



Boston University

Rep
Mar 5
1959

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

Prof. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

I have just written Ted Peterson a letter asking him for information about his and Jensen's book on introduction to communication.

Do I remember right that you gave this course to undergraduates last year--or this. If so, could you send me an outline if you have one. So far, the course of the same title given here has been pretty well structured by the head of the Journalism Division, but my course need not parallel his sections exactly.

I feel this course can be an important one in the curriculum (the main interest here seems to be one of recruitment, but even on a less mercenary level, I would like to contribute something).

I was happy to get your note about the thesis, and just last night I received word that it had been accepted by Mrs. Hott at the Grad. College.

I would be happy to receive the research proposal you spoke of. So far, we have had two meetings on the comics council study--but I think it will be a fairly slow moving project. Actually, I have found very little stimulation in terms of research interests here and am anxious to do a little.

Have you thought any more about how to go about publishing the bibliography?

Sincerely,

Earl B.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

Tuesday, Sept 22, 1959

Dear George:

Enclosed ~~is~~ are a couple of pages which I wrote for the abstract of the thesis --- for microfilm abstracts.

I would like for you to look them over briefly and then give them to Freda for typing. They should accompany a copy of the thesis to the graduate college.

As you see, I have merely tried to describe the thesis rather than to "abstract" it, since it is so broad. You may want to make some additions or changes. Feel free to do so. It is probably not important enough that we would need to consult further. Besides there is no time.

The initial rounds of meetings, etc. are about over and I am now getting down to the serious business of teaching. I must prepare a syllabus for Social Aspects this afternoon. And for my "P.R." course tomorrow.

I'll write more later.

Sincerely,


Earle Barcus



Boston University

*Replied
1-21-59*

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

Happy New Year!

Dear George:

Thanks very much for your recent letter. I think the letter from UI Press was very thoughtful, and rejection was with adequate reason. Perhaps this will help in my pitch to the Free Press (i.e. with promise of some elimination, re-write, etc.). ~~XXXXXXXXXXXXXX~~

Also please keep me informed of the progress, on the bibliography. I assume that the steno bureau or you have kept the "mats", but it wouldn't hurt to check, just to make sure that someone hasn't made a New Year's resolution to throw out all old mats at the steno bureau.

(Yes I would like to write an introduction with your help from 1-21-59 to 1-21-59)
Good luck on the research proposal. It sounds good to me. I had already seen your AVCR article on MM and ~~xxxxx~~ teaching. Our comics study here is still progressing, and I managed to obtain another \$500 for my part in consulting on it. ~~one of~~ We are proceeding on two or three fronts, with a couple of graduate students doing ~~xxxxx~~ an historical comic study, and the other a questionnaire to comic strip artists. ~~xxxxx~~ Another part is being planned by our psychologically oriented colleague who is planning a study of eye-movements and comic reading and one on the readership by "prestige" figures.

I am enclosing a preliminary draft of the "content" part of the study. As you can see I had already employed many of the categories involved in your study (B & C forms).

deserve it - its a good program there. *B. Sullivan*

Give my love to Herb, Harold & Walter if you see them. Glad to hear about the income in school body. Illusion

This is all I have at present, although I have made a considerable effort on the first or "inventory" phase of comics study. We are using newspapers at the state house library to inventory about 60 years of comic strips. This original form will therefore be more like cataloging what is there, from which a sample for more intensive analysis can be made later on. When I get more forms, etc. printed I'll send them along. I'll appreciate any comments, as I always do from you.

I wish you think seriously about another matter. Dave White wants to co-author a book on social aspects. It would be in the form of a "reader" which he by now is expert at putting together fairly rapidly. Another nice thing is that with the success of Mass Culture and another new one which White was involved in (what a promoter) called IDENTITY AND ANXIETY which is being considered by the Book Find Club, the Free Press is willing to give him a contract for another book, with a minimum of information as to what it would be about.

I shall be on the lookout for articles that you have written or have seen which you think would make good social aspect pieces for such a book. Certainly your latest article would be ideal.

Well, lots of other ideas to be talked about, but there are also lots of other letters to be written, so I'll stop for now.

Sincerely,
Loyle

P.S. I'll cut and mail you my little finger if you could do anything about getting that "box in 16a" containing my thesis into the mail. Happy New Year to Ilona and the family from us. (A "prosperous" one always seemed a little too commercial for me, but you get the point).



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

P.P.S. You might be interested to know that my colleagues involved in teaching the graduate all-school course in communication have been pretty well sold on your "model" article in AVCR. I used it as a basis of two 1 1/2 hour lectures on "models and ^{the} communication process" also showing the "Communications Primer" film on information theory, Schramm, etc...

The next lecture, incidentally, was on the fields of linguistics and semantics (this was a tough one for me). However, again I found the model quite useful in illustrating ~~xxx~~ or deliniating the concerns of the fields (i.e. differences between signs and assigns--SE's and S'E' 's, "logic" "validity" and "truth quality") as represented graphically in the relationships between elements of the model.)

Just thought this might interest you.

This vacation period has been wonderful for my spirit - at least one major advantage of teaching is the vacation

July 31, 1959

Professor Melvin Brodshaug
Dean, School of Public Relations and Communications
Boston University
640 Commonwealth Avenue
Boston 15, Massachusetts

Dear Dean Brodshaug:

I am writing this letter on behalf of Francis Earle Barcus. It is a pleasure to do so; in the three years since I've known Earle, he has gained my affection and respect.

During this time Earle has been employed as a Research Assistant in our Institute. Although he has worked most closely with Dallas W. Smythe, whose high regard for him is well known, he has participated fully in the general work of the Institute. I have been associated with him in that capacity, as well as in his capacity as a graduate student. For the past year, I have been the acting major advisor on his doctoral committee, supervising his dissertation which is now nearly completed.

His dissertation has been a heroic piece of work, and a major contribution to content analysis and communications research. His research background is varied, and broadly sociologically-oriented. He has done much Institute research on his own, and has supervised some large-scale projects. He is an imaginative, methodical, and competent researcher.

Earle has done little teaching for us, and mostly on a substitute basis. But we are agreed that he is temperamentally and professionally well qualified for classroom teaching within areas of his competence. He is friendly, even-tempered, and enjoys the warmest relationships with both his peers and superiors. His ability to "get along" with others is outstanding.

Yet what has impressed me most about Earle is his integrity. Earle is a man of liberal principle. He is one of those rare individuals combining solid workmanship, high motivation, and an unassuming, easy-going manner.

This letter may read like a publicity blurb; but I find no other way to convey our feelings about Earle Barcus. I am certain that he will make a solid addition to any staff. My only regret is that we could not interest him in staying on with us -- but that is a selfish one as he is more than ready to strike out on his own.

Sincerely yours,

George Gerbner
Associate Professor

GG/brs

Dear George;

I only have time for a short note now. This week has been completely and absolutely hectic and disorganized. We arrived in Boston about midnight Sunday night and stayed in a hotel for a couple of days. By Monday evening we located a furnished 8-room upper part of a house in Brookline--very comfortable (although not luxurious in terms of furniture, etc.) and very convenient to the schools, shopping, ~~xxx~~ Boston U. etc. *— moved in on Tuesday.*

So far about all I have been able to accomplish is the continuing round of faculty, faculty-student, division, department, etc. meetings which have taken about 50% of the time since we arrived. (Also a reception-dinner). Things are terribly busy. Classes began Thursday and I met two on Friday morning. I was slightly (actually very) peeved at a last minute change in teaching assignments which gave me a graduate class in public relations to teach. This is absolutely ridiculous. But I am advised by the chairman that about all I can do is struggle through. I think I'll give a course in small group dynamics. Otherwise, the schedule is pretty good. I'll teach an introductory course "Introduction to Comm" at the Junior college (sophomores), and "Social Aspects" (seniors), as well as the graduate "all-school" course taught by Dave White, and Otto Lerbinger (very good man) called Public Opinion and Attitude Change (MIT) or some such thing. They also seem to expect that I will be advising some master's candidates on their theses.

(more)

1
D
You may also be interested to know that D. M. White has promoted an (approx.) \$35,000 grant from the Comics foundation (or whatever they call it) for the study of newspaper comics. White is the chief investigator, and they have written me in as consultant which will boost my pay \$50 per month. ~~xxxxxxx~~

whatever foundation!

Now, if we only had ten-day weeks, everything would be perfect.

I wanted to let you know my new address, and that we are still plugging. I hope and pray that everything on the thesis is coming along alright. I hope that you will tell Freda to call me in case of crisis. We don't have a phone at home yet, but should have by Tuesday or Wednesday.

(for dissertation abstracts)

I have just drafted an abstract of the thesis, which I'll try to look over tomorrow again and mail to Freda.

Give my best to everyone, and show them this letter if you have occasion to. It may be a while before I can get a few minutes to write again. I still have only vague ideas as to my courses so will be spending most of my time on them. I ad libbed through Social Aspects the first day, but don't know how long that can continue. It was kind of fun however. I gave them a brief lecture on the Lasswell model of the communication process (very simple but seemingly effective).

The attitude here is considerably different than there--not all to my liking. Pretty formal, very public relations conscious, and they really separate the Misters from the Doctors. I have a teaching fellow working with me in one course who refuses to call me Earle-- just "yes Dr." Oh well!!

I appreciate all you have done, George; I hope with the start of school and all I did not leave too many things undone on the thesis. But I'm willing to pay or do about anything I can from here as long as I know there is someone there interested also.

Hope to see you sometime this year--we have plenty of room for anyone who will be coming out this way.

Sincerely,



Home address:

58 ~~XXXXX~~ ATHERTON ROAD
BROOKLINE, MASS.

Office Address:

School of Public Relations and Communications
Boston University
640 Commonwealth Avenue
Boston 15, Mass.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

August 4, 1959

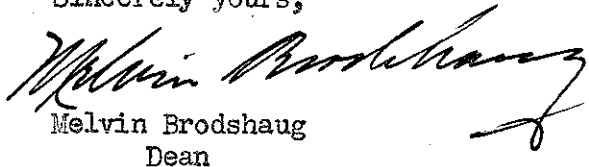
Dr. George Gerbner
Associate Professor
Institute of Communications Research
The University of Illinois
Urbana, Illinois

Dear Dr. Gerbner:

We are most grateful for your very thoughtful letter on behalf of Mr. Francis Earle Barcus. Since Dr. Smythe is abroad, I will assume that your letter also carries his endorsement.

Mr. Barcus is coming in this Thursday for an interview; and if his presence is equal to his application and his recommendations, I feel confident that we will add him to our staff.

Sincerely yours,


Melvin Brodshaug
Dean

MB:dd

Dec. 14, 1959

Dear Earle:

We were turned down by the UI Press (see encl. letter), but got the OK to run off 100 copies of your bibliography as an Institute publication. No one can tell when this will be done; we are now discussing format, etc. for publication series. Do you want to write an introduction for it?

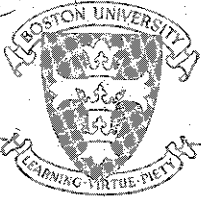
You should certainly explore the Free Press proposition. I have no information on which to base any advice, but if you tell me more specifically what they want and what you'd like to do, perhaps I can make some suggestions.

Thanks for your comments on teaching problems, research proposal. The latter went in to another agency and in revised form (copy enclosed). Will get decision in February. If approved (I am not optimistic), I would certainly like to involve you in it. Although you probably have it, I am sending you copies of our B and C forms; the more categories you can include in your content studies the more cross-media comparability we can achieve. Would appreciate receiving forms you are developing, for same reason. Incidentally, if you can get any info in mental illness in comics during the next few months let me know -- I am working on a book on that material.

Your dissertation copies are still in a box in 16a; I got my copy, and Albig picked up his. He is retiring and going to be Prof. at Gettysburg College at the end of this year.

Goodrich and Watters prelims are coming up shortly. We also have 18 new students in the seminar. Student group is active, meeting regularly. I am overcommitted and hectic as usual. Ilona played title role in UI production of Mary Stuart -- with great success. Time marches on! Give our best to Faith, whole family, and keep me posted.

Regards,



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

November 15, 1959

Dear George:

Thanks for keeping me posted on the thesis. I am a little anxious to see it. I think this is natural?

Incidentally, Dave White has urged me to think about a revision of the thesis for *The Free Press*. It seems that he knows someone there quite well and they are interested in another book on content analysis. Also, I understand from White that Berelson is not going to revise his. I am a little confused as to how I should answer him, and would like to know the reaction of the UofI press as to bibliography publication, or what not. Also, I would appreciate your words of wisdom on how to proceed.

As to the problem of teaching, organizing courses, etc. that the graduates run into out of the PhD program there--It is a well taken point. I just don't know if there is enough similarity of course construction, teaching, preparation, etc. aside from the particular subject-matter that you are teaching so that any formal training in the program could be offered. I would say that certainly there are some things I'm glad I did while I was there. For example, my system of note taking on my readings while in classes and in preparation for prelims, etc. has been very valuable. In my case, for example, I had been out of course work for at least two years, while working on the thesis and concentrating on only one aspect of communications. Then, here, I was called upon to search way back to courses in public opinion, communications theory, social theory, methodology, etc. The point is, that (at least in my situation), it has been impossible to try to go to the library and read all the things necessary to teach and therefore, I relied on my notes to a great extent.

