.19	.18
	TOTAL	268.57	225		
DUPQ3	BETWEEN	0.22	2	0.11	
	WITHIN	138.05	223	0.62	.83
	TOTAL	138.27	225		
DUPQ4	BETWEEN	2.95	2	1.48	
	WITHIN	259.34	223	1.16	.11
	TOTAL	262.29	225		
DUPQ5	BETWEEN	2.95	2	1.48	
	WITHIN	191.26	223	0.86	.18
	TOTAL	194.21	225		
DUPQ6	BETWEEN	0.64	2	0.32	
	WITHIN	159.98	223	0.72	.63
	TOTAL	160.62	225		

TABLE 12

RESULTS OF THE ONE-WAY ANALYSES OF
 VARIANCE OF TOTAL TV SHOW VIEWING WITH THE
 RESPONSES OF SUBJECTS TO THE ITEMS
 ON THE DUE PROCESS/CRIME CONTROL ISSUE

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
DUPQ1	BETWEEN	2.47	2	1.24	
	WITHIN	223.26	223	1.00	.29
	TOTAL	225.73	225		
DUPQ2	BETWEEN	4.08	2	2.04	
	WITHIN	272.97	223	1.22	.19
	TOTAL	277.05	225		
DUPQ3	BETWEEN	0.91	2	0.46	
	WITHIN	138.67	223	0.62	.48
	TOTAL	139.58	225		
DUPQ4	BETWEEN	1.77	2	0.88	
	WITHIN	266.62	223	12.20	.47
	TOTAL	268.39	225		
DUPQ5	BETWEEN	1.65	2	0.82	
	WITHIN	196.64	223	0.88	.39
	TOTAL	198.29	225		
DUPQ6	BETWEEN	1.02	2	0.51	
	WITHIN	163.10	223	0.73	.50
	TOTAL	164.12	225		

his rights. For police show viewing, high frequency viewers scored lower on three variables (DUPQ1, DUPQ4, DUPQ6), i.e. were more due process oriented than medium and low frequency viewers (see Table 13). Because of the one item which was significant (DUPQ1) these results could lead to the rejection of the null hypothesis: that there are no differences between high frequency viewers vs. low and medium viewers in terms of orientation toward the crime control model as opposed to the due process model. However, these results offer very weak support for the alternate hypothesis.

The two-way analysis of variance procedure indicated the presence of other factors which may play a role in influencing perceptions and attitudes concerning the criminal process orientations. For DUPQ3, which deals with courts restricting police power, a significant difference at the .05 level was found for race. It appears evident from the results that whites are more crime control oriented than blacks on this variable (see Table 14). In addition, a significant difference for grades in school were found for dependent variables DUPQ5 (Miranda warning question) and DUPQ3. It is apparent from the results that those students with the higher grades have a stronger due process orientation than those with average or below average grades (see Table 15).

TABLE 13

RESULTS OF ANALYSIS ON CRIME
CONTROL/DUE PROCESS ISSUE
BY POLICE SHOW VIEWING
AND TOTALTV VIEWING

Variable	Independent Variable	Mean Responses of Groups of Police and TotalTV Viewers		
		Low	Medium	High
DupQ1	Pol	2.24	2.56	2.08
	TotalTV	2.25	2.48	2.31
DupQ2	Pol	2.75	2.93	3.16
	TotalTV	2.73	3.02	2.81
DupQ3	Pol	2.20	2.15	2.22
	TotalTV	2.19	2.17	2.00
DupQ4	Pol	2.71	2.52	2.24
	TotalTV	2.63	2.51	2.34
DupQ5	Pol	2.37	2.63	2.46
	TotalTV	2.43	2.61	2.44
DupQ6	Pol	2.25	2.28	2.14
	TotalTV	2.31	2.19	2.34

Pol = Police Show Viewing
TotalTV = Total T.V. Show Viewing

TABLE 14
DIFFERENCES BETWEEN MEANS
FOR RACE VARIABLE ON DUPQ3

<u>VARIABLE</u>	<u>BLACK</u>	<u>WHITE</u>
DUPQ3	2.09 (N = 152)	2.38 (N = 58)
	F = .04	

TABLE 15
DIFFERENCE BETWEEN MEANS
FOR GRADES VARIABLE ON DUPQ3 AND DUPQ6

<u>VARIABLE</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>
DUPQ3	2.19 (N = 43)	2.27 (N = 102)	1.99 (N = 70)
	F = .05		
DUPQ6	2.42 (N = 43)	2.36 (N = 102)	2.09 (N = 70)
	F = .03		

Further results from the two-way analysis points to two other differences of significance at the .05 level. Significant differences were found for DUPQ5 which asks respondents if a criminal's rights should be sacrificed by both income level and type of contact with police. The findings demonstrate that those students with families of below average income have a greater due process orientation than those with average or above average incomes, who appear to lean toward the crime control model (see Table 16).

TABLE 16

DIFFERENCES BETWEEN MEANS
FOR INCOME VARIABLE ON DUPQ5

<u>VARIABLE</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>
DUPQ5	1.87 (N = 15)	2.61 (N = 158)	2.63 (N = 38)
		F = .01	

However, it must be noted that the N for the below average income students appears to be too small to hold any significant conclusions. The variable TYPECON (type of contact with police) also produces a significant difference at the .05 level. The conclusions substantiates the fact that respondents who listed their source of police contact as being a friend or relative were clearly oriented toward the due process model, while respondents with contacts as a victim or suspect were characterized by a crime control orientation (see Table 17).

