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HOW TO INTERPRET SOCIAL WELFARE

A Study Course in Public Relations

By

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INTRODUCTION

THIS BASIC study course in public relations is written for professional workers, administrators, and volunteers who, day by day, must answer questions, speak to audiences, or write letters and bulletins about health and welfare services. Students who hope to become public relations workers in such agencies may find here an introduction to their chosen field.

The social worker who is called on to give an occasional radio talk, the lay chairman of a publicity committee who releases material to the newspapers, and the busy executive who writes the annual report, will find the following lesson outlines concerned with these practical things rather than with the philosophy of interpretation. But in the chart which relates the agency to its various publics there is at least a glimpse of the whole public relations job, of which each of the specific efforts is only a small part.

This book presents its material in the framework and with the same general purpose as its predecessor published in 1937 under the title *How to Interpret Social Work*. Almost all of its content is new. There is still a need to explain the services of the welfare field, and to point out the routes which lead to broader understanding. However, many of the changes and additions reflect alterations in the programs or approach of health and welfare work during the intervening decade. Much more attention is given than before to the inclusive subject of public relations. In fact, we have added a chapter (the longest in the book) on the social agency and its publics.

The first edition has been used as a guide in planning public relations programs, as a text for students in basic courses in professional schools, and as a manual for leaders of institutes or study courses at state and regional conferences. It has proved its flexibility by serving as the basis for an hour's lecture, or a semester's instruction, or as the outline for both informal and formal study courses; and it has been read by many people who simply want to know something about public relations.

In the new edition, some of the chapters might be expanded into a whole season of weekly meetings. Chapter II, for example, contains material for a staff course in interpretation through conversation. The chapter on letters deserves a season's study. Fortunately, the National Publicity Council for Health and Welfare Services is rapidly adding to its series of How-To-Do-It bulletins so that for most of these chapters there is a supplementary text, going into considerable detail. Many of these bulletins are mentioned in the appropriate chapters and listed in the reading references. But old ones are replaced or go out of print, and new ones are frequently added; so it is always well for the discussion leader to secure a current list of these publications when planning a new study course.

This leader need not be an expert in public relations, but should be able to stimulate discussion and hold it to the matter in hand. Specialists from various fields can, if desired, be brought in as guest speakers or consultants.

The projects and questions which supplement each lesson are designed to stimulate the class or group to think of additional problems in the daily experience of its members.

The authors hope that this basic outline will serve as an introduction to other books and pamphlets that deal much more fully with each of the specific techniques.

None of them, however, fulfills the simple purpose of this text. By breaking down the vast, unwieldy "public" into smaller audiences, by grouping the techniques in three main divisions (spoken words, written words, and pictures), and by proceeding from the simplest and most familiar to the more skilled and formal uses of these three forms of expression, this books says to the hopeful but inexperienced builder of public relations:

"Here are your tools, and here are suggested ways of using them. With study and practice, may you use them well."

OUR THANKS

TO THE National Publicity Council for Health and Welfare Services for the use of all its resources and for the help of its entire staff; and particularly for that of Beatrice K. Tolleris, who prepared many of the descriptions and abstracts for the discussion suggestions, and helped in framing the assignments.

To the teachers and discussion leaders who, having used our earlier book, suggested alterations and fresh material for this one; with special appreciation to Harry F. Henderson, instructor in the School of Social Work, University of Southern California, who analyzed the previous book chapter by chapter, making specific and practical suggestions for revision.

To all whose material has been used in the discussion suggestions, as well as to those who have helped behind the scenes; and especially to those associates in public relations who have worked closely with us through the years.

H.C.B. and M.S.R.


GENERAL PUBLIC
SPECIAL PUBLICS
KEY PERSONS
SUPPORTERS
CO-OPERATORS
CLIENTS
VOLUNTEERS
AGENCY FAMILY
BOARD · COMMITTEES · STAFF
THE AGENCY
1
2
3
4
5
6
7
8
People who use agency's services
Organizations · Individuals
Contributors · Members · Special Friends
Leaders in Education · Labor · Religion · Business · Government
Professions · Industries · Veterans · Students · Racial and Cultural groups
All the people in any given neighborhood, city, state, or nation

I

THE SOCIAL AGENCY AND ITS PUBLICS

AT THE CENTER of the chart on the opposite page stands the health or welfare agency, surrounded by the publics from which, at one time or another, it seeks understanding; goodwill; financial assistance; participation in its program; use of the services it is equipped to give; support for legislative action; or a change of attitude or behavior.