Here, they teach a course called "The Teaching of Communication". I don't know much about it except what the catalogue says: "principles, techniques, and practices involved in the teaching of the media.... study of curriculum development, course content, and teaching methods at the college and university level. Also covers problems of administration, selection of staff, space, and equipment planning and financing." I'm sure that much of this is devoted to the more practical stages of TV production, etc. since ~~this~~ this is a major emphasis here. There are certainly many things that I did not know about teaching--simple ones like the taking of role, designing of examinations, preparing syllabi, etc.

Actually, I don't think the problem deserves a full-course treatment. I think that perhaps in the pro-seminar, or maybe better, in the

informal graduate student group in communications meetings (if they still are going on), someone interested in the problem could make suggestions as to what the future teachers might do to prepare themselves.

To speak of my own case again, I merely tried to remember some of the techniques used by people who taught me that I favored. In my Public Relations course in small groups, for example, I have each of them give an oral and written report (dittoed, for everybody), but this is almost a carbon copy of a course I had in Sociology at Illinois--at least this procedure is.

I've said a lot of words, but without much content, I'm afraid.

About the proposal:

A major comment in terms of the "image of the educator" is that it ~~probably~~ would probably be fruitful and appealing to the sponsors to study this image not only in the mass media as outlined, but to attempt to evaluate how well the educators themselves are doing in creating an image--through educational radio-tv, etc. If the image projected by the educators themselves ~~is~~ conforms to the pattern of the popular media, this would seem to say a great deal about the source (or acceptance?) of this image. Here in Boston, there is an educational TV channel which is a sort of cooperative venture between Harvard, B. U., and others, and other communities have public telecasting--i.e. the public meeting the educators head-on, rather than through the popular entertainment media. This seems to say a great deal about the educators.

Another area in which some help (at least I would like to keep in close contact with you about this) is that of the comic strip. I have just submitted a ~~5~~ five-page draft proposal to White and the director of the Research Division appropos the Comic Council study that we are undertaking. In it I have included a large section on the analysis of characters, values, goals, etc. We will eventually have a very large collection of comics dating to the early 1900's off which we shall be studying. The content analysis part is one phase which I have a great deal of control in the direction it will take. We are also investigating the comic strip artists (through mail questionnaires) and (hopefully) the audiences of comics also.

in the comics
The image of the educator/can well be one of the interesting parts of the study.

Other than this, I should be interested in helping you if I can on live monitoring, or perhaps some other phase, if you need someone in the East to round out your study. I shall be teaching one and perhaps two sessions this summer (money you know), so I am not able to predict just how much time I shall have. But keep in touch, and let me know if the above comments make any sense to you.

Sincerely,

Erle.

I drew on the goal and value which you used in the (movie or TV presentation)
study - no immediately there is some continuity, I suspect.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

January 6, 1960

Dear George:

I am sending along a couple of forms just developed which you might like to look over, or put into a "research forms" file of some kind.

The comic strip study, as you can see, is a broad one intended to cover a lot of years rather than to get detailed information on a particular strip or year. This is to come later from a sample drawn ~~fr~~ on the basis of this inventory.

The other form was developed primarily by a graduate student doing a study of comic strip artists. We revised it somewhat, and I am not too happy with the design (i.e. space for answers, etc.) but it was largely out of my hands in this respect.

Take care....

A handwritten signature in cursive script, appearing to read "Earle B.", written over a horizontal line.

Earle B.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

May 26, 1960
4:30 pm.

Dear George:

Just received your letter re: your visit to New York. I would be interested in talking to you about the project. Your schedule is very impressive.

It's possible that the Research Center will give me \$20 or \$30 dollars to come to New York. I was thinking that you might be interested in exploring comic strips according to the same ~~format~~ procedure you have outlined. We have downstairs 15 years of bound volumes of PUCK which are quite available and which I think would make an interesting addition to your study.

If you think there is some possibility of working out some arrangement like this, let me know what ^{dates} ~~dates~~ & ^{where} ~~where~~ you will be in N. Y. (your letter said "New York and Washington between the 29th and June 4), and I'll try to Greyhound down for a day.

Of course, the above is only one possibility. If your budget permits, I'd love to translate the whole darned study into Japanese and we can get the Eastern image of ~~the~~ education via Japanese television (barring the ouster of all Americans from Japan--a distinct possibility at this point of East-West relations). You must realize that I'm only half-way kidding!

P.S. I think I can do the
AVCR reviews. I'm now
"Literature of Broadcasting"
editor for the Journal of Broadcasting also.

Sincerely,

Dear Earle:

I hasten to reply to your letter. Our departure has been delayed because Tommy got the Mumps. We are leaving (we hope) Monday, May 30, by train, arriving in N.Y. on Tuesday.

It would be good to see you. We could talk about the possibility of Puck or other comics study, and also about TV monitoring problems. The Japanese idea also has some possibilities.

The only rub is time. I will probably spend Wednesday in Washington, possibly part of Thursday; also have a number of people to see in N.Y., not to mention a lot of European travel arrangements still to be made. Probably the best time for me would be Friday pm or evening; we sail on Saturday.

I suggest that you drop me a line by Thursday about your plans. We'll be staying at the Sheraton-Atlantic Hotel, I think it's 34th at Broadway. If you have other business too, come anyhow and call when you get in; if you prefer, I call you on Thursday to arrange for a more definite time, and confirm that we'll have time to talk. In that case give me phone numbers where you can be reached. Another possibility is that we meet early Saturday morning; you can see us to the ship.

Hope to hear from you.

Regards -

TELEVISION PROGRAM ANALYSTS

BARCUS

23 5/10/60

General Instructions

- A. **General:** First, familiarize yourself with the forms and procedures to be used by studying these instructions along with 1) the two-page form entitled "TELEVISION PROGRAM ANALYSIS, 2) the one-page sheet entitled "Definition of Categories", and 3) the two-page form entitled "CHARACTER ANALYSIS." Some of the forms require check marks, other questions require filling in of numbers, while others require your opinions or "feelings" regarding the television program content.
- B. **TELEVISION PROGRAM ANALYSIS (face sheet):**
1. Fill in the station call letters (e.g. WNAC-TV, etc.); the day (Mon., Tues., Wed., etc.); and the date (e.g. May 11, 1960).
 2. Check only one of the categories for origination of the program (i.e. if network regardless of whether recorded, live, or film, check the appropriate network initials. If local, check whether live or recorded or "theatrical" film originally produced for theatre showing.)
 3. Time on. List the time the program first was announced (we might call this the opening "curtain") and encircle "am" or "pm" appropriately.
 4. Length. Enter, in minutes, the total elapsed time of the program, including opening and closing credits, commercial announcements, etc.
 5. Program Title: Enter the title as it appears or is announced. If it is a series (e.g. Alfred Hitchcock, Loretta Young, etc. etc.), list the specific title of the program being presented (e.g. "They died too Young", etc.).
 6. Sponsor: List the sponsor or sponsors of the program. If program is not "sponsored" in the strict sense of the word, list the participating spots, their companies or products for identification.
 7. The center section of the form should include a running summary of the plot, information about the characters, settings, etc. in dramatic-type programs; the subject-matter, activities, or events which take place in the program in other than dramatic-type programs. Use this for your notes and for later reference in filling out the rest of the forms.
 8. Format of the Program: Note that "format" and "subject-matter" of programs have been separated. Thus, a "crime format" (i.e. the private-eye, police, and other "formula" presentations may concern subject matter of science, the entertainment world, business and industry, government or many others. Similarly, a discussion or debate format might deal with these subjects also.)
Therefore, select from the sheet marked "Definition of Categories" one (only one) of the "format categories" ~~xxxx~~ numbered from 1 through 15. Enter the appropriate number of the category immediately following this item. If you have selected the "other" category (either 8 or 15), explain in the space provided at the right exactly why and what category you would propose.
 9. Subject-matter of Program: Follow a similar procedure in selecting the proper subject-matter categories from the "Definition of Categories" and enter at least one but no more than three (3) in the short blanks immediately following this item marked (1)(2) and (3). Again, if the "other" category is selected, explain the proper subject-matter in the space provided at the right.
Important: If you use more than one subject-matter category, be sure and encircle the one category number which you think is most dominant.

10. How would you classify this program? Check one of the three categories and explain why in the right hand portion of the sheet.
11. Did you think it was a good program? Ditto.
12. Information about yourself. In terms of social status, please indicate your estimate of which group you would place yourself in terms of your family background (not necessarily your present status). Then be sure to print your name, age and sex in the space provided.

C. ANALYSIS OF VALUES.

This is an attempt to isolate and think about some of the values which are presented via television programs. It assumes that television should serve people's right to self-respect. Even though commercially supported, television has certain continuing moral obligations to meet in order to earn the right to exist. Program fare should entertain. It should inform. It should be varied. Programs should be meaningful whether depicting the good of life, or the evil. Therefore, television should be appraised in terms of what programs give people to believe.

Programs present values both consciously and unconsciously, both by entertainment and by information. What are these values? How do they compare with the values most people cherish?

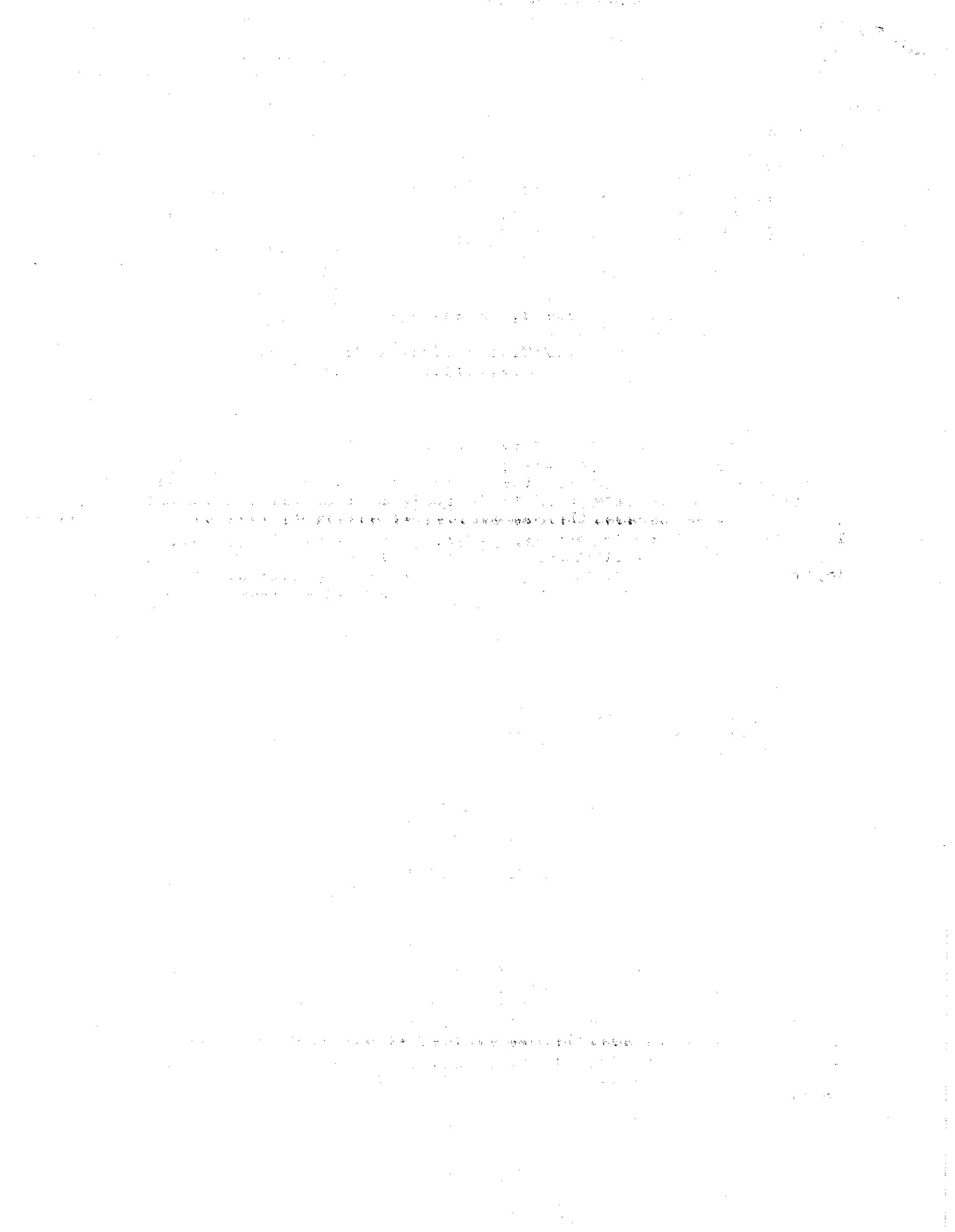
In essence, "values" are ideas you think are good. TV programs offer values in two ways. Some values are clearly stated while others are implied in the program. The clearly stated values are often stated in so many words. The implied values are usually found in the kinds of stories that are told, the way the actors handle their parts, and the way the program as a whole looks at human beings. In order to identify the values in programs, therefore, the viewer must train himself to identify both the obvious and the no-so-obvious ideas. Page two of the program analysis form is set up to provide for this.

Follow the instructions at the top of the page marked "Analysis of Values". Be sure to explain your plus or minus marks at the bottom of the page. Evaluate the program as a whole, not parts, unless you specify that you are evaluating a part.