TABLE 17

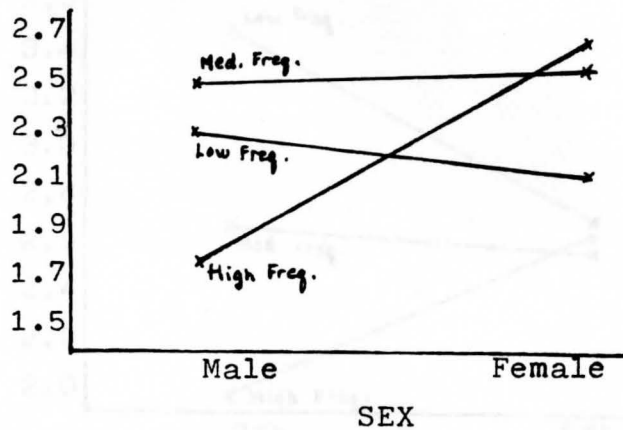
DIFFERENCES BETWEEN MEANS
FOR TYPECON VARIABLE ON DUPQ5

<u>VARIABLE</u>	<u>Victim</u>	<u>Subject</u>	<u>Friend or Relative</u>
DUPQ5	2.84 (N = 25)	2.75 (N = 32)	2.37 (N = 46)
		F = .05	

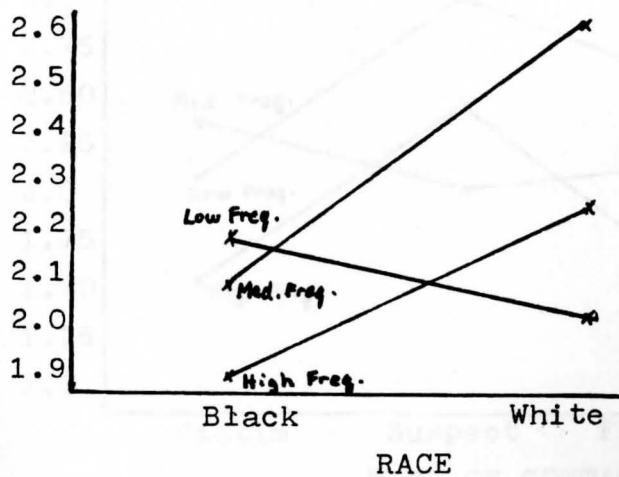
Five two-way interactions were found for this variable set as analyzed by the two-way analysis of variance procedure. DUPQ1 involves the independent variables totaltv viewing and sex. As can be seen from the illustration, the high frequency group's mean values increase between male and female, whereas the other two frequency groups' mean values decrease between male to female, i.e. portraying a stronger due process orientation (see Figure 3, example 1). For DUPQ3, a two-way interaction is involved with TOTALTV and RACE. It appears from the illustration that the low frequency viewing group varies from the other two groups in that the mean values decrease from black to white (high value = crime control orientation, low value = due process orientation), but the mean values increase from medium and high groups between blacks to whites (see Figure 3, example 2). The two-way interaction for DUPQ4 (search without warrant) points out that the medium frequency group increases in mean value from 7th to 8th grade, but the other two frequency groups decrease from 7th to 8th grade (see Figure 3, example 3). Two two-way interactions were found for DUPQ6. The first one, which includes police show viewing and type of contact with police, demonstrates that the interaction occurs due to the fact that the medium frequency group shows mean values in the opposite direction for victim, suspect, and friend or relative (see Figure 3, example 4). The second interaction, involving police show viewing and

