DOCUMENT RESUME

ED 169 904 IR 007 173

AUTHOR	Orvik, James M.; And Others
TITLE	The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report.
INSTITUTION	Alaska Univ., Fairbanks. Center for Northern Educational Research.
SPONS AGENCY	National Science Foundation, Washington, D.C.
BUREAU NO	APR-76-20988
PUB DATE	Aug 78
NOTE	133p.; See Appendices A and B for list of measures and conditions for obtaining data sets
AVAILABLE FROM	Data Bank, Alaska Television Study, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska 99701 (For copies of coded raw data)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Alaska Natives; *Commercial Television; Communication Satellites; *Cross Cultural Studies; Educational Television; Research Methodology; *Rural Population; *Social Influences; Television Research; *Television Viewing

ABSTRACT

This study, conducted prior to the installation of daily prime-time television programming in areas of rural Alaska previously without commercial television service, was designed to provide a foundation of pre-television baseline data against which to measure the social and behavioral effects of television on this multicultural population. Background for understanding the nature of the study is provided by a brief discussion of the distribution of racial groups in rural Alaska and an outline of the distribution of access to commercial and public television. The conceptual model for the research was designed to anticipate the most likely areas that might be changed through the influence of television and consisted of three components--(1) active influences of programming content on the individual viewer, (2) replacive influences of the act of television viewing on the social characteristics of the community, and (3) holistic influences by which active and replacive influences combine to restructure the viewer's relationship with the social and physical environment. Data gathered through observation and a battery of tests were entered into the files in the format of the Statistical Package for the Social Sciences (SPSS). Findings are discussed, and a detailed TV Study Codebook for these data is appended. A bibliography is included. (RAO)

Final Report

Project APR76-20988
National Science Foundation

THE SOCIAL AND BEHAVIORAL EFFECTS OF BROADCAST TELEVISION ON PREVIOUSLY UNTOUCHED AUDIENCES

James M. Orvik, Ph.D.
(Principal Investigator)

Lawrence A. Gooding, Ph.D.
(Co-investigator)

Norma E. Forbes, Ph.D.
(Co-investigator)

Center for Northern Educational Research
University of Alaska
Fairbanks, Alaska

August, 1978

Table of Contents

List of Tables and Figures

TABLES

FIGURES

The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences

Final Report
August. 1978

Research about the effects of television is not a recent enterprise. Studies and essays, proclaiming, disclaiming, and blaming television as the source of a host of social effects have paralleled the growth of the industry from its inception. From E. B. White in 1938, to Marie Winn in 1976, the entire range of views concerning the medium's impact on society have been represented; the policy issues presented, debated, and refined. Nobody seems neutral about television; virtually everybody has taken sides. Given the history of television research, the range of currently existing opinions must be taken as a measure of the rarity of definitive outcomes. Few studies about television have been able to overcome the methodological problem of prior exposure of research subjects either to extensive doses of television, or to social peers who are products of the "T.V. generation." Television, by the time the social science research community began to take serious notice, was so insinuated into society as a fact of our social, cognitive and affective lives that no study could be designed absent major confoundings.

The possibility now exists to do research on television's psychological and social effects in the few remaining communities in the United States which have not experienced significant prior exposure to television. The study presented in this report established a foundation of pre-television baseline data in anticipation of the impending installation of daily prime-time television programming. The study capitalized on a set of unique characteristics in rural Alaska creating a natural experiment for investigation.

Many areas of rural Alaska do not have access to commercial television. This condition provides a population currently untouched by the effects of

television on the interpersonal relations of the community or on the intra-psychic framework of the individual. This situation is very rapidly changing as the State of Alaska is moving toward the development of television reception capability for all areas of the state. In 1976, the Legislature appropriated $1.5 million to equip [illegible]-four ground stations for receiving television and providing low cost [illegible] television transmitters for community use. In addition, the state, through the Governor's office, brought national network programming to [illegible]e communities for five to six hours of television entertainment per evening plus various amounts of day-time educational programming. This project went into operation in the first quarter of 1977. The development was perceived as a rare circumstance under which social scientists could know of the introduction of a significant social change agent prior to the event. It provided the unique opportunity to establish a controlled baseline of data against which to measure the effects of change.

Another unique characteristic of rural Alaska commending its value as a research location is its multicultural setting. The opportunity of studying a population which has not had any significant exposure to television in the several cultural settings available in Alaska offers an additional dimension of information not usually available from studies of the effects of television. As Brislin, Lonner and Thorndike (1973) have pointed out, the researcher, by gathering data in another culture, can obtain experimental treatments not available in his own culture and increase the predictive range of his hypotheses. In making this argument for the strength of cross-cultural research, we are going beyond Eckman's argument for using naive populations, as presented in Comstock and Lindsey (1975), which states that a long history of exposure to television on the part of children studied may invalidate inferences about the effects of television. In addition, the relatively isolated rural sites

make it possible to examine broad effects in a naturalistic setting of limited complexity.

The examination of macro as well as micro effects is particularly important in view of the widely held beliefs regarding the effects of television on society as a whole. Gerbner (1972) has pointed out "(Television) Roles are written and parts are cast to convey images consistent with desired patterns of action in a symbolic society." In its symbolic function television is a potentially powerful means of acculturation and enculturation. As it presents models and goals which can be aspired to, but not achieved, it is also a potentially powerful medium for creating social unrest. The present study provides baseline data of potential value to the social science community in an area of research considered vital to the welfare of much of the world's population.

Background

Two aspects of the Alaskan context are discussed here to give the reader some background for understanding the nature of the study. First, a brief discussion of the distribution of culture groups in rural Alaska is presented. Second, the distribution of access to commercial and public television in Alaska is outlined.

Cultural Groups in Alaska

Five distinct cultural groups reside in the areas of Alaska which are about to receive their first exposure to television; the Eskimo, the Aleut, the Athabaskan Indian, the Indians of the Pacific Northwest Coast culture (Tlingit, Haida and Tsimshian) and the immigrant non-Native peoples who are primarily, but not exclusively, Caucasian Americans. Within and between each Alaskan Native group there are significant differences in the degree to which

traditional life styles persist. Each Native group has had a different history of contact and interaction with Western culture and people.

The Eskimos are the best known and, in general, the most traditional of Alaska's aboriginal population. Currently they occupy coastal areas and the adjacent riverine environments from the Alaska peninsula around to the northern border with Canada. Several aspects of their culture are of particular interest in relation to the proposed study of the effects of television. In child rearing they stress nonaggression attitudes and the avoidance of interpersonal conflict (Nelsom, 1969; Hippler and Conn, 1973). Many authors have commented on the extreme lemiency of Eskimo child rearing and on their strong emphasis on cooperation (Parker, 1962; Chance, 1966; Gusber, 1965; and Spencer, 1952). Traditionally the society did not provide authority roles and there continues to be a disinclination to assume dominance in interpersonal relationships. Eskimos are reported to possess unusual ability in tasks involving spatial relationships (Berry, 1966; Forbes, 1971; Kleinfeld, 1970); and unlike most other populations, there are no sex differences in spatial ability.

The Aleuts are an Eskimo people who occupy portions of the Alaska Peninsula, the Pribilof Islands and the Aleutian Chain. Anthropologists estimate they separated from their northern relatives about 3,000 years ago. Much of their culture and most of their population were destroyed within a relatively few years of their contact with the Russian fur traders in the late 1700s. As a result much less is known of their social culture than that of the Eskimos.

The Athabaskans of the interior are the least well known of Alaska's Native people. Although the Eskimo's Arctic coastal environment is popularly considered harsh, it is the boreal forest environment of the Athabaskan which is the harsher, both in extremes of temperature and limited food resources. Cultural flexibility has been an important Athabaskan adaptive strategy and

their willingness to adapt to, and adopt from others has been noted by a number of authors (Van Stone, 1974; Nelson, 1973; McClelland, 1970). Their traditional authority relationships lie somewhere between the complete egalitarianism of the Eskimo and the highly stratified society of the Pacific Northwest Coast Indian. Although Hippler and Conn (1972) disagree, most sources on Athabaskan authority relationships (Osgood, 1936; McKennon, 1965) feel that while there were chiefs in precontact times they had little power. The atomistic nature of the traditional Athabaskan social organization emphasized individualism, the freedom of the individual family and the authority of the individual family head. Along with the individualism there was a great deal of sharing. Van Stone (1974) states, "the sharing of big game and other important resources in the environment, a deeply rooted concept in traditional Athabaskan culture, has continued to be significant." (p. 101).

Little is available on traditional child rearing practices from literature on the Alaskan Athabaskan. Most comments relate to children's economic contribution (Nelson, 1973) or kinship. The general impression is of a society, less child-oriented and permissive than the Eskimo but not at all as strict and restrictive as the Northwest Coast Indians or non-Natives.

While the following cultural groups were not included in the baseline study, they are none the less described here to complete the overall background picture. In distinct contrast to the Eskimo and Athabaskan, the Pacific Northwest Indians lived in a lush forest environment, warmed by the Japanese current, and supplied with abundant food resources from the sea, primarily salmon. In this setting a dynamic, complex, highly stratified society developed. The society was a hierarchical one with slaves, commoners and nobility. Oberg (1973) notes that social rank and material wealth were of primary importance to the Tlingit people. DeLaguna (1965) characterizes the traditional Chilkat (Tlingit) as an arrogant, hard,

warlike people. She speaks of the brutality with which Chilkat children were punished and hypothesizes that the hardness, touchy pride, and competitiveness which characterized the Tlingit adult were the result of the tensions initiated in childhood experiences. The contemporary Tlingit, Haida and Tsimshian people are generally regarded in Alaska as the most acculturated of the Alaskan Natives.

Television in Alaska

According to the Alaska Governor's Office of Telecommunications,[1] 85 percent of the State's population can regularly view television. Television service in Alaska is a piecemeal system of distribution by public and commercial broadcast, Armed Forces television, cable systems, minitransmitters, and an extensive network of translators. This loose system, in addition to serving the major cities (Anchorage, Fairbanks, Juneau, and Sitka), brings television to about 90 smaller towns and villages. In 1976, the state legislature enacted a measure to add a satellite network of 23 additional villages to the above systems, at a cost of $1.5 million (HCSSB 696).

The remaining 15 percent of the state's population without television may seem a small figure on first reflection. However, from the standpoint of research, the critical social unit comprises the community as well as the individual. There are over 90 such communities (of 25 or more people) among the 15 percent not now receiving television. Various legislative proposals to extend television service to these sites have come under review, including 1978 legislation to appropriate $10.9 million for state-wide expansion of satellite delivery. The governor has reduced the appropriation to $2.7 million for maintenance level operation, leaving the question of further expansion at least a year into the future.

---

[1] For a full system description, see the Final Report: Satellite Television Demonstration Project. February 1978. Office of Telecommunications, Office of the Governor, State of Alaska, Vols. I and II.

The passage of HCSSB 696, marked the rise in serious formal efforts of the state to produce an integrated system of television delivery. This effort also became the stimulus and the setting for the current study to establish a baseline of appropriate data prior to any irreversible expansion of commercial programming to all areas of the state. The timing of the study fulfills as closely as possible an important research requirement that minimum time pass between gathering pretreatment data and initiation of the experimental treatment.

While the details of the design are presented in a later section, it is appropriate here to present some ideas of the time of programming available in the Satellite Television Demonstration Project (STDP). Table 1 shows typical composite program schedules for two points in time; a week in March, 1977, and a week in January, 1978. Final authorization of the program schedule resided with a representative committee of the Alaska Federation of Natives (AFN). The AFN committee worked cooperatively with the Governor's Office of Telecommunications, the latter providing information on program availability and copyright constraints within which the AFN committee could act.

Conceptual Model

The major task undertaken in this study was to create a baseline of data about the social and behavioral effects of broadcast television. Only the most naive reader would fail to detect the awesome complexity underlying this simple statement of purpose. In its simplest form, the problem reduces to trying to measure future changes without knowing precisely in what areas change will take place. One cannot measure everything, yet one cannot let important changes go undetected by narrowing the field too severely.

Table 1

TELEVISION SCHEDULE: SATELLITE TELEVISION DEMONSTRATION PROJECT[1]

This composite schedule is typical for a week in March, 1977.

Monday

Educational 8:00A to 12:30P
University of Alaska
Sesame Street
Right On! - Health Ed/Elem.
Wordshop - Language Arts/3rd Gr.
Self, Inc. - Health Ed/Jr. High
Basic Skills (GED Preparation)

Evening 5:00P to 12:00M
Nightly News (live) NBC
Capital 77 APBC
Six Million Dollar Man ABC
NCAA Basketball NBC
Monday Night Movies NBC
Capital 77 APBC
News CBS

Tuesday

Educational 11:00A to 2:25P
Introduction to Business Admin.
(100 level college course)
Introduction to Psychology
(100 level college course)
Health Films - General
Instructional Program

Evening 5:00P to 12:00M
Nightly News (live) NBC
Capital 77 APBC
NOVA PBS
Happy Days ABC
M.A.S.H. CBS
Baa-Baa Black Sheep NBC
Sports Spectacular CBS
All in the Family CBS
Capital 77 APBC
News CBS

Wednesday

Educational 10:00A to 4:55P
Right On! - Health Ed./Elem.
Self, Inc. - Health Ed./Jr. High
Wordshop - Language Arts/3rd Gr.
Electric Company
Infinity Factory
Basic Skills (GED Preparation)
Satellite TV Demonstration
(Information concerning the project)

Evening 5:00P to 12:00M
Nightly News (live) NBC
Capital 77 APBC
Jacques Cousteau ABC
NBA Basketball CBS
Wednesday Night Movie CBS
Capital 77 APBC
News CBS

Thursday

Educational 8:00A to 1:15P
University of Alaska
Infinity Factory
Inside/Out - Health Ed./8-10
Introduction to Business Admin.
(100 level college course)
Introduction to Psychology
(100 level college course)
Health Films - General
Instructional Program

Evening 5:00P to 12:00M
Nightly News NBC
Capital 77 APBC
Wild Kingdom CBS
Once Upon A Classic PBS
Barney Miller ABC
Tales of the Unexpected NBC
The Waltons CBS
Sanford and Son NBC
Hawaii 5-0 CBS
Capital 77 APBC
News CBS

Friday

Educational 10:00A to 12:30P
Sesame Street
Right On! - Health Ed./Elem.
Inside Out - Health Ed./8-10
Instructional Program
Basic Skills (GED Preparation)

Evening 5:00P to 12:00M
Nightly News (live) NBC
Capital 77 APBC
Children's Film Festival CBS
Donny and Marie ABC
Charlie's Angels ABC
Bionic Woman ABC
Hee Haw CBS
Capital 77 APBC
News CBS

Saturday

Educational 7:00A to 9:00A
Introduction to Business Admin.
(repeat of Tuesday and Thursday)
Introduction to Psychology
(repeat of Tuesday and Thursday)

Evening 5:00P to 11:00P
American Bandstand ABC
Saturday News NBC
Legislative Weekly Summary APBC
Little House on the Prairie NBC
Fantastic Journey NBC
Saturday Night at the Movies NBC

Sunday

Educational - None

Evening 5:00P to 11:00P
60 Minutes (live) CBS
Bugs Bunny/Roadrunner Hour CBS
Big Blue Marble CBS
Wonderful World of Disney NBC
Code R CBS
Wide World of Sports ABC

[1] Information from State of Alaska's Governor's Office of Telecommunications, Juneau, Alaska, 1978.

Table 1 continued

TELEVISION SCHEDULE: SATELLITE TELEVISION DEMONSTRATION PROJECT

This composite schedule is typical for a week in January, 1978.

Monday

Educational 7:30A to 4:50P
Open Math
Sesame Street
Tune-Up Shop / Primary
Right On! / Elementary
Contract! / High School
Universe and I / Jr. High
Tune-Up Shop
Washington Week in Review
Images and Things / Jr. High
Electric Company
GED Preparation
Over Easy
Rebop
Bread and Butterflies

Evening 5:00P to 12:00M
Nightly News NBC
Wonder Woman CBS
Aviation Weather PBS
James at 15 NBC
Oregon Trail ABC
Monday News NBC
Capital 78 APBC
News CBS

Tuesday

Educational 7:30A to 4:55P
Alaska Education
Growing Years
Fundamentals of Accounting
Contract!
Images and Things
Hands On!
Self-Incorporated / Jr. High
Life World 2000 / Jr.& Sr. High
Bread and Butterflies
Hands On!
Measuremetric / Jr. High
Sesame Street
Images and Things
Over Easy
Electric Company
Right On!

Evening 5:00P to 12:30A
Nightly News NBC
Grizzly Adams CBS
Aviation Weather PBS
GED Preparation APBC
Welcome Back, Kotter ABC
Six Million Dollar Man ABC
Movies
Capital 78 APBC
News CBS

Wednesday

Educational 7:30A to 4:55P
Open Math
Sesame Street
Measuremetric
Self-Incorporated
Inside Out
Tune-Up Shop
Universe and I
Hands On!
Alaska! / Jr. & Sr. High
Open Math
GED Preparation
Right On!
Over Easy
O
[illegible]ation

Evening 5:00P to 12:00M
Nightly News NBC
Jacques Cousteau ABC
Aviation Weather PBS
Wide World of Sports ABC
Laverne and Shirley ABC
Wednesday Night at the Movies CBS
Capital 78 APBC
News CBS

Thursday

Educational 7:30A to 3:50P
Alaska Education
Growing Years
Accounting
Over Easy
Cache Your Cash

Evening 5:00P to 12:00M
Nightly News NBC
Once Upon A Classic PBS
Wild Kingdom CBS
Aviation Weather PBS
GED Preparation APBC
Rafferty CBS
M.A.S.H. CBS
Movie
Capital 78 APBC
News CBS

Friday

Educational 7:00A to 2:35P
Growing Years
Accounting
Washington Week in Review
Bread and Butterflies
Alaska!
Life World 2000
Self-Incorporated
Contract!
Sesame Street
Inside Out
Over Easy

Evening 5:00P to 1:00A
Nightly News NBC
Children's Film Festival PBS
Tree House Club
Aviation Weather PBS
Hee Haw ABC
Charlie's Angels ABC
Bionic Woman ABC
Friday Night at the Movies ABC
News CBS

Saturday

Educational 7:30A to 9:00A
GED Preparation
GED Preparation
Alaska Education

Evening 5:00P to 1:00A
American Bandstand ABC
Saturday News ABC
Happy Days ABC
Little House on the Prairie ABC
Donny and Marie ABC
The Waltons CBS
Hawaii 5-0 CBS
Saturday Night Movie NBC

Sunday

Educational None

Evening 5:00P to 11:00P
Sixty Minutes CBS
Hardy Boys & Nancy Drew ABC
Wonderful World of Disney NBC
CPO Sharkey NBC
Fish ABC
Big Event or Movie NBC

Given this problem, an objective was established to conceptualize a set of categories of influences comprehensive enough to anticipate the most likely area of change wrought by the influence of television. The resulting model conceptualizes the areas of influence within which measurement procedures could be designed.