D. CHARACTER ANALYSIS.

In the analysis of drama programs, we desire to know what the central characters are doing, what their aims, values, goals, and personality characteristics are. The character analysis form is designed for a detailed analysis of characters, as important agents in transmitting ideas to the viewer. Most of the items are self explanatory. On this form, you should encircle the number of the correct category under each numbered item. Do not make wild guesses (i.e. about education, marital status, etc.) of the characters. Age, Social class, race, nationality, etc., and occupation may be determined by the context of the program, even if not specifically stated. But be sure fairly sure that you have good basis for your decisions. Do not skip any of the items. If you do not know the information, either encircle the "uncertain" category, or write "uncertain," in the blanks where necessary. This way, we may know that you considered the item and not just skipped it.

Read the instructions at the top of page two of the Character Analysis form.



Approved by the Board of Directors

Approved by the Board of Directors
Date: _____
Signature: _____

Approved by the Board of Directors

Approved by the Board of Directors
Date: _____
Signature: _____

Approved by the Board of Directors

STANDARD PUBLIC UTILITIES COMPANY OF NEW JERSEY

NEW JERSEY PUBLIC SERVICE COMMISSION

IN MATTER OF THE APPLICATION OF THE STANDARD PUBLIC UTILITIES COMPANY OF NEW JERSEY

FOR AN ORDER

APPROVING THE PROPOSED RATES AND CHARGES FOR THE YEAR 1954

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1955

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1956

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1957

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AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1972

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1973

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1974

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1975

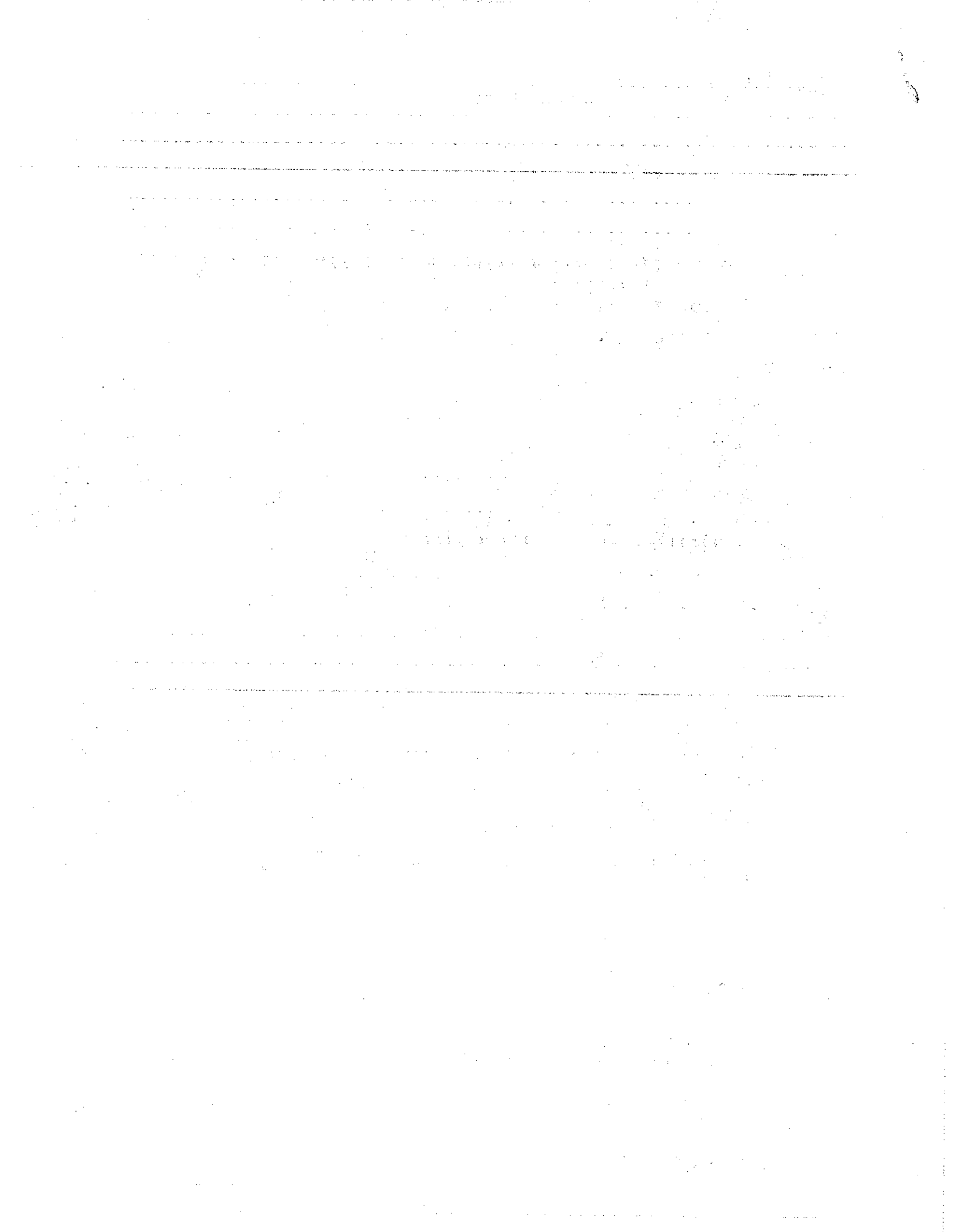
AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1976

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1977

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1978

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1979

AND FOR THE REVISION OF THE RATES AND CHARGES FOR THE YEAR 1980



Communications Research Center
 School of Public Relations and Communications
 Boston University

May, 1960
 F. E. Barcus

Newspaper Comic Strip Study--Advertising Strips

INSTRUCTIONS

- I. General Purpose of the Study: This study aims at collecting information as to the stories, subject-matter, characters and other information on a fifteen-year sample of PUCK syndicated comic strip sections which contain advertising messages.
- II. General Procedure for the Study:
 - A. The study is designed to obtain two basic types of information.
 1. Information about the strip as a whole. This information will be recorded on the McBee cards provided.
 2. Information as to the characters, their goals, values, and personalities. This information is to be recorded on the mimeographed forms "Character Analysis".
 - B. The general procedure is, therefore, to find all comic strips which contain or are associated with an advertising message in the sample period being studied, and fill out one McBee card in accordance with the instructions under Section III below. Then the coder will make out a "character analysis" form for each character who plays a role of any significance in the strip (see section IV below).
- III. The Strip as a Whole: Make out a card on every advertising comic strip which appears during the sample period (the month) that you are studying.
 - A. Identifying information:
 1. Print the complete title of the strip in the upper left-hand corner of the card. If there is no title, write in "no title" (The upper right-hand corner of the card is "corner cut"). Number the first strip in the sample period "01", the second "02", etc. in parenthesis after the strip title. Begin again with "01", "02" etc. in the next sample period.
 2. Immediately below the title print the name of the syndicate (in this case Puck).
 3. Immediately below this print the date (month, day, year); and sample code (see sheet entitled: "Advertising Study--Sample Code") in parenthesis after the date.
 4. Place your initials in the upper right-hand corner of the card.
 5. At the bottom left of the card, put in the name of the company and/or product being advertised.
 6. In the space in the center of the card, write clearly a short summary of the plot or story-line of the strip. Also number and list by name all characters on whom character ratings are to be made.
 - B. Classification of Main Themes or Subject-Matter of the Strip:
 1. Examine the list of "Classifications and Categories" entitled "Main Themes and Subject-matter." Then note the left-hand side of the card which is numbered from 1 to 23 (enclosed in "boxes" on the card).

2. After filling out the information called for under "A" above, select at least one but no more than three of the categories for "Main Theme or Subject-matter," and mark the number (s) of the categories which apply on the card as follows (i.e. by placing an "X" over the number corresponding to the category(ies).

| | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 4 | 2 | 1 | 7 | 4 | 2 | 1 | 7 | 4 | 2 | 1 | 7 | 4 | 2 | 1 |
| | 16 | 15 | 14 | 13 | 12 | 11 | 10 | X | 8 | 7 | X | 5 | 4 | X | 2 | 1 |

3. If you have selected more than one of the classifications, encircle the one you consider most dominant (see example above).
4. Note that the classifications are numbered from L-1 through L-16. "L" means merely the "left" of the card (likewise "B" "R" and "T" are used for "bottom," "right" and "top" respectively).
5. Remember, these are "themes" or "subject-matter" and not standard or commonly-used "formats" "formulas" or "types" such as "adventure," "humor," etc. each of which may contain one or more subject-matters.

C. Classification of Characters:

1. Now note the bottom of the card, numbered from 1 through 27 (B-1 thru B-27). Holes numbered B-1 through B-5 are to be used to classify the nature of the characters which appear in the strip.
2. Mark one or more of the boxes B-1 through B-5 according to the "Character Classes".

D. Classification of Strip Format:

1. Holes numbered B-7 through B-12 are used for major formats.
2. Mark with an "X" as before, the one box which corresponds to the proper classification under "Format Categories."

E. Continuity of Strip:

1. Holes numbered B-13 through B-15 distinguish between those strips whose stories are continued from one week to another and those which are complete each week.
2. Mark as before only one of the three "Continuity Classes."

F. Time Setting:

1. Holes numbered from B-17 through B-20. Mark the one most appropriate time period in which the action takes place. Clues may be obtained from settings, props, dress, etc. as well as specific mentions of the year. Remember, "current" or "contemporary" refers to the time when the strip was published--not judged by the present date.

G. Place Setting:

1. Three levels or types of locale are given.
- Holes B-21 and B-22 is for designation of rural-urban setting.
 - Holes B-23 and B-24 indicate U. S. or foreign settings.
 - Holes B-25 thru B-27 indicate specific locales (homes, streets, etc.)
2. Mark, as before, one from each level (a, b, and c) of place settings.

- H. Product Tie-in: Holes R-1 and R-2 indicate how closely the product is associated with the strip. Mark only one.

IV. Character Analysis:

A. General: The character analysis forms are set up for IBM punching. One complete character analysis form should be made for each character in the strip who plays a part of any significance. (The only characters who would be excluded from the analysis are those who act as "background" -- with no "lines", who are not referred to or spoken to, whose faces may not be shown, who appear in a crowd, through a window, etc. -- in other words, those who might have been left out of the strip in the first place with no great loss to the strip's meaning).

B. Filling out the forms:

1. Place your initials in the upper right hand corner.
2. Items (4,5). Place the sample code number in the spaces provided (i.e. "ID Num.")
3. (6,7) Write in the complete title of the strip as entered on the McKee card, and the number of the strip within the sample period.
4. (8,9) Write the complete name of the character in the space. Do not fill in boxes following the name. If character is not identified by name, indicate his position by some other means--"the janitor," "Negro maid," etc.
5. Immediately under the character's name, indicate that character who "speaks for the product", or who introduces the product into the strip. Just write in "speaks for product."
6. (10,11,12,13) do not enter any marks here. SKIP.
7. (14) Encircle the number of the correct category.
8. (15) Ditto.
9. (16) Age group. The "0" category is for those characters (especially animals) whom we do not normally refer to as having human life-span. Use the category "young adult" for those characters ranging from after adolescence to the early 30's.
10. (17) Marital Status: Do not make wild guesses at marital status. If character "dates" someone we may assume he is single.
11. (18) Citizenship, race, etc.: If you have reason to believe that the character is other than "100% American," write in the exact nationality which you believe him to be. Also indicate exactly why you chose some other category (e.g. his name, physical features, color, etc.). In other words, if the character is "100% American", encircle number "1"; if other than this category, do not encircle any category number but write in the space provided the information.
12. (19) Educational Level. Again, do not guess. Enter "5"--Uncertain" unless you are reasonably sure by occupational level or specific mention of education.

13. (20-21) (22-23). List actual job or occupation of the character in section (20-21). If there is a secondary activity, list it next (22-23). (An example might be (20-21) "Boss of Racketeers," (22-23) "Judge", or vice versa; or secretary -- housewife, etc. Refer to dependent children as such; to "retired" individuals as such. If no occupation or activity is given, write in "none" or "uncertain" as the case may be.
14. (24) Social Class: Clues to classification of social class may be obtained by inspection of the surroundings, furniture, dress, occupation of the character, etc. "Declassed" means "outside the normal social class structure."
15. (25) to (63). These items are to be completed only for major characters (i.e. categories 1, 2, or 3, under item (14)).
16. (25) Means to Goals: Encircle only one.
17. (26-40). Major Goals and Values: In the space at the right, write in either "0" if the goal or value does not apply, "1" if the goals apply and the character attained the goal, "2" if character was defeated in his goal. Mark as many goals as apply.
18. (41) and (42). Means and Barriers to Goals: Encircle only one number in each column. These means and barriers can apply whether or not the character was successful in attaining his goals. If none of the 7 items seem to apply, write in the space following "other" a description of the means or barriers. In any event, describe specifically the means used or barriers to the character's goals in the space provided at the bottom.
19. (43-59). Follow the instructions at the top of this page. How was the character portrayed in the strip?
20. (60-63). Encircle the appropriate number for each of these items.
21. Finally, describe the character, his appearance and dress as called for.