In spite of the steady growth of the federation movement, the individual agency still carries a great deal of responsibility for the public relations of health and welfare work. Even in cities where community chests tell a well-balanced, year-round story on behalf of a number of private agencies, each public agency usually speaks for itself. Councils of social agencies can, of course, tell the whole story – public and private; and some councils try.

However, such a council – or any federation or grouping of agencies that undertakes to plan a public relations program – has its own story to tell to its own publics, as does the Girl Scout troop in any neighborhood, the Visiting Nurse Association of any city, or any county welfare unit or state department of health. Even the Social Security Administration has its public, bounded only by its geographic limitations, and including a great many smaller publics.

Who are these people who surround your agency? How much do you know about them? What is the basis of their interest in health and social welfare? How deep or how casual is that interest?

You can make your total public seem more real, more knowable, by breaking it down into smaller groups. There are several ways of doing this. The basis may be religion, age, or nationality, or degree of interest. The chart opposite divides the general public into circles, each representing a smaller public with which your agency has some special kind of relationship. This study course begins with the inner group of those closest to your work and moves outward, through circles of diminishing intimacy.

It is in circle one that the heart of your work really beats. Until every member of the professional and clerical staff thoroughly understands an agency's purpose, takes pride in it, and can talk about it accurately and interestingly, public relations have not even begun. When this is accomplished and when, in addition, every member of a private agency's board (or of a public agency's advisory committee) keeps closely in touch with its work and believes in it wholeheartedly, you can almost call the job half done.

For the purposes of this discussion the term "board members" will include, not only the directors of any gift-supported

organization, but also the group which stands in a somewhat similar relationship to the tax-supported agency: the state or county commissioners, perhaps, or an advisory or steering committee.

To you as an executive or a professional social worker, these men and women are both your policy-forming partners and your first and most important public. It is your responsibility to keep them closely in touch with the day-by-day work, so that in both capacities they will be well equipped to do their share.

This is more than a question of making it possible and pleasant for them to contribute the best they have to give. It is an important step in public relations; for board members who are thoroughly informed and keenly interested will carry the informal type of interpretation discussed in Chapter II into many of their own daily contacts.

Next come your volunteers. Whole armies of new ones were called to the defense of the home front during the war, reinforcing the seasoned workers of prewar days. Think of the millions — literally — of child-care aides, recreation aides, nurses' aides and Red Cross volunteers who stepped into this circle, along with the regular army of civilian leaders who have always been the mainstay of our Boy and Girl Scouts and of many other agencies. Often carefully trained in the specific service they are asked to give, but frequently overlooked as possible spokesmen for the whole program, volunteers are one of our least understood publics and one of our greatest sources of potential strength.

Although the third circle carries the label "clients," it includes all the people whom social agencies serve: boys in the "Y" swimming pool, patients leaving the hospital, mothers receiving aid to dependent children, and neighbors of the community center. Each is a possible ally or critic.

But our relationships with these men and women, girls and boys, are changing day by day. We are living through one of those shifting times when new attitudes and values emerge overnight. The clients of family agencies, in many cities, have become supporters by beginning to pay for services once classified as charity. From the standpoint of public relations we must keep in very close touch with this public.

Circle four encloses co-operating agencies. How well do the public and private agencies in your city understand each other? The health and welfare agencies? The family case workers, group workers, and probation officers? Regular exchange of information among these agencies is vital.

Membership, in circle five, may stand for approval of purpose or for participation in program. Or — as in the case of the "Friends of the Juvenile Court" in one city — it may mean that a group of public-spirited citizens have joined forces to defend and encourage a public agency. When a private agency must raise its own money its "members" may be its financial contributors. Always, membership lays a foundation of goodwill under public relations and provides a readily accessible public.

In fact, all of your agency's publics, up to this point, have been so close to its work that you can put out your hand and touch them. Their names and addresses are known to you. Their attitude is usually friendly. From here on out it is not so easy, for your task is now to reach comparative strangers and draw them into the inner circles.

Your sixth public is made up of busy and influential people: the key persons in your community, with whom you must reckon

whether that community is large or small. From the precinct captain to the mayor, from the grade-school principal to the president of the state university, from the leader of a local union to the international's president, these men and women represent power. They can speak for you to their constituents. They make decisions affecting your work. They are a picked group – one to know and to be known by.

In the seventh circle you find a wide variety of special publics. Here are the rank and file, many of whom follow the leadership in circle six and can often be reached through their leaders. Frequently, however, an agency may wish to offer something to the rank and file or ask something of them as individuals. This usually can be done through their organizations, if they are organized.