The influence model consists of three main components, each representing a category of influences considered potentially related to psychological and social changes among viewers. The three components are: 1) active influences of programming content on the individual characteristics of the viewer, 2) replacive influences of the act of television viewing on the social characteristics of the viewing community, and 3) holistic influences by which active and replacive influences combine to restructure the viewer's relationship with the social and physical environment.

Active Influences

Most prior research on the effects of television relates program content to short and long term changes in the viewer.[2] Television violence has been the greatest concern in this regard, as exemplified in the 1972 Surgeon General's Report. Positive effects have also received attention by researchers, providing needed balance and additional range of coverage. As noted by Leifer, Gordon, and Graves (1974):

> Children who watch programs depicting interpersonal violence display increased aggressiveness, but television can also encourage socially valued behavior. Moreover, children change their attitudes about people and activities to reflect those encountered in television programs. Thus, we conclude television is not only entertainment for children, it is also an important socializer of them. (p. 213)

[2] We will not discuss the considerable amount of research on television and learning, as in the evaluation of Sesame Street by the Educational Testing Service (Ball and Bogatz, 1970). Such research is outside the immediate scope of the present study and will be considered as another area of research concern in Alaska as time and future funds become available.

A three-part framework is proposed within this component drawing attention to specific areas of active television influences. These three areas are as follows.

Behavior. Most previous studies fall under this area, which is not too surprising. Both the title and tenor of the Surgeon General's Report, Television and Social Behavior, reflect this trend, and works such as Milgram's (1973) study of violent behavior, and Friedrich and Stein (1973) on self-regulatory behavior further exemplify it. The probability of certain kinds of behavior resulting from viewing certain kinds of content is indeed the ultimate criterion of whether an active influence has taken place.

Roles. Roles are the perception of "who one is and what one does" in relation to other members of the group, family, or society. They may be further defined in relation to specific situations. The perception of sex roles is an important example of this kind of influence and, as pointed out by Gerbner (1972) and others (Isber and Cantor, 1975; Sternglaz and Serbin, 1974), is a salient component of television content. Roles related to ethnicity comprise another important area of concern, especially in the multicultural setting of rural Alaska.

World view. The variables dealt with in this third area of active effects are those which reflect the individual's perception of the larger world. Television can be expected to change expectations of how the world will react (e.g., expectations of violence, Gerbner and Gross, 1976), perception of the geographical relation of the community to the rest of the world (geocentrism), knowledge of and aspiration to the variety of occupational roles portrayed, and the conception of how manageable and manipulable the world portrayed on the screen may be (locus-of-control).

The particular measures selected for these classes of variables were

chosen for their applicability to the cross-cultural situation. Most had had extensive use in previous cross-cultural research. Measures of active effects are primarily, but not exclusively, focused on children as it is reasonable to expect the greatest changes to be found in younger viewers. The choice of focus on children was also made in response to the intense concern expressed by Native parents and others about the effects, positive and negative, of television on their children.

Replacive Influences

This area of influence represents a departure from most prior research. At issue are the social patterns and rhythms of a locale prior to the influence of television which risk replacement or modification by local increases in time spent watching television as it becomes available and convenient. One result of the recent ATS-6 demonstration (Orvik, 1975), where locally relevant programming took place for one night a week in a school, was that each target community showed a unique attendance pattern over a nine-month period. This result indicated the presence of patterns of social behavior unique to each community, with which the limited programming was in competition.

The conception is that television, because of its ability to create an appetite for itself, as well as its products, will require some commitments in terms of time and energy on the part of the viewing population. Given that these are finite resources, it follows that the activity of viewing television must replace or modify some other activity. The specific activities that are most affected by the introduction of television will be dependent upon the local circumstances and their functional fit with television. The logical outcome is, given consistent availability, television

will replace or modify more and more social patterns over time and will make communities less and less distinct to the extent unique behaviors are replaced by one behavior common to all; watching television.

In this component of the influence model, patterns of social interaction represent the main focus, providing the basic data for characterizing the process of cultural continuity and change. During the brief histories of two earlier television experiments in Alaska, both gave some evidence of potentially substantial effects on community social patterns. Summarizing the Mini-Television evaluation of effects on social activities, (Anthropos, 1974), there was a general reduction in visiting between households. Formal social activities such as school functions, club meetings, and church suffered as well. On the other hand, there was also substantial reduction in law enforcement problems related to alcohol and vandalism. The St. Paul (Pribilof Islands) police chief reported a 40 percent drop in alcohol-related arrests over a two-year period which he "related solely to television." In general, the Mini-Television experience seems to have two summary effects: "it keeps people at home," and "it regulates time."

In contrast to the communities studied in the Mini-Television experiment, results from Project Wales showed no apparent reduction in the amount of visiting between households (Madigan and Peterson, 1974). However, as in the Mini-Television communities, an effect of television was to reduce participation in formal social gatherings. Reduced participation in school board and council meetings was particularly noted and, as might be predicted, no regularly scheduled movies in Wales made money during the test period.

Regarding the replacive influences on other social patterns, we can only speculate in the absence of directly relevant studies. For example, for social aspects of subsistence activities, our judgments and predictions rely

mainly on the degree of incompatibility found between any particular subsistence behavior and watchin tel vision. However, one key aspect is the potential of television watch restructure the relationship by which subsistence skills are hande from one generation to the next. The role of television in modify ne process of enculturation is of great interest since it stands to restructure the pattern of personal relationships by which cultures are passed onto the young. If one or both parties to the learning relationship shift toward being occupied by the medium, the rate of social change is augmented by two factors. One factor is the content which provides new behavior and role models. The other factor, of direct relevance to the replacive component of the model, is the replacement of the social arrangements under which culture learning now takes place, with new arrangements possibly inimical to such transactions.

For data-gathering about replacive influences, particular variables were not a priori defined with the specificity of those in the active component since this area is by definition more situation-specific and exploratory in its approach. The research strategy was to identify behaviors risking replacement from which a sample could be drawn, and their pre-television frequency and times of occurrence estimated. Table 2 shows an example of a framework for selecting variables for systematic categorization. This particular

Table 2

Matrix of Behaviors at Risk

	Scheduling of Behaviors	
	Self-Scheduled	Externally-Scheduled
Compatibility:		
Functional:		
Compatible		
Non-Compatible		
Temporal		
Compatible		
Non-Capatible		

framework has two dimensions by which to categorize appropriate behaviors at risk.

In the example, compatibility could not simply be defined as the extent to which an activity can be engaged in while watching television. Functional compatibility is only one aspect of the definition. Another aspect is the temporal dimension. That is, an activity may be incompatible in the functional sense, but compatible by virtue of not conflicting with the viewing schedule. The other dimension of the above matrix is the scheduling of activities; self-scheduled versus externally scheduled. Self-scheduled activities are those for which the actor determines when they occur and for how long. Externally scheduled activities are those for which the time or length of occurrence are not controlled by the actor. Our assumption (or a priori guess) is that certain behaviors will be more likely candidates for replacement than others based upon their position on the matrix given above. This matrix represents certain characteristics and functions that interact with the characteristics of television.

An example of how the model is used to identify variables for selection in the baseline data follows. An obvious behavior that might be in direct competition with television viewing would be movie attendance. The evidence from the historical data universally is that television has a significant effect upon attendance at movies and this is substantiated at the local level by the anecdotal evidence from Project Wales (Madigan and Peterson, 1974). Since movie attendance is a significant source of income for many of the small communities, its reduction will be of some interest at the level of local policy development. In addition, movie attendance is a major leisure time activity for most communities in rural Alaska as it provides the major source of outside entertainment; and many villages have movies as often as once a night and almost all have them weekly. Placing this behavior in the matrix

as an example, we would find that it cannot occur while watching television which makes it functionally non-compatible; it is temporarily non-compatible in that it usually occurs during prime television viewing times and it is externally determined in that the individual does not usually have control over the timing. Therefore, the hypothesis that would be generated with respect to this particular behavior, other confounding variables being equal, would be replacement or modification.

The most serious confounding dimensions to consider with respect to this particular matrix are the degree of survival value and social importance of an activity and whether they are group or individual activities. These dimensions can then be added to the framework as further conceptual analysis warrants.

Holistic Influences

Thus far, the model has offered elemental categories of variables by which television may have an impact. We turn now to the development of integrative concepts by which important molar, or holistic outcomes were conceptualized. For such a set of concepts to be effective for our purpose in gathering data related to global changes, it had to meet a number of important criteria. First, it had to entertain holistic rather than elemental outcomes. Second, it had to be relevant to the cultural and environmental ranges encountered in the populations of interest. Third, it had to be transposable into the operations necessary for measurement within local cultural settings. And fourth, the data gathered had to be generalizable beyond the specifics of the cultures involved, so that general conclusions about social and psychological processes could emerge as to the effects of broadcast television.

With these general prescriptions in mind, we turned to the psychological literature, especially the cross-cultural literature considered most likely to fulfill these demands, for a concept to guide this aspect of the present

study. Specifically, the pioneering work of Witkin (1950, 1974) and others (Witkin, Dyk, Faterson, Goodenough, and Karp, 1962) served as a basis for this development. Our interest focused on the concept of psychological differentiation under development for the last three decades. The nature of the concept has been presented in great detail in numerous books and journals by Witkin and his colleagues (e.g., Witkin, 1949, 1950, 1974; Witkin, et al, 1962). Summarizing the main points of the concept risks, a certain amount of oversimplification, but some background, is necessary to help establish its relevance to this component of the present model.

Psychological differentiation refers to certain pervasive, self-consistent ways in which a person perceives, organizes, and interacts with internal and external experience. In its broadest form, the dimension which characterizes this area of functioning ranges from relatively global to relatively articulated; and because its indicators are found most often and most reliably in a wide variety of cognitive performances, its manifestation is often termed the individual's "cognitive style." But, as noted by Witkin (1974):

> 'Cognitive styles' are the characteristic self-consistent modes of functioning found pervasively throughout an individual's cognitive, that is, perceptual and intellectual activities. They are now known to be manifestations in the cognitive sphere, of still broader dimensions of personal functioning, evident in similar form in many areas of the individual's psychological activity. Cognitive styles thus speak on more than cognition. (p. 99)

Indications of this personal "style" show up in the extent to which a person develops independence from the immediate perceptual and social field, an articulated body concept, and "...structured, specialized defenses and controls, such as intellectualization and isolation, for channeling of impulses and expenditure of energy." Specific measures on this dimension have been shown to distinguish global (field-dependent) and articulated (field-independent) styles quite consistently. For example, articulated persons are more able to perceive geometric figures

in a complex design (Witkin, Altman, Raskin and Karp, 1971), are less dependent on an orienting frame to adjust a rod to the vertical (Witkin, 1962), and draw human figures with greater articulation of body parts (Witkin, 1962).

Witkin has characteristically stressed the developmental aspects of psychological differentiation, particularly in two areas of socialization; the degree to which psychological separation and independence are encouraged, and the manner in which training in impulse control is carried out (Witkin, 1974). Recent developments, however, have extended the concept of psychological differentiation to encompass the broader context of person-environment interaction, notably in non-Western cultural settings (Berry, 1974, 1975). Casting psychological differentiation theory into an ecological model, Berry (1975) stresses the role of environmental demands as a key factor in determining cultural characteristics related to global-articulated functioning of persons within habitats. Berry (1966, 1974) reports considerable evidence supporting an ecological model relating psychological differentiation to patterns of subsistence and child rearing across societies similar (both culturally and environmentally) to the range found in rural Alaska. Differential socialization patterns are conceptualized in the model essentially as intervening cultural processes in response to environmental determination of subsistence activities. Thus, both socialization and psychological differentiation are said to result from the ecological press in the person-environment interaction.

For the present study, broadcast television was seen as a potentially powerful agent of change directly relevant to the theories of Witkin and of Berry. To the extent that television becomes an influence; both in the active and replacive senses, socialization patterns, and person-environment interactions, both become major vehicles of change. Thus, by extension,

television's holistic influence, through change in these intervening processes, may best be marked by changes in levels of psychological differentiation. To the extent Berry's ecological model finds a sufficient range of exemplars in Alaska (and there is every reason to believe it will), a range of psychological differentiation levels is likewise expected to be found.

Research Design

With the above conceptual model in mind, we turn now to the research design developed to implement it in the field setting. The design is presented by conceptual component, and modifications made during the course of the project are described along with the rationale for each change.

Active Effects Measures

In the initial proposal for funding, lists of variables were presented from which baseline measurements were to proceed. These variables and their proposed measurement methods are listed here in Table 3.

Table 3
Initially Proposed Variables and Measures, September, 1976

Variable	Measure
Behavior	
1. Incidence of aggression (children)	Naturalistic Observation[a] Experimental Measure; Probability of administering shock to animal in maze learning experiment
2. Conflict resolution; frequency and type of resolution (children)	Naturalistic Observation[a]
3. Competition/cooperation (children)	Naturalistic Observation[a] Experimental Measure; Prisoner's dilemma and circle matrix board (Kagan and Madsen, 1972)

Variable	Measure
Behavior (cont.)	
4. Pro-social behavior; tolerance of delay, pro-social interpersonal and task persistence (children)	Naturalistic Observation[a]
Roles	
1. Self concept (adults and youth)	California Psychological Inventory (Magargee, 1972)
	Twenty Statements (Kuhn and McPartland, 1954)
2. Sex roles (children)	Naturalistic Observation[a] (of children's games)
	'It' test (Brown, 1956) questionnaire on occupational choices
3. Power roles (adults, youth and children)	California Psychological Inventory (adults and youth) (Magargee, 1972)
	Naturalistic Observation[a] (children)
	Questionnaire covering who controls rewards, who defers to whom, etc. (adults and youth)
4. Ethnicity (adults, youth and children)	Questionnaire dealing with ethnic social choice and evaluation
World View	
1. Achievement motivation	California Psychological Inventory (Magargee, 1972)
2. Occupational aspirations	Questionnaire
3. Occupational expectations	Questionnaire
4. Locus-of-control	Children's version (Norwicki and Strickland, 1973)
	Adult's version (Rotter, 1966)

[a]Naturalistic observation schedules based on Baldwin and Baldwin (1973) and Friedrich and Stein (1973).

Variable	Measure
Roles (cont.)	
5. Expectation of violence	Questionnaire (Gerbner, 1976)
6. Geocentricism	Test; drawing village in world setting

The median number of school years completed by Alaska Natives varies greatly from one area to another. For example, in 1960 the median in the Yupik Eskimo area was two years and in the Kodiak area eight years. As a result, final selection of measures had to await final site selection.

After pilot testing in the selected site villages in November, 1976, some of the measures suggested for the three classes of active influences of television in the original proposal were modified or replaced. Changes and additions to the measures were as follows:

1. Rosenzweig Picture Frustration Test. Four additional items were added to the test, a popular and culturally adaptable semi-projective device, added items paralleled the interaction of four of the original Rosenzweig items but in them individuals and backgrounds appropriate for contemporary rural Alaska are portrayed, providing for more culturally appropriate stimuli.

2. Aggression Testing Unit (ATU). The original measure of an index of overt aggression had been a maze test where subject-controlled shock could be administered to animals. Representatives of Native groups suggested that Native parents might react negatively to this measure. In its place a rifle range game, the ATU was developed.

3. California Psychological Inventory (CPI). The CPI, a popular measure of various personality dimensions was developed because its reading level was too high for a significant number of youths and adults in the Native villages.

Items from Trimble's (1973) survey of Native Americans were substituted as Measures of Self-Esteem.

4. Locus-of-Control. Both the adult (Rotter, 1966) and the children's (Norwicki & Strickland, 1973) versions of the locus-of-control scale were beyond the reading comprehension level of a significant portion of their intended subjects in the Native villages. Locus-of-control items from Coleman's (1966) survey of equality of educational opportunity were substituted.

5. The drawing test for geocentrism was eliminated because of problems in establishing reliable scoring criteria. Substitute measures are as indicated in Table 1.

Additions to the test battery were the Osgood Semantic Differential, the Which-Pich, and the TVT, which are described in Appendix A. Table 4 shows the final selection of variables and measures used in the pre-television baseline testing.

Table 4

Matrix of Measures and Variables

		Observation*	ATU**	Questionnaire	It Test	Which Pich	Twenty Statements	Circle Matrix	Rosenzweig	Gerbner Questions	Osgood	TVT
Behavior	Agression	X	X						X			X
	Conflict Resolution	X							X			X
	Competition/Cooperation	X						X				X
	Pro-Social	X										X
Roles	Self-Concept			X			X				X	
	Sex Roles			X	X	X	X					X
	Power					X			X			X
	Ethnicity					X	X				X	
World View	Achievement Orientation			X			X					X
	Locus-of-Control			X								
	World View			X						X	X	
	Geo-Centrism						X			X	X	

*Non-Native sites only

**Four sites only

Replacive Effects Measures

In the initial proposal, a plan was developed to hire a resident contact/field worker in each site to conduct interviews and make systematic observations on a number of dimensions. From their work was to come the construction of activity and social patterns to occupy the cells of the matrix of behaviors-at-risk described above in the conceptual model. For a variety of reasons the plan did not work. The main reason appeared to be the strain caused by placing a resident of the community in the position of observer over the residents' intimate acquaintances. Systematic observation created a role that was culturally unfamiliar as well as uncomfortable, even repugnant, both to the observer and the observed. However, the interviews carried out by the resident field workers, while not yielding information needed to portray patterns of community life in a manner rich enough to be of value as baseline data, were effective in providing worthwhile demographic data.