ADVERTISING STUDY -- SAMPLE CODE

| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |
|------|-----|-----|-----|-----|-----|------|------|-----|------|-----|-----|-----|
| 1943 | 01 | | | | 02 | | | | 03 | | | |
| 1944 | | 04 | | | | 05 | | | | 06 | | |
| 1945 | | | 07 | | | | 08 | | | | 09 | |
| 1946 | | | | 10 | | | | 11 | | | | 12 |
| 1947 | 13 | | | | 14 | | | | 15 | | | |
| 1948 | | 16 | | | | 17 | | | | 18 | | |
| 1949 | | | 19 | | | | 20 | | | | 21 | |
| 1950 | | | | 22 | | | | 23 | | | | 24 |
| 1951 | 25 | | | | 26 | | | | 27 | | | |
| 1952 | | 28 | | | | 29 | | | | 30 | | |
| 1953 | | | 31 | | | | 32 | | | | 33 | |
| 1954 | | | | 34 | | | | 35 | | | | 36 |
| 1955 | 37 | | | | 38 | | | | 39 | | | |
| 1956 | | 40 | | | | 41 | | | | 42 | | |
| 1957 | | | 43 | | | | 44 | | | | 45 | |
| 1958 | | | | 46 | | | | 47 | | | | 48 |
| 1959 | 49 | | | | 50 | | | | 51 | | | |



CHARLES RIVER CAMPUS • 660 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

*School of Public Relations and Communications
Communications Research Center*

July 25, 1960

Mr. Jack Schwartz
Graduate Assistant
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear Jack:

I noticed in George's itinerary that he was to notify you of his changes of addresses after June. Since I do not have his current address I am writing you hoping you will pass on to him the information about the comics work that I am doing here.

First, it seems that we underestimated the amount of time it would take to skim the comics for educational relevancy. I have now spent over one-half of the \$100 that you sent, and am willing to spend the other half in order to complete as much of the study as possible. This will mean, of course, that I shall have used up my "consultation fee;" however, I will leave it to George's better judgment as to whether the material which comes out of this is worth another \$100 or so for my own efforts.

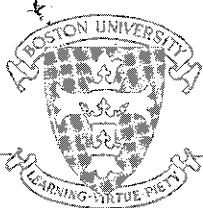
As you know we decided to try to cover the 1943-1958 period of comics, but since we did underestimate the amount of time, I have directed the two people who are skimming the comics to work on only every other year. I now have a 5x8 card for each of the relevant strips in the years 1943, '44, '46, '48, '50 and '52 - an average of about 32 relevant strips per year. These cards contain only the date, title of strip and a short summary of the plot or nature of the relevancy of the strip to education. They are hand-written form. If you like, I shall have them typed in a manner similar to the following few examples:

CHRONOLOGICAL LIST OF COMIC STRIPS RELEVANT TO STUDY OF
EDUCATORS AND EDUCATION, DRAWN FROM THE FILES OF
"HUCK, THE COMIC WEEKLY, 1943-1959"

(compiled by F. E. Barcus, August, 1960)

- | <u>Date -- Title</u> | <u>Plot Description or Nature of Relevancy</u> |
|----------------------|---|
| <u>1943</u> | |
| Jan. 3, | <p><u>Bringing Up Father:</u> About 13 small children gather around Jiggs and request permission to build a club house on his vacant lot. Jiggs agrees and even sends a carpenter to help "the little darlings". Later, at Jiggs' office the "principal of the Gas House School" is announced. The principal (in top hat and tails) asks Jiggs if he is aware that the children are building a club house on his lot. Jiggs affirms this. The principal says they are building it out of bricks and that "they tore the school house down to get those bricks."</p> |
| Jan. 10, | <p><u>Blondie:</u> Child tells Dagwood he has borrowed a book on dog training. Dagwood reads: "Dogs are smarter than people." Daisy (mother of puppies) refuses to be taught. Dagwood says "Oray, then be stupid. Be a Dumbell all your life." The puppies come in and Dagwood says, "Noth...The young mind is receptive to education." He teaches them to make a "human" pyramid, and they use it later to steal wiener from the top of the refrigerator. Dagwood's conclusion: "Sometimes, a little learning is a dangerous thing."</p> |
| Jan. 10, | <p><u>King of the Royal Mounted:</u> Mountie King is trying to capture "Lady Robinhood." She escapes. He goes to see a "school teacher friend" of a man identified as "Buzz." The teacher is a rather young female, dressed in a suit, high blouse, and high heels; she wears glasses, and her hair is pulled back in a bun. She runs out to meet the man and says she has trapped the fugitive in the school house. It is a small, one-room building.</p> |
| Jan. 17, | <p><u>King of the Royal Mounted:</u> When the three go into the school, they discover Lady Robinhood has escaped through the back window. King suspects the teacher because she said she heard the window opening and the position of the snow indicates it was open. He goes to a rendezvous with the fugitive and leaves a note on the door that refers to the Ladies Robinhood. They arrive later.</p> |
| Jan. 24, | <p><u>Skippy:</u> Skippy enters toyshop with books. He sets them on the table but wastes time instead of studying. A radio station announces it is having a party. Skippy, still wasting time spreading jam on bread, says, "Everybody usin' the world for a playroom an' I gotta stay home an' do homework."</p> |

BARCUS



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

September 1, 1960

Dr. George Gerbner
c/o Sheraton Atlantic Hotel
Broadway at 34th Street
New York, New York

Dear George:

Happy to hear of your success this summer in Europe. I had a busy but rather productive summer here. As to your suggestion about getting together, there is nothing I would like better. However, I don't think that I could swing **another** trip to New York. The best alternative would, of course, be your coming to Boston if your schedule permitted. We would be happy to feed you and would like to spend at least an evening together. Failing this, perhaps we could talk by phone; for there are **two** or three items which we should discuss.

I will be waiting to hear from you.

Sincerely,



Earle

EB:arc

*Called 9/9/60 - want fir
rates for further de circum
\$100 cons. fee + expenses*



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

October 4, 1960

Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Mailed

Dear George:

Just a short request now. Do you still have copies of your article in AVCR "Towards a General Model of Communication"? I would like to place two or three copies in our library since we have 80 graduate students assigned to read it and only one copy of AVCR available.

As soon as things settle down, I will give you a report on the ~~Communications~~ *Comm. Information*

Sincerely,

Earle *Eale*.

FEB:arc

new secretary!

P.S. George, if there is a charge for reprints please bill the school library here.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS

April 20, 1961

Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

Thank you for the prints of your speech and article.

In reference to the Soc. Aspects book, have you seen Media for the Millions by O'hara at Minnesota. Just got a publishers copy from Random House. I have just glanced through it, but it looks darned good and quite close to some of the analysis that you have been talking about.

About the comics. The student who is working with me on it has about 182, 5"x8" cards representing a search of every other year of PUCK Sunday comic strip sections from 1943 to 1958. On the cards are the title of the strip, artist, date, and whether or not it is a continuous or non-continuous strip. Also, a one or two-paragraph summary of the plot is written out on the face of the card. This was as we agreed to do last summer. From this limited information, the cards have been coded for the following: (briefly)

1. Degree of relevance of educational reference:
 - a. Dominant (leading character, plot about, etc.)
 - b. Subordinate (incidental mention of school, etc.)
2. Type of Strip
 - a. Serious
 - b. Action-Adventure
 - c. Humor
 - d. "Real-life"
 - e. Fantasy
 - f. Other
3. Evaluative Reference (based on resolution of any conflict situation)
 - a. Negative
 - b. Positive

- c. Neutral
4. Subject dealt with
 - a. Homework
 - b. Tests, exams
 - c. Reminiscence of school days
 - d. Major character (teachers, coaches, principles, etc.)
 - e. Crime and Law Enforcement (???)
 - f. Classroom situations
 - g. Other
5. Role of educator (if appears in strip)
 - a. Teacher, professors
 - b. Other, (administrative, coach, principal, etc.)
6. Presence or absence of children in strip (yes or no)
7. Qualitative data on dress, other characteristics of educators. (but this not consistently or systematically collected on the characters).

As I say, he has done the coding, will have basic data ready in a week and final report in 2 or 3 weeks. I gave him a copy of Jack Schwartz's paper on Educator in Motion Pictures as illustrative of analysis procedures. Would be glad to have any further comments.

Sincerely,



Earle Barcus
Assistant Professor of
Communications

EB:nll

May 1, 1961

Mr. Earle Barcus
Assistant Professor of Communications
School of Public Relations and
Communications
Boston University
640 Commonwealth Avenue
Boston 15, Massachusetts

Dear Earle:

Thanks for your letter of April 20. I have not yet seen O'Hara's book, but am sending for it.

Jack's paper on Educators in Motion Pictures is not really or necessarily illustrative of present and future analysis procedures, although it does give some hints. I think amount of data in the various categories should help determine what further break-downs might be advisable.

It might be desirable to do the analysis in the separate "Type of Strip" groups, or did you intend it that way? The analysis forms I sent you last spring give all the categories we use; it should be possible to select from those the ones which are also involved in the data on the cards, and on which there is sufficient information.

Also, any qualitative and story-line description is welcome.

Best regards,

George Gerbner

GG:ps



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

June 20, '61

George:

Enclosed is the outline which I said I would send. I will probably be revising it somewhat next year and using O'hare's book Media for the Millions as a text, I think.

I'm working on three or four professional contacts among professors of communication in Japan for the film hero project. Also I have an appointment next week with people here on Fulbright. I'll keep you posted.

Thanks for the nice evening at your place--It was good to see all my friends there, even though it was a rush trip.

Sincerely,

A handwritten signature in cursive script, appearing to read "John".

PRELIMINARY PROPOSALS FOR TEACHING OR RESEARCH

ACTIVITIES IN JAPAN

The following is a statement of proposed activities which I feel can contribute to academic and professional relationships between colleagues in Japan and myself as well as serve to develop the level of cross-cultural understanding and international communications activities between the two countries.

I would like to share whatever background, knowledge, or experience I have with students and associates with whom I might be working in Japan. Let me quickly point out, however, that I would look forward to learning as much or more from these colleagues than I might share with them.

I. RESEARCH ON THE MOTION PICTURE:

Research on the mass media of communication is important in any country. A cross-cultural investigation of the motion picture - a study of the "film hero" - has been undertaken under the sponsorship of the Social Science Department of UNESCO and the International Sociological Association. This study is being coordinated by the Centre d'Etudes des Communications de Masses (of the Sorbonne, 47 Rue Des Ecoles, Paris 5, France) under the direction of Professors Georges Fricmann and Edgar Morin. The general procedure, as outlined, involves the analysis of full-length feature movies for one year in various countries of the world. There is a stipulation that any participating countries has access to the uniform data (IBM cards) collected in all other countries. This will allow a much more meaningful cross-cultural analysis, using uniform procedures to yield comparable results.

The study is underway in France, Italy, Yugoslavia, India, Brazil, Poland, Mexico, and Argentina. The Institute of Communications Research, University of Illinois, has been requested to represent the United States in the investigation.

The basic plan calls for two or more analysts screening one year's film production (or a year's sample of not less than one-half year's production) in each country, according to the demographic, sociological, affective, and connotative aspects of the image of the "film hero" in each country.

The instruments for the analysis have been developed through several international conferences by participating teams of research workers. They are in the form of mimeographed questionnaire booklets designed for recording information on IBM data sheets. One questionnaire booklet of 60 pages deals with technical and production aspects of the film itself; format, type, and plot; various aspects of time and space localization; and dimensions of

social class, material goals, romance and sex, family, religion, international contact, values and conflicts portrayed in the film. The second questionnaire booklet of 80 pages deals with up to four major characters in each film. It inquires into the nature of the "hero's" role, personal characteristics, social interactions and relationships, values, moral qualities, pathology, class, professional and occupational status; goals, means, conflicts, and involvements with a large number of basic human concepts and situations. The Illinois group has proposed adding a number of semantic differential scales and to circulate these in translation to other research teams.

It is anticipated that a study in one country would take one year, and complete analysis of data from other countries considerably longer, allowing for time in sharing data, etc.

I would be prepared to begin the study during the summer of 1962.

The cost of travel, training of personnel, and study director stipend is estimated at \$10,000 for the study in Japan.

It must be pointed out that as of this date no formal commitments have been made by myself with the Centre. . .for conducting such research in Japan, although they have been contacted through the international mails. It is felt that they will desire to cooperate if funds can be made available from the participating country or from the country of the research director.

The information that I have with respect to this study was given me by Dr. Gerbner at the University of Illinois, who suggested the possibility of participating in this exciting research.

II. THE TEACHING OF COMMUNICATION:

Another area of interest and possible contribution would be in the teaching of the newly emerging field of communications. I have had experience in teaching in the areas of communication theory, communication research methods, and the social and economic aspects of mass communications. I hold a doctorate in Communications from the University of Illinois.

Teaching in Japan would almost necessarily need to be in an English-speaking situation. It is understood that some institutions who are involved in the teaching of Journalism and Communications sometimes hold seminars conducted by visiting professors in English.

III. RESEARCH ON JAPANESE BROADCASTING:

An area of long-lasting interest has been in the study of the Japanese broadcasting system. I would like to collaborate with professional colleagues in radio and television broadcasting and persons in the Broadcasting Corporation of Japan (NHK) in the publication of a book in English dealing with the development and current status of public and commercial radio and television broadcasting agencies, or consult in other matters of public relations and communications of concern to them.

The above areas of interest are put down as tentative suggestions as to activities which I feel qualified to undertake and which I feel would make a contribution to cross-cultural and professional relationships.

Japan is known around the world as a country of beauty and culture. One cannot discount these factors in any prospective visit to that country. I have spent three years in Japan. Having been married for 14 years to one of its daughters, I cannot help but feel a great compassion for its people and sentiment for its culture.