FIGURE 3

PLOT OF MEAN VALUES FOR
HYPOTHESIS 2b VARIABLE SET



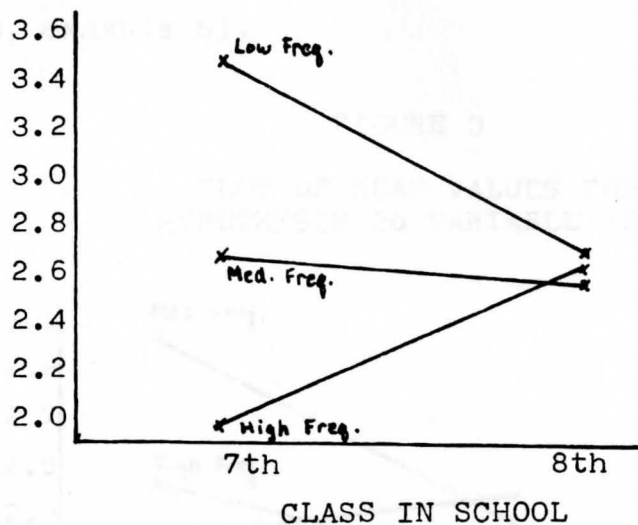
Example 1
DUPQ1 by TOTALTV and SEX



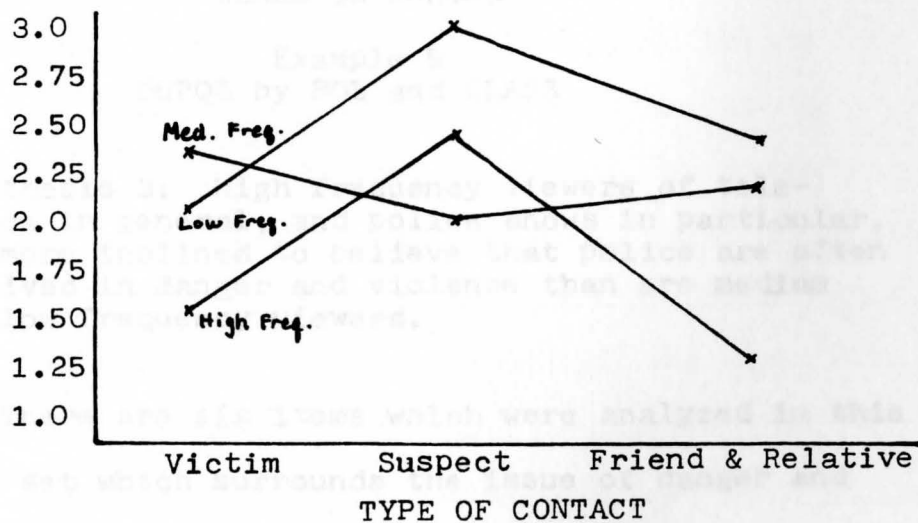
Example 2
DUPQ3 by TOTALTV and RACE

FIGURE 3

PLOT OF MEAN VALUES FOR
HYPOTHESIS 2b VARIABLE SET



Example 3
DUPQ4 by POL and CLASS

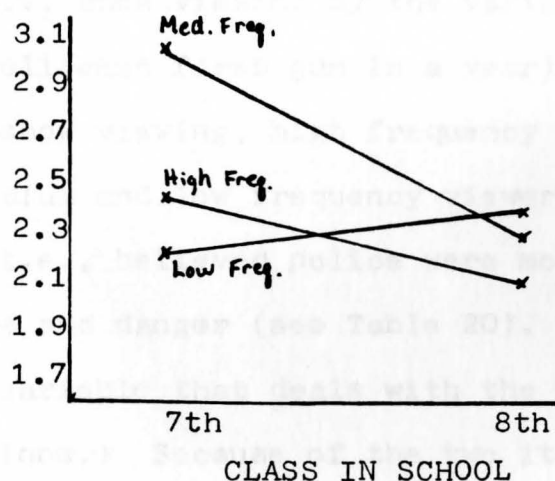


Example 4
DUPQ6 by POL and TYPECON

class in school, depicts the fact that the low frequency group mean values increase from 7th to 8th grade, while the values decrease for the other frequency groups (see Figure 3, example 5).

FIGURE 3

PLOT OF MEAN VALUES FOR
HYPOTHESIS 2b VARIABLE SET



Example 5
DUPQ6 by POL and CLASS

Hypothesis 3: High frequency viewers of television in general, and police shows in particular, are more inclined to believe that police are often involved in danger and violence than are medium and low frequency viewers.

There are six items which were analyzed in this variable set which surrounds the issue of danger and violence for the police occupation. They include two Likert-type questions addressing shoot-outs and car chases. Three questions deal with numerical figures. One question asks respondents to rank ten occupations in

terms of potential danger. For the purposes of this study, only the police occupation was analyzed among the ten occupations. The primary analysis was accomplished by the one-way analysis of variance procedure. A difference for two items at the .05 level of significance was discovered - one for police show viewing by the variable SHOOT (involvement in shoot-outs) (see Table 18), and the other for total t.v. show viewing by the variable FIREGUN (number of times policeman fires gun in a year) (see Table 19). For police show viewing, high frequency viewers scored lower than medium and low frequency viewers on the variable POLICE i.e., believed police were more likely to encounter violence and danger (see Table 20). (The variable POLICE is the variable that deals with the rankings of the occupations.) Because of the two items which were significant (SHOOT, FIREGUN), these results lead to the rejection of the null hypothesis: that there is no difference between the groups. However, for variable FIREGUN, it must be noted that the significant difference lies in the fact that the medium frequency group differs from the low and high frequency groups. The high frequency group scored lower, i.e. less belief that police are involved in danger, than the medium frequency group, so the difference of significance lies in a opposite direction, not lending support to the alternative hypothesis. Generally speaking, these results offer very weak support for the alternate hypothesis.

TABLE 18

RESULTS OF THE ONE-WAY ANALYSES
OF VARIANCE OF POLICE SHOW VIEWING WITH
THE RESPONSES OF SUBJECTS TO THE ITEMS
ON POLICE DANGER/VIOLENCE

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
CHASE	BETWEEN	1.14	2	0.57	
	WITHIN	145.78	223	0.65	.42
	TOTAL	146.92	225		
SHOOT	BETWEEN	6.19	2	3.10	
	WITHIN	170.37	223	0.76	.02
	TOTAL	176.56	225		
POLICE	BETWEEN	10.55	2	5.27	
	WITHIN	1230.26	223	5.52	.39
	TOTAL	1240.81	225		
POLKILL	BETWEEN	2.80	2	1.40	
	WITHIN	367.17	223	1.65	.42
	TOTAL	369.97	225		
CIVKILL	BETWEEN	6.23	2	3.12	
	WITHIN	411.38	223	1.84	.19
	TOTAL	417.61	225		
FIREGUN	BETWEEN	7.33	2	3.67	
	WITHIN	387.16	223	1.74	.12
	TOTAL	394.49	225		

TABLE 19

RESULTS OF THE ONE-WAY ANALYSES OF
 VARIANCE OF TOTAL TV SHOW VIEWING WITH
 THE RESPONSES OF SUBJECTS TO THE ITEMS
 ON POLICE DANGER/VIOLENCE

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
CHASE	BETWEEN	2.08	2	1.04	
	WITHIN	149.48	223	0.67	.21
	TOTAL	151.56	225		
SHOOT	BETWEEN	3.55	2	1.77	
	WITHIN	177.55	223	0.80	.11
	TOTAL	181.10	225		
POLICE	BETWEEN	3.00	2	1.50	
	WITHIN	1285.88	223	5.77	.77
	TOTAL	1288.88	225		
POLKILL	BETWEEN	0.68	2	0.34	
	WITHIN	372.82	223	1.67	.82
	TOTAL	373.50	225		
CIVKILL	BETWEEN	2.40	2	1.20	
	WITHIN	421.19	223	1.89	.53
	TOTAL	423.59	225		
FIREGUN	BETWEEN	16.37	2	6.19	
	WITHIN	388.05	223	1.74	.01 *
	TOTAL	404.42	225		

TABLE 20

RESULTS OF ANALYSIS ON POLICE
DANGER/VIOLENCE ISSUE
BY POLICE SHOW VIEWING
AND TOTALTV VIEWING

Variable	Independent Variable	Mean Responses of Groups of Police and TotalTV Viewers		
		Low	Medium	High
CHASE	Pol	2.71	2.85	2.92
	TotalTV	2.67	2.87	2.91
SHOOT	Pol	2.56	2.77	3.08
	TotalTV	2.67	2.73	3.06
POLICE	Pol	2.61	2.99	2.49
	TotalTV	2.70	2.87	3.05
POLKILL	Pol	2.41	2.40	2.70
	TotalTV	2.39	2.43	2.56
CIVKILL	Pol	2.59	2.73	3.11
	TotalTV	2.58	2.80	2.84
FIREGUN	Pol	3.34	3.47	3.89
	TotalTV	3.13	3.72	3.28

Pol = Police Show Viewing
TotalTV = Total T.V. Show Viewing

* This variable was scored differently than other variables in this variable set. A low score would indicate a greater belief in police danger, a high score would indicate a low belief in police danger

The two-way analysis of variance procedure indicated that additional elements might play a part in influencing attitudes and perceptions of the adolescents concerning police danger and violence. For variable POLKILL (number of police killed on duty), a difference among the varying family income level groups was discovered at the .05 level of significance. Average income group students scored significantly lower than high and low income group students i.e., were less likely to believe that a large number of police were killed in the line of duty. However, the N for the low income group may be too small to reach any definite conclusions (see Table 21).