But housewives, for instance, or unorganized industrial workers, as well as many other special publics for whom there is no space on the chart, must be sifted out from the eighth circle. This is the great mass of unassorted people who read newspapers, listen to the radio, see the posters of the community chest, and attend motion pictures. You may break down this great audience by keying your broadside techniques to the specific interests of some special group, or if you use the radio, by timing your program to catch their attention. Perhaps you can think of other methods.

Of course, this general public, being largely composed of voters, is vitally important to the tax-supported agency. But private agencies cannot afford to neglect the outer circle, since the whole picture of health and social welfare is sufficiently important to hold a place in the public thought. Neither should the tax-supported agency overlook the inner circles; for "everybody's job" may easily become nobody's job unless a few warm and close friends stand firmly in the agency's defense.

Discussion Suggestions

Identifying Your Public

The simple question, *Who are these people?* is not always easy to answer. You may wish to identify members of the public by name and address in order to write to them or to meet them personally. Again, you may need only to know whether the people you look for will be found in a certain neighborhood, age group, or nationality group.

Here is an announcement of a one-month campaign, the main purpose of which was to find persons qualified to become foster parents.

Child welfare agencies responsible for the care of dependent, neglected, and homeless children in Chicago and Cook County have announced a united campaign to find hundreds of new foster homes needed for the increasing number of children under their care.

Ten agencies representing all religious faiths, and both private and public welfare services, are cooperating in sending a dramatic and human appeal to the fathers and mothers of Cook County. *These agencies are looking for kind-hearted, loving parents who will take one or two of Chicago's homeless children into their family circle.*[1] The agencies will pay for the board and clothing of the foster child and provide medical care.

1. The italics are ours.

Homes are sought for hundreds of youngsters now on the waiting lists of these agencies — babies a few weeks old, children of two, four and six years, and older boys and girls.

This United Home Finding Campaign is launched because Cook County children's agencies are receiving more and more applications for the care of dependent children. . . .

This statement was sent by the Council of Social Agencies of Chicago to the press of Chicago and all the neighboring metropolitan area, and to foreign language newspapers. It was followed by daily releases in the form of human interest and feature stories. This united effort to publicize the need for foster parents produced 600 desirable new homes from among nearly 2,500 applications, a very satisfactory response.

DISCUSSION: If your study group has a blackboard, you might try listing in two columns publics readily identified, and publics, like qualified prospective foster parents, that are not. In the left column, name five or more publics whose names and addresses are sure to be already in a card file. Members of the Y.W.C.A., for example, are listed. Names of parents of the children in a certain school are obtainable. In the right column, list publics whose members must be identified before you can approach them: good "prospects" for contributions to a new project or agency, for example, or working mothers who might use a day-care center. Health educators will have special need to give attention to the column at the right.

If anyone questions the importance of careful identification of a public for a given campaign of information or appeal, let him remember that advertisers, fund raisers, and others buy selected lists of names from business firms set up to prepare such lists. It pays to know your prospects.

Understanding Your Public

How much do you know about your public? What is the basis of its interest in health and social welfare? How deep or how casual is that interest?

Too often an agency's publicity is based on guesses or assumptions about public attitudes. For example, the publicity may be defensive because of a belief that hostility exists toward a group or a movement, or because such hostility has been known to exist some years earlier.

Long experience and close observation sometimes tell you all you need to know about where your public stands. At other times you may wish to employ one of the various techniques developed in recent years for sampling opinion or understanding. Panels made up of key persons are used by some agencies to report on prevailing attitudes in certain neighborhoods or social circles. Public opinion polls are now in daily use in business, politics, and government.

In an article[1] quoted below, Dr. George Gallup, pioneer in opinion polling, presents two situations: the first shows how people *felt* about a health matter and the second, how *knowledge* of a disease has increased. In both instances the results of the polls helped planners of health education to understand their publics.

a. In 1936 we were conducting a poll on venereal disease control. In polite society in those days, people just didn't talk about syphilis and gonorrhea. Editors ran stories about tuberculosis and cancer, but were afraid to "offend" their readers by printing any discus-

1. "The People Are with You," in *Channels*, July–August, 1945, p. 1.

sion of the cure for venereal infections. Radio chains ruled the subject off the air. In the face of this rigid taboo everyone at the Gallup Poll staff, including myself, had serious misgivings about sending hundreds of interviewers out to talk face to face with a cross-section of the public about such an unmentionable subject. We actually considered keeping count of the number of doors slammed in the faces of the interviewers by "offended" housewives. In phrasing the ballot questions we studiously avoided the words syphilis and gonorrhea and stuck to the more innocuous phrase, venereal diseases, asking people whether they would favor having a government bureau distribute information about such diseases, and set up government clinics for the treatment of venereal cases.