Francis E. Barcus
Assistant Professor of Communications

PERSONAL HISTORY STATEMENT

of

Francis Earle Barcus

A. GENERAL:

Born February 1, 1927, Rossville, Illinois

Height 5 feet, 10 inches

Weight 165 pounds

Marital Status Married, 3 children. Wife's name: Faith N. (formerly Araki, Nobuko)

Children Mark K. (5 yrs), Gary E. (10 yrs) and Julia L. (12 yrs).

Home Address 58 Atherton Road
Brookline 46, Massachusetts
Phone: RE 4-3194

Office Address Boston University
School of Public Relations and Communications
640 Commonwealth Avenue
Boston 15, Massachusetts
Phone: CO 7-2100

Present Title Assistant Professor of Communications, and
Fellow, Communications Research Center,
Boston University
School of Public Relations and Communications

B. BRIEF CHRONOLOGY:

1941-1944 High School (Champaign, Illinois)

April 1945-Feb. 1947: U. S. Army. Service from September, 1945, to February, 1947, spent in Tokyo, Japan, with General Headquarters, Far East Command. Discharged in Japan as S/Sgt.

Feb. 1947-Oct. 1948 : Civilian employment with Department of the Army, GHQ, (Medical Section), Tokyo, Japan. Job: Reference Librarian and Chief Clerk.

Feb. 1949-Sept. 1959: Study and work at the University of Illinois, Urbana, Illinois (see below for academic record and experience)

B. BRIEF CHRONOLOGY (Continued)

Sept. 1956-Sept. 1959: Research Assistant, Institute of Communications Research, University of Illinois. This was a one-half time position held during graduate study for the Ph. D.

Sept. 1959-present: Teaching and research at Boston University, School of Public Relations and Communications.

C. ACADEMIC TRAINING: (transcript available upon request)

1. Undergraduate work done in international economics, economic theory and history, political science, history, and German.
2. Graduate work toward MA degree in economic theory, government and business, and the economics of communication.
3. Graduate work toward the Ph. D. in major areas: theory of communication, research methods in advertising and communication, public opinion polling analysis. Minor areas is sociology and economics with courses in sociological theory and methods, social control, and the ~~history~~ *theory* of small groups.

D. ACADEMIC HONORS:

Phi Kappa Phi, honorary society

E. ACADEMIC DEGREES:

1. AB, University of Illinois, June, 1952 (Liberal Arts and Sciences)
2. MA, University of Illinois, February, 1956 (Economics)
Master's thesis: "An Economic History and Current Analysis of Radio Broadcasting in Japan." (abstract available)
3. Ph. D., University of Illinois, September, 1959 (Communication).
Title of doctoral dissertation: "Communications Content: Analysis of the Research, 1900-1958 (A Content Analysis of Content Analysis)" (abstract available).

F. MEMBERSHIPS AND PROFESSIONAL POSITIONS:

1. Member, American Association for Public Opinion Research (AAPOR)
2. Member, Department of Audio Visual Instruction, National Education Association.
3. Editor, "Literature of Broadcasting" section, Journal of Broadcasting, University of Southern California, University Park, Los Angeles 7, California

G. RESEARCH EXPERIENCE AND PUBLICATIONS:

1. In charge of tabulation and classification of data for a National University Extension Association study of radio and television facilities of educational institutions associated with National University Extension Association and National Association of Educational Broadcasters. Report by John R. Morton, University Extension in the United States, Univ. of Alabama Press, 1953
2. Monitoring, supervision and tabulation of data for a monitoring study of New York television in January, 1953, for the National Association of Educational Broadcasters. Report by Dallas W. Smythe, Three Years of New York Television, Urbana, Ill.: National Association of Educational Broadcasters, July, 1953.
3. Chief supervisor of a content analysis of music on radio and television for a sample of stations representing the United States. Sponsored by the All-industry TV Music License Committee, National Association of Radio and Television Broadcasters, this involved traveling to various cities in the United States and recruiting and training personnel for on-the-spot monitoring of stations to measure various types of music content. Report confidential and unpublished.
4. Supervisor of a one-week monitoring study of WCIA-TV, station in Champaign, Illinois, to determine mental health content presented over the mass media. Study was done by the Institute of Communications Research, for the National Institute of Mental Health, March, 1955. Various reports available from the Institute of Communications Research, University of Illinois.
5. Supervision during all phases of study for the Royal Commission on Broadcasting in Canada on the program and advertising content of thirty-three Canadian television stations and sixty-two radio stations from program logs and supplementary data of the stations. I was responsible for supervision of 25-30 people in editing, coding, and tabulation of the data. I also wrote draft on the 200-page report entitled Programme Analysis, Royal Commission on Broadcasting, Vol. 2, Ottawa, December, 1956, by Dallas W. Smythe. Tabular data is presented in 500-page Basic Tables, The Queen's Printer, 1957.
6. Designed and supervised a readership study of the audience of Family Weekly magazine (newspaper Sunday supplement) in Champaign County, Illinois, November 18-20, 1957. This involved drawing the sample, hiring, training, and supervision of twenty-five interviewers who conducted personal interviews with about 400 persons in Champaign County. Report entitled "The Readership of Family Weekly in Champaign County, Illinois, November 18-20, 1957," by Dallas W. Smythe and Associates, 1957.
7. Design and execution of an audience and effect study of an N.B.C. network religious TV program series, "Frontiers of Faith." The study was sponsored by the National Council of Churches during June and July, 1958. Report: Attitudes Toward the Frontiers of Faith "Conversation Piece" TV Series, June-July, 1958. Institute of Communications Research, ditto, 55 pp. (with D.W. Smythe).

G. RESEARCH EXPERIENCE AND PUBLICATIONS (Continued):

8. Supervised and wrote report on a study of the motion picture audience in Champaign, Illinois. Report: "Portrait of a Midwest Community Movie Audience," August, 1958 (29-page ditto paper, unpublished), (sole author)
9. Assisted in an experimental study of the effects of commercial TV on the verbal behavior of pre-school children. Report: Toward More Effective Educational TV: A Pilot Study of the Effects of Commercial TV on Verbal Behavior of Pre-School Children, Institute of Communications Research, December, 1958, ditto 36 pp.
10. Search of all major social science journals for studies of the content of radio and television programs. Published: "A Bibliography of Studies of Radio and Television Program Content, 1928-1958," Journal of Broadcasting, Vol. IV, No. 4, Fall, 1960, pp. 335-369.
11. Directed and wrote report on a study of 60 years of newspaper and Sunday comic strips. Published: "A Content Analysis of Trends in Sunday Comics, 1900-1959," Journalism Quarterly, Vol. 38, No. 2, Spring 1961, pp. 171-180. (sole author).
12. Supervised and wrote report on a study of advertising matter in the Sunday newspaper comic strips. Report: "Interim Report on Advertising in the Sunday Comics," April, 1961 (31-page mimeo report, submitted for publication). (sole author)
13. Conducted pilot study of the image of education, schools, and the educator as it appears in the Sunday newspaper comic strips. This study was at the suggestion of Dr. George Gerbner, Univ. of Illinois, who is conducting a wide-scale investigation of the portrayal of education in several mass media of communication in several countries of the world. Report: "Education and the Educator in the Sunday Comic Strip: A Pilot Study, June, 1961 (18-page ditto paper) (sole author).

H. RESEARCH IN PROGRESS:

1. Director of a study of the dissemination of Agricultural information on a \$5,000 grant from the Agricultural Extension Service at the University of Massachusetts. Report due: September, 1961.
2. Consultant, and director of content-phase of a three-year grant from the Newspaper Comics Council of America to the Communications Research Center. This research is a thorough socio-cultural investigation of the comic strip in America, including studies of the sources (artists, editors), the contents, and the audiences of the comic strip. Major report forthcoming; other reports now available from the Communications Research Center.

H. RESEARCH IN PROGRESS (Continued)

3. Conducting personal research on the analysis of the value-structure of American television drama programs. This involves the monitoring (completed) of 100 TV dramatic programs on three television networks and analysis of the major values emphasized in the various types of drama.
4. Cooperating in a national study of public issues on United States radio and television, sponsored by the Continuing Conference on Communications and the Public Interest, and coordinated by Dr. Dallas W. Smythe, University of Illinois, Institute of Communications Research. Report due before December, 1961, to be written with Dr. D. Hugh Gillis, of Boston University, School of Public Relations and Communications.
5. Currently in contract with The Free Press of Glencoe, Illinois and Dr. Bernard Berelson to revise the book: Content Analysis in Communications Research (1952) by Dr. Berelson. Revision due: 1962.

I. TEACHING EXPERIENCE: (includes period from September 1959 to the present at Boston University).

1. Courses Taught:

- | | |
|---|--------------------|
| a. Introduction to Mass Communications | (sophomore level)* |
| b. Social Aspects of Mass Communications | (senior level) |
| c. Theory and Process of Communication | (graduate level) |
| d. Communications and Society | (" ") |
| e. Seminar in Human Relations in Public Relations | (" ") |
| f. Communications Research Methods Seminar | (" ") |
| g. Advanced Communications Research Methods Seminar | (" ") |
| h. Introduction to Graduate Study | (" ") |
| i. The Literature of Broadcasting | (" ") |
| j. Seminar in the Economics of Communications | (" ") |

2. I have also served as major advisor to 10 candidates for the Master's Degree in the past two years, as well as having served as reader and on oral examination committee of approximately 15 others.

J. REFERENCES:

Dr. George Gerbner, Institute of Communications Research, University of Illinois, Urbana, Illinois.

Dr. Dallas W. Smythe, Institute of Communications Research, University of Illinois, Urbana, Illinois.

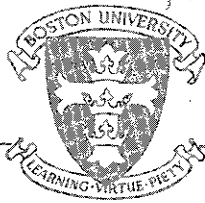
J. REFERENCES (Continued):

Dean Theodore Peterson, College of Journalism and Communications,
University of Illinois, Urbana, Illinois

Dr. Edward J. Robinson, Chairman, Communications Research Center,
School of Public Relations and Communications, Boston University,
640 Commonwealth Avenue, Boston 15, Massachusetts

Dean Melvin Brodshaug, School of Public Relations and Communications,
Boston University

Dr. D. Hugh Gillis, Chairman, Communication Arts Division, School of
Public Relations and Communications, Boston University.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS

August 18, 1961

Dr. George Gerbner
Institute of Communication Research
University of Illinois
Urbana, Illinois

Dear George:

I want to bring you up to date on some things I have been doing in connection with our talk about the "Film Hero" project.

1. I have written Georges Friedmann and Edgar Morin and received an encouraging reply to "votre tres interessante proposition, que nous acceptons en principe." Friedmann has written to Morin who is in Latin America until October 15. I also have in the mails the coding guide for the study sent to me.
2. I have letters of introduction to Drs. Kato and Minami in Japan from a colleague here who is a social psychologist and knows both of them. You probably remember Kato from his work at MIT and the publication of the book JAPANESE POPULAR CULTURE. I have written each of them asking them if they would like to collaborate in some research activities like this.
3. I have a letter of support from a journalism professor, Francis Kawanaka, at Sophia University in Tokyo, who has promised by letter to do whatever is necessary for my making contact with researchers, etc.
4. I am sending to you by regular mail two documents I prepared and sent to Kawanaka in Japan. I hope I have not plagiarized your memorandum at too great a length in preparing my preliminary proposal.

Dr. George Gerbner

-2-

August 18, 1961

5. I also have an encouraging preliminary letter from the Executive Secretary of the Conference Board of Associated Research Councils with regard to my application for a Fulbright which I am in the process of doing.

I would appreciate any ideas you may have on any of the above developments and any further information that you have on the status of the project.

Wishing you the very best and hope your work is progressing to your liking.

Sincerely,



Earle Barcus

EB/pam

Oct. 2, 1961

Dear Harle:

Thanks for your Aug. 18 letter on the "Film Hero" project. I have also been hearing about your contacts from Paris. According to one letter, you visited there. Is that true?

Enclosed is a copy of the proposal as finally submitted to NSF. You will note some minor but strategic changes. I expect to hear from NSF in February - expect nothing, as usual.

Yasunasa Tanaka is back in Japan (doing work for Osgood's project plus his own dissertation), and has very good research contacts; I suggest that you get in touch with him in re Film Hero study -- he might be in a position to get certain things organized. I have sent him a copy of the same NSF proposal (by regular mail). His address is 126 Yocho-machi, Shinjuku-ku, Tokyo. I have also written to him and indicated that you might be in touch with him, asked him to do what he can.

Am leaving Oct. 13 for a 6-week winding-up trip to all the European countries in the study. My last stop is Paris; let me know if you want me to do or inquire about anything there (or anywhere else).

And keep me posted on developments.

Best regards,



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

*School of Public Relations and Communications
Communications Research Center*

October 3, 1961

Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

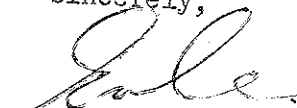
Are there any recent developments in the film hero study? I received a nice letter from Miss Sullerot of C.E.C.N.A.S. who indicated that Jack Schwartz has translated the questionnaire and instructions into English and suggested you might have a copy you could send to me.

I am also this week finally making application to the American Council of Learned Societies and to the Fulbright people for grant money to go to Japan next year. I had delayed this until now hoping to get some more information on the film hero study. But even if this does not pan out completely, I think that I can work out teaching or other research activities.

I would appreciate any suggestions or current information that you may have.

Hello to Jack and my other friends. I hope the beginning of the school year has not kept you too busy.