TABLE 21

DIFFERENCES BETWEEN MEANS
FOR INCOME VARIABLE ON POLKILL

<u>VARIABLE</u>	<u>Low Income</u>	<u>Average</u>	<u>Above Average</u>
POLKILL	3.00 (N = 15)	2.33 (N = 158)	2.79 (N = 38)
		F = .03	

In addition, differences between 7th and 8th graders for the POLKILL variable were discovered. It appears that 7th graders believe that more police were killed in the line of duty than do the 8th graders (see Table 22).

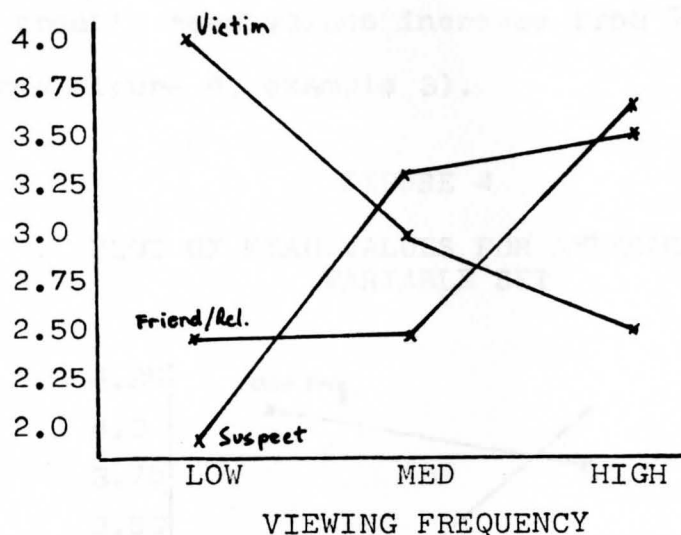
TABLE 22
DIFFERENCES BETWEEN MEANS
FOR CLASS VARIABLE ON POLKILL

VARIABLE	7th	8th
POLKILL	2.79 (N = 62)	2.34 (N = 157)
	F = .03	

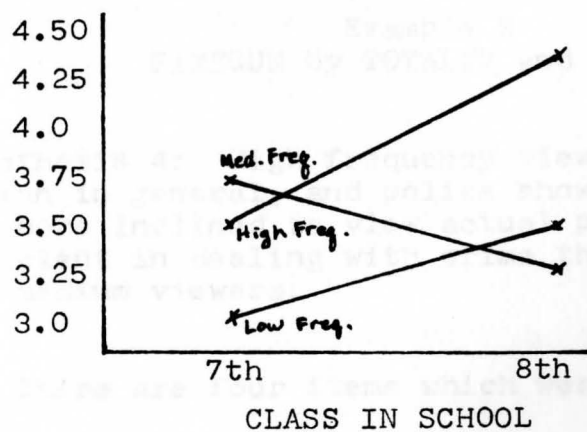
A total of three two-way interactions were discovered for this variable set that deals with the police violence/danger issue. The first interaction involves police show viewing and type of contact by POLKILL. The means were plotted to illustrate the interaction. The respondents who listed their contact as being a victim differed significantly from the other two groups from low to high frequency. The victim group's mean values decreased, whereas the other two group's values increased (see Figure 4, example 1). The second interaction involves the independent variables police show viewing and class in school with the dependent variable FIREGUN (number of time policeman fires gun in a year). The illustration clearly defines a sharp difference between the medium frequency group and the other two groups. The medium frequency group's mean values decrease sharply from 7th to 8th grades. The other two frequency groups portrays an opposite pattern (see Figure 4, example 2). The third interaction

FIGURE 4

PLOT OF MEAN VALUES FOR HYPOTHESIS 3
VARIABLE SET



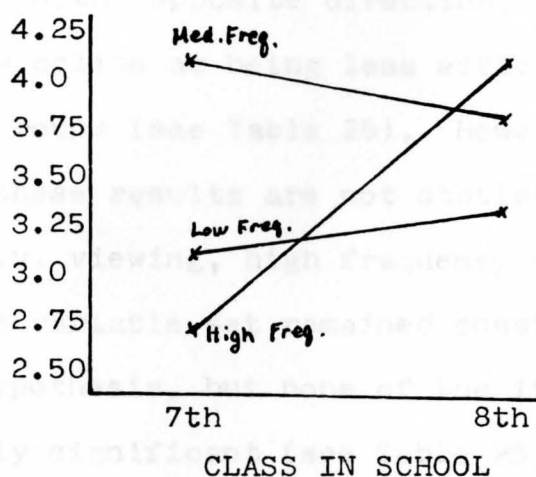
Example 1
CIVKILL by POL and TYPECON



Example 2
FIREGUN by POL and CLASS

involves the dependent variable FIREGUN with total t.v. viewing and class in school. The medium frequency group's mean values decrease from 7th to 8th grade, while the high and low group's mean values increase from 7th to 8th grade (see Figure 4, example 3).

FIGURE 4
PLOT OF MEAN VALUES FOR HYPOTHESIS 3
VARIABLE SET



Example 3
FIREGUN by TOTALTV and CLASS

Hypothesis 4: High frequency viewers of television in general, and police shows in particular, are more inclined to view actual police as more efficient in dealing with crime than are the low and medium viewers.

There are four items which were analyzed in this set concerned with police efficacy in dealing with crime. They include two Likert-type questions and two questions dealing with numerical values. The analysis was accomplished by the one-way analysis of variance procedure.