When the poll was completed we learned how ridiculous our fears had been. We had underestimated the common man – just as public health officials, editors and radio stations had done. People in all walks of life were ready to talk about venereal disease. They wanted to take the lid off the subject, bring it out into the open. Ninety per cent of those interviewed were in favor of starting an educational campaign, and 88 per cent approved the idea of setting up government venereal disease clinics. Within six months we were polling the country to find out how many people were willing to have a blood test for syphilis, and 87 per cent signified their willingness to have such a test. In short, the people, once given a chance to speak, instinctively and without hesitation placed themselves on the side of medical and social progress.

b. People don't know as much as they should about disease and its prevention, or about diet. There is still a good deal of public ignorance about cancer, for instance. Only 43 per cent, a recent survey showed, think they could recognize the symptoms of cancer, and as many as one-fifth (21 per cent) have the erroneous notion that cancer is contagious or catching. The survey found people who seriously claim that cancer is caused by such things as swallowing too much phlegm, by certain kinds of cooking pots, or by jealousy, resentment and "bad thoughts." The Cancer Society has, however, made considerable progress in its educational campaigns. More people know how to spot the symptoms of cancer now than did in 1939, and six out of every ten persons (62 per cent) know that many types of cancer can be cured if caught in time.

DISCUSSION: Opinion sampling is really a topic for an advanced course in public relations. If you do decide to take it up in the study group at this point, we suggest that you give it a whole session and invite as consultant a specialist in the subject. Source material on polls of opinion is included in your reading references.

The Publics on the Chart

Circle One—The Staff as a Public

Until every member of the professional and clerical staff thoroughly understands an agency's purpose, takes pride in it, and can talk about it accurately and interestingly, public relations have not even begun. (See page 11.)

In four employe handbooks from which we quote:

a. The New York Central Railroad enlists its workers in its good will department.

New York Central's Good Will Building Department has a staff of 136,000 men and women, and an "office" 11,000 miles long! It's the biggest department on the Railroad, because it *is* the Railroad. And each of us is part of it.

Anyone can see that the smiling ticket girl at her window, the gateman handling crowds at a big terminal, or the trainman helping a passenger up the car steps is doing a good will

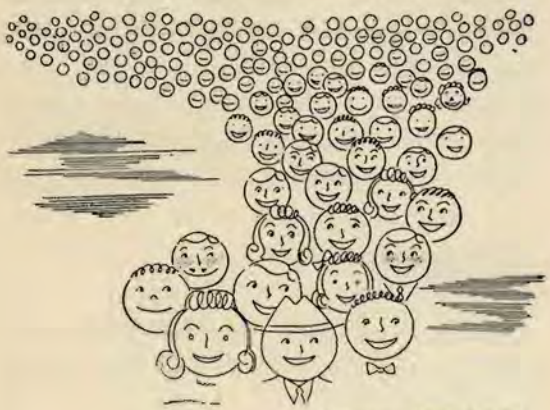
job. But so is the engineer who returns the friendly wave of some youngster . . . the maintenance foreman who shows special consideration for property owners along the right of way . . . or the mechanic who enthuses to his lodge brothers about New York Central's latest locomotive. . . .

Know Your Railroad! Travelers and shippers will often ask you questions quite outside your department.

Naturally, no one person can know all the answers about a Railroad as large as ours. But we *can* all make an effort to learn where various kinds of information can be readily obtained.

Here is a point to remember. When you have to refer a patron to some other department, be *sure* he knows that it isn't a "brush off." Never say, "Search me!" or "Ask the Baggageman." Take time to say, "I'm sorry, but I can't be sure of giving you the right answer to your question. However, the Baggageman can. You'll find him at the other end of the platform."

b. The Shell Oil Company introduces the Company's public to its "family."



Courtesy, Shell Oil Co.

Out of 132 million people we call the general public . . . quite a few don't even know that Shell exists.

A few million of them have heard about us — seen our signs or advertisements — but never had many dealings with us.

A large number of them are sort of casual or occasional customers.

Still fewer — about 2½ million — are regular customers.

And, in any company as large as Shell, mistakes are bound to happen, things occur, that outsiders, the people that hardly know us, can easily misinterpret.

So, unless we pay attention to Public Relations, and get ourselves liked, not only by customers, regular and otherwise, but by everyone, this kind of accidental misinterpretation can easily lead to a black eye for Shell.

Public Relations builds up an *extra measure* of good will that can tide us over the rough spots.

c. The Milwaukee City Service Commission tells employes to be cautious in talking about the city's business.