Sincerely,


Earle Barcus

EB:sh



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

*School of Public Relations and Communications
Communications Research Center*

October 9, 1961

Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear Geroge:

Your letter arrived the day after I mailed mine of October 3rd. Thanks for the proposal which you made. It will help me in writing my own. For sure, the rumor that I had already gone to Paris is not true. But I am happy to hear that you will be going.

Thanks for reminding me of Tanaka. I will need someone in Japan who is familiar with this kind of work to do some planning.

My biggest need now is for more specific information. I am not sure how much of this you have right now. I would like to know, however, more specifically:

1. What kind of help Paris or the UNESCO people can provide - e.g. in advice, services, or money?
2. What kind of coordination do the coordinators expect - e.g. progress reports, conferences, correspondence, or what?
3. The actual methodology of the study (i.e. instruction booklets). Also, how much is spelled out and how much additional methodology is to be worked out locally.

So far, I feel that I have completed phase one of the planning. This included general contacts with Paris, Fulbright, ACLS, and three universities in Japan - all initially favorable. I suppose the second phase should include formal proposals to Paris to get a more firm commitment and proposals for grant money. The way

Dr. George Gerbner

-2-

October 9, 1961

it is now, I must tell ACLS that Paris is favorable, Paris that ACLS is favorable, and Japan that everyone else is favorable. It is something like one man game theory.

The third phase, I suppose, would come about February when grants are announced. If successful, then detailed arrangements for translation of documents, arranging for the films to be viewed, space for viewing, etc. would need to be worked out in Japan. We'll see where it goes from here on. Meanwhile, excuse me for thinking on paper.

I certainly would appreciate any information you are able to obtain in Europe. Have a good trip.

Sincerely,



Earle

FEB:sh

P. S. Perhaps it is premature, but I just thought of a factor which might pose an interesting problem. Japan produces something on the order of 600 feature films per year and according to the minimum as stated in your proposal, this would mean viewing at least 300 films. Is this one of the basic requirements, or do you think it could be adjusted to provide for a smaller sample in such a case?

Oct. 11

(1/2 1 ?)

Dear Marle:

A few last-minute gasps before leaving, in
re your letter.

In this matter of the film hero study, one
must proceed swiftly, boldly, surely -- and blindly.
We cannot count on Paris providing anything at all,
except perhaps an exchange of information and results.
(I.e. they will provide only what we pay for. Anything
else is gravy.)

There is a chance of conferences (one coming up
in Italy in May, 1962), but I doubt that the sponsors
can pay for more than actual attendance; transportation
should be in your budget.

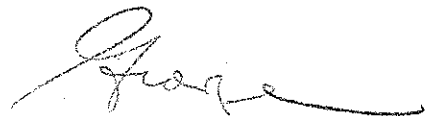
Methodology is not spelled out aside from the
requirement of two coders (not three as in my proposal);
it is to be worked out locally.

The main thing is to have a sound proposal
which will stand on its own even if there is nothing else,
but make the assumption in it that everything else will
be forthcoming. Acceptance of every proposal will make
changes of that being true so much the better.

All actual details would have to be worked
out if the proposal is approved. Aside from trying
to develop a sound plan on paper, and hoping that it
will be workable, there is no point in further preparation
now. If any part of the plan proves unworkable, the whole
thing can always be modified (in consultation with the
sponsors and grantors) as we go along). A smaller sample
in Japan (as in India) is necessary and can be worked out.

I will be back by Thanksgiving. If you have any
news before that, write me to Paris c/o American Express.
Incidentally, formal proposal to Paris is not necessary;
since they have little to give except results of other
studies, and that in exchange for your results, you already
have their commitment and use it for all it's worth. One
man game theory indeed.

Best regards,



Thought you might like to see this -

L.H.

November 3, 1961

Dr. Lewis H. Rohrbaugh
Vice President for Academic Affairs
755 Commonwealth Avenue
Boston, Massachusetts

Dear Dr. Rohrbaugh:

If it is not too late, I would like to make a nomination of a person who, I believe, deserves serious consideration for the Deanship of the School of Public Relations and Communications. Please let me summarize his background for you and the committee as well as I can:

Name: Dr. George Gerbner
Title: Research Associate Professor of Communication
Address: College of Journalism and Communications
University of Illinois
Urbana, Illinois

Dr. Gerbner has a wide background, both administrative and academic. Born in Hungary, he is a relatively young man (I would estimate at about 40-45 years). He received his doctorate from the University of Southern California; was formerly a member of the staff of the San Francisco Chronicle and other newspapers in the U. S. and abroad; has served as educational advisor on film and television, and as instructor, John Muir College, El Camino College, California. His experience also includes activities such as Director of the Pasadena Education Association, Research Associate in cinema and lecturer in Audio-visual Education and Research at the University of Southern California, and his present position as Research Associate Professor at the Institute of Communications Research, University of Illinois, specializing in mass communications research since 1956.

November 3, 1961

Professor Gerbner's teaching experience has included the development of undergraduate and graduate courses in Social Aspects of Mass Communications and Communications and Popular Culture at the University of Illinois.

Recent work includes a series of research studies under grant from the National Institute of Mental Health on the portrayal of mental illness in the mass media, and a cross-cultural study of popular conceptions of education and the educator in mass media of the United States and four or five countries in Europe.

Although not a complete listing, his publications include: "Education and the Challenge of Mass Culture," Audio-Visual Communication Review (Fall, 1959), "The Social Role of the Confession Magazine," in Social Problems (Summer, 1958), "Content Analysis and Critical Research in Mass Communications," A-V Communication Review, (Spring, 1958). He also had a feature article in the Saturday Review, entitled "The Individual in a Mass Culture," (June 18, 1960).

Perhaps the above information is enough to demonstrate some of Dr. Gerbner's qualifications. I hope you will give him your consideration.

Sincerely yours,

Francis E. Barcus

Asst. Prof. of Comm.

FEB:sh

Nov. 30, 1961

Dear Earle:

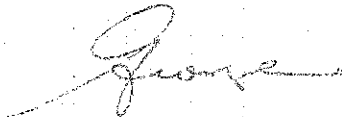
I had a magnificent trip.

Thanks for copy of your letter of nomination. Hope nobody takes it seriously; I have enough plans and problems without the somewhat frightening thought of trying to imagine myself as Dean of any school of public relations, etc. (Can't even get my typewriter ribbon fixed, see?) But it was good to have your vote of confidence.

The people in Paris are quite excited about the possibility of your organizing the Japanese study. How is that coming along? I should hear about my proposal in January. If either or both should materialize, we should get together to pool some resources and make plans.

Could you ask Albert J. Sullivan to send me a copy of his "Study of Public Relations in Ten New England School Systems," if available? (Noted in Newsletter # 3.

Hurriedly yours,





Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

School of Public Relations and Communications

December 8, 1961

Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

Finally. Enclosed are formal papers of reference for the application to ACLS. I consistently underestimate the time necessary to fill out the forms and am therefore running late. I'd sure appreciate your attention to these. I'm also including a typewritten copy of information which was included on the application. I think that you already have the dittoed "preliminary proposal" which I used to make contacts with persons in Japan.

I hope that you are all not too awed by the prospect of Christmas (and the associated bills) and will have a happy holiday season.

Sincerely,

Just hold it up to the light!! I put the d.... carbon paper in backwards!

Paul
Marked recommended.
12/11/61

December 8, 1961

For Information Only:

The following is a description of proposed research, "An Analysis of the Film Hero in Current Productions of the Japanese Film" as contained in the Area Studies Application submitted to the American Council of Learned Societies, Social Science Research Council, 335 East 57th Street, New York 17, New York:

The proposed project is part of a cross-cultural study of the film hero proceeding in several countries of the world. This international study is under the sponsorship of the Social Science Research Council of the U.S.A. and the International Sociological Association. It is being coordinated by the Centre d'Etudes des Communications de Langues, 24, Rue de Valenciennes 7^e Paris, and directed by Professor Georges Friedson and Léon Karda. Thus, the major methodological have been established and standardized to a large extent.

Research in Japan would be conducted in collaboration with professional colleagues at Nihonbunshi or Sophia University in Tokyo, or at Woshuika University in Kyoto, Japan, starting in September, 1962, for one calendar year. The general procedure of the Japanese study would involve the analysis of full-length Japanese feature movies for one year (or an adequate sample thereof). Two or more analysts would screen these films and record information as to demographic, sociological, affective, and comparative aspects of the film and major characters (film heroes) in each picture.

The instruments for the analysis have been developed through several international conferences by participating teams of research workers. They are in the form of questionnaire booklets designed for recording information on IBM data sheets. Our booklet of 80 pages deals with technical and production aspects of the film itself. (format, type, plot, settings, international context, goals, values, and conflicts portrayed in the film). The second booklet of 80 pages deals with up to four major characters in each film. It inquires into the nature of each character's role, personal characteristics, social class, professional and occupational status, goals, means to goals, conflicts, etc. It is hoped that in coordination with the research team of the University of Illinois, certain scientific differential scales can be utilized in the analysis of these characters.

There is a stipulation that any participating country has access to the uniform data (IBM cards) collected in all other countries. This is to provide much more meaningful and comparable data for cross-cultural analyses.

The proposed plan would include the preliminary work in translation of forms and instructions, collaboration with colleagues in Japan in making films available for screening as well as in making for physical facilities, collection of the data using Japanese graduate students for screening, and the analysis and writing of the report. It would concentrate on the Japanese film, and would not include (at this stage) a detailed comparative analysis of data collected in each of the other countries.

Japan is known around the world as a country of beauty and culture. My sonnet director Shun Koyama in my prospective visit to that country. I spent four years in Japan from 1945 to 1949. Having been married for 14 years to one of her daughters, I cannot help but feel a great affection for her people and sentiment for her culture.



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

*School of Public Relations and Communications
Communications Research Center*

March 21, 1962

George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

I just learned that the A.C.L.S. has not recommended funds for the Japanese Film Hero Study, and wanted to let you know.

I heard from Claude Bremond and have written him that in all likelihood, I will not attend the Santa-Margherita Conference in June. I can't see now that this would be very fruitful, except for the free ride and experience for me.

Hope your plans are progressing well for the study.

Sincerely,



Earle Barcus

FEB:jd

INDIANA UNIVERSITY

BLOOMINGTON, INDIANA

DEPARTMENT OF JOURNALISM
ERNIE PYLE HALL

February 27, 1963

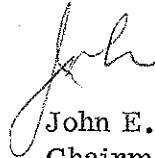
Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

At the suggestion of Ted Peterson, I have been in touch with Francis E. Barcus as a possibility for a research position on our staff. Briefly, I am looking for a man who can perhaps teach our senior course in public opinion and our graduate course in research methods and assume general responsibility for thesis work. He also would be our representative on the inter-departmental committee on the Ph.D. program in Mass Communications and would have an opportunity to participate and perhaps take leadership in the development of a research center here. I would expect him to be available within reason as a consultant to others in the department who may have research problems beyond their own competence and to participate in research projects generally. The place is open perhaps to negotiation as to rank and salary.

I would be glad to have your evaluation of Dr. Barcus as a research man, as a person, as a teacher, and perhaps as a possible administrator.

Sincerely,



John E. Stempel
Chairman

JES/njw

March 4, 1963

Mr. John E. Stempel, Chairman
Department of Journalism
Ernie Pyle Hall
Indiana University
Bloomington, Indiana

Dear John:

Letters of recommendation are not invariably a pleasure, as you know; but I am delighted to be able to write this one.

I have known Earle Barcus (as his friends call him) for about seven years. During this time he was a graduate student, a research assistant, a doctoral candidate (I supervised his thesis), a colleague, and a research collaborator in a professional capacity. I also know about his teaching, and had several students (now in our program) who took his courses in Boston.

In all these capacities he performed with credit and distinction. He is a pleasant person and is well-liked by students and associates; a very hard worker, and, at the same time, an easy-going and down-to-earth type of individual. He can assume leadership responsibilities and also carry on hard day-to-day plugging. He is a good organizer and would make an able administrator. He is a competent and experienced research man. I don't think he claims to be an all-around methodologist per se, but he is one of the best anywhere in content analysis and competent in survey methods.

Earle is a man of outstanding integrity and modesty. He is the kind whose assessment of things, including his own abilities, you can trust. In short, he is a credit to any staff, and would, in my opinion, fit the needs you outline. I have no reservations whatever in giving him the strongest recommendation I can.

Please let me know if I can give you any additional details about him.

Sincerely yours,

George Gerbner

GG:lms



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

*School of Public Relations and Communications
Communications Research Center*

August 21, 1963

Professor George Gerbner
Institute of Communication Research
University of Illinois
Urbana, Illinois

Dear George:

I hope you've had a good summer. We were not able to get back to C-U this season, unfortunately.

I'm writing because I'm bringing my content analysis file up-to-date, and I'm not sure that I have a list of all your publications using content analysis. If you have a recent bibliography you would send me, I'd appreciate it.

Hope you are all well.

Sincerely yours,

F. Earle Barcus

Associate Professor of Communication Research

FEB:jc

August 22, 1963

Dr. F. Earle Barcus
Associate Professor of Communication Research
School of Public Relations and Communications
Boston University
640 Commonwealth Avenue
Boston 15, Massachusetts

Dear Earle:

Enclosed is a publications list (* marks content studies) and a few reprints you may or may not have.