None of these four items obtained differences which were statistically significant for both total tv viewing and police show viewing (see Tables 23 and 24). These results clearly indicate no basis for rejecting the null hypothesis: that there is no difference between the groups on the police efficacy question. For police show viewing, two items, POLPRES (police presence as a factor in dealing with crime) and MURDER (number of murderers caught) showed differences in the opposite direction, i.e. high frequency viewers view police as being less efficient than the low and medium groups (see Table 25). However, it must be noted that these results are not statistically significant. For total t.v. viewing, high frequency viewers for all items in the variable set remained consistent with the alternate hypothesis, but none of the items were statistically significant (see Table 25). The two-way analysis of variance procedure was employed to facilitate the analysis. For dependent variable POLPRES, significant differences were found at the .05 level among grades in school. It appears that students with the highest grades have a stronger inclination that police presence is highly important in dealing with crime than do the average and below average students (see Table 26).

One two-way interaction was found for the variable set surrounding the police efficacy issue. The interaction involves the dependent variable ROBBERY (number of

TABLE 23
RESULTS OF THE ONE-WAY ANALYSES OF
VARIANCE OF POLICE SHOW VIEWING WITH THE
RESPONSES OF SUBJECTS TO THE ITEMS ON
POLICE EFFICACY

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
POLPRES	BETWEEN	0.67	2	0.33	
	WITHIN	211.51	223	0.95	.70
	TOTAL	212.18	225		
MURDER	BETWEEN	0.07	2	0.03	
	WITHIN	130.43	223	0.58	.94
	TOTAL	130.50	225		
ROBBERY	BETWEEN	0.38	2	0.19	
	WITHIN	131.87	223	0.59	.72
	TOTAL	132.25	225		
TUREAL	BETWEEN	1.74	2	0.87	
	WITHIN	175.39	223	0.79	.33
	TOTAL	177.13	225		

RESULTS OF ANALYSIS ON POLICE EFFICACY QUESTIONS
BY POLICE SHOW VIEWING AND TOTAL TV VIEWING

TABLE 24

RESULTS OF THE ONE-WAY ANALYSES OF VARIANCE OF TOTAL TV SHOW VIEWING WITH THE RESPONSES OF SUBJECTS TO THE ITEMS ON POLICE EFFICACY

VARIABLE	SOURCE OF VARIATION	SUM OF SQUARES	DEGREE OF FREEDOM	MEAN SQUARES	PROBABILITY
POLPRES	BETWEEN	2.0	2	1.00	
	WITHIN	219.28	223	0.98	.36
	TOTAL	221.28	225		
MURDER	BETWEEN	1.14	2	0.57	
	WITHIN	135.32	223	0.61	.39
	TOTAL	136.46	225		
ROBBERY	BETWEEN	0.48	2	0.24	
	WITHIN	137.20	223	0.62	.68
	TOTAL	137.68	225		
TUREAL	BETWEEN	2.58	2	1.29	
	WITHIN	177.67	223	0.80	.20
	TOTAL	180.25	225		

VARIABLE	Below Average	Average	Above Average
POLPRES	3.19 (N = 43)	3.39 (N = 108)	3.41 (N = 70)
			F = .01

TABLE 25

RESULTS OF ANALYSIS ON POLICE
EFFICACY QUESTION
BY POLICE SHOW VIEWING
AND TOTALTV VIEWING

Variable	Independent Variable	Mean Responses of Groups of Police and TotalTV Viewers		
		Low	Medium	High
POLPRES	Pol	3.24	3.12	3.11
	TotalTV	3.24	3.12	2.94
MURDER	Pol	2.49	2.51	2.46
	TotalTV	2.52	2.51	2.31
ROBBERY	Pol	2.31	2.37	2.43
	TotalTV	2.31	2.39	2.28
TUREAL	Pol	1.92	2.11	2.14
	TotalTV	2.00	2.14	1.84

Pol = Police Show Viewing
TotalTV - Total T.V. Show Viewing

TABLE 26

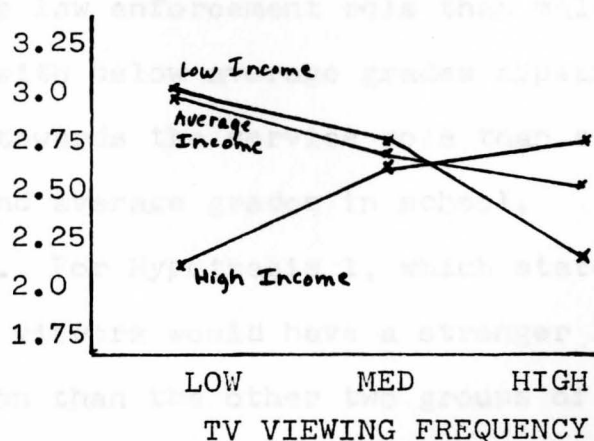
DIFFERENCES BETWEEN MEANS
FOR GRADE VARIABLE ON POLPRES

VARIABLE	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>
POLPRES	3.14 (N = 43)	2.99 (N = 103)	3.41 (N = 70)
			F = .01

robbers who are caught by police) with the independent variables police show viewing and income level. The means were plotted to display the interaction. The illustration demonstrates that the high income group's mean values differ from the medium and low income groups' values in that it increases from low to medium viewing frequency but decreases from medium to high viewing. A high value would indicate a belief that police are efficient in solving crime, a low value would indicate a belief that police are not efficient (see Figure 5, example 1).

FIGURE 5

PLOT OF MEAN VALUES FOR
HYPOTHESIS 4 VARIABLE SET



Example 1
ROBBERY by POL and INCOME

SUMMARY OF FINDINGS

The analysis of results were accomplished by use of both the one-way and two-way analysis of variance procedure. Five hypotheses were addressed in the study.

Three of the five hypotheses failed to reject the null: that there were no differences in the responses of high frequency viewers vs. medium and low viewers (1, 2a, 4). In Hypotheses 2b and 3, however, differences were found between the groups, thereby rejecting the null. However, these differences were insufficient to unanimously accept the alternate hypotheses.

The results of the analyses can be summarized with the following statements:

1. The law enforcement role was chosen as the most important role of the police by an overwhelming margin by all respondents.

2. Female respondents appear to be more oriented toward the law enforcement role than males. In addition, students with below average grades appear to be more oriented towards the service role than students with above average and average grades in school.