A solution to the problem of gathering activity data was found by shifting the emphasis from traditional sociological methods to methods involving ethnographic field work. Three graduate student observers were recruited on the basis of prior experience working in minority culture settings and familiarity with ethnographic methods. Each was subjected to specific training for the task in the Spring of 1977, under the supervision of a University of Alaska cultural anthropologist in cooperation with ongoing project staff. Each observer was then placed in a village to reside with a local family for a period of six weeks. During this time, in addition to making and recording daily observations, the observers met with training staff on three occasions, twice outside the village and once on site.

In addition to the production of three "mini-ethographies" the outcome of the process yielded considerable refinement in the conceptual framework for understanding the potential replacive effects of television in the communities of interest. The field researchers constructed sets of behaviors categorizable into ten broad institutional domains: leisure, family, economic, political, religious, mating, educational, traditional, medical, and informal volunteering. Behaviors in each of these categories are scalable on each of 13 dimensions, a priori considered important to predict the probability of their replacement by television viewing. The 13 dimensions with descriptions of their extreme values are listed in Table 5.

Table 5

Matrix Dimensions for Analyzing Replacive Effects

Dimensions	Extreme Values
Compatibility	Compatible----------Not Compatible
Instigation	External----------Internal
Social Unit	Group Activity-------Individual
Place	Indoor----------Outdoors
Time of Day	Prime Time----------Not Prime Time
Temporal	Specific Time-------Non-Specific
Sex Roles	Male----------Female
Age	0-10----------50+
Cultural Specificity	Specific----------Non-Specific
Evaluative	Positive----------Negative
Economic and Viability	Lucrative----------Non-Lucrative
Duration	1/2 Hour or Less-----1 Day or More
Homogeneity	Common----------Unique

These behavior dimensions relate specific behaviors to the act of watching television. Additional dimensions were created on the basis of face validity for replacement prediction, e.g., economic viability relates to the cost of giving up the behavior in general economic terms. Sex roles, age, and cultural specificity are demographic variables which may influence variations in replacement or which may be unique to a given milieu. This table should not be considered complete as it is currently undergoing considerable analysis in light of the material gathered in the first stage of this project. The sets of behaviors identified through the ethnographic approach are presented in a later section (baseline data).

As can be seen, one refinement of the theoretical framework is to integrate a larger number of dimensions into the original matrix. As these dimensions are refined, however, the scope of the model will become considerably more comprehensive.

Holistic Measures

The key variables conveying the influence of the holistic effects were initially conceived in an independent-dependent variable format. Two classes of independent variables within the theory of psychological differentiation were presented; socialization practices, and ecological interaction. The former had to do with the extent to which socialization led to separate and autonomous functioning and allowed for permissiveness in control of impulse. The form of ecological interaction of interest in this study had to do with the range and quality of play and work activities in and around the community.

The dependent variable of interest was the extent of psychological differentiation measured at baseline and over indefinite periods of time into the future.

As originally conceived, the plan was to combine longitudinal monitoring of changes in psychological differentiation as a result of television, with a test of the theory underlying the sources of psycholgical differentiation as espoused by the socialization and ecological interaction models. The plan proved too ambitious for the time and financial resources available. When research priorities were evaluated at various points in time, it became clear that a choice would have to be made between testing theory as a secondary outcome of our efforts, and sticking to the establishment of the baseline which was the primary aim. It was decided that the dependent variable, psychological differentiation being the essence of the holistic component, was the measurement goal to be pursued. The primary test was the Children's Embedded Figures Test[3] administered in March, 1977, with the battery of tests developed for measurement of active effects.

Project History

This section briefly summarizes the progress of the project from the time of funding to the completion of the current data archive of baseline measures.

In order to do research in Alaska Native villages, permission must be sought from each of the administrative echelons created by the Alaska Native Claims Settlement Act--state, regional, and village. Initial contacts at the state level with the Alaska Federation of Natives, Telecommunications Committee were made shortly before the grant award notice reached the University of Alaska in October, 1976. Permission was granted by the

[3] Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Committee to contact village councils through regional representatives. Eight Native villages (two Eskimo, two Aleut, and four Athabaskan) agreed to participate in the study. Two Anglo-American communities were contacted directly and by early December all ten research sites had been briefed on the nature of the project and its planned activities.

None of the communities studied are accessible by road. Mail planes which also carry a few passengers, service each community once or twice a week; the only other access is by chartered aircraft. The Eskimo, Anglo-American, and Athabaskan communities range from between 100 and 200 in population. The two Aleut communities have populations of 115 and 290. Although all communities are isolated, the Aleut communities are relatively less isolated from acculturative influences than are the other Native communities since they are nearer cities with predominately Anglo-American populations. The study population's experience with the world outside the village environment differs from one area to another within the Native population studied, and between the Anglo-Americans and the Natives. Table 6[4] presents, by culture area, the percent of children studied who never had lived in a community other than their home village, and the percent of children who had lived in each type of community outside their home village.

Table 6

CHILDREN'S RESIDENCE OUTSIDE THEIR HOME VILLAGE: BY CULTURE AREA

AREA	NONE	VILL.	TRANS.	CITY	OUT
Eskimo	70%	10%	15%	5%	---
Athapascan	83%	2.6%	10.4%	3.7%	---
Aleut	55.6%	8.9%	2.2%	33.3%	---
Anglo	5.1%	7.7%	---	---	87.2%

NONE have never resided outside of home village

Vill = village under 500 population. For Native children, a Native village.

Trans. = transitional village, over 500 population and predominantly but not exclusively Native.

City = Alaskan city, over 4000 population and predominantly but not exclusively Anglo-American.

Out = city outside Alaska

[4] Descriptions of the research communities are based on information gathered in March, 1977 when the battery of Actime measures was administered.

All of the Anglo-American children, 96% of the Aleut children, and 75% of the Athabaskan and Eskimo children had watched television at some time prior to its introduction via satellite to the research sites. All of the children had seen a number of movies as well; therefore the novelty of the medium is not a significant factor affecting their response to television.

The use of a Native language, as opposed to the use of English, can be used as a rough measure of acculturation for Native groups. Table 7 below presents the percent of use of their Native language by children and their parents in each of the Native areas.

Table 7

First and Second Language Use
By Percent of Area Study Population

AREA	LANGUAGE OF PARENTS AT HOME			LANGUAGE OF CHILD AT HOME			LANGUAGE CHILD SPEAKS WITH PEERS		
	ENGLISH	NATIVE	BOTH	ENGLISH	NATIVE	BOTH	ENGLISH	NATIVE	BOTH
Eskimo	22.5%	27.5%	45%	65%	2.5%	27.5%	72.5%	22.5%	5%
Athapascan	41.6	---	58.4	93.5	1.3	5.2	100	---	---
Aleut	24.4	---	73.3	95.6	---	2.2	95.6	2.2	2.2
Anglo-American	97.4	---[a]	2.6	97.4	---[a]	2.6	100	---	---

a. Non-Native languages other than English were not counted.

The most extensive use of a Native language within any of the Native areas is in Ambler where only 10% of the parents speak English in the home and 50% speak only Eskimo. Using language as a measure of acculturation, we can rank Native groups: (1) the most acculturated, the Aleuts, (2) the Athabaskans, and (3) least acculturated, the Eskimos. Within areas, the ranking of more, or less, traditional would be: Ambler, more; Buckland, less; Shageluk and Grayling, more; Holy Cross and Anvik less; Old Harbor, more; and Ahkiok, less.

The degree of acculturation and exposure to the world outside the village has direct relevance to the role television may play in forming attitudes

toward other ethnic groups. Children who have not lived in Anglo-American Alaskan or outside Alaska communities are unlikely to have had direct experience with Blacks, and their interaction with Anglo-Americans will have been limited. For these children the symbolic world of television will provide all or most of their experiences with other ethnic groups.

In each village a local resident was hired to do observing and interviewing, and to act as a local contact for the project. Training and orientation of the village project employees was done in December, 1976 at the Fairbanks campus of the University of Alaska. The one-week training session included orientation to the project, development of interviewing skills, training in the observation format, and observing practice sessions at a local elementary school. Further on-site training, periodic supervision, and monthly reliability checks had been planned, but it was not possible to implement this procedure consistently in the Native villages and so in those cases the observation was dropped. Periodic supervision and reliability spot check procedures were, however, implemented for the Anglo-American sites and observation data were gathered there.

Following the University of Alaska's 1976 Christmas vacation, four Alaskan Native students were recruited to administer the active effects measures and one of the holistic measures in the Native villages. The students were trained in test administration over a four-week period. Testing was done in March, 1977, during spring vacation. Each tester was paired with a member of the project staff to make four teams, each team to complete the testing at two Native village sites during a ten-day period. When testing at the Native sites was completed, two members of the research staff met with the village project employees from the Anglo-American communities for an intensive two-day training session. The latter then accompanied the staff

members to the two sites for completion of the testing.

Subjects for the active measures were selected from grades one through eight. Five children were selected from each of two successive grades (that is, for example, five from grades one and two combined), resulting in a total of twenty in each village. Table 8 shows the number tested by grade level and site. Sample size was determined by the amount of time it would take to

Table 8

Number of Children Tested by Grade Level and Site[a]

SITE	GRADE								
	1	2	3	4	5	6	7	8	Total
TV									
1.	1	4	3	2	3	2	2	3	20
3.	2	2	2	3	3	1	4	3	20
5.	1	4	3	4	1	2	1	3	19
7.	4	2	3	2	5	0	0	6	22
9.	4	1	3	2	4	2	1	3	20
Total TV	12	13	14	13	16	7	8	18	101
No TV									
2:	2	3	3	2	4	1	3	2	20
4.	2	0	3	3	6	1	3	2	20
6.	2	1	3	2	2	5	2	1	18
8.	0	5	3	2	5	1	3	4	23
10.	3	2	2	2	1	3	1	5	19
Total TV	9	11	14	11	18	11	12	14	100
Total	21	24	28	24	34	18	20	32	201

a. Sites indicated by number to protect anonymity.

administer the test battery and by the enrollment in the smallest school (21). The IT test was administered to grades one and two only, the circle matrix to all grades, the Children's Embedded Figures Test to grades one through six, and the balance of the measures to grades three through eight for a total of 201 subjects. Children tested represented approximately fifty percent of all students enrolled in grades one through eight in all research sites.

Following administration of the test battery in all villages, tests were scored, data were encoded, and raw data stored in IBM card format. The data were then entered in system files in the format of the Statistical Package for the Social Sciences (SPSS). The SPSS format was chosen in order to create a data archive which would be easily available to and usable by other social scientists, as stated in the original proposal.

Although no difficulty was encountered in creating the initial SPSS system files, there were problems in creating transformation data files, obtaining descriptive statistics, and in retrieving data from the files. The University of Alaska has had relatively little experience with data from the social sciences and had no support personnel familiar with programs commonly used by social scientists. After a number of delays it was decided to seek computer services elsewhere. Arrangements were made to use Western Washington University's computer center whose staff has extensive experience with SPSS. A data archive of the desired SPSS system files in easily retrievable form was completed and a duplicate tape was made for the use of CNER at the University of Alaska.

As stated in the November, 1977 continuation proposal, a major change from the original proposal was made in the methodological approach to the collection of replacive data. Because of the early recognition of the failure

of traditional sociological survey research methods to tap the kind of data needed, the decision was made to shift to an ethnographic research approach. Mini-ethnographies from three of the Native villages were prepared by trained graduate student observers who each spent three weeks in training at the University of Alaska and six weeks in residence in their respective village. The list of activities categorized from the mini-ethnographies is not in a form amenable to numeric computer storage. However, it is intended to make them available as part of the data archive, for even brief ethnographies can be valuable in assessing changes in village life over time.

Accomplishments of the Initial Phase

The objective of the initial phase of this study, as stated in the original proposal, was to gather baseline behavioral and social data prior to the implementation of broadcast television in rural Alaska and to put the data in a descriptive baseline form suitable for retrieval, later reapplication, and for longitudinal analysis. That task has been completed for the original measures listed in Table 4. The raw data and the SPSS system files are available from CNER at the University of Alaska as stated in the handout reproduced in Appendix B. The code book for the SPSS system files is reproduced in Appendix C.

The replacive data consist of mini-ethnographies of three of the non-television sites, one in each of the Native culture areas included in the "foot print" of the satellite. As stated previously, xerox copies of the three ethnographies are also available from CNER.

Preliminary Results of Active Measures

Although our primary task was to create a data archive of pre-television measures, some preliminary analyses of the data from the active measures have been done. Descriptive statistics are completed on all active measures except the Observation and the TVT. The nature of the data from Observation is such that descriptive statistics of the data as a whole would be misleading because the number of observations, the time of observations, and the location while observed, necessarily vary from child to child. Analyses of the TVT data will not be made until the protocols are rated again by an independent rater. Ratings of the TVT and analyses of the Observation data are to be included in the study proposed by Lonner and Forbes (see Future section).

The following description of similarities and differences among students in research site villages is based on descriptive statistics, and on analysis of variance, Chi square and multiple-comparison procedures used with the active measures. Overall, no significant differences were found between television and non-television villages on any of the measures on which analyses were performed. There are, however, differences among culture areas, between Native and non-Native students and between sexes on a number of the measures.

In the following discussion the level of significance is .01 unless otherwise noted.

Questionnaire. The questionnaire administered included three sub-scales which are stored as the SPSS system subfiles; world view, self-esteem, and locus-of-control. Items on the questionnaire also assessed educational aspirations, occupational expectations, and attitude toward school. There were no significant differences between Native and non-Native students on self-esteem. This is consistent with pictures of positive self-esteem found by Trimble (1974), Clifton (1975), and Fuchs and Havinghurst (1972), in their studies of Native

American students. It may however reflect the type of situation cited by Soares and Soares (1969; 1970), where "disadvantaged" children (as defined by minority group membership and socio-economic status) in urban elementary schools have positive self-images, but after these children enter a socio-economically and ethnically heterogenous setting in high school, their self-concept scores decrease.

The world view scale on the questionnaire included such items as, "The world in which we live is basically a friendly place." The world view scale differed significantly by area ($p = .029$), with Eskimos having the most positive view of the world and Anglo-Americans the least. The locus-of-control scale on the questionnaire showed the Anglo-American children to be significantly more internal ($p = .013$) on a Native/non-Native comparison. In other words, Anglo-American students were more likely to agree with such items as, "The average citizen can have an influence in government decisions." This is consistent with findings from studies reviewed by Lefcourt (1976), who says, "...Spanish-Americans, Indians, and other minority groups who do not enjoy as much access to opportunity as do the predominant Caucasion groups in North American society are found to hold fatalistic, external control beliefs." (p. 25)

One item on the questionnaire, "Sometimes I feel I just can't learn," can be compared with results from the 1976 National Survey of Children on the same item. As in the national sample, about half of the Native children agree with that item. However, two-thirds of the Anglo-American children agree with it. This suggests that village Native children may be more confident of their ability to learn than are rural non-Native children. An alternative explanation might be that Native children have lower levels of aspiration in regard to achievement in the classroom than non-Native children have.

Educational aspirations, occupational expectations and aspirations, and attitude toward school differ between the Native and non-Native children surveyed. Questionnaire Item 33 asked, "What do you expect to do to make a living when you grow up?" (expectations) and Item 34 asked, "If you could do anything you like, what would you like best to do for a living when you grow up?" (aspirations). As seen in Table 9, approximately the same percent of Anglo-

Table 9

OCCUPATIONAL EXPECTATIONS (QUES. 33) AND ASPIRATIONS (QUES. 34) BY CULTURE AREA BY PERCENT OF RESPONSES

	ESKIMO		ATHAPASCAN		ALEUT		ANGLO-AMERICAN	
	QUES. 33	QUES. 34	QUES. 33	QUES. 34	QUES. 33	QUES. 34	QUES. 33	QUES. 34
Category 1: Professional and Technical	16	9	8	29	23	21	35	35
Category 2: Policeman, Fireman, or Athlete	20	18	3	3	--	11	4	9
Category 3: Business	4	4	--	--	--	--	--	--
Category 4: Clerical	--	--	5	--	--	--	--	--
Category 5: Skilled Workman	--	--	5	3	10	7	42	35
Category 6: Semi-skilled Work in Village Setting	4	4	10	18	32	39	--	4
Category 7: Traditional; e.g., trapping, fishing	4	9	33	5	3	--	--	4
Category 8: Service Worker outside Village	4	18	3	5	6	4	11	--
Category 9: Domestic	--	4	3	3	--	11	4	--
Category 10: Student, Farmer & Others	12	--	5	5	--	4	--	9
Category 11: Unclassified; e.g., get rich, have good job	36	32	26	29	26	4	4	4
N =	25	22	39	38	31	28	26	23

American children expect to be in the skilled trades as expect to in professional and technical jobs and there is little difference between their expectations and aspirations. The greatest difference between Native and non-Native children's

job aspirations is in the category of skilled workmen, where less than 7% of Native children express interest while the majority of non-Native children expect and desire to be employed as skilled workmen. The Athabaskan children show the greatest difference between aspirations and expectations: one-third expecting to be employed in traditional subsistence occupations, but only 5% choosing that category if they could do anything they liked. Given their choice, a greater percent of Athabaskan children would be professional and technical workers or semi-skilled workers in a village setting. A higher percentage of Native than non-Native children's responses were unclassifiable, which suggests that Native children are less knowledgeable about available occupations. The majority of parents of the non-Native children surveyed were skilled workers in the logging industry; the majority of Native parents were semi-skilled or unskilled workers. Exposure to television is expected to reduce the percentage of unclassifiable responses and to increase the percentage of children desiring those occupations most often portrayed on television.

As shown in Table 10, in general, Native children wish to complete higher levels of education than do non-Native children in our sample. However, a somewhat lower percentage of Native children (male and female) than non-Native females desire to go to college and beyond. Non-Native males have the lowest educational aspirations. These figures are consistent with those in Fields' (1975) study which showed that while Native youth's educational aspirations are higher than those of non-Native youth's, their actual enrollment was lower.