I am bringing the methodological phase of the education study to a close. In that study we have developed a number of new techniques and indices which should make significant contributions to content analysis. In addition to that, we have developed a program for IBM 7090 (for the film hero study) which is quite novel and interesting. So if you are bringing out some survey of this field, I would appreciate a chance to send you materials on these innovations if I can put them in shape in time for your purposes.

On another subject, would you write me a review for AVCR of the Mazinger-White Introduction to Mass Communications Research (Second Edition), please? Deadline is November 15, length as you see fit. Please drop me a card or a note yes or no, and whether you have a copy of the book.

We have had a hysterically productive (I hope) summer here in Urbana. The Smythes have moved to Canada where Dallas is Head of the Division of Social Sciences, University of Saskatchewan at Regina. Best regards to all the Barcuses and you.

Sincerely,

fil

George Gerbner

Enclosures

BOSTON UNIVERSITY



CHARLES RIVER CAMPUS

SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS

640 Commonwealth Avenue, BOSTON 15, MASSACHUSETTS

August 27, 1963

Dr. George Gerber
Institute of Communication Research
The University of Illinois
Urbana, Illinois

Dear George:

Thanks much for the list of publications and copies. These pretty well filled out my files. I have pretty well brought up to date abstracting articles on CA since 1959, but I'm not sure what form this will be in finally. I've tried several times to re-write Berelson's book, but somehow I got blocked because of the basic structure of it -- which he wants to keep the same as the old edition. Anyway, after a long struggle, I've decided to write it my own way even if it never gets past the mimeographed classroom stage. I'm giving a content analysis seminar for the first time this fall and will use the material there.

I would like to get ahold of two items if you know how I could. One is your article "Psychology, Psychiatry -- etc." in Mental Hygiene (January, 1961). The other I've tried to get from friends at Michigan State, but have had no luck. It's the John Ball (ed.) publication on models. There seems to be few extra copies around since NPAC went out of business. Could you loan me a copy for a week or so and I'll photocopy parts of it and return it? * →

Another of yours I don't have is the "Pop. Cult. and Image of the Family" (1959). ? →

Yes, I'm interested in IBM programming techniques for C.A. I just ran across Wayne Danielson and Harold Jackson's UNIVAC 1105 program for scanning tapes for key concepts and contexts surrounding them (at University of North Carolina). (enclosed description)

I'll be happy to write the review on Nafziger-White book. I don't own the revised edition but can borrow a copy temporarily-- The library doesn't even have one yet! I presume there are no strict procedures for AVCR reviews, if there are any, let me know.) - send?

Sounds as if you have been busy this summer. Mine was quite different from the usual. The first three summers here were taken up with projects and teaching to try to get even on the family finances. This one was devoted to catching up on reading and my own interests -- even though it meant a skimpy pocketbook and little family vacation. I hope Dallas likes it and can do some building at the University of Saskatchewan.

Sincerely,


Early Barcus

Title: A Computer Program For Scanning Tapes For Key Concepts And Their Immediate Contexts

Authors: Wayne A. Danielson and Harold Jackson

Institution: School of Journalism,
University of North Carolina, Chapel Hill

Computer: UNIVAC 1105

Stage of Project: Completed Program

Introduction: Most content analyses involve at least two stages: (1) A hunting, searching or scanning stage which isolates pertinent material; and (2) An analytical or judging or classifying stage which sorts the pertinent material into various categories. This computer program represents our first attempt at using the UNIVAC 1105 computer in content analysis. The program deals, as might be expected, with the simpler task of scanning content for pertinent symbols rather than the judgmental task. Attempts will be made in future studies to move into the latter area, however.

Logic: The program is based upon the assumption that pertinent material for many content analyses can be located by searching the content for key terms or symbols. Thus, an analyst interested in what a novelist thinks about women might search the man's novels for such words as WOMAN, WOMEN, FEMALE, GIRL, MOTHER, SISTER, AUNT, WIFE, etc. It is probable that these words, if isolated, and if taken in context, would be indicative of the writer's attitudes in the area of concern. Similarly, a sociologist interested in what the Associated Press has to say in the area of race relations, might find most of the pertinent material by looking through the AP stories for such key symbols as NEGRO, BLACK, SEGREGATION, INTEGRATION, WHITE, SIX-INS, etc. These words, in their contexts, would provide a sample of material, much of which, presumably, would be relevant.

In its operation, therefore, what the program does is to search magnetic tape for approximately 80 key concepts and point out those concepts together with up to 120 adjacent words before the key words and 120 adjacent words after the key words.

(The program would scan for all instances, as it fairly happens to be an average of 2000 copies per tape. The program may be modified to scan for all words, leaving the user to select the relevant words.)

Two types of searches are possible; we have designated these Option 1 and Option 2.

In the Option 1 search, each word in the content is compared with the key words provided by the analyst. If the first letters in the content word match all of the letters in the key word, the entire content word will be included in the output. For example, if the key word is ADD and ADDS is found in the content, it will be included in the output. However, if the key word is TENT and attention is found in the content, it will not be included in the output. The letters in the key word must be the first letters found in the content word.

In an Option 2 search only exact matches of key and content words will appear in the output.

Other Recent Works in the Area of Content Analysis

1. The General Inquirer: A Computer System for Content Analysis and Retrieval Based on the Sentence as a Unit of Information, Philip J. Stone, Robert F. Bales, J. Zvi Wamenwirth, and Daniel W. Ogilvie, Laboratory of Social Relations, Harvard University. Behavioral Science. Vol. 7., No. 4., Oct. 1962 pg 484-98
2. Synthes: Toward Computer Synthesis of Human Language Behavior. Robert F. Simmons. (pgs 360-93) Computer Applications in the Behavioral Sciences. Ed. Harold Borko, Prentice-Hall, Inc., Englewood Cliffs, N.Y. 1962
3. Automatic Language - Data Processing. David G. Hays. (pgs 394-423) Computer Applications in the Behavioral Sciences. Ed. Harold Borko, Prentice-Hall, Inc., Englewood Cliffs, N.Y. 1962

September 6, 1963

Professor Earle Barcus
Boston University
School of Public Relations and
Communications
640 Commonwealth Avenue
Boston 15, Massachusetts

Dear Earle:

Enclosed I am sending you my only complete (but marked-up) copy of the NPAC manual, and an incomplete set of proofs which might be helpful if you want to copy anything. Please return these. (You might be interested in the fact that a Japanese translation of this is being prepared for publication.)

Also enclosed is a copy of the MENTAL HYGIENE piece, dittoed; I have no reprints. Neither have I anything on the "Popular Culture and the Image of the Family" article (actually, transcript of a talk I gave - and it reads like that, too.)

I am also sending you a review copy of the Nafziger-White book. If you could send me your review by the last week of September, it would help. If not, the next deadline is November 1. (Incidentally, I didn't get a review copy of the White book on comics.)

Thanks for the Danielson outline. This kind of thing is so primitive (and mechanical) as to be of little interest to me. I am more interested in developing programs for the processing of analyst judgments than in having the machine do the judging.

I envy you for a leisurely summer (leisurely in the classical sense: *licere* (lat.) = to be permitted i.e. to follow one's inclinations). We did spend a few days in Minneapolis last week which was fun.

I will send you a copy of our colossal methodological and basic data Appendix on the education study when (or should I say if??) it is finished.

Best regards,

George Gerbner

GG:ls

Enc. 4



Boston University

CHARLES RIVER CAMPUS • 640 COMMONWEALTH AVENUE • BOSTON 15, MASSACHUSETTS

*School of Public Relations and Communications
Communications Research Center*

December 12, 1963

Dr. George Gerbner
Institute of Communications Research
University of Illinois
Urbana, Illinois

Dear George:

Thank you for sending me the preliminary report on the cross-cultural educational study. By the way, did Dave White ever get you a copy of The Funnies? He said he was asking the publisher to send one to you. Let me know, and I'll tell him again if he did not.

I am interested in some of the appendices you list--namely, IIA, IIIA and B, IV A-E, and VIA & B--if these are available.

Appendix I says quite a mouthful and deals with ideas which are complex and difficult for the reader who is not well acquainted with your approach to understand. Frankly, it leaves me a little perplexed. I believe that this is because I think I know what you are saying, but don't feel it comes through very well. I'm perplexed because I'm not sure I can suggest anything constructive. But let me try.

First, I can't help but feel that the rationale for the study of mass media message systems to reveal educational tendencies, etc., could be done more simply and readably. Maybe some Flesch-type editing would help here? Some of the explanations just strike me as a little turgid.

On Page I-6, as an example, I feel you have said something very important in the bottom of Paragraph three beginning with "effect." Yet, it is buried here. I would lead off with your assumption about communication effects as an interdependent and historical process. Then explain what is meant by "message-image relationships," "terms of message systems," (?), etc.

I'd also be interested in the assumption behind the weighting of attention and emphasis to get a measure of "value."

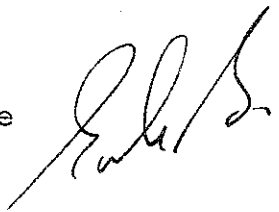
Does structure mean the same as "contingencies?"

I also think of the "world" as you use it (Page I-12) as more than the "worlds" of education in the mass media. Rather, it is the places, actions, etc., of the institution of education in the "world" of the mass media.

I'm not sure that I've said anything important, but I've said it anyway. I have some sympathy for you in putting all the pieces of this international jig-saw puzzle together. Am I right in interpreting your comments on Page I-5 that the design "had to be fluid and adjustable to circumstances" as indicative of your difficulties?

My best to all,

Earle



FEB:jc

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CHALLENGE TO RESEARCH

INTRODUCTION TO MASS COMMUNICATIONS RESEARCH, edited by Ralph O. Nafziger and David Manning White. Baton Rouge: Louisiana State University Press. Revised Edition 1963. 281 pp. \$6.00

Edwin Parker reviewed the first edition of this book and described it as a "needed contribution in a rapidly developing area of investigation." (AVCR, Vol. 9, No. 1). The second edition is no less so. Its re-publication alone gives evidence of that.

One major gap in the first edition has been ably filled by Wayne Danielson in his 27-page chapter on content analysis. This, in fact, is the only major change from the previous edition. The chapter is a well-organized and clearly-written exposition of the principal elements in content analysis research.

Danielson defines content analysis as it has traditionally been defined, using the key words "objective," "systematic," "quantitative," and "manifest" as those which distinguish content analysis as a research technique from such daily activities as reading a newspaper. Two of these words can be (and have been) debated to a considerable extent in the decade since Berelson first set them down in his book CONTENT ANALYSIS IN COMMUNICATION RESEARCH. Perhaps we need not add to that debate here.

Other sections are devoted to sampling problems, units of analysis, coder reliability and testing for validity of results. The question of validity has always been one of the most difficult ones in content analysis studies, and Danielson's short discussion of this problem is enlightening.

In the section discussing types of inferences one makes from studying the message as well as in the short synopsis of current trends, at least one major consideration in content analysis has been partially overlooked. In studying messages, it may not be necessary that one make inferences specifically about the source or the receiver. Mass media content, for example, in addition

to reflecting something about the audience and providing insights into the motives, attitudes, etc. of the source (Who is the "source" of a mass-produced TV syndicated film series?), can also be looked at as a kind of "anthropological" data produced by a culture. In this sense the analysis transcends both source and audience in any specific terms, and focuses on the messages as primary data of the culture rather than secondary data from which to make inferences about its producers.

Other chapters of the book have been revised to some extent, and major attention is given to these below. Chapter 3, "Experimental Method in Communication Research," by Tannenbaum is virtually unchanged, as are the chapters by Paul Deutschmann on "Measurement in Communication Research" (Chap. 7), and by Bruce Westley, "Scientific Method and Communication Research" (Chap. 8).

Schramm's "The Challenge to Research" reaffirms his earlier conclusion that there remains a wide-open field for development. He avoids any boundaries or limitations as to problems which can be labeled communication research problems. Is this inability to describe just what it is that is being studied perhaps the ultimate challenge to communication research?

Malcolm MacLean demonstrates a ~~somewhat more~~ flexible approach in his revision of Chapter 2, "Research Planning." He states, for example, that sometimes "too much attention to planning might have seriously inhibited some very important creative work. There are many communication problems of which we have so little knowledge of the complex processes involved that a good deal of relatively haphazard trial-and-error effort can be fruitful." This advice is in some contrast to that given in the earlier edition -- purportedly from a researcher friend: "Work out the design for your study in complete detail. Then lock it in and go ahead."

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One cannot help but feel that greater flexibility in design and planning is much more representative of current research practice and a good deal more realistic than the admonition to "lock it in and go ahead."

Roy E. Carter's "Field Methods in Communication Research" (Chap. 4) includes a number of new references and examples of recent developments which add to the chapter. In approximately 45 pages, Carter has done a remarkably good job of summarizing the many field techniques -- ranging from observational methods to self-administered and mail questionnaires -- as well as the related problems of sampling, questionnaire design, interviewer and other sources of bias, etc. This is not an easy task, and the chapter is probably one of the most useful in the book for the introductory student of research.

The chapter on "Statistical Methods in Communication Research" by John Alman and David M. White remains the most difficult chapter in the "introduction" to mass communication research. The almost completely revised chapter is more complete and accurate. It is, unfortunately, not any easier for the student to follow unless he already has some familiarity with the basic concepts of statistics.

Overall, the book remains somewhat uneven in style, scope, and level of difficulty. One feels that the title is not quite descriptive of the contents. Much of the material is not "introductory." And it is not always about mass communication research either. It does not address itself to significant historical, critical, and statistical research which is also being developed in the field of communications. But it was not really intended to.