Public offices are very much "in the limelight." It is the duty of every employee to be very careful in regard to giving out statements which may come to public attention. In some departments the department head has a definite system of giving statements to the newspapers or to other publications. Serious trouble may be caused by having unauthorized employees give out newspaper interviews. They may be only partly informed on the subject, and while they may be truthful within the limits of their knowledge they may give a false impression, or may reveal plans which for good reason should not yet be made public, or may embarrass superiors who are making confidential investigations. For these reasons no employee should ever give out news items regarding the work of his department or happenings therein unless he has been authorized to do so, and even then not unless he has complete knowledge of the facts and the matter is one whose release will meet with the approval of his superiors.

You may be asked questions by citizens which it is proper for you to answer but of whose answers you are not sure. Avoid taking chances in such cases. It is much better to ask your

superior officer or to refer an inquirer to him. Don't let it trouble you that you may appear in a poor light because you do not know the answer to some question which a citizen asks. Much greater embarrassment may result if you give out incorrect information and your office is later held accountable for your statements.

In the course of your work you may learn many things about the City's business which should be regarded as of a confidential nature. Respect these confidences. Some people have the mistaken idea that because an office is a public one, anything that happens there or anything on file there is public business which anybody has a right to know all about. The truth is that, as a great business institution, every public office has confidential matters in its care, and you should leave the decision to your superior officers as to what may and what may not be told to outsiders. Large business organizations expect their employees to respect such confidences, and the City has the right to expect the same of you.

d. The Social Security Administration, borrowing an excellent statement from the Department of Agriculture, tells civil servants who is the boss.

In a democracy there is no place for the civil servant who cannot recognize what his real boss looks like. His real boss is not his superior or the chief of his bureau. His real boss is the American people, represented perhaps by the impatient man sitting in the front office drumming his fingers on the desk while he waits. This boss may not always be impressive in appearance. Since he is generally a man who works with his hands — a plain American citizen — his clothes may be soiled, his fingernails dirty, and his hair uncombed. He is eager to be on with his work and the impatient way he squirms in his chair may make you nervous. He's your boss, this man, and he may be a tougher one than the man you think you work for. He's sensitive and at times appears to be unreasonable. You may have a good program, an efficient organization, a good line of talk and some readable publications, but if you and your supervisor cannot serve his needs he may want to fire you and your whole outfit. He has work to do and he wants to be on with it.

He may be prejudiced against you from the start. He's heard a lot of things about Government employees and naturally believes many of them. . . . Sometimes he thinks you act self-important, put on airs, and generally give evidence of having forgotten that you are merely a small instrument in this Government of, by, and for the people.

The relationships with your boss in the office are but a few of the many that you have. What "telephone manner" do you, and your supervisors and your secretaries have? A few impatient words over a telephone may destroy more trust and confidence than you can build in a year.

What sort of impression do you make in your speeches? Too many representatives carry the jargon of their bureau or profession into their talks before groups; many others use unpleasant words or phrases that might be more tactfully put, or translated into more acceptable terminology. The speaker should seek always to make himself understood without "talking down." He should speak with the attitude of one who is reporting to a superior who is not possessed of the same technical training as the speaker.

These small day-to-day evaluations of your work for your boss — the American people — will serve to remind you of the attitude which must be reflected in your behavior. And in evaluating your work, if you will think of the plain citizen who comes to see you, or whom you go to see, as your employer, your attitude toward him and his duties toward you will be more improved than if you think of him as an economic abstraction, a political difficulty, an annoying problem or a plain pest. If you prove to your citizen-boss that you are friendly and willing to serve, you will find his attitude toward you changing. This is not a superficial courtesy or "glad-handing"; it is a reflection of a genuine sense of obligation toward the public, a feeling that this man is paying you to help solve his problems, that his problems are your problems.

DISCUSSION: These passages, one somewhat negative in tone, the others more positive, are addressed to employes and concerned with public relations. Each passage by its tone and content reflects the employing company's appraisal of the ability and willingness of its staff to represent the company adequately in meeting the public. The New York Central Railroad's handbook urges employes to inform themselves fully about the company; the City of Milwaukee urges civil service workers to be cautious in talking of city affairs since they are not expected to understand policies and problems.

Let the study group resolve itself into a committee to prepare employes of a particular agency to be good interpreters. Consider first the internal relations between management and workers. How can you put the matter of courtesy before employes without implying discourtesy on their part? What responsibility should management take for keeping employes informed on matters about which they might be questioned by the public? Would you take pains to make them more aware that public relations is a part of their jobs? What would you add to the points brought out in these four examples?