The attitude toward school also reflects the differences discussed above. The item assessing attitude asked, "If something happened and you had to stop school now, how would you feel?" There is little difference between the percentage of Native and non-Native females (88.7% and 84.6%, respectively) who desire to remain in school. However, 43.8% of non-Native males would be "very

happy" to quit school or "wouldn't care" in comparison to only 23.3% of Native males in our study.

Table 10

PERCENT OF NATIVE AND NON-NATIVE STUDENTS WISHING TO COMPLETE A GIVEN LEVEL OF EDUCATION

	A	B	C	D	E	F	N
NATIVE							
Male	5.4	30.4	16.1	17.9	16.1	14.3	56
Female	2.3	20.9	23.3	7.0	18.6	27.9	43
NON-NATIVE							
Male	31.3	37.5	6.3	6.3	0	18.8	16
Female	23.1	7.7	7.7	23.1	23.1	15.4	13

Note:
A = I do not want to finish high school.
B = I want to finish high school only.
C = I want to go to technical, nursing, or business school after high school.
D = Some college training, but less than four years.
E = I want to graduate from a 4-year college.
F = I want to do professional or graduate work after I finish college.

IT Test. There were no significant differences between culture areas in response to the items on the IT Test. There were also no differences between sexes except on one item. The lack of difference between sexes was caused by many girls choosing "male" toys and activities rather than the "female" items pictures.

Which-Pich. Within the group of Native children the sex of the respondent made a significant difference in the response to the Which-Pich. For example, Figure 1 shows the sex by ethnic interaction in responses to question 1 on the Which-Pich for Native children as a group. Native girls chose Anglo-Americans of the same sex, while Native boys chose Anglo-American males. In the two Anglo-American villages this sex effect was not present, and the majority chose the picture of a member of their own ethnic group. The same result is shown

in Figure 2 for question 2. This type of response was consistent over all questions on the Which-Pich except those questions dealing with such sex-typed activities as who could repair a snowmobile. On the sex-typed questions the majority of both Native boys and Native girls chose the Anglo-American male. Approximately the same percentage of Native children as Anglo-American children chose the picture of the Anglo-American person in response to such questions as, "Who would you invite to dinner?" "Who will get the job?" and "Who would win the fight?" Therefore, there were no statistical differences between the two groups.

Figure 1

NATIVE VILLAGE STUDENTS' RESPONSES TO WHICH-PICH
Grades 3 through 8

Question 1. All of these people have applied for the same job. Which one will get it?

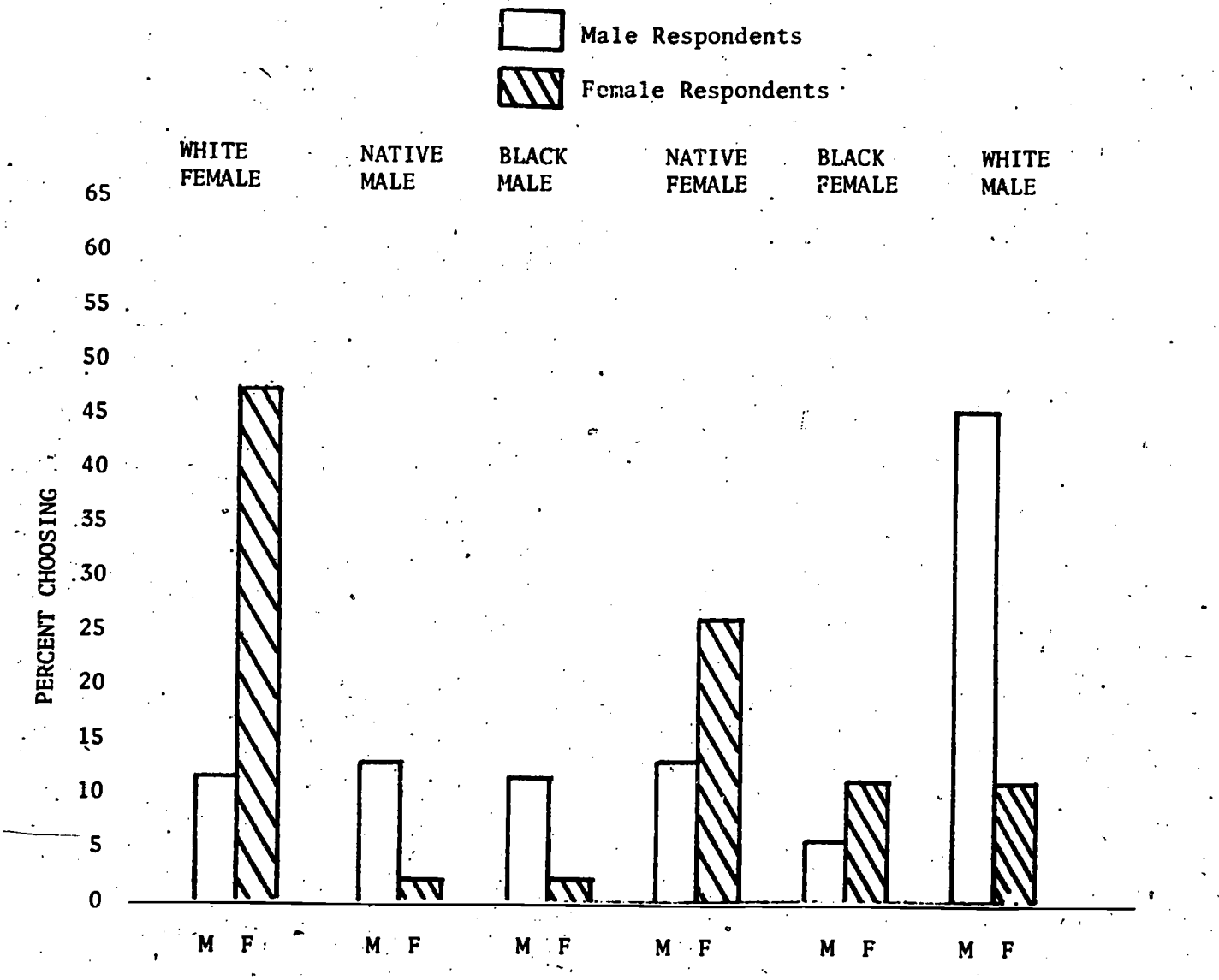
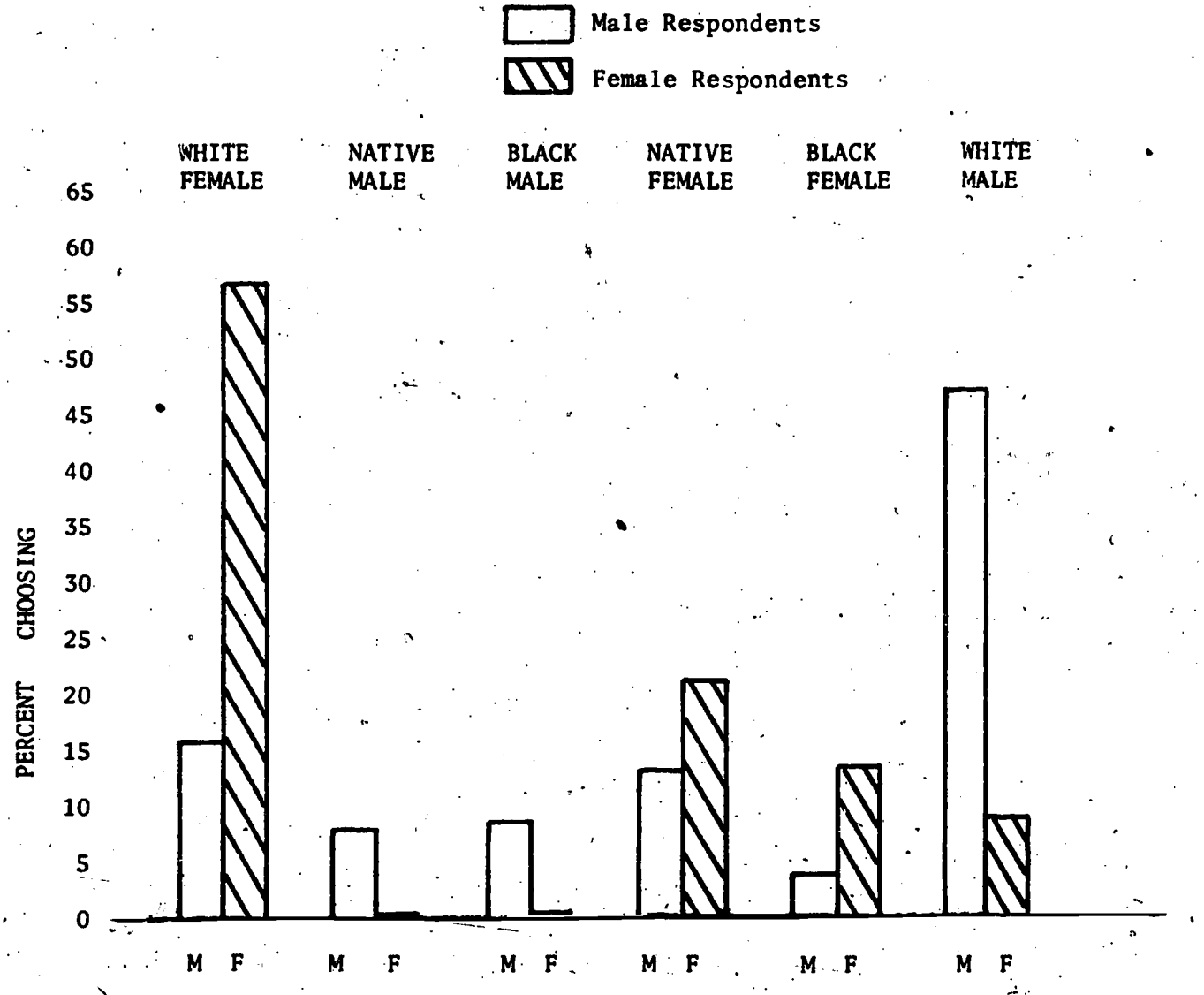


Figure 2

NATIVE VILLAGE STUDENTS' RESPONSES TO WHICH-PICH
Grades 3 through 8

Question 2. Which one of these people would you ask to come to your house for dinner?



Twenty Statements. Frequency counts for each category of response are available for Twenty Statements in Table 11. Further analyses involving scores weighted for rank and frequency will be performed before termination of the project.

Table 11

TWENTY STATEMENTS:
PERCENT OF RESPONDENTS LISTING STATEMENTS IN EACH CATEGORY

	SEX	ETH	MAR	FAM	REL	POS	ALL	PHY	NAME	WORLD	ALC	PER	ACT	OCC	OTHER
ESKIMO	80	70	0	23	0	0	60	80	40	73	0	93	30	30	66
ATHABASKAN	84	49	3	5	5	0	25	84	73	61	0	93	13	12	22
ALEUT	94	40	9	24	3	0	36	97	30	63	0	93	42	33	24
ANGLO-AMERICAN	70	30	0	23	6	0	20	97	38	47	0	100	53	27	17

SEX = Sex of respondent
ETH = Ethnicity
MAR = Marital status
FAM = Family relationship
REL = Religious statement
POS = Position in community
ALL = Place allegiance
PHY = Physical description
NAME = Name
WORLD = World position
ALC = Alcohol related
PER = Personal characteristics
ACT = Activity orientation
OCC = Occupation
OTHER = Other

It appears from Table 11 that ethnicity and identification with place are more salient for Eskimos than for other Native groups or for Anglo-Americans; in other words, that Eskimos are more likely to list such responses as "I am Eskimo" or "I am from (their village)". However, a more accurate picture will result from analyses which include rank of response as well as frequency.

Circle Matrix. The Circle Matrix game was included in the test battery as a measure of cooperation/competition. The response to the game of children in all culture areas was overwhelmingly competitive; in the four-trial game series, 85% of the approaches were direct competition between the players, 6% were partial competition and the balance cooperation or submission. Although the ethnographic literature would lead one to predict that cooperative responses would dominate in the Eskimo culture area, and be more frequent in Native than Anglo-American children, there were no significant differences between groups. Type of approach was categorized on the basis of pattern of successive moves. Reports from the test administrators indicated that many of the games not categorized as competitive by the pattern of moves, were in fact competitive in approach, but the pattern was modified by unintended errors on the part of one of the players. The results of the Circle Matrix are such that it will not serve as a useful pre-post measure.

World View (Gerbner) Measures. A separate questionnaire was constructed of adaptations of items from Gerbner's (1976) Cultural Indicators Index. Comparison figures for children surveyed by Gerbner were not available for items which asked about the percentage of people employed in different occupations. In the Alaskan sample, responses to items requiring estimates of population employed or of population living in different areas were not significantly different among culture areas or between Native and non-Native children. In general, the children greatly overestimated actual percentages--which might be expected considering their relative lack of knowledge and experience. Exposure to television is expected to further inflate their estimates in the direction of the "television world."

There were no significant differences between culture areas on any

of those items patterned after Gerbner's cultural indicators items which he refers to as his "mean world" measure. Three of the "mean world" items used in Alaska can be directly compared with children's responses as reported by Gerbner, Gross, Eleey, Jackson-Beeck, Jeffries-Fox, and Signorielli (1977). Of the children surveyed by Gerbner, 46% of the light viewers and 76% of the medium viewers gave the "television answer" (can't trust) to the question: "Would you say that most people can be trusted or that you can't be too careful in dealing with people?" In Alaska, the question was split into an "Anchorage" item and a "Village" item. In reference to the village setting, in all culture areas, fewer than 46% of the children gave the "can't trust" answer. In reference to the Anchorage setting, only 48% of the Eskimos responded with a "can't trust" answer, while over 74% of the Athabaskans, Aleuts, and Anglo-Americans gave the "can't trust" answer. The more trusting response given by the Eskimo children may be a function of their more positive evaluation of Anglo-Americans as seen in the ratings they gave to the concept on the Semantic Differential.

On the question, "Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves?", among Gerbner's light TV viewers, 68% of the children gave the "out for themselves" answer. 75% of the medium TV viewers also gave that answer. In the Alaska sample, in response to the item in the village setting, an average of 25% gave the "out for themselves" response, while 69% gave that response to that item when it was presented in the Anchorage setting. The third question, "Do you think most people would try to take advantage of you if they got a chance or would they try to be fair?", showed responses from both the Gerbner sample and the Alaska sample to follow the same pattern as shown in the responses to the other two items. We assume that Gerbner's sample is primarily urban and

the differences between the Alaskan sample's responses to items in a village setting and the responses of the light viewers are primarily a function of rural versus urban attitudes. With exposure to television in the TV villages, we can expect the responses to items in the Anchorage setting to become more negative.

Osgood Semantic Differential. The semantic differential scales used in the 1977 testing included an ethnic concept group; Myself, Alaska Native People, White People, and Black People; a rural-urban concept, Anchorage life and Village life; and a foreign country group, Russia, Canada, Japan, and West Germany. Eskimos differed from other culture groups on the Myself concept ratings; being significantly more positive ($p = .006$) than either the Anglo-American or other Native children.

Scores on the concept Alaska Native People were also significantly different by culture area ($p = .0001$) with the ratings by Anglo-Americans being less positive than those of the Native children. Although there was also a significant difference ($p = .007$) between culture areas on ratings of White People, the pattern of ratings was not the reverse of the Alaska Native People ratings. The Student-Newman-Kuehls procedure for the White People concept placed the Anglo-American, the Aleut, and the Eskimo groups in one sub-set and the Athabaskan and the Aleut in a second sub-set. In other words, Native children's ratings of White People were more positive, and closer to the ratings of the ethnic group being rated, than were the Anglo-American children's ratings of Alaska Native People. There was no significant difference between the groups in ratings of the concept Black People.

The rating of the Anchorage concept was also significantly different ($p = .036$) for the culture areas; however, neither of the multiple-comparison procedures differentiated the groups at the .05 level of significance. Examination of the mean ratings for each area show the Eskimo ratings of Anchorage

Life to be more positive (e.g., less "dangerous" more "friendly") than ratings by the other culture areas. There were no significant differences between the culture areas in their ratings of any of the foreign country concepts.

Rosenzweig Picture Frustration Test (P-F). The P-F was encoded for the data archive on the basis of Rosenzweig's (1946) scoring guide. Rosenzweig developed his scoring scheme to record the direction of agression and reaction type of each response. Under direction are included: extrapunitiveness (E), in which aggression is turned into the environment; intropunitiveness (I), in which it is turned upon self; and impunitiveness (M), in which aggression is evaded. An analysis of variance of the E and M response category frequencies by culture area was significant at the .002 level. Both the Scheffe and Student-Newman-Kuehls procedures separated the Eskimo group from the other three culture areas. Eskimos were lowest in extrapunitive responses and highest in impunitive responses. This pattern is consistent with the description of Eskimo interpersonal behavior given by a number of anthropologists, and strikingly similar to Cole's (1977) description of interpersonal interactions in Eskimo villages not far from our research sites. Within the Eskimo area, the scores on E and M were more extreme for the more traditional of the two villages. There was no significant difference on intropunitiveness (I) scores.

Plans For Future Work

At the time of the original proposal CNER planned to continue with the project through the collection of post-television data phase. Changes in personal plans have made it necessary for Drs. Orvik and Gooding to withdraw from the project. Dr. Forbes has completed her graduate work and is now residing in Washington State. She and Dr. W. J. Lonner of Western Washington University are submitting a proposal to NSF for collection of post-television data and longitudinal monitoring of television effects. CNER will act as a field-base for the post-television phase under a sub-contract from Western Washington University.

REFERENCES

Anthropos, Inc. Evaluation of the Impact of Mini-TV Stations Upon Three Remote Communities in Alaska. Anchorage, Alaska: Anthropos, Inc., 1974. (Mimeo)

Baldwin, A. L. and Baldwin, C. P. The study of mother-child interaction. American Scientist, November-December 1973, 61:6, 714-721.

Ball, S. and Bogatz, G. A. The first year of Sesame Street: An evaluation. Princeton, New Jersey: Educational Testing Service, 1970.

Berry, J. W. Ecological and cultural factors in spatial perceptual development. In J. W. Berry and P. R. Dasen (Eds.), Culture and Cognition: Readings in Cross-Cultural Psychology. London: Methuen and Co. Ltd., 1974.