3. For Hypothesis 1, which stated that high frequency viewers would have a stronger law enforcement orientation than the other two groups of viewers, differences in the opposite direction were observed for three items. On these three items, high frequency viewers were actually less oriented to the law enforcement role than the medium and low frequency viewers.

4. Black respondents have a stronger belief that police often break the law to catch suspects than do whites. It was also found that males have a stronger

belief that police often break the law to catch suspects than do females.

5. High frequency viewers were more due process oriented than the low and medium frequency viewers for three items concerning the due process/crime control issue, establishing a result that was in contrast to the alternate hypothesis which stated that high frequency viewers would be more crime control oriented.

6. Whites had a stronger crime control orientation than did blacks. In addition, students with high grades displayed a greater due process orientation than students with average or below average grades. Furthermore, students with police contacts as a friend or relative were more due process oriented than students with contacts with police as a victim or suspect.

7. For one item on the questionnaire, it was discovered that a relationship exists between high frequency viewing of television and a belief that the police occupation is a dangerous and violent profession, thus partially supporting Hypothesis 3.

8. Although not statistically significant, the high frequency TV viewing group had a stronger belief that police are often involved in danger than did the medium and low groups for five items on the questionnaire.

9. Seventh grade respondents believe that more Police were killed in the line of duty than eighth graders. Differences like this were found throughout the results

between 7th and 8th graders, which may indicate that the one year age difference between the two may be important in attempting to explain the differences in responses.

The study is summarized and conclusions are drawn from the results in the following chapter.

The Problem

This study was an attempt to determine if any relationship existed between television viewing and attitudes and perceptions of crime and police. The seemingly unrealistic concepts of police on television lead one to believe that there are subtle yet important ramifications to be found. Television is indeed a powerful medium which may serve as a socializing device for many people, particularly adolescents. The interpretation of televised attitudes is important due to the fact that attitudes tend to crystallize at this time of life. Developing a negative attitude toward police at this time of a young person's life may carry on for the rest of his or her life. A large proportion of negative attitudes toward police on a macro level may hold significant consequences in police-community relations.

Theoretical Positions

There are a number of prevalent dichotomies in the value orientations, perceptions, and attitudes of police and police work in American society. Five of these issues are addressed in the literature review. These particular

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

This study was an attempt to discover if any relationships existed between television viewing and adolescent perceptions of crime and police. The seemingly unrealistic portrayals of police on television lead one to believe that there are subtle yet important ramifications to be found. Television is indeed a powerful medium which may serve as a socializing device for many people, particularly adolescents. The interpretation of adolescent attitudes is important due to the fact that attitudes tend to crystallize at this time of life. Developing a negative attitude toward police at this time of a young person's life may carry on for the rest of his or her life. A large proportion of negative attitudes toward police on a macro level may hold significant consequences in police-community relations.

Theoretical Positions

There are a number of prevalent dichotomies in the value orientations, perceptions, and attitudes of police and police work in American society. Five of these issues are addressed in the literature review. These particular

issues form the basic assumptions upon which the hypotheses are based on.

The first of these issues concerns the police role question. The issue deals with the importance of three basic roles (service, peace-keeping, and law enforcement) and its relevance to maintaining a democratic society. The second issue involves police adherence to the regulations imposed upon them by legislative methods and judicial decisions. How often do police adhere to the guidelines established to protect civil rights in a democratic society? The third issue that was reviewed was that identified by Herbert Packer as "the due process model versus the crime control model." Television appears to depict the crime control model as being the more appropriate model. The fourth issue deals with the police danger issue. The review of the literature demonstrates that television depicts the police occupation as an occupation highly dangerous and extremely violent. Do these portrayals on television lead the public to believe this? The fifth issue deals with the efficiency of police on dealing with crime. Crime on fictional television is customarily found to be unsuccessful, with the central theme being that crime does not pay.

Design of Analysis

The purpose of the study was to determine the impact of fictional television programs upon adolescent attitudes and perceptions of police and crime. The study is cross-sectional in nature in that the respondents are tested at one point in time. The respondent's value orientations and perceptions are measured by a questionnaire administered to the sample of students at Rutherford B. Hayes Middle School. The questionnaire was designed to measure the student's perceptions and value orientations toward police, criminal justice, and television viewing habits. In addition, a series of questions were included to gather demographic data to assist in the analysis.

The primary analysis of the study compares high frequency viewers of fictional police t.v. shows in particular and total television viewing in general to medium and low frequency viewers. The analysis of the study was accomplished by the one-way analysis of variance procedure and the two-way analysis of variance procedure.

Conclusions

Hypothesis 1, the police role issue, was not supported. Although not statistically significant, high frequency viewers of police shows displayed a greater Peace-keeping and service orientation than the low and medium viewers. It's important to point out that the law

enforcement role was ranked as the most important role by all the respondents by an overwhelming margin. The results of the two-way analysis demonstrates that females appear to have a stronger orientation toward the law enforcement role than do males. In addition, the two-way analysis also demonstrates that students with below average grades feel that the service role is just as important as the law enforcement role to a far greater degree than do students with average or above average grades.

Hypothesis 2a, which dealt with police adherence to the regulations imposed upon them, was not supported. However, the two-way analysis of variance indicates that males have a stronger belief that police often break the law to catch suspects than do females, and that blacks have a stronger belief that police often break the law to catch a suspect than do whites.

Hypothesis 2b, the due process/crime control issue, was only partially supported by one variable (DUPQ1). However, these results offer very weak support for the hypothesis since only one variable demonstrated a significant difference. High frequency viewers of police shows were more due process oriented than medium and low frequency viewers on three variables (DUPQ1, DUPQ4, DUPQ6). The two-way analysis of variance indicated that other factors may play a role in influencing perceptions and attitudes concerning the criminal process orientations. It was found that whites are more crime control oriented than blacks for

variable DUPQ3 (court restricting police power). In addition, it was discovered that students with the higher grades have a stronger due process orientation for two variables (DUPQ3 and DUPQ5) than do those with average or below average grades. Further results from the two-way analysis of variance demonstrates that those students with families of below average income have a greater due process orientation than those with average or above average incomes for variable DUPQ5 (criminal sacrificing rights). Additional results shows that respondents with police contact as a friend or relative were clearly oriented toward the due process model, while respondents with contacts as a victim or suspect were characterized by a crime control orientation for DUPQ5.