Circle Two—The Volunteers

Volunteers are one of our greatest sources of potential strength.

Do you believe volunteers should be told as much as they are ready to absorb about your agency's work? One agency replies to this question with an emphatic "yes."

a. Maybe in your organization your volunteers are so educated, so inspired, and so devoted that they don't need cultivation. Well, ours aren't. Maybe once you get "leaders" you can forget them, except when you ask for their annual subscriptions. Well, we can't. Maybe volunteers are not terribly important to your organization. Well, they're the lifeblood of mine.

So the Y.W.C.A. encourages me to spend a lot of time writing and putting on skits. Skits that try to translate the Y.W.C.A. budget in terms of girls. That try to tell to volunteers who weren't there what happened at the national convention. . . .

Sometimes we even tackle so-called "hot-spots" – Why do household employees want more regular hours and better pay? Can an industrial worker be a good member of a union and a good member of the Y.W.C.A.? Can a business girl really do anything about world peace? Can colored and white girls be friends? Are board members human beings?[1]

The Community Service Society of New York plans assignments for volunteers which indirectly add to their usefulness as interpreters. As Clare M. Tousley, director of the Department of Public Interest, says in explaining their volunteer assignments:

b. Most laymen, once they begin to understand and learn, want the same standards for their fellow man that we want. So it all boils down to "How does Mr. Public learn?" It will help us to reflect that it was not so long ago that we case workers were rank laymen as we entered schools of social work and started our first work with clients. How did *we* learn? Not by having some trained person spray knowledge on our passive selves. No, we learned by participation in reality – by the "progressive education" methods of hearing and seeing and doing for ourselves.

Well selected laymen who have been promoted right up through the agency are social work's best and most powerful friends. As "double exposure" allies, people who are exposed constantly to lay thinking and social work thinking, they can become liaison leaders for us in the community. . . .

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1. Abel, Barbara, *Follow the Leadership – and Other Skits.* The Womans Press, New York, 1938.

Several such liaison persons are now doing effective work for the Community Service Society. They are important in the recruiting of other laymen and in interpreting our work to non-professionals. Most of them began on some district community project and later, as they developed, were given some segment of a carefully selected case to work on where the treatment was carried by a case worker. The volunteer whose project got her around the community where she could learn for herself and become familiar with the sights and sounds of her city seemed to take root best.

During this past year, our service volunteers have carried out a variety of assignments. Working with our Housing Committee, they made inspections of dwellings where housing violations had been reported. For our Department of Educational Nursing they made spot maps showing the distribution of the nursing case load, escorted children and old folks to clinics, obtained medical reports from hospitals. In our family service office, volunteers assisted the case workers by escorting children on outings; contacting schools, settlements, day nurseries and employers on behalf of our clients; visiting neighborhood organizations to collect information on community resources; tutoring children, and so forth.

A second group, totalling 263, served on our board and committees. Besides their policy-making and fund-raising work, they took on other jobs. One group conferred with and helped the staff to launch a hostel for teen-age girls. In our Queens district office a strong lay committee has been working to mold public opinion on behalf of social work. First they informally polled their community and were astounded at the gap that existed between the case work program in Queens and the average citizen's understanding of it. Next they invited to Queens headquarters a succession of key citizens who advised on ways of bridging the gap. Now, with the aid of the staff, they are carrying on a many-pronged educational campaign. New ideas are marching up the streets of Queens and routing prejudices about social agencies. Still other volunteers, agreeing with the CSS that social agencies need to go into partnership with civic agencies on various matters, have worked as our representatives to the Public Education Association, the Citizens' Committee for Children, the Women's City Club, and others.

All of the above illustrations of volunteer service could just as well be defined as interpretation of the agency. For these laymen have gained a first-hand knowledge of the needs of the people – and they don't keep it to themselves. Wherever they go they bring with them understanding of our organization and the field in which it operates.

DISCUSSION: Review the way in which your agency interprets its work to volunteers. Do they understand more about the agency's work than their own part of it which may be a small one? What, if anything, would you add to the agency's program of volunteer information?

Circle Three—Clients

When you provide a social or health service you have many occasions to interpret it to persons at the receiving end. You offer it to prospective users; explain who is eligible by law, membership, or payment of a fee to receive its benefits; and tell how to get the best results from it. You try to dispel fear, embarrassment, or aggressive attitudes which hamper good relations between client and agency.

The way this interpretation is given (whether it talks down to people, is hard or easy to understand, is helpful or forbidding) expresses an attitude of the agency toward its clients. Both tone and content influence the way clients will feel toward the agency.