Berry, J. W. Ecology, cultural adaptations, and psychological differentiation: Traditional patterning and acculturative stress. In R. W. Brislin, S. Bochner and W. S. Lonner (Eds.), Cross-Cultural Perspectives in Learning. New York: Sage Publications, 1975.

Berry, J. W. Temne and Eskimo Perceptual Skills. International Journal of Psychology, 1966, 1, 207-299.

Brislin, R. W., Lonner, W. J. and Thorndike, R. M. Cross-Cultural Research Methods. New York: John Wiley and Sons, 1973.

Brown, D. G. Sex role preference in children. Psychological Monographs, 1956, 70 (14, Whole No. 421).

Bryant, F. and Wortman, P. Secondary analysis, the case for data archives. American Psychologist, 1978, 4, 381-387.

Chance, N. S. The Eskimo of North Alaska. New York: Holt, Rinehart and Winston, 1966.

Clifton, R. A. Self-concept and attitudes: A comparison of Canadian Indian and non-Indian students. Canadian Review of Sociology and Anthropology, November 1975, 12 (4), part 2, 577-584.

Cole, R. Eskimos, Chicanos, Indians: Vol. IV of Children of Crisis. Boston: Little, Brown, and Co., 1977.

Coleman, J. Equality of educational opportunity. Washington, D. C.: United States Department of Health, Education, and Welfare, Office of Education, United States Government Printing Office, 1966.

Comstock, G. and Lindsey, G. Television and human behavior: The research horizon future and present. Vol. 1. Television and Social Behavior. Washington, D. C.: United States Government Printing Office, 1975.

DeLaguna, F. Childhood among the Yakutat Tlingit. In M. E. Spiro (Ed.), Context and Meaning in Cultural Anthropology. New York: The Free Press, 1965.

Fields, C. R. Alaskan Natives and Caucasians: A comparison of educational aspirations and actual enrollment. Juneau: University of Alaska, March 1975.

Forbes, N. Effects of Attitude and Intelligence Variables Upon the English Language Achievement of Alaska Eskimo Children. Unpublished Master's thesis. Department of Psychology. San Jose State College, 1972.

Friedrich, L. K. and Stein, A. H. Aggressive and Prosocial Television Programs and the Natural Behavior of Preschool Children. Monograph of the Society for Research in Child Development, 1973, 151 (38, No. 4).

Fuchs, E. and Havinghurst, R. J. To Live on this Earth: American Indian Education. New York: Doubleday and Company, 1972.

Gerbner, G. Violence in television drama: Trends and symbolic functions. In G. A. Comstock and E. A. Rubenstein (Eds.), Television and Social Behavior, Vol. 1. Washington, D. C.: United States Government Printing Office, 1972.

Gerbner, G. and Gross, L. The scary world of TV's heavy viewer. Psychology Today, April 1976, 9:11, 41-45.

Gerbner, G., Gross, L., Eleey, M., Jackson-Beeck, M., Jeffries-Fox, S., and Signorielli, N. Violence Profile No. 8. The Highlights, Journal of Communication, Spring 1977, 171-180.

Gruen, W. The composition and some correlates on the American core culture. Canadaiqua, New York: V. A. Hosptial, April 1966. (Xerox manuscript)

Gusber, N. The Nunamiut Eskimos, Hunters of Caribou. New Haven: Yale University Press, 1965.

Hippler, A. E. and Conn, S. Northern Eskimo Law Ways and Their Relationship to Contemporary Problems of "Bush Justice". Fairbanks, Alaska: Institute for Social, Economic, and Government Research, University of Alaska, No. 10, 1973.

Hippler, A. E. and Conn, S. Traditional Athabascan Law Ways and Their Relationships to Contemporary Problems of "Bush Justice". Fairbanks, Alaska: Institute of Social, Economic and Government Reseafch, University of Alaska, No. 7, 1972.

Hornik, R. C. Television Access and the Slowing of Cognitive Growth, American Educational Research Journal, Winter 1978, 15, (1), 1-15.

Isber, C. and Cantor, M. Report of the Task Force on Women in Public Broadcasting. Washington, D. C.: Corporation for Public Broadcasting, 1975.

Kagan S. and Madsen, M. C. Cooperation and competition of Mexican, Mexican-American, and Anglo-American children of two ages under four instructional sets. Developmental Psychology, 1971, 5, 32-39.

Kleinfeld, J. Cognitive Strengths of Eskimos and Implications for Education. Institute of Social, Economic, and Government Research Occasional Papers No. 3, November, 1970. Fairbanks, Alaska: Institute of Social, Economic, and Government Research, University of Alaska.

Kuhn, M. H. and McPartland, T. S. An empirical investigation of self-attitudes. American Sociological Review, February 1954, 19 (1), 68-76.

Lefcourt, H. M. Locus of Control. New York: J. Wiley and Sons, 1976.

Leifer, A. D., Gordon, N. J. and Graves, S. B. Children's Television More Than Mere Entertainment. Harvard Educational Review, 44:2, 1974.

McClelland, K. Introduction, Western Canadian Journal of Anthropology, 1970, 2:1, vi-xvi.

McKennan, R. The Chandalar Kutchin. Arctic Institute of North America Technical Paper No. 17. New York: Arctic Institute of North America, 1965.

Madigan, R. J. and Peterson, W. J. Television and Social Change on the Bering Strait. Report submitted to Project Wales. Anchorage, Alaska: University of Alaska, April 1974.

Magargee, E. I. The California Psychological Inventory Handbook. San Francisco: Jossey-Bass, 1972.

Milgram, S. and Shotland R. L. Television and Anti-Social Behavior. New York: Academic Press, 1973, pp. 67-68.

Nelson, R. K. Hunters of the Northern Forest. Chicago: The University of Chicago Press, 1973.

Nelson, R. K. Hunters of the Northern Ice. Chicago: The University of Chicago Press, 1969.

Norwicki, S., Jr. and Strickland, B. R. A locus of control scale for children. Journal of Consulting and Clinical Psychology, 1973, 40, 148-154.

Oberg, K. O. The Social Economy of the Tlingit Indians. Seattle: The University of Washington Press, 1973.

Orvik, J. M. Theories and hypotheses about Alaska Native Magazine viewership. Paper presented at the 2nd Behavioral Sciences in the North Conference, Anchorage, Alaska, 1975.

Osgood, C. Contributions to the ethnography of the Kutchin. Yale University Publications in Anthropology No. 14. New Haven: Yale University Press, 1936.

Parker, S. Eskimo psychopathology in the context of Eskimo personality and culture. American Anthropologist, 1962, 64:1, 76-96.

Rosenzweig, S., Clark, H. J., Garfield, M. S., and Lehndorff, A. Scoring examples for the Rosenzweig Picture-Frustration Study. Journal of Psychology, 1946, 21, 45-72.

Rosenzweig, S., Fleming, E., and Rosenzweig, L. The Children's Form of the Rosenzweig Picture Frustration Study. Provincetown, Massachusetts: Journal Press, 1948.

Rotter, J. B. Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 1966, 80 (1 Whole No. 609).

Soares, A. T. and Soares, L. M. Self-perception of culturally disadvantaged children. American Research Journal, 1969, 6, 31-45.

Soares, L. M. and Soares, A. T. Self-concepts of disadvantaged and advantaged students. Proceedings of the American Convention of American Psychological Association, 1970, 5, 653-654.

Spencer, M. The child in the contemporary culture of the Barrow Eskimo. 1952 Alaska Science Proceedings 3, 1954, 130-132.

Sternglaz, S. and Serbin, L. An analysis of the sex roles presented on children's television programs. Developmental Psychology, 1974, 10:5, 710-715.

Trimble, J. Operation Image: A nation-wide survey of Native Americans. Oklahoma: Oklahoma City University, 1973.

Trimble, J. Say goodbye to the Hollywood Indian: Results of a nation-wide survey of the self-image of the American Indian. A paper read at the American Psychological Association Convention, August 1974, New Orleans, Louisiana. American Psychological Association Monitor, November 1974.

Van Stone, J. W. Athapaskan Adaptations. Chicago: Aldine Publishing Co., 1974.

Wackman, D., Wartella, E. and Ward, S. Learning to be consumers: The role of the family. Journal of Communications, Winter 1977, 138-151.

Witkin, H. A. Cognitive styles across cultures, in J. W. Berry and P. R. Dasen (Eds.), Culture and Cognition: Readings in Cross-Cultural Psychology. London: Methuen and Co. Ltd., 1974.

Witkin, H. A. The nature and importance of individual differences in perception. Journal of Personality, 1949, 18, 145-170.

Witkin, H. A. Perception of the upright when the direction of force acting on the body is changed. Journal of Experimental Psychology, 1950, 40, 93-106.

Witkin, H. A., Altman, P. K., Raskin, B., and Karp, S. A. A Manual for the Embedded Figures Test. Palo Alto, California: Consulting Psychologists Press, 1971.

Witkin, H. A., Dyk, R. B., Paterson, H. F., Goodenough, D. R., and Karp, S. A. Psychological Differentiation: Studies of Development. New York: John Wiley and Sons, 1962.

Appendix A

Description of Active Measures

Description of Active Measures

1. Naturalistic Observation: Observations were made by a local observer of a single child for a ten-minute period on a rotating basis. Units of analysis were single behavioral acts recorded each minute.

2. Aggression Testing Unit (ATU): A rifle range game with light beam activating a "beep" when a hit was scored. The targets presented a continuum of acceptability from a neutral target, through a rabbit, a dog, a cowboy drawing his gun, to a human figure wearing a parka.

3. Questionnaire: Included were self-concept items, perceived causality or locus-of-control items, world view items, educational and occupational expectation and aspiration items, and several items relating to parents' interest in school, extracurricular reading, and amount of TV watched.

4. IT Test: An abbreviated form of the Brown (1956) test of sex-typed responses to choices of toys and activities. It was administered, individually, to grades one and two only.

5. Which-Pich: Photos of a male and a female young adult in each of three ethnic groups--Caucasian, Alaska Native and Black--where shown. Students were asked to select one of the six pictured in response to such questions as, "All of these people have applied for the same job; which one will get the job, which one will not get the job?"

6. Twenty Statements: Kuhn and McPartland's (1954) measure of self-attitudes which asks that the respondent write twenty answers to the question "Who am I?" It was administered to students and to a sample of adults.

7. Circle Matrix: A board game played by two people. Kagan and Madsen (1972) used the Circle Matrix in their study of cooperation and competition

among the children of Mexico and of the United States. Cooperation between the two players is necessary in order for either to win.

8. Gerbner World View Items: These items are adaptations of items from Gerbner's (1976) Cultural Indicators Index. They included such items as; "Of all the people in the United States who have jobs, about how many have jobs as policemen, detectives or other jobs in law enforcement?" Another item was, "Some people say most people can be trusted. Other people say you can't be too careful in your dealings with people. How do you feel about it?"

9. Osgood Semantic Differential: The three sets of concepts rated were; Myself/Alaskan Native People/Black People/White People, Anchorage/Village Life, and Russia/Japan/Canada/West Germany.

10. TVT: A projective test in which pictures are used to elicit stories. The standard instructions for Thematic Apperception Test were used.

11. Rozenzweig Picture-Frustration Test: This is a commercially available projective test of responses to frustration which we supplemented with a sheet of our own pictures designed for appropriateness of use in Native villages.

Appendix B

Handout for Public Information

Alaska Television Study Data Bank

Coded raw data from any of the measures listed on the attached sheet are available from the Center for Northern Educational Research at the University of Alaska. Those interested in obtaining the data should submit a description of the intended use of the data with their request. Sutudents are asked to submit a letter of approval from their major professor with their request. A fee covering the cost of time, materials, duplication and postage will be charged. Data are available on cards or tape.

Village test sites will not be identified without written permission of the village councils. Names of individual respondents will not be released without their written agreement, or in the case of children, written agreement from the parents.

Requests should be addressed to:

Data Bank
Alaska Television Study
Center for Northern Educational Research
University of Alaska
Fairbanks, Alaska 99701

Inquiries about specific aspects of the data not included in the code book should be directed to the following individuals at the above address.

Holistic measures and program content analysis, Dr. James Orvik

Replacive measures, Dr. Larry Gooding

Active measures, Dr. Norma Forbes

Appendix C

TV Study Codebook

TV STUDY CODEBOOK

Final Revision

July 1978

Table of Contents

Student Information Codebook — 2 Cards — File Name: STUDINFO

Column(s)	Variable Name	Variable Description and Codes
Card 1		
1 - 12	VILLAGE	Village Alpha Name (for village names see cc 72-73)
13 - 32	SUBNAME	Alpha name of subject: last name, first, middle
33 - 38	DOB	Date of birth of subject: month/day/year; 999999 = missing date of birth
45	GRADE	Grade in school of subject (for numeric codes, see cc 74)
46 - 49	FAMID	Family ID, consist of: cc 46-47 - Village ID; cc 48-49 - Family ID number; 9999 = missing data
72 - 73	VILLID1	Village ID number: * 01 = Ambler 02 = Buckland 03 = Shageluk 04 = Grayling 05 = Holy Cross 06 = Anvik 07 = Old Harbor 08 = Akhiok 09 = Cape Pole 10 = Whale Pass
		* odd numbers = have tv even numbers = no tv
74	GRADE1	Grade of subject: 1 = 1st, 2 = 2nd, 3 = 3rd, 4 = 4th, 5 = 5th, 6 = 6th, 7 = 7th, 8 = 8th, 9 = 9th, 10 = 10th
75	SEX1	Sex of subject: 0 = male 1 = female
76 - 77	SUBID1	Subject ID: numbers assigned sequentially in alphabetical order within village, grade, sex
78 - 79	INFOID1	Information identifier: STUDINFO CARD = 01

(over)

Student Information Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
80	CARDSEQ1	Card sequence number: STUDINFO CARD 1 = 1
Card 2		
1 - 20	FANAME	Father's alpha name: last name, first, middle; 999999...9 = Deceased or data missing (all cc's)
21 - 40	MANAME	Mother's alpha name: last, first, middle; 999999...9 = Deceased or data missing (all cc's)
41	ELSEVILL	Asks if lived elsewhere: 0 = No 1 = Yes 9 = Don't know or data missing
42 - 51	WHERE	Alpha name of previous residence
52	WHEREID	Type of previous residence: 1 = Village 2 = Transitional village 3 = Anch/Fbks/Juneau 4 = Outside city
53	HOWLONG	Duration of stay at previous residence: 1 = 1-3 months 2 = 4-6 months 3 = 7-9 months 4 = 10-12 months 5 = 13-15 months 6 = 16-18 months 7 = 19-21 months 8 = 22-24 months 9 = > 24 months 0 = Don't know or missing data
54	TVWATCH	Asks if watched TV before: 0 = No 1 = Yes 9 = Missing data

(over)

Student Information Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Cod s
Card 2 (Cont'd.)		
55 - 64	TVWHERE	Alpha name of place (town) where TV was watched
65	TVLONG	How much TV was watched: 0 = Missing data 1 = Unspecified 2 = ≤ 1 week 3 = ≤ 1 month 4 = ≤ 3 months 5 = ≤ 6 months 6 = ≤ 1 year 7 = ≤ 1-1/2 years 8 = ≤ 2 years 9 = > 2 years
66	LANGPAR	Language of parents at home: 1 = English 2 = Native 3 = Both 4 = Other 9 = Missing data
67	LANGSUB	Language subject speaks at home: 1 = English 2 = Native 3 = Both 4 = Other 9 = Missing data
68	LANGOTH	Language subject speaks with peers: 1 = English 2 = Native 3 = Both 4 = Other 9 = Missing data
72 - 73	VILLID2	Village ID number (see cc 72-73, Card 1)
74.	GRADE2	Grade of subject (see cc 74, Card 1)
75	SEX2	Sex of subject (see cc 75, Card 1)

(over)

Student Information Codebook (Cont'd.)