Hypothesis 3, which was concerned with the police violence and danger issue, was partially supported. A difference for two items at the .05 level was discovered: one for police show viewing by the variable SHOOT (involvement in shoot-outs) and the other for total t.v. show viewing by the variable FIREGUN (number of times policeman fires gun in a year). High frequency viewers of police shows believed police were more likely to encounter violence and danger than did the medium and low frequency viewers. The two-way analysis of variance demonstrates that average income level respondents were less likely to believe that a considerable number of police were killed in the line of duty. In addition, it appears that 7th

graders believe that more police were killed in the line of duty than do the 8th graders.

Hypothesis 4, the police efficacy issue, was not supported. Although not statistically significant, high frequency viewers regarded police as being less efficient than the low and medium frequency groups for two items (POLPRES - police presence as a factor in dealing with crime and MURDER - number of murderers caught). For total t.v. viewing, high frequency viewers for all items in the variable set remained consistent with the hypothesis, but none of the items were statistically significant. The results from the two-way analysis demonstrates that students with the highest grades have a stronger inclination that police presence is significant in dealing with crime than do the average and below average students.

Discussion

On the question of police role, it appears that adolescents of all television viewing groups agree that law enforcement should be the most important role for the police. The frequency of viewing television was not really a factor. This result appears to be consistent with the results of Schaefer, Vanderbrok, and Wisnoski, who discovered that television as a source of information is correlated to a strong belief that police should function in a law enforcement capacity rather than in a service capacity. An interesting result was that females displayed

a stronger law enforcement orientation than males. It is also interesting to note that the better the student, the stronger the orientation toward the service and peace-keeping role. This might imply a possible correlation between intelligence and a liberal attitude toward policing.

One interesting result demonstrated that blacks hold a stronger belief that police often break the law to catch a suspect than do whites. This result appears similar to the findings of Brooks and Friedrich, which stated that blacks view police significantly more negatively than do whites, and Bouma, who discovered that blacks showed a great deal more hostility towards police than did the whites who were tested. The result also appears to be consistent with the findings of Derbyshire, who discovered that the black and Mexican-American youngsters pictured police more negatively than Caucasian/Anglo youngsters. Schaefer, Vanderbrok, and Wisnoski found that as the number of shows regularly watched increased, there was an increase in the respondent's belief that local police take bribes. These results differ from the results of this study, for no relationship was discovered between frequency of police show viewing and a belief that police are dishonest.

For Hypothesis 2b, it was discovered that high frequency viewers of police show viewers held a stronger belief that catching and convicting a criminal is more important than protecting his rights than did the low and medium frequency viewers, demonstrating a possibility of a

relationship between frequency of police show viewing and a crime control value orientation, at least for this variable (DUPQ1). Whites were found to be more crime control oriented than blacks on one item (DUPQ3), which points to possible differences in values and attitudes between blacks and whites concerning police and criminal justice. It is also important to note that the brightest students had the strongest due process orientation. Perhaps a relationship exists between education and values toward justice.

For Hypothesis 3, it was found that high frequency viewers were more inclined to believe that police are involved in shoot-outs than the medium and low frequency viewers. This would remain consistent with the hypothesis that high frequency viewers would view the police occupation as being a highly dangerous one. One interesting result surrounding the Hypothesis 3 variable set is that 7th graders had a more unrealistic view than 8th graders in attempting to ascertain the dangerousness of the police occupation. Seventh graders tended to overestimate the actual death rate of police officers and civilians killed by police by an overwhelming margin over the 8th graders. The difference in responses may be linked to the maturation of ideas. The one year age difference at this period of life may be of greater importance than one may realize. The 8th grade responses to the police danger questions were generally more accurate to what the real statistics would demonstrate than were the 7th grade responses. It is important to note

that the respondents in general ranked the police occupation as being the most dangerous occupation of the 10 that were listed. It must be noted, however, that occupations such as a steel mill worker and a construction worker are actually more dangerous in terms of injuries or deaths on the job according to a National Safety Council survey.

Joseph Dominick found that viewing of crime shows was positively correlated with a belief that criminals usually get caught. This finding, however, was in contrast to the findings of this study, where no relationship was found to exist between frequency of television viewing and police efficacy in dealing with crime.

The primary results of the study do not support the major premise of this research, that a relationship exists between frequency of television viewing and perceptions and attitudes toward police and crime. Differences between the primary groups of t.v. viewers were only observed in two variable sets - the due process/crime control set and the police violence/danger issue. However, other findings were discovered that may hold interesting implications.

Based upon the results, it can be argued that frequency of television viewing as an independent variable may be of little importance. It can be argued, however, that television as a source of information, regardless of the frequency of shows watched, may play a role in the development of perceptions. An adolescent boy or girl might watch only one show per month concerning the police and

criminals. But, if this is his or her only source of indirect information concerning police activities, than the one show he or she does watch may be his or her sole source of information, and in turn may leave either negative or positive impressions. It's important to note that over 45% of the respondents had no police contact at all. So their source of information may be the television. An attitude may be formed after watching either one show or watching twenty shows.

One cannot take the results of this study and apply them directly to other populations. One can only discuss the results from the population sampled in this study. Inferences can be drawn to other populations, but one cannot argue that the results found here would be found in another population. The sample that was used was selected because of its cross-sectional nature. The hope was that it would include people from the many varying socioeconomic and cultural groups spread across the United States. The questionnaire was developed with the notion that unknown attitudes were being measured, since there was no "scale" employed.