Study the passages in parallel columns below. They are quoted from handbooks issued by local housing authorities to occupants of public housing units in two widely separated cities:

a

This pamphlet is the Tenant's Handbook referred to in your lease. It is also a welcome to you from the Management in this public housing community.

Homes such as these have been built in many localities throughout the United States. Our government has assumed the responsibility of providing homes for those citizens who have been unable to secure decent housing.

You will soon see that these projects have been designed and built so that they will be the best possible place for you and your children to live in. The success of these homes all over the country has been due to the full cooperation which has so happily existed between tenant families and the Management.

The Management is always at work keeping the buildings and grounds in the best possible condition. But the Management is not only your landlord. It is also your friend. It wishes to be helpful to you and your family because, above all, it is interested in your welfare and happiness.

First Inspection

At the time you move into your dwelling you should inspect the floors, walls, ceilings, windows, and all equipment including window shades, and even such small items as the pull chains on the electric light sockets and the catches on the kitchen cabinet doors. Report promptly to the Management Office anything that is in need of repair. If you do not report items that are damaged or in need of repair *within one week,* you will be held responsible for the damage.

Walls, Ceilings, Doors, Trim

Because the rent you are paying is so low, re-decorating cannot be done oftener than about once every three years. However, you can and should clean the walls, ceilings, doors, and trim with a wall-paper cleaner or with a soft cloth dampened with a mild soap solution. Use a soft cloth soaked in clean water to wipe off the soap film, and dry with a soft towel. Be careful that the water does not get into electrical outlets, because serious damage may result. If you use kitchen cleaning compounds or other substances containing grit or lye on the walls, ceilings, doors or trim, they will ruin the finish.

b

You and Your Landlord

No matter what state you came from, you'll find neighbors among the residents of Tacoma's three war housing communities. Every state, plus Canada and Australia, is represented in the population of 2,500 families. Leading the list are Washington with 28%, Oregon with 16% and California with 15%. Texas, Louisiana and Mississippi have contributed many families. Most of the recent arrivals are from the Dakotas, Wisconsin, Minnesota and Illinois.

Maybe you don't like people from Patagonia or anybody who plays the ocarina. Friend, our advice is to smile good morning and forget about Patagonia. We'd hate to see any of our residents get taken in by the ideas of a demented European paperhanger and his two-bit propagandists in this country. A thing we all like about the United States is that this country is big enough for all races, all creeds. We want to keep our housing communities that big, too.

Repairs: All maintenance of plumbing, electrical fixtures, stoves, iceboxes and woodwork is done without charge, unless the resident is at fault. Don't let children under 2 play with sledge hammers.

Painting: Every resident moves into a freshly cleaned house, and repainting is done at least once in four years. If you want to brighten up your home, we'll supply all the paint and soap you need. Floor wax is free, too.

Painted Surfaces: The rosin emulsion paint used on the walls is hard to clean. Ask your manager about special cleaning preparations and encourage the children to draw outside. At Lincoln Heights, soap and water may be used on the walls.

Plumbing

Do not put garbage, grease or even coffee grounds in your kitchen sink. The drainage system may become clogged if you do. If you are responsible for the clogging of a drain or a grease trap, you will have to pay not only for the removal of the obstruction, but for any damage caused by overflowage as well.[1]

Plumbing: Don't get sore at the fixtures — they're all we have. The basins and bowls are not made of cast iron, but if you treat them like your best dinner plates they will last. . . . You can get enough hot water from the hot water tank if you carefully follow the instructions for firing the range.[2]

DISCUSSION: Note that both of these handbooks are friendly and seem to be carefully planned to set a desired tone in management-tenant relations. What are the differences? You might take a fresh look at your own communications addressed to clients and prospective ones. Invite members of the study group to comment on a booklet or letter or bulletin addressed to this public. What kind of relationship did you hope to foster? Does the piece under discussion appear well adapted to its purpose?

Circle Four—Co-operators

Regular exchange of information among co-operating agencies and individuals is vital.

One important co-operating group of most social agencies is made up of the ministers of churches of all denominations. The Council of Social Agencies of Chicago and the Church Federation of Greater Chicago co-operated for many years on a series of annual study courses and lecture discussion meetings, designed to further promote co-operation between ministers and social workers. Some of the discussion topics have been: "Personality Problems Viewed in the Combined Light of Psychiatry and Religion," "When the Family Brings Its Troubles to the Minister," and "Ministers and Social Workers Facing Community Problems Together." The attendance at these meetings grew from an average of 75 in the first year to a high of 400 some ten years later.