Column(s)	Variable Name	Vairable Description and Codes
Card 2 (Cont'd.)		
76 - 77	SUBID2	Subject ID number (see cc 76-77, Card 1)
78 - 79	INFOID2	Information identifier STUDINFO ID number = 01
80	CARDSEQ2	Card sequence number STUDINFO CARD 2 = 2

Which Test Codebook File Name: WHICH

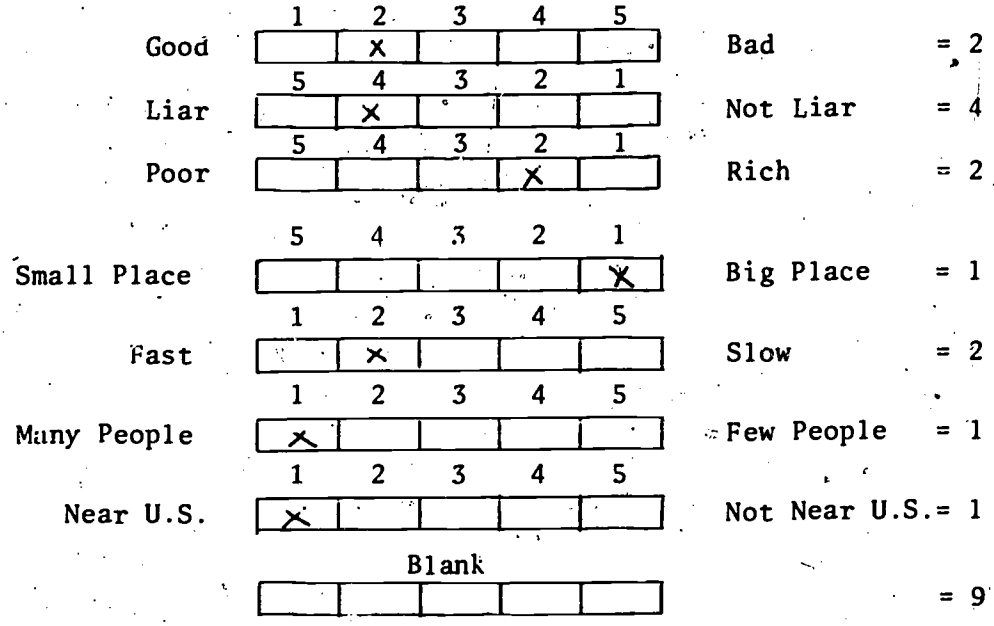
Column(s)	Variable Name	Variable Description and Codes
1 - 14	SCOR1A TO SCOR7B	Scores, sequential e.g., 1. JOB will (1)_____= cc 1 would not (2)_____= cc 2 2. Dinner would (1)_____= cc 3 would not (2)_____= cc 4 etc. A = 1 White female B = 2 Native male C = 3 Black male D = 4 Native female E = 5 Black female F = 6 White male Blank = 9
15 - 20	DOT	Date of test
72 - 73	VILLID	Village ID number
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
78 - 79	INFOID	Info ID number = 02
80	CARDSEQ	WHICH card sequence = 1

OSD Codebook 2 Cards File Name: OSD

Scores ranging from 1 to 5 according to:

1	Positive attributes ⟶	Negative attributes	5
1	Large ⟶	Small	5
1	Like ⟶	Unlike	5
1	Near ⟶	Far	5
1	Rich ⟶	Poor	5

e.g.,



Column(s)	Variable Name	Variable Description and Code
Card 1		
1 - 13	SCOR1 TO SCOR13	Myself scores
14 - 27	SCOR14 TO SCOR27	Alaska Native people scores
28 - 41	SCOR28 TO SCOR41	Black people scores
42 - 55	SCOR42 TO SCOR55	White people scores
56 - 63	SCOR56 TO SCOR63	Anchorage scores
64 - 71	SCOR64 TO SCOR71	Village life scores
72 - 73	VILLID1	Village ID number
74	GRADE1	Grade of subject

(over)

OSD Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
76 - 77	SUBID1	Subject ID number
78 - 79	INFOID1	Info ID number = 03
80	CARDSEQ1	OSD card sequence 1 = 1
Card 2		
1 - 12	SCOR72 TO SCOR83	Russia scores
13 - 24	SCOR84 TO SCOR95	West Germany scores
25 - 36	SCOR96 TO SCOR107	Canada scores
37 - 48	SCOR108 TO SCOR119	Japan scores
49 - 54	DOT	Date of test
72 - 73	VILLID2	Village ID number
74	GRADE2	Grade of subject
75	SEX2	Sex of subject
76 - 77	SUBID2	Subject ID number
78 - 79	INFOID2	Info ID number = 03
80	CARDSEQ2	OSD card sequence 2 = 2

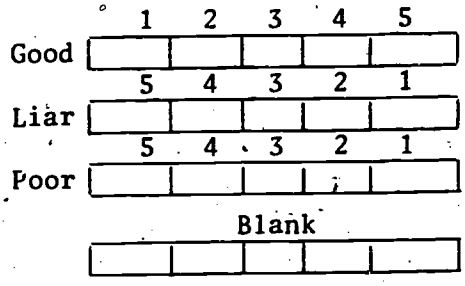
Codebook Supplement

OSD Codebook Variance for December, 1977

Scores ranging from 1 to 5 according to:

1	Positive attributes	Negative attributes	5
1	Large	Small	5
1	Like	Unlike	5
1	Near	Far	5
1	Rich	Poor	5

e.g.;



Column(s)	Variable Name	Variable Description and Code
Card 1		
1 - 13	SCOR1 TO SCOR13	Myself scores
14 - 27	SCOR14 TO SCOR27	Alaska Native people scores
28 41	SCOR28 TO SCOR41	Black people scores
42 - 55	SCOR42 TO SCOR55	White people scores
56 - 61	DOT	Date of test
62 - 71		
72 - 73	VILLID1	Village ID number
74	GRADE1	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID1	Subject ID number
78 - 79	INFOID1	Info ID number = 03
80	CARDSEQ1	OSD card sequence 1 = 1

Rosenzweig Picture Frustration Codebook 2 Cards File Name: ROSENZ

Column(s)	Variable Name	Variable Description and Codes
Card 1		
1 - 68	SCOR1 TO SCOR17	Scores for pictures 1 - 17 four columns each for each picture 1st two columns in a field for 1st score factor 2nd two columns in a field for 2nd score factor 01 = 'E' 09 = e 02 = I' 10 = i 03 = M' 11 = m 04 = E 15 = intrinsic combination (M'E) 05 = $\underline{E}$ 1212 = unclassifiable 06 = $\overline{I}$ 1313 = unintelligible 07 = $\underline{I}$ 00 = no 2nd scoring factor 08 = $\overline{M}$ (use only for 2nd two columns) e.g., one factor: M' = 0300 two factors: M', M = 0308 i, m = 1011 unintelligible: = 1313
69 - 71		Blank
72 - 73	VILLID1	Village ID number
74	GRADE1	Grade of subject
75	SEX1	Sex of subject
76 - 77	SUBID1	Subject ID number
78 - 79	INFOID1	ROSENZ Info ID number = 05
80	CARDSEQ1	ROSENZ card sequence 1 = 1
Card 2		
1 - 44	SCOR18 TO SCOR28	Scores for pictures 18 to 28 (for coding, see codes for pictures 1-17)
45 - 50	DOT	Date of test
72 - 73	VILLID2	Village ID number
74	GRADE2	Grade of subject

(over)

Rosenzweig Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)		
75	SEX2	Sex of subject
76 - 77	SUBID2	Subject ID number
78 - 79	INFOID2	ROSENZ info ID number = 05
80	CARDSEQ2	ROSENZ card sequence 2 = 2

Questionnaire Codebook — File Name: QUES

Column(s)	Variable Name	Variable Description and Codes
1 - 14	SCOR1 TO SCOR14	Scores of Q1 - Q14 Agree = 1 Disagree = 2 Missing data = 9
15	SCOR15	Score of Q15 Top box = 1 Bottom box = 2 Missing data = 9
16 - 17	SCOR16	Score of Q16 A = 10 B = 20 C = 30 D = 40 E = 50 F = 60 A & B = 12 A & C = 13 D & E = 45 B & F = 26 etc. Missing data = 99
18	SCOR17	Score of Q17 A = 1 B = 2 C = 3 D = 4 E = 5 Missing data = 9
19 - 30	SCOR18 TO SCOR29	Scores of Q18 - Q29 Agree = 1 Not sure = 2 Disagree = 3 Missing data = 9
31	SCOR30	Score to Q30 A = 1 B = 2 C = 3 D = 4 Missing data = 9

(over)

Questionnaire Codebook (Cont'd)

Column(s)	Variable Name	Variable Description and Codes
32	SCOR31	Score to Q31 A = 1 B = 2 C = 3 D = 4 E = 5 F = 6 Missing data = 9
33	SCOR32	Score to Q32 A = 1 B = 2 C = 3 D = 4 E = 5 F = 6 G = 7 Missing data = 9
34 - 35	SCOR33	Score to Q33 Two-digit number: refer to Table 2, Occupation Code List; missing data = 99
36 - 37	SCOR34	Score to Q34 Same as Q33
38 -43	DOT	Date of test
72 - 73	VILLID	Village ID number
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
78 - 79	INFOID	Info ID number = 06
80	CARDSEQ	QUES card sequence number = 1

Note: Previous code name for Questionnaire File was LOC.

World View (Gerbner) Codebook — File Name: GERB

Column(s)	Variable Name	Variable Description and Codes
1 - 4	SCOR1 TO SCOR4	Scores of Q1 - Q4 ○ ◌ ◌ = 1 ◌ ○ ◌ = 2 ◌ ◌ ○ = 3 Missing data = 9
5 - 6	SCOR5 TO SCOR6	Scores of Q5a & Q5b Can = 1 Can't = 2 Missing data = 9
7 - 8	SCOR7 TO SCOR8	Scores of Q6a & Q6b Help = 1 Look out = 2 Missing data = 9
9 - 12	SCOR9 TO SCOR12	Scores of Q7 - Q10 Agree = 1 Disagree = 2 Missing data = 9
13 - 14	SCOR13 TO SCOR14	Scores of Q11 - Q12 Work together= 1 On their own = 2 Missing data = 9
15 - 17	SCOR15 TO SCOR17	Scores of Q13 - Q15 Codes same as Q1 - Q4
18 - 23	DOT	Date of test
72 - 73	VILLID	Village ID number
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
78 - 79	INFOID	Infor ID number = 07
80	CARDSEQ	WORLD card sequence number = 1

IT Codebook File Name: IT

Column(s)	Variable Name	Variable Description and Codes
1 - 4	SCOR1 TO SCOR4	Scores of toy pictures Left side = 1 Right side = 2
5 - 8	SCOR5 TO SCOR8	Scores of paired pictures Left side = 1 Right side = 2
9	DOLL	Sex of doll name Boy = 0 Girl = 1 Can't tell = 2 Missing data = 9
10 - 15	DOT	Date of test
72 - 73	VILLID	Village ID number (see cc 72-73, STUDINFO Codebook)
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
78 - 79	INFOID	IT info ID number = 08
80	CARDSEQ	IT card sequence number = 1

CEFT Codebook File Name: CEFT

Column(s)	Variable Name	Variable Description and Codes
1 - 11	SCOR1 TO SCOR11	Scores of tent series from T1 to T11 Incorrect = 0 Correct = 1
12 - 13	SUMT	Total tent
14 - 27	SCOR12 TO SCOR25	Scores of house series from H1 to H14
28 - 29	SUMH	Total house
30 - 31	SUMTH	Total test, tent score + house score
32 - 37	DOT	Date of test
72 - 73	VILLID	Village ID number
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
78 - 79	INFOID	Info ID number = 09
80	CARDSEQ	CEFT card sequence number = 1

ATU Codebook File Name: ATU

Column(s)	Variable Name	Variable Description and Codes
1 - 5	SCOR1 TO SCOR5	Scores of Trial 1
6 - 10	SCOR6 TO SCOR10	Scores of Trial 2
11 - 15	SCOR11 TO SCOR15	Scores of Trial 3
16 - 20	SCOR16 TO SCOR20	Scores of Trial 4
21 - 25	SCOR21 TO SCOR25	7th shot in Trial 1 Shots 1-6 = 0 7th shot = 1 (in the position of 7th shot)
26 - 30	SCOR26 TO SCOR30	7th shot in Trial 2 Coding is same as 7th shot Trial 1
31 - 35	SCOR31 TO SCOR35	7th shot in Trial 3 Coding is same as 7th shot Trial 1
36 - 40	SCOR36 TO SCOR40	7th shot in Trial 4 Coding is same as 7th shot Trial 1
41	TARSEQ	Target sequence number A = 1 B = 2 C = 3 D = 4
72 - 73	VILLID	Village ID number
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
78 - 79	INFOID	ATU info ID number = 12
80	CARDSEQ	ATU card sequence number = 1

Circle Matrix Codebook — File Name: CIRCMAT

Column(s)	Variable Name	Variable Description and Codes
1	SEXARR	Sex arrangement of subjects Subject* Opponent M/M = 1 M/F = 2 F/F = 3 F/M = 4 * Subject is one who is identified in cc72-77
2	RELGRAD	Relative grade of opponent to subject Same = 0 Under = 1 Over = 2 Not known = 9
3	GAME1	Game number 1
4	OUTCOME1	Outcome of Game 1 No winner = 0 Subject win = 1 Opponent win = 2
5	NUMMOVE1	Number of moves in Game 1 1 = Complete cooperation (3 moves) 2 = Submission (5 moves) 3 = Delayed submission (6-14 moves) 4 = Cued submission (15-20 moves) 0 = No win
6	APPRO1	Approach to Game 1 1 = Complete cooperation 2 = Submission 3 = Staircasing (combine non-conflict) 4 = Partial conflict 5 = Complete competition
7	GAME2	Game number 2
8	OUTCOME2	Outcome of Game 2

(over)

Circle Matrix Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
9	NUMMOVE2	Number of moves in Game 2
		Coding is same as Game 1
10	APPRO2	Approach to Game 2
		Coding is same as Game 1
11	GAME3	Game number 3
12	OUTCOME3	Outcome of Game 3
13	NUMMOVE3	Number of moves in Game 3
		Coding is same as Game 1
14	APPRO3	Approach to Game 3
		Coding is same as Game 1
15	GAME4	Game number 4
16	OUTCOME4	Outcome of Game 4
		Coding is same as Game 1
17	NUMMOVE4	Number of moves in Game 4
		Coding is same as Game 1
18	APPRO4	Approach to Game 4
		Coding is same as Game 1
68	OPGRADE	Opponent grade
69	OPSEX	Opponent sex
70 - 71	OPSUBID	Opponents subject ID number
72 - 73	VILLID	Village ID number
74	GRADE	Grade of subject
75	SEX	Sex of subject
76 - 77	SUBID	Subject ID number
77 - 79	INFOID	CIRCMAT info ID number = 11
80	CARDSEQ	CIRCMAT card sequence number - 1

TV Questions Codebook File Name: TVQUES

Column(s)	Variable Name	Variable Description and Codes
1 - 4	SCOR1 to SCOR4	Scores for questions 1 - 4, one column each. 1 = A all 2 = B most 3 = C none 4 = D some 5 = missing data
5 - 6	SCOR5 and SCOR6	Scores for questions 5 and 6, one column each 1 = Agree 2 = Disagree 5 = missing data
7	SCOR7	Score for question 7 1 = made difference 2 = made no difference 3 = elaboration 4 = inappropriate 5 = missing data
8	SCOR8	Score for question 8 1 = TV yes 2 = TV no 5 = missing data
9 - 37		
38 - 43	DOT	Date of test
44 - 71		
72 - 79		
80	CARSEQ1	TVQUES and sequence = 1

Twenty Statements File Name: TWENSTAT

Column(s)	Variable Name	Variable Description and Codes
Card 1		
1	STATUS	1 = Adult 4 = Student
2-3	STMT	Number of statements (actual number)
4	SEXA	Any statement that identifies gender 0 = MD 1 = Male 4 = Female
5	SEXV	Valence - value or affect 0 = MD 1 = Positive 2 = Neutral 3 = Negative
	SEXC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
7-8	SEXR	Rank of item (actual number)
9-10	SEXO	Other mentions of sex (actual number)
11-12	SEXOR	Other rank for next mentioned only (actual number)
13	ETH	Any statement that identifies ethnic status 0 = MD 1 = Eskimo 2 = Aleut 3 = Athabaskan 4 = Native 5 = Indian 6 = White 7 = Other
14	ETHV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
15	ETHC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
16-17	ETHR	Rank of Item (actual number)
18-19	ETHO	Other mention of ethnic (actual number)
20-21	ETHOR	Others rank for next mentioned only (actual number)
22	MAR	Any statement that identifies a marital bond or lack of 0 = MD 1 = Married 2 = Divorced 3 = Single 4 = Widowed 5 = Separated
23	MARV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
24	MARC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
25-26	MARR	Rank of item (actual number)
27-28	MARO	Other mention of marital state (actual number)
29-30	MAROR	Other's Rank (actual number)
31	FAM	Any statement of family relationship 0 = MD 1 = Primary, e.g., mother, son, wife, husband 2 = Secondary, e.g., aunt, cousin 3 = Adopted 4 = Birth order

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
32	FAMV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
33	FAMC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
34-35	FAMR	Rank of item (actual number)
36-37	FAMO	Other mention of family relationship (actual number)
38-39	FAMOR	Other's rank (actual number)
40	REL	Religious statement 0 = MD 1 = Protestant 2 = Catholic 3 = Jewish 4 = Other named religion, e.g., Bahai 5 = Other religious role, e.g., servant of God, religious person 6 = Religious activity, e.g., active in church 7 = Not religious
41	RELV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
42	RELC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
43-44	RELR	Rank of item (actual number)

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
45-46	RELO	Other mention of religion (actual number)
47-48	RELOR	Other's rank for next mentioned only (actual number)
49	POS	Position in the community 0 = MD 1 = Elected, e.g., mayor, city council, school board 2 = Appointed, e.g., town clerk, boss 3 = Achieved, e.g., chief, village leader, town fool
50	POSV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
51	POSC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
52-53	POSR	Rank of item (actual number)
54-55	POSO	Other mention of position in community (actual number)
56-57	POSOR	Other rank for next mentioned only (actual number)
58	ALL	Place allegiance 0 = MD 1 = Local, e.g., camp kid, from Ambler 2 = State 3 = National, e.g., American 4 = World or species
59	ALLV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
60	ALLC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
61-62	ALLR	Rank of item (actual number)
63-64	ALLO	Other mention of place of allegiance(actual number)
65-66	ALLOR	Other rank for next mentioned only (actual number)
69-70	INFOID	20 Statements info ID number = 12
71	CARDSEQ	20 Statements card sequence number = 1
72-73	VILLID1	Village ID 01 = Ambler 02 = Buckland 03 = Shageluk 04 = Grayling 05 = Holy Cross 06 = Anvik 07 = Old Harbor 08 = Akhiok 09 = Cape Pole 10 = Whale Pass
74	GRADE1	Grade (actual number) 0 = Adult
75	SEX1	Sex 0 = Male 1 = Female
76-77	SUBID1	Subjects seq ID (sequence adults by sex)
78-79	FAMID1	Family ID number
80	FAMPOS1	Position in family 1 = Husband 2 = Wife 3 = Son 4 = Daughter 5 = Male living with foster parent or others 6 = Female living with foster parent or others

Twenty Statements (Cont'd)

Column(s)	Variable Name	Variable Description and Codes
Card 2		
1	PHY	Physical description 1 = Body characterisitc, e.g., tall, fat 2 = Affect, e.g., pretty, strong 3 = Active, e.g., athletic, good runner
2	PHYV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
3	PHYC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
4-5	PHYR	Rank of item (actual number)
6-7	PHYO	Other mention of physical description (actual number)
8-9	PHYOR	Other rank for next mentioned only (actual number)
10	NAM	Name 1 = personal, e.g., Fred 2 = Family, e.g., Smith 0 = MD
11	NAMV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
12	NAMC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
13-14	NAMR	Rank of item (actual number)
15-16	NAMO	Other mention of name (actual number)
17-18	NAMOR	Other rank for next mentioned (actual number)

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)		
19	WOR	World position 0 = MD 1 = Economic, e.g., rich, poor 2 = Education 3 = Subjective, e.g., better off than most, best in the world 4 = Space, e.g., in a village
20	WORV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
21	WORC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
22-23	WORR	Rank of item (actual number)
24-25	WORO	Other mention of world position (actual number)
26-27	WOROR	Other rank for next mentioned only (actual number)
28	ALC	Alcohol related 0 = MD 1 = Personal circumstance, e.g., I'm a drinker 2 = Referent, e.g., wife of a drunk
29	ALCV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
30	ALCC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
31-32	ALCR	Rank of item (actual number)
33-34	ALCO	Other mention of alcohol (actual number)