The book remains a collection of very good essays by some of the leading exponents and practitioners of quantitative communication research in the United States today.

-- F. Earle Barcus

Boston University

Dear Marle:

Jan. 7, 1964

Mappy New Year! Thanks for your letter and comments of Dec. 12. Yes, I did get THE FUNNIES, and Marshall McLuhan agreed to review it for AVCR.

As to the Appendixes, I am sending you the full set under separate cover. The answers to some of your questions are in sections other than the ones you asked for, so I thought you might as well have the whole thing. I would also appreciate your comments on other parts. They are always welcome, and especially when as candid and specific as last time. I am not sure what I can do about them (maybe I'd need a Flésch-type editor), but I'll try.

Measures of "value" are explained in the introductions to II-D ("News value") and IV-B ("Story value").

By "structure" I mean correlations, as shown e.g. in II-D.

The difficulties of putting this jig-saw puzzle together seem, at the moment, oppressive. But some of the by-products, such as some theoretical and methodological formulations and a few case-studies which I am developing for separate publication, are more encouraging.

Let me know how life seems from your perspective.

Best regards,

April 13, 1964

Professor F. Earle Barcus
School of Public Communication
Boston University
640 Commonwealth Avenue
Boston 15, Massachusetts

Dear Earle:

I will be out of town May 5th through probably 8th or 9th, but back on 10th at the latest. So if you're in town any time outside those dates, be sure to give me a ring.

Sincerely,

George Gerbner

GG:ls

COOPY

BOSTON UNIVERSITY

CHARLES RIVER CAMPUS



SCHOOL OF PUBLIC ~~RELATIONS~~ COMMUNICATION

640 Commonwealth Avenue, BOSTON, MASSACHUSETTS 02215

Communication
Research Center

April 8, 1964

Professor George Gerbner
Institute of Communications Research
The University of Illinois
Urbana, Illinois

Dear George:

Congratulations on your appointment. I can think of no one who deserves it more.

I would be very interested in meeting with you in the near future to talk about the interests that you mention, and some things which are going on in our curriculum here. I am trying to arrange for money for AAPOR and sometime between May 5 and May 13 I hope to be able to work in a couple of days in Champagne. If you are going to be in town during that period, perhaps I could talk with you then. I doubt very much that I will be leaving Boston this summer for any length of time other than that.

The curriculum matters that we are considering here involve an undergraduate interdisciplinary communication curriculum which we ~~are~~ ^{are} able to experiment with. I would like to get some of your ideas on this. You may have also heard that we have changed the name of the School to the "School of Public Communication;" the Division of Communication Arts has been changed to the Division of Broadcasting and Film, and Dave White has been appointed Chairman of the Journalism Division. Things are changing fairly rapidly and to my liking. We think that the Communication Research M.S. program is going very well also. (*It's not Ph.D. material!*)

George Gerbner


2

April 8, 1964

I still have your manuscript on the education study and have not been able to give it a detailed analysis. I hope that I can do so soon. You have an awful lot of material there.

Again, congratulations and best regards to the the family.

Sincerely,


F. Earle Barcus

FEB:leg

BOSTON UNIVERSITY

CHARLES RIVER CAMPUS



SCHOOL OF PUBLIC COMMUNICATION

640 Commonwealth Avenue, Boston, Massachusetts 02215

①

Communication Research Center

September 29, 1964

George Gerbner, Dean
Annenberg School of Communication
University of Pennsylvania
Philadelphia, Pennsylvania

Dear George:

Enclosed is a review of one of the four books you gave me for AVCR review. I gave two of them (Propaganda, by Whiton & Larson, and Techniques of Persuasion by J.A.C. Brown) to colleagues who said they would review them, but so far they've come up with nothing.

I hope this is O.K. If not, go ahead and edit it if you want.

Dave White said he talked with you briefly. How are things shaping up at Annenberg? I'm still very interested in exploring the area of communication education. The Research Division is planning some seminars on this and other topics and would like very much to get you here sometime during the coming year. I hope we can work something out.

What do you hear from Dallas?

Sincerely,

A handwritten signature in cursive script that reads "Earle".

Earle Barcus

EEB:leg
Enclosure

AMERICA AS A MASS SOCIETY, edited by Philip Olson. New York:
The Free Press of Glencoe. 1964, 576 pp. , \$7.95.

It is difficult to gain a simple perspective for talking about such a broad and diffuse topic as is treated by America as a Mass Society. A first and personal reaction that has been generating for some years is roughly this: Why are there so many "readers" and edited compilations being produced in the areas of communication and sociology and so few "written" books? One wishes that he could read more coherent current works--books that have, if not a point of view, at least a consistent style, a coherent structure, and interpretations of the theoretical issues and problems at stake. But such "written" books can probably be counted on one's fingers. Throw in the toes and one surely would have enough digits to cover the quantity.

Any reader, and this is no exception, is of value in bringing together shorter pieces from journals and other sources which deserve further distribution. Compilations are quite valuable especially when well integrated by the editor's own selection, organization, and commentary. One almost always finds some articles useful in his research or teaching. The disadvantages, especially in using these as teaching materials, are also prominent. Students have often expressed an appreciation for such materials, but at the same time a kind of frustration in not being able to connect such interesting materials together into a more meaningful whole. The

"Book review submitted to Audio-Visual Communication Review,
Sept, 1964."

editors, and especially this editor, do not always help the reader in integrating the ideas put forth in the readers.

This sounds as if it is a completely negative review of America as a Mass Society. It is not. Philip Olson had something important in mind when selecting the articles to be printed (there are several pieces published for the first time here) or reprinted. And we get some of these ideas in a much too brief Prologue by him. He points out, for example, the highly value-laden emphasis in many of the studies of the "mass society." The concept is at once a description of certain patterns of changing institutional organization and structure and at the same time a negatively value-laden term summarizing many consequences of these changing institutions. He mentions, but does not make quite clear, the fact that as many have suspected, the "mass society" is such a highly abstract concept that it often causes more confusion than clarification--and the object of well-defined concepts is to clarify not to muddle. But he does make an important point which evolves out of the confusion. The point is that there is a great need to distinguish between the nature of the structure ^{vis-à-vis} ~~and~~ the implications of the "mass society", the community, and the individuals who make up the larger community. The book is really built around these two emphases--the characteristics of the mass society and the effects ^{of} or the responses to the mass society.

There are four major parts. Part I, "The Theory of Mass Society" contains the very good essay by Edward Shils ^{with the same title} ~~on "The Theory of Mass Society"~~ and another by Philip Selznik which I found much less helpful. Selznik's piece does not always lead us nearer to understanding when he employs abstract concepts such as "cultural leveling," or "segmental participation" to explain the equally abstract concept of the mass society. Part I is thus a reasonably good introduction to this book, but not a substitute for a book such as Culture for the Millions (Jacobs, ed.) which explores these ideas in detail.

More solid ground is approached in Part II "The Central Institutions of American Society," when the ideas of industrialization, control, urbanization, bureaucracy, the corporation, and the community are explored by Henry Bamford Parkes, C. Wright Mills, Thurman Arnold, W. Lloyd Warner, Anselm Strauss and several others. These are all valuable; some are classic. Winding up Part II is an article "Mass Media and Mass Culture" by Joseph Bensman and Bernard Rosenberg which should be of special interest to readers of this journal.

Parts III and IV follow the theme of the book but focus on more specific aspects of the mass society and the responses to it. Included in Part III are articles in occupational sociology and several studies of the responses to urbanization and industrialization (e.g. Riesman's "The Suburban Dislocation," and Spector's

"Exurbia"). The section is organized under Olson's rubrics of the "dissolution" and "substitution and restructuring" of community. Still dealing with the responses to the mass society, Part IV emphasizes the response of the individual and the effects upon him. A selection from Paul Goodman's Growing Up Absurd introduces the section. Following are several pieces exploring various aspects of identity formation, individual freedom, and personal styles-- including Whyte's well-known "The Wives of Management" and perhaps the not-so-well-known "The Age of Love" by Morton Hunt.

The second major contribution by Olson (in addition to the editing chores) is his article, written with Carlton Daley, called "The Education of the 'Individual'". The "individual" is placed in quotation marks because the study here reported concerns the conflict for youth between the values of "individuality" and "getting along with others." This is an insightful study of child development in a New England community school and well worth the reading.

Another article by Donald Horton and Richard Wohl, "Mass Communication and Para-Social Interaction" is a stimulating contribution to the functional school of mass media audience analysis.

Finally, the book ends with a selection from Eric Fromm's Man for Himself ("The Marketing Orientation"). His last words summarize a point made many times in the book and illustrate the

underlying malaise which leads to the study of the mass society in the first place:

The depersonalization, the emptiness, the meaninglessness of life, the automization of the individual result in a growing dissatisfaction and a need to search for a more adequate way of living and for norms which could guide man to this end.

All in all, the selections in America as a Mass Society are exciting and stimulating reading. There are ideas plentiful for investigation--especially if scholars and researchers can operationalize some of the broad concepts introduced here. There is certainly room for more systematic exploration of the causes, nature, and consequences of the mass society. Yet, given a choice between this 576-page collection and a 100-page "written" book by Prof. Olson, I would choose the "written" book. Ideally, of course, I would prefer to read both this compilation and the "written" book.

F. Earle Barcus
Communication Research Division
School of Public Communication
Boston University

*Put in Barcus
file*

October 2, 1964

Professor Francis E. Barcus
School of Public Communication
Boston University
Charles River Campus
Boston, Massachusetts 02215

Dear Earle:

Thanks for your review -- it looks very good. I will use it for the Winter issue of AVCR. I hope you will remind your colleagues to send me review copy of the other two books for the following issue, preferably sometime in November.

We are very busy here and having an exciting time. Soon we shall be initiating discussions about the establishment of a research center and a Ph.D. program in Communications. I hope we can meet sometime soon and talk about things. Perhaps we can invite you for a visit and a talk in our proseminar sometime this winter. (The fall schedule is overcrowded.) Could you send me the titles and brief descriptions of a couple of talks you might be willing to give here, representing areas of your major theoretical and research interest. We can then try to fit one or more of these into our schedule.

Dallas is going to visit and talk here on October 29 and stay with us overnight before going to Washington.

If you happen to be in this area before we can arrange a more formal visit, be sure to let me know.

Best regards,

GG:ls

November 2, 1965

Dr. F. Earle Marcus
Boston University
School of Public Communication
640 Commonwealth Avenue
Boston, Massachusetts 02215

Dear Earle:

Klaus Krippendorff, who is completing a dissertation on content analysis, is still reading your chapters. It will be some time before I will have a chance to get to them - - do not think I have forgotten or lost interest.

There will be much to talk about when we get together.

With best regards.

Sincerely,

CG:kaf

George Gerbner,
Dean

BOSTON UNIVERSITY

CHARLES RIVER CAMPUS



SCHOOL OF PUBLIC COMMUNICATION

640 Commonwealth Avenue, Boston, Massachusetts 02215

Communication Research Center

October 4, 1965

George Gerbner, Dean
Annenberg School of Communication
University of Pennsylvania
Philadelphia, Pennsylvania

Dear George:

I really can't recall whether I sent to you before, these four chapters of the revision of Content Analysis. At this stage I'm not really concerned about when, where, or how this might get published. What I'm mostly interested in at this point is trying to finish something. I'm using the material now in a seminar I have in Content Analysis with about eight people, for kind of a trial run. These draft chapters are certainly not polished or complete as yet but I have worked hard on some parts of them and feel that it is about time that I show it around a little bit and get some constructive or destructive criticism. Otherwise, I feel it will simply wilt on the vine and never take any form.

I know that your schedule must be very busy, but, if possible, I would sincerely appreciate your comments, criticisms, and especially since I have tried to interpret some of the things that I understand from your writing, especially in the construction of one of the chapters. I sent this to Berelson a couple of three months ago, and he had no particular or specific comments to make, but only indicated that he was getting a little disenchanted with social scientists' use of the word "theory" and I presume he's referring to the chapter called "Theoretical Issues" or use of the term "theory of content." I can understand his point of view because I'm not sure what a theory of content is either. Maybe you have some reactions along that line, too.

Following these four chapters will be Chapter Five which is a discussion of the major uses of content analysis which contains much of the material in the Berelson original chapter on the uses of

George Gerbner

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October 4, 1965

content analysis although I have revised it considerably and organized the uses into a much different scheme. This is to be followed by another chapter on uses which covers some of the less popular uses of content analysis perhaps. The chapter following this will be devoted to methodological and technical problems such as units of analysis, categories and category construction, sampling, coding problems, tabulation, etc. And finally, a summary chapter. In addition, I plan to include a fairly strong appendix on a kind of a "how to do it" basis including some good examples of category schemes or classifications schemes for the person who may understand the general discussion that has never really tried it out in any meaningful way.

I never did get down to Washington for my conference on the gerontological study we did last year, or I would have contacted you. I'm still very much interested in visiting Annenberg, and hopefully this year I will get around a little bit later on after things clear away. As you may know, I have taken over Ed Robinson's job as Chairman of our Research Division (in which we now have eight registered full-time students), and this has kept me a little busy. Dr. Robinson is away this year on sabbatical leave.

I hope everything is going well with you, and I would be interested to hear of your plans for developing your Ph.D. program there.

Sincerely,



F. Earle Barcus
Acting Chairman
Communication Research Division

FEB:leg

Enclosure