Few studies are without limitations, and this study is no exception. One major limitation of the study includes the age of respondents and the type of issues that were addressed. It can be argued that the students were not old enough to comprehend some of the questions on the questionnaire, such as the Miranda Warning question and the

police role questions. The questions were carefully worded to safeguard against the lack of comprehension, but for some of the respondents it may have made little difference. Originally, high school students were to be used as the sample, but it was thought that interpreting attitudes of younger people was of more significance. Another limitation of the study deals with the failure to recognize other forms of mass media as possible influences. Radio programs, newspapers, and movies are all forms of mass media which may play a part in influencing perceptions. However, newspapers were discarded because few adolescents pay attention to the newspapers beyond the sports and comics. It's difficult to control for the subtle, outside influences which may lead to attitude formation. One's values concerning certain issues may be formed by listening to parents, peer groups, or teachers. To control for these would be an extremely difficult task, but we cannot disregard the possibility of these factors acting as a potential influence.

The purpose of this thesis was to attempt to discover if frequency of television viewing had an effect on influencing attitudes toward police and crime. The results generally indicate a negative answer to this question. The frequency of programs viewed may not be as important as originally believed, but television as a source of information concerning police work and criminal activity may have some sort of impact.

The networks will never broadcast programs which are truly representative of the real world of police and crime in America. Viewers watch t.v. for entertainment purposes. The real world of crime and law enforcement may be too unpleasant and dull to appeal to the public. This is why the flagrant fabrications are implemented. The producers of television programs are only interested in the ratings, as television is indeed a business conducted for profits. The potential effects of the shows that are produced are of little interest to the producers.

Implications For Future Research

Further research into television's influence upon adolescent attitudes about police and crime is necessary. Although not finding positive results directly related to the central hypothesis, other data was discovered that should be looked at more intensely. Factors such as race, sex, and grades in school may play important roles in the development of perceptions concerning police. The content of television crime shows should be analyzed on a more frequent basis. The number of content analyses should be increased to analyze specifically the subtle messages that are beamed out to the public. These subtle messages may be of greater impact than we can realize. The police danger and violence variable exemplified on television drama may be the most important factor surrounding the misjudgement of the police occupation. This phenomenon should be

examined more closely. The main focus behind the examinations that should be undertaken in the future must become more specific until the perceptions about police brought forth by television are isolated and evaluated in terms of their effects upon the fight against crime.

APPENDIX A

Thank you for taking the time to complete this questionnaire. This questionnaire will give you a chance to tell us about some of the things that you watch and think about in your attitudes and beliefs about justice in our society. We think that you will find it easy to fill out.

Please do not write your name on the questionnaire. This way we can keep the information totally anonymous and confidential. Your responses can in no way be identified with you since your name will not be on the questionnaire.

Although we would like everyone to participate in this study, the findings were accurate, if you do not wish to take part in this study, you do not have to. Just tell your teacher you would rather not fill it out and they will give it back from you. You are under no pressure to fill out this questionnaire if you do not feel like it.

DO NOT WRITE YOUR NAME ANYWHERE
ON THIS QUESTIONNAIRE

Thank you for taking part in this research study. This questionnaire will give you a chance to tell us about some of the T.V. shows that you watch and items pertaining to your attitudes and beliefs about police in our society. I think that you will find it easy to fill out.

Please don't write your name on the questionnaire. This way we can keep the information totally anonymous and confidential. Your responses can in no way be identified with you since your name will not be on the questionnaire.

Although we would like everyone to participate to make the findings more accurate, if you do not wish to take part in this study, you do not have to. Just tell your teacher you would rather not fill it out and they will take it back from you. You are under no pressure to fill out this questionnaire if you do not feel like it.

DO NOT WRITE YOUR NAME ANYWHERE
ON THIS QUESTIONNAIRE

5. Catching and convicting a criminal is more important than protecting his rights.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

6. It is better to let 5 criminals go free than to convict 1 innocent person.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

7. The courts should be able to restrict the power of police (example - laws concerning the proper steps of arresting suspects).

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

8. For serious crimes, police should have the power to search without a warrant.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

9. When an individual commits a serious crime, he must sacrifice all of his rights as an American citizen.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

The following questions are intended to determine how you perceive certain aspects of police work. There is no correct answer. You are being asked, based upon your general knowledge, to respond to the best of your ability.

10. How many of the police officers in your city use questionable means in gathering evidence to solve a crime?

ALL MOST SOME FEW NONE

11. Police often break the law to catch a suspect.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

19. How many times does the average policeman fire his revolver during the course of one year?

(Circle your choice)

0-1 1-4 5-10 10-20 22 or more

20. If not for the presence of police, the amount of crime in our society would increase.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

21. How many criminals who commit murder are caught by the police?

NONE SOME MOST ALL

22. How many criminals who commit robbery are caught by the police?

NONE SOME MOST ALL

23. Real police solve more crimes than television police.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

4. How would you rate your family compared with other American families in terms of family income?
 _____ below average
 _____ average
 _____ above average

7. Father's occupation _____
 Mother's occupation _____

8. Parents' Educational Level

Father - _____ Did not complete high school
 _____ Completed high school
 _____ Attended College

Mother - _____ Did not complete high school
 _____ Completed high school
 _____ Attended college

This section is designed to discover your television viewing habits. For the following television programs listed below, please indicate which shows you watch on a regular (once a week or once every two weeks) basis by circling the appropriate shows.

Disney's Wonderful World of Color	Diff'Rent Strokes
60 Minutes	Best of Saturday Night Live
Eischeid	Vegas
WKRP in Cincinnati	The Waltons
Quincy	Buck Rogers in the 21st Century
Little House on the Prairie	Mork and Mindy
Laverne and Shirley	Benson
Angie	Barnaby Jones
The Last Resort	Skag
M.A.S.H.	Barney Miller
Stone	Soap
House Calls	Incredible Hulk
Lou Grant	Shirley
Paris	The B.A.D. Cats
Family	Knots Landing
The White Shadow	Love Boat
Misadventures of Sheriff Lobo	Dukes of Hazzard
Happy Days	C.H.I.P.S.
Hawaii Five-0	One in a Million
Goodtime Girls	The Ropers
Three's Company	Charlies Angels
Taxi	B. J. and the Bear
Hart to Hart	Prime Time Saturday
Real People	The Chisholms
Dallas	Alice
Archie's Place	The Jeffersons

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