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)		
35-36	ALCOR	Other rank for next mentioned only (actual number)
37	PER	Personal characteristics 0 = MD 1 = Emotional, e.g., happy, sad 2 = Attribute, e.g., good hearted 3 = descriptive, e.g., slow eater, like companions
38	PERV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
39	PERC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
40-41	PERR	Rank of item (actual number)
42-43	PERO	Other mention of personal characteristics (actual number)
44-45	PEROR	Other rank for next mentioned only (actual number)
46	ACT	Activity orientation 0 = MD 1 = Avocational 2 = Task related but not occupational
47	ACTV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
48	ACTC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
49-50	ACTR	Rank of item (actual number)

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)		
51-52	ACTO	Other mention of activity orientation (actual number)
53-54	ACTOR	Other rank for next mentioned only (actual number)
55-56	OCC	Occupation - 2 digits (refer to Table 2)
57	OCCV	Valence 0 = MD 1 = Positive 2 = Neutral 3 = Negative
58	OCCC	Consensual 0 = MD 1 = Consensual 4 = Non-consensual
59-60	OCCR	Rank of item (actual number)
61-62	OCCO	Other mention of occupation (actual number)
63-64	OCCOR	Other rank next mentioned only (actual number)
69-70	INFOID	20 Statements info ID number = 12
71	CARDSEQ	20 Statements card sequence number = 2
72-73	VILLID2	Village ID 01 = Ambler 02 = Buckland 03 = Shageluk 04 = Grayling 05 = Holy Cross 06 = Anvik 07 = Old Harbor 08 = Akhiok 09 = Cape Pole 10 = Whale Pass
74	GRADE2	Grade (actual number) 0 = Adult
75	SEX2	Sex 0 = Male 1 = Female

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)		
76-77	SUBID2	Subjects seq ID (sequence adults by sex)
78-79	FAMID2	Family ID number
80	FAMPOS2	Position in family 1 = Husband 2 = Wife 3 = Son 4 = Daughter 5 = Male living with foster parent or others 6 = Female living with foster parent or others
Card 3		
1	OTHER	Other residual category 1 = Yes, a category is given you cannot code
2-3	OTHERR	Rank of first listed uncodeable item (actual number)
4-5	OTHERO	Other uncodeable items (actual number)
6-7	OTHEROR	Other rank for next mentioned only (actual number) NOTE: List all other's on index cards and file by ID# of respondent _ _ _; Total number of items _ _; Number of other categories _ _; Rank _; "quote" for each other category; coder's initials.
69-70	INFOID	20 Statements infor ID number = 12
71	CARDSEQ	20 Statements card sequence number = 3
72-73	VILLID3	Village ID 01 = Ambler 02 = Buckland 03 = Shageluk 04 = Grayling 05 = Holy Cross 06 = Anvik 07 = Old Harbor 08 = Akhiok 09 = Cape Pole 10 = Whale Pass

Twenty Statements (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 3 (Cont'd.)		
74	GRADE3	Grade (actual number) 0 = Adult
75	SEX3	Sex 0 = Male 1 = Female
76-77	SUBID3	Subject's seq ID (sequence adults by sex)
78-79	FAMID3	Family ID number
80	FAMPOS3	Position in family 1 = Husband 2 = Wife 3 = Son 4 = Daughter 5 = Male living with foster parent or others 6 = Female living with foster parent or others

TV Log Codebook File Name: TVLOG

Column(s)	Variable Name	Variable Description and Codes
1-2	MONTH	Month of year
3-4	DAY	Day of month
5	YEAR	Last number of year
6	NETWORK	Origin of program 1 = ABC 2 = CBS 3 = NBC 4 = PBS 5 = Other
7-9	TIMES	Time program begins (see Appendix, Table 7)
10-12	TIMEE	Time program ends (see Appendix, Table 7)
13-14	TYPE	Type of program 01 = Series and serials* 02 = News and public affairs 03 = Movies 04 = Education 05 = Commercials 06 = General entertainment** 07 = Children's programs 08 = Features and documentaries 09 = Sports 10 = Plays 11 = Publicity (internal) 12 = Religion 13 = Arts and music 14 = Station spot *Series refer to drama programs (westerns, crime, situation, etc.) where certain regular characters appear in successive episodes with self-contained plots while serials refer to those with a continuing story line. **General entertainment includes musical shows, variety shows, games and quiz shows, and those talk shows which in manner and matter are more linked to "show business" than to public affairs discussions.
15	DES	Designator 0 = Tape 1 = Live program

TV Log Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
16	DAM	Damage description 1 = Audio problems 2 = No color, breaking up 3 = Breaking up or jumping 4 = No color 5 = No video 6 = Grainy or snow 7 = Erased 8 = Operator error or mechanical problems 9 = Power outage
17	DAMLOC	Location of damage 1 = Beginning 2 = Middle 3 = End 4 = No specific location, whole tape 5 = No description

TV LOG

Variable Description and Codes

Program Times
020 = 7:00 a.m
025 = 7:30
030 = 8:00
035 = 8:30
040 = 9:00
045 = 9:30
050 = 10:00
055 = 10:30
060 = 11:00
065 = 11:30 p.m.
070 = 12:00
075 = 12:30
080 = 1:00
085 = 1:30
090 = 2:00
095 = 2:30
100 = 3:00
105 = 3:30
110 = 4:00
115 = 4:30
120 = 5:00
125 = 5:30
130 = 6:00
135 = 6:30
140 = 7:00
145 = 7:30
150 = 8:00
155 = 8:30
160 = 9:00
165 = 9:30
170 = 10:00
175 = 10:30
180 = 11:00
185 = 11:30 a.m.
190 = 12:00
195 = 12:30
200 = 1:00

ble 2 — Occupation Code List

Variable Description and Codes	
Questionnaire Items 33 and 34 Twenty Statements - OCC	00 Missing data 01 Accountant 02 Lawyer 03 Scientist (biological & physical, e.g., physicist, geologist, biologist) 04 Physician or dentist 05 Nurse (registered) 06 Scientist (social, e.g., anthropologist, economist, psychologist) 07 Teachers and coaches 08 Engineer Minister Artist 11 Technical, e.g., wildlife person, dental technicial 12 Athlete, e.g., basketball player 13 Policeman 14 Fireman 15 Politics 16 Model 20 Managers and administrators, e.g., store manager--not "work in store" which should be coded as "store clerk"; also manager or other official management position with village or regional corporation 21 Owner air taxi service 30 Sales workers, e.g. store clerk 40 Clerical worker 41 Typist, secretary, general office work 42 Bookkeeper or treasurer 43 Administrative assistant 44 Postal worker 50 Craftsman 51 Carpenter 52 Electricians 53 Welder 54 Mechanics 55 Painter 56 Plumber and pipe fitter 57 Mason 58 Surveyor 59 Pilot 60 Operative except transport 61 Logger 62 Wienworker (or other airline with village location) 63 Fishing

Table 2 (Cont'd.) Occupation Code List

	Variable Description and Codes
Questionnaire Items 33 and 34 Twenty Statements - OCC	65 Transport equipment operatives, e.g., heavy equipment, bus driver 70 Laborers, e.g., construction, pipeline, cannery worker, 71 Traditional subsistence, e.g., trapping, hunter, fishcamp to fish 72 Firefighters 73 Student 75 Farm 80 Service workers 81 Cook 82 Health service workers, e.g., health aid, practical nurse, dental assistant 83 Personal service workers, e.g., stewardess 84 Teacher's aide 85 Bull cook, janitor, watchman 86 as in 85 but specifying village or camp location 87 Other, e.g., child care 88 Newspaper delivery 90 Private household workers 91 Domestic, e.g., housewife, married 92 Specific activity usually considered avocation rather than occupation, e.g., climb mountains, sportsman, traveler 93 Description, e.g., high paying job 94 innappropriate answer, e.g., a girl, graduate, live a man, be nice, go to states, get rich, help others 95 No, don't want job 96 Indeterminate employment, e.g., have a job, work MAKE CARD — 97 Other, refer to CNER index card for student comment 98 Don't know 99 Not ascertained Note: For Twenty Statements data use following modifications: 1. Change #71 to Trapper 2. Add: 76 Hunter 77 Fishcamp to fish 78 Reindeer herder 79 Basket or mask maker 3. Delete nos. 92, 94, 95, 98 and 99

Table 2 (Cont'd.) — Occupation Code List

Variable	Description and Codes
Collapsed Categories	Category 1: Codes 1-11 Profes[illegible] technical
	Category 2: Codes 12-15 Publ[illegible] and athletic
	Category 3: Codes 20, 21 Bus[illegible]
	Category 4: Codes 40-44 [illegible]
	Category 5: Codes 50-58, [illegible], 70 Skilled workman
	Category 6: Codes 59, 62, 63, 7[illegible] 82, [illegible], 86 Skilled work in [illegible]
	Category 7: Codes 71, 76, 77, [illegible] 79 Traditional Native
	Category 8: Codes 80, 81, 83, 85 87, [illegible] Service worker
	Category 9: Codes 90, 91 Domest
	Category 10: Codes 73, 75, 97 Other: [illegible] farm, and other
	Category 11: Codes 93, 96 Unclassifiable

Obse[illegible]n Codebook File Name: OBS

Each record is one ten minute observation period. The number of records for each case is variable.

Column	Variable Name	Variable Description and Codes
1		1 = A.M. 2 = Noon 3 = Early P.M. 4 = Late P.M. (after 3 P.M.) 9 = MD
2-3	TEMP	TEMP: temperature as read 99 = MD
4-5	LOCATION	Code is unique to each location
6	NUM[illegible]	Number 1 = Alone 2 = Group
7-11	DATE	Day (2 cols.), month (2 cols.), year = 7
12-17	MINUTE 1	Format: Col. 12 - target, col. 13-14 - actor, col. 15 - to whom, col. 16 and 17 - conflict resolution. Each minute recorded in same pattern.
18-23	MINUTE 2	
24-29	MINUTE 3	
30-35	MINUTE 4	
36-41	MINUTE 5	
42-47	MINUTE 6	
48-53	MINUTE 7	
54-59	MINUTE 8	
60-65	MINUTE 9	
66-71	MINUTE 10	
		Codes Child as target: 1 = F 2 = F 3 = F 4 = CC 5 = CA Child as actor: 10 = MP 11 = ANF 12 = AC 13 = AF 14 = PP[illegible] 15 = COOP 16 = TASK 17 = RO 18 = RD 19 = C 20 = OTH 21 = NO To whom: 6 = CH 7 = AD 8 = O Conflict resolution: 40 = COOP 41 = DOM 42 = SUB 43 = FHT 44 = INT
72-73	VILLID	Village ID number (see cc 72-73, STUDINFO Codebook)

Observation Codebook (cont'd.)

Column(s)	Variable Name	Variable Description and Codes
4	GRADE	Grade of subject
5	SEX	Sex of subject 0 = Male 1 = Female
76-77	SUBID	Subject ID number
78	INFOID	Info ID number = 3
79-80	CARDSEQ	OES card sequence number = 01, 02, etc.

TVT Codebook File Name: TVT

Column(s)	Variable Name	Variable Description and Codes
Car		Card 1 = Story One
1	PRIM	Primary character 1 = Male adult 2 = Female adult 3 = Male child 4 = Female child 9 = MD
2	SECO	Secondary character 1 = Male adult 2 = Female adult 3 = Male child 4 = Female child 9 = MD
	RELA	Relationship 1 = Father/son 2 = Husband/wife 3 = Teacher/student 4 = Peer friends 5 = Other 6 = Not defined 9 = MD
		Columns 4 through 21 indicate "Need" of primary character, Codes for columns 4-21 are (frequency) 1 = once, 2 = twice, etc.
4	NAB	N - abasement
5	NACH	N - achievement
6	NAGE	N - aggression, emotional and verbal
7	NAGPS	N - aggression, physical; social
8	AGPA	N - aggression, physical; asocial
9	AGD	N - aggression, destruction
10	DOM	N - dominance
11	INTRA	N - intraggression
12	NURT	N - nurturance
13	PASS	N - passivity

TVT Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
14	SEX	N - sex
15	SUC	N - succorance
16	DEF	N - deference
17	ICON	N - internal conflict
18	UNST	N - emotional instability or change
19	DEJ	N - dejection
20	ANX	N - anxiety
21	AFF	Affiliation
		Columns 22 through 39 indicate "Need" of secondary character. Codes are as in columns 4 through 21.
22	NAB	N - abasement
23	NACH	N - achievement
24	NAGE	N - aggression, emotional and verbal
25	NAGPS	N - aggression, physical; social
26	AGPA	N - aggression, physical; asocial
27	AGD	N - aggression, destruction
28	DOM	N - dominance
29	INTRA	N - intraggression
30	NURT	N - nurturance
31	PASS	N - passivity
32	SEX	N - sex
33	SUC	N - succorance
34	DEF	N - deference
35	ICON	N - internal conflict

TVT Codebook (Cont'd)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
36	UNST	N - emotional instability or change
37	DEJ	N - dejection
38	ANX	N - anxiety
39	AFF	Affiliation P = "Press" for primary character Code columns 40-53 as in columns 4-21.
40	PAFAS	P - affiliation, associative
41	PAFEM	P - affiliation, emotional
42	PAGVER	P - aggression, emotional and verbal
43	PAGPHYS	P - physical, social
44	PAGPHYAS	P - physical, asocial
45	PAGDEST	P - destruction
46	PDOMC	P - dominance, coercion
47	PDOMR	P - dominance, restraint
48	PDOMI	P - dominance, induce
49	PNUR	P - nurturance
50	PREJ	P - rejection
51	PLAK	P - lack
52	PLOS	P - loss
53	PHDANG	P - physical danger - not aggression
54		Blank
55	VIC	Victim 1 = Male adult 2 = Female adult 3 = Male child 4 = Female child 5 = Male elderly 6 = Female elderly

TVT Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
56	VICZER	Victimizer 1 = Male adult 2 = Female adult 3 = Male child 4 = Female child 5 = Male elderly 6 = Female elderly
57	OUTCON	Outcome - conflict resolution 1 = Cooperation 2 = Submission 3 = Withdrawal 4 = Not resolved 9 = MD
58	OUTEM	Outcome - affective tone 1 = Positive 2 = Negative 3 = Neutral 4 = Mixed
59	OVER	Overall story affectiv 1 = Positive 2 = Negative 3 = Neutral 4 = Mixed
60	ALC	Mention of alcohol 1 = Presence only 2 = Abuse
61	FORMAL	Formal story characteristics 1 = Structurely complete 2 = Coherent but not structurely complete 3 = Fragmented 4 = Incoherent
62-63-64	LENG	Length, number of words
65	INTEL	Intelligibility 1 = Complete 2 = 90% 3 = 50% 4 = 10% 5 = None
66-71		Blank

TVT Codebook (Cont'd.)

Column(s)	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)		
72-73	VILLID	Village ID number (see cc 72-73, STUDINFO Codebook)
74	GRADE	Grade of subject
75	SEX	Sex of subject 0 = Male 1 = Female
76-77	SUBID	Subject ID number
78-79	INFOID	TVT info ID = 44
80	CARDSEQ	TVT card sequence number = 01, 02, etc.
		Cards 2, 3, and 4 same codes for story 2, 3, and 4. Codes are based on Murray's (1943) format.

Interview Schedule Codebook File Name: INTSCHED

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 1			
1-3	Front pg.	IDENT1	Identification number (3 digits)
4		CARD1	Card #1 (card set)
5-6	Front pg.	VILLAGE1	Village identification and code (odd nos.=TV; even nos.=no TV) 01 = Ambler 02 = Buckland 03 = Shageluk 04 = Grayling 05 = Holy Cross 06 = Anvik 07 = Old Harbor 08 = Akhiok 09 = Cape Pole 10 = Whale Pass
7	1	SEX	Sex of respondent 1 = Male 4 = Female 0 = Missing data (MD)
8	2	MARITAL	Marital status 0 = MD 1 = Married 2 = Divorced 3 = Single 4 = Widowed 5 = Separated 9 = More than one category
9-10	3	AGE	Actual age given 00 = MD
11-15	4	SCHOOL1 TO SCHOOL5	Where they attended, based on TV availability (coded in one column block) 0 = MD 1 = TV available 4 = No
16-20	5,1-5,5	TRAVEL1 TO TRAVEL5	Where they have traveled (one column each) 0 = MD 1 = Traveled 4 = No place with TV

Interview Schedule Codebook (Cont'd.)

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)			
21	6/12	CASHWRKH	Husband's cash income 0 = MD 1 = Yes 4 = No
22-23	7/13	WORKH	Husband's work coded (refer to Appendix, Table 1)
24	8/14	TIMEH	Husband's work hours 0 = MD 1 = Full time (40+ hours) 4 = Part time 9 = NA
25	9/15	WRKYEARH	Husband's work seasonal? 0 = MD 1 = Yes 4 = No 9 = NA
26	10/16	SEASONH	Husband's work season or seasons 0 = MD 1 = Summer 2 = Fall 3 = Winter 4 = Spring 5 = 2 of above 6 = 3 of above 7 = All of above 9 = NA
27-28	11/17	WORKWKSH	Number of weeks the husband usually works (actual number)
29	12/6	CASHWRKW	Wife's cash income 0 = MD 1 = Yes 4 = No 9 = NA
30-31	13/7	WORKW	Wife's work coded (refer to Appendix, Table 1)
32	14/8	WORKTIMEW	Wife's work hours 0 = MD 1 = Full time (40+ hours) 4 = Part time 9 = NA

Interview Schedule Codebook (Cont'd.)

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)			
33	15/9	WORKYEARW	Wife's work seasonal? 0 = MD 1 = Yes 4 = No 9 = NA
34	16/10	SEASONW	Wife's work season or seasons 0 = MD 1 = Summer 2 = Fall 3 = Winter 4 = Spring 5 = 2 of above 6 = 3 of above 7 = All of above 9 = NA
35-36	17/11	WORKWKSW	Number of weeks the wife usually works (actual number)
37	18	CASHECON	Can they live on cash economy? 0 = MD 1 = Yes 4 = No Note: The following activity questions have the same coding categories, which are as follows: 0 = MD 1 = Yes 4 = No
38	19	SURV1	Hunting
39	19	SURV2	Fishing
40	19	SURV3	Aid from relatives
41	19	SURV4	Trapping
42	19	SURV5	Rental money
43	19	SURV6	Welfare
44	19	SURV7	Sale of crafts
45	19	SURV8	Other

Interview Schedule Codebook (Cont'd.)

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 1 (Cont'd.)			
46	20	SUBSIST	Subsistence activities proportion 0 = MD 1 = All of it 2 = Most of it 3 = About 1/2 4 = Some 5 = Very little
47	21	SUBSISIM	Importance other than survival of subsistence activities 0 = MD 1 = Very important 2 = Somewhat 3 = Not very 4 = Not at all
48-71	22	REPLAC1 TO REPLAC12	Activities that respondent feels television will replace - coded in 2 columm blocks (refer to Appendix, Table 2)
72-73	23	HOUSESIZ	Number of individuals who live in the household (be sure the respondent is included)

Interview Schedule Codebook (Cont'd.)

All of Card 2 = Question #23 for 10 possible listings

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 2			
1-3		IDENT2	Identification number (3 digits)
4		CARD2	Card #2 (cardset)
5	23	RELAT1	Position in household of first listed 0 = MD 1 = Husband 2 = Father 3 = Mother 4 = Son 5 = Daughter 6 = Other relative 7 = Non-related 9 = NA
6-7	23	RELAGE1	Age of household individual 1
8	23	RELSEX1	Sex of household individual 1 0 = MD 1 = M 4 = F
9	23	RELNAT1	Nationality of household individual 0 = MD 1 = Native 2 = White 3 = Eskimo 4 = Indian 5 = Athabascan 6 = Aleut 7 = Black 8 = Oriental 9 = Other
10-11	23	RELEDUC1	Education of first listed 00 = MD -- = Actual year listed 33 = Grammar school if no year 44 = High school 55 = G.E.D. 66 = Technical school 77 = College 88 = Actual year + one of above 99 = NA

Interview Schedule Codebook (Cont'd.)

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)			
12	23	RELAT2	Repeat for 2nd listed (see format for Card Column 5 through 11)
13-14	23	RELAGE2	
15	23	RELSEX2	
16	23	RELNAT2	
17-18	23	RELEDUC2	
19	23	RELAT2	Repeat for 3rd listed (see format for Card Column 5 through 11)
20-21	23	RELAGE3	
22	23	RELSEX3	
23	23	RELNAT3	
24-25	23	RELEDUC3	
26	23	RELAT4	Repeat for 4th listed (see format for Card Column 5 through 11)
27-28	23	RELAGE4	
29	23	RELSEX4	
30	23	RELNAT4	
31-32	23	RELEDUC4	
33	23	RELAT5	Repeat for 5th listed (see format for Card Column 5 through 11)
34-35	23	RELAGE5	
36	23	RELSEX5	
37	23	RELNAT5	
38-39	23	RELEDUC5	

Interview Schedule Codebook (Cont'd.)

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 2 (Cont'd.)			
40	23	RELAT6	Repeat for 6th listed (see format for Card Column 5 through 11)
41-42	23	RELAGE6	
43	23	RELSEX6	
44	23	RELNAT6	
45-46	23	RELEDUC6	
47	23	RELAT7	Repeat for 7th listed (see format for Card Column 5 through 11)
48-49	23	RELAGE7	
50	23	RELSEX7	
51	23	RELNAT7	
52-53	23	RELEDUC7	
54	23	RELAT8	Repeat for 8th listed (see format for Card Column 5 through 11)
55-56	23	RELAGE8	
57	23	RELSEX8	
58	23	RELNAT8	
59-60	23	RELEDUC8	
61	23	RELAT9	Repeat for 9th listed (see format for Card Column 5 through 11)
62-63	23	RELAGE9	
64	23	RELSEX9	
65	23	RELNAT9	
66-67	23	RELEDUC9	

Interview Schedule Codebook (Cont'd.)

Column(s)	[illegible]tion	Variable Name	Variable Description and Codes
Card 2 (Con			
68		RELAT0	Repeat for 10th listed (see format for Card Column 5 through 11)
69-70	23	RELAGE0	
71	23	RELSEX0	
72	23	RELNAT0	
73-74	23	RELEDUC0	

Interview Schedule Codebook

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 3			
1-3		IDENT3	Identification number (3 digits)
4		CARD3	Card #3
5-6		VILLAGE3	Village identification and code
7-8	24	VISITS	Number of visits listed
9-28	24	PURPOS1 TO PURPOS10	Purpose of visits - coded in 2 column blocks (refer to Appendix, Table 3)
29-30	25	ACTS	Number of activities (actual number)
31-50	25	ACTIV1 TO ACTIV10	Activities - coded in 2 column blocks (refer to Appendix, Table 4)
51-52	26	VISITORS	Number of visitors (actual number)
53-72	26	PURPOS11 TO PURPOS20	Purpose of visits - coded in 2 column blocks (refer to Appendix, Table 3)

Interview Schedule Codebook

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 4			
1-3		IDENT	Identification number (3 digits)
4		CARD	Card #4
5-6		VILLAGE	Village Identification
7-8	27	FRIENDS	Number of listed friends (actual number)
9-13	27	SOCIO1 TO SOCIO5	Relationship of friend - 1 column each 0 = MD 1 = Friend 2 = Relative 3 = Other relative 4 = Neighbor 5 = Other (drinking friend) 9 = NA
14-25	28	PUBLIC1 TO PUBLIC6	Public meeting places - coded in 2 column blocks (refer to Appendix, Table 5)
26		HOMETV	Do they have a TV in the home? 0 = MD 1 = Yes 4 = No
27	30	BUYTV	Do they plan to buy a TV? 0 = MD 1 = Yes 4 = No 9 = DNA
28	31	WATCHTV	Do they watch when able? 0 = MD 1 = Yes, always 2 = Yes, usually 3 = Occasionally 4 = Never 9 = DNA
29	32	LIKETV	Would they like entertainment TV in the village? 0 = MD 1 = Yes 4 = No

Interview Schedule Codebook (Cont'd.)

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 4 (Cont'd.)			
30-41	33	PROGPREF	What programs would they like to see shown? (code pending - will be in 2 column blocks)
42-53	34	PROGNEG	What programs would they rather not see shown? (code pending - will be in 2 column blocks)
54	35	REWARDTV	Will they use TV to socialize? 0 = MD 1 = Yes 4 = No
55-68	35	FEELTV	Feelings on TV - coded in 2 column blocks (refer to Appendix, Table 6)

Interview Schedule Codebook — Locus of Control

Column(s)	Question Number	Variable Name	Variable Description and Codes
Card 5			
1-3		IDENT	Identification number (3 digits)
4		CARD	Card #5
5-6		VILLAGE	Village ID
7-17	2/11	LOC1 TO LOC11	Code LOC questions as follows: 0 = MD 1 = a 4 = b

Interview Schedule Table 1 Replacive Code

Variable Description and Codes

Question 22

00 Missing data
01 Visiting
02 Reading
03 Movies
04 Bingo
05 Cards
06 Drinking
07 Radio
08 Records and tape listening
09 Family time will decrease
10 Kid's outdoor activity
11 Kid's indoor activity
12 Later bed time
13 Games
14 Work time--trapping and fishing
15 Housework
16 Housework--time change
17 Worship--church time will decrease
18 Sewing
19 Hand crafts
20 Public meetings--attendance will drop
21 Local functions
22 Will be educational
23 Vocabulary change
24 Replace boredom
25 Good for ill and infirm
26 Writing
27 Expand world view
28 Cultural changes (loss)
29 Will be a babysitter
30 Conversation topics will shift
31 Means of discipline
32 Kids will be less creative
55 Don't know--refusal to answer
66 General effect, e.g., make me lazy, recreation will change
77 Improve behavior
88 No change
99 NA

Interview Schedule Table 2 Purpose Code

Variable Description and Codes

Questions 24 and 26

00 Missing data
01 Visit
02 Visit and inquire about work
03 Visit and carry packages
04 Visit, gossip, drink coffee
05 Visit and church business
06 Visit, play cards, chess, games
07 Visit and pay for shoes
08 Visit and drink
09 Visit and knit
10 Visit and trade books
11 Visit and business
12 Pot luck
13 Family reunion
14 Family reunion and dinner
15 Looking for husband, son, daughter
16 Party
17 Birthday party
18 Ask favor
19 Ask friend's children to go sledding
20 Chatting
21 Talk about storybooks
22 Talk, play Yahtzee
23 Play poker
24 Drink coffee
25 Visit and dinner or snack
26 Drink tea
27 To see new baby
28 To see grandson
29 To retrieve children
30 Order gun part and visit
31 To ask about stamp collection, stove fitting, other information
32 To take message
33 To get a ride out of camp
34 Pick up tape recorder
35 Interviewing
36 Invite to a meeting, other activity
37 Attend a meeting
38 Watch TV
39 Sit and chew
40 Read and talk
41 Visit and babysit
42 Visit Godchild every day
43 Get stoned, visit
44 Ask about prayer meeting
45 Village business
46 Go fishing
47 Help friend with task

Interview Schedule Table 2 (Cont'd.) Purpose Code

	Variable Description and Code
Questions 24 and 26	48 Borrow food, or item
	49 Buy food, item
	50 Return borrowed items
	51 Check health and welfare of parents, in-laws, friends
	53 Learn to bead
	54 Guitar lesson
	55 Lunch, supper
	56 read comics, listen to tapes, radio, music
	57 Office work
	58 Bring water
	99 NA

Interview Schedule Table 3 Activity Code

Variable Description and Codes

Question 25

00 Missing data
01 Ping pong, pool
02 Bingo
03 Fishing, trapping, hunting
04 Movies
05 Cards
06 Post office
07 Visiting
08 Watch TV
09 Duck hunting
10 Ice fishing
11 Sea urchin hunting
12 Watch dog races
13 Take dog for walk
14 Ski-doo riding
15 Wolf hunting
16 Drive (truck) around
17 Sledding, skating
18 Walk around
19 Target practice
20 Sight seeing
21 Beach combing
22 Watch Northern Lights
23 Guide newcomers in village
24 Clean bunk house at camp
25 Clean church
26 Clean school
27 Clean up yard
28 Take care of neighbor's plants, house
29 Help friend with business or task
30 Check on boat
31 Work in the shop
32 Work in kindergarten
33 Laundry
34 Work on meat
35 Go to washhouse to wash
36 Cook for headstart
37 Make banya
38 Chop and pack wood for banya
39 Take children to school
40 Meet mail plane for mail or groceries
41 Grocery store
42 Church
43 Stores other than grocery
44 Work on city power plant
45 Work on house
46 Skin seals
47 Haul ice

Interview Schedule Table 3 (Cont'd.) Activity Code

	Variable Description and Codes
Question 25	48 Pack water
	49 Throw out trash
	50 Basket ball
	51 Trip to Kodiak--booze run
	52 Eat meals at friend's house
	53 Went to airplane float with kids for exercise
	54 Went to pond behind trailors
	55 Walk out of camp
	56 Went across bay
	57 Went to restaurant
	58 Went to nearby towns
	59 Went to Ketchikan for 3 days
	60 Hike to Shipley Bay--40 miles, two days
	61 Went to bar to listen to music and dance
	62 Village meetings
	63 ABE classes
	64 Clinic
	65 Arrend night courses
	66 Dentist
	67 Substitute teach at school or work
	68 Dances
	69 Went to work
	70 School functions (meetings)
	71 Buy oil
	72 Picnic
	73 Get keys
	99 NA

Interview Schedule Table 4 — Place Code

Variable Description and Codes	
Question 28	00 Missing data
	01 Church
	02 Airplane dock or mail boat
	03 School gym
	04 Community hall
	05 Store, commisary
	06 Post office
	07 Movies
	08 Outside, on the road or trail
	09 Bingo
	10 Bikes--motor shop
	11 School functions
	12 Showers (at rec hall)
	13 Saw shop
	14 Volley ball
	15 Laundry house
	16 Trash incinerator
	17 Office
	18 Work
	19 Rec hall, pool hall
	20 Shop
	21 Picnic, swimming (outdoor function)
	22 Headstart building
	23 City office building
	24 Friends' homes
	25 Own home
	26 Weekly races
	27 Hotel
	28 Parties
	29 Meetings
	30 Kashim
	99 NA

Interview Schedule Table 5 — Feelings on Television

Variable Description and Codes	
Question 35	00 Missing data
	01 Tendency to watch TV rather than visit or play bingo
	02 Will change unity of attitudes and community involvement
	03 Broaden ideas of career opportunities
	04 Dissatisfaction with things one has, desire for items one can't afford
	05 TV will inflate one's goals beyond ability to achieve them
	06 Children will play outside less
	07 Detrimental to school work--won't do homework
	08 Interfere with chores
	09 Limits the imagination in occupying oneself
	10 improve kids' imagination--will mimic programs
	11 Good for occupying time if doing nothing anyway
	12 Less going to movies
	13 Children will behave better, come home earlier
	14 People will become la y and fat
	15 Decrease in all activities--everyone will stay home more
	16 Bad weather activity
	17 Will expose to different ideas and activities
	18 Will be no change in visiting
	19 Better informed on news and world events
	20 Will provide reason to get together, e.g., to watch football
	21 Decrease in family time (games and discussions)
	22 Provide new topics of conversation
	23 Change personalities of people in village
	24 Discover commonalities with outside world
	25 Family time will increase
	26 Bedtime will change
	27 May be more vandalism--increase violent personalities
	28 Good for kids
	29 Interpersonal relationships will be less involved
	30 Relief from routine in the evening
	31 Less gossip
	32 Babysitter, relief for parents with small children
	33 Educational for children, family
	34 Stop riding ski-doo for leisure
	35 Good for those who are ill or inactive
	36 Will keep the drunks home--decrease in drinking

Interview Schedule Table 5 (Cont'd.) Feelings on Television

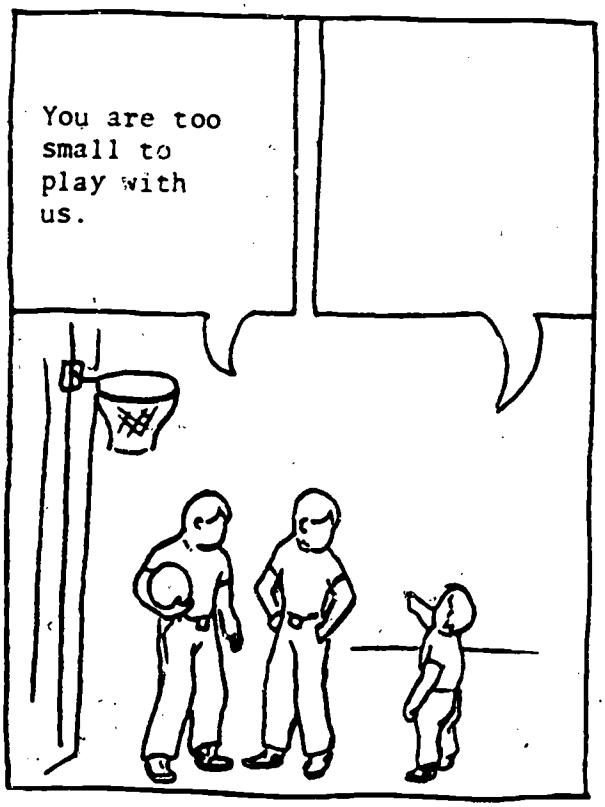
	Variable Description and Codes
Question 35 (Cont'd.)	37 Village will be quieter
	38 Will relieve boredom, loneliness
	39 Violence "might change"
	40 Content of programs will influence behavior
	41 Children less violent (will keep them busy at home)
	42 Take up alot of time
	43 Probably get tired of it
	44 No change
	45 No change after novelty wears off
	46 For the better
	47 Possibly some change
	48 "I love it"
	49 Favor Sesame Street
	50 Don't know--never thought about it
	99 NA

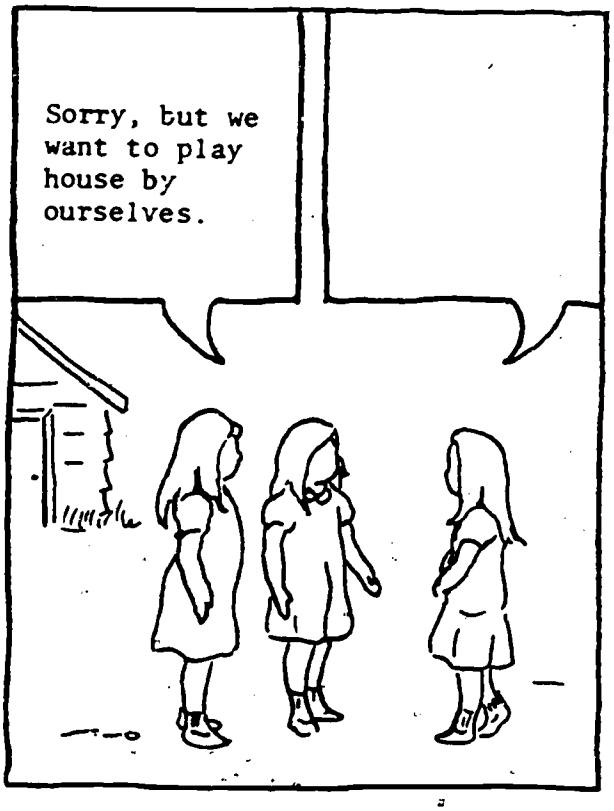
Appendix D

Copy of Rosenzwieg's P-F Supplement


You can't come with us because we are going hunting--we'll be gone for many days.


No, you can't have candy. I don't have enough money with me.


You are too small to play with us.


Sorry, but we want to play house by ourselves.

Appendix E

Sample of Osgood Semantic Differential

Russia

	in between	
Good		Bad
Poor		Rich
Peaceful		Warlike
Selfish		Generous
Strong		Weak
Can Trust Them		Can Not Trust Them
Not Free		Free
Small		Large
Many People		Few People
Is Like United States		Is Not Like United States
Friendly		Unfriendly
Near United States		Not Near United States