One definite result of these meetings has been a growing number of small neighborhood conferences among ministers and social workers, conferences based on neighborhood situations in which churches and social agencies were both concerned. Another is a referral service (referral to social agencies) set up in the Church Federation for the use of the clergy.

DISCUSSION: Invite a member of the group to name some of the agencies, officials, and other co-operators whose understanding and teamwork are important for getting the best results from his agency's work. Then he might be asked to list the regular means of communication with these groups, giving special attention to ways in which co-operators are kept up to date on changes in policy, staff, and program. Are the agency's present methods of interpretation adequate?

Circle Five—The Contributors

In preparation for a talk on "The Contributor as a Public," David Church, at that

1. Chicago Housing Authority, *Tenant's Handbook.* Chicago, December, 1941.

2. Tacoma Housing Authority, *Short Cuts: Answering the Questions of New Tacomans.* Tacoma, Wash., February, 1945.

time public relations director of the National War Fund, asked a friend, who was both a frequent contributor to social agencies and a meticulous keeper of personal records, what response his gifts had brought.

The contributor agreed to go over his records and check what happened *after* he had made a gift. The letter which appears below is his report:

Dear Church:

You asked me about my contributions and what they brought me in the way of acknowledgment and information. I have gone into my records and am left a little disillusioned.

The record is this, with the gifts mentioned more or less in the order of their size.

1. My first gift was to a national campaign. They gave me a nice button to wear in my lapel and a sticker to put in my window. I haven't heard from them since.

2. My second gift was also to a national campaign. They also gave me a badge and a sticker. I haven't heard from them since either, but I expect to for I see by the papers they are about to launch another campaign.

3. My third gift was to a group of welfare agencies, and was made through solicitation in my office. I have a vague recollection that some time after the gift was made a poster was placed in our office which said "Thank You," but I have no idea what my money really accomplished. It was nice of them to say thank you, however.

4. My fourth gift was to a welfare society. These people must like me. They send me a weekly bulletin on their work, except during the summer months. Some of these bulletins are routine but most of them I enjoy reading. They also send me their annual report, and about once a year I get a letter – processed to be sure, but very human in its content, from their President. Somehow or other I feel more or less as though they had taken me into their family.

5. My fifth gift is to a church out of town – my wife's church, which we never attend. Nevertheless, once a month we get a copy of the Church Bulletin with a digest of one of the rector's sermons. I like his sermons and I like his church.

6. My sixth gift is to a health organization. They send me their annual report. It always has an attractive cover and is beautifully printed, but the contents seem to be largely accountants' certifications of their finances. I have no mind for figures, and this annual report gets to my waste-basket pretty quickly. I am without knowledge as to exactly what this agency accomplishes but I do think they are extravagant with my money in producing their annual report.

7. My seventh gift is to a church in my own neighborhood, which I attend too rarely to be considered a parishioner. However, once a year, a neighbor calls and asks me for a contribution which I make. That ends it all for a full year, which is probably not too good for my soul.

8. My eighth gift – or gifts, I should say – is to a hospital which in the past has served our family well. About every three months I get a timid little appeal from them and within forty-eight hours after I send my check I get a very genteel letter of thanks. I sort of like them because of their timidity and gentility.

9. My ninth gift is to a sectarian organization combining a number of social work agencies. This appeal always comes to me from a close business associate. I have no affiliation with the denomination concerned, but I give. I always get a very prompt letter of thanks and that ends it all for a year. I sometimes think my motive in giving here is in response to a very gentle sort of blackmail.

10. My tenth gift is to a youth organization in my own neighborhood. Once a month they send me a mimeographed bulletin. It is badly written and it is badly produced, but bless their hearts they are trying and they have my affection.

Finally, I find I give each year to several other smaller organizations – small amounts to be sure – and I have no recollection of receiving anything from any of these except appeal letters. There are nine of these organizations which take my money and then ignore me.

Now to recapitulate. It seems I make nineteen contributions a year.

Twelve of these organizations appear to want only my money and care little about my interest.

Three of these organizations seem to make a feeble attempt to hold my friendship and interest.

Only four do a real job to hold my support and make me proud to be among their givers.

This is all very disillusioning to me. It causes me to consider why I give. I am afraid I give out of sheer habit to some and to others because the right people ask me to give.

You have made me think. I am going to change my giving habits.

Thanks for bringing this all to my attention.

Sincerely yours,

Circle Six—Key Persons

These people speak for you to their constituents.

An incident which points up the value of key persons as a selected public is here related by the general secretary of the Y.M.C.A. of Elmira, N.Y. This account first appeared in the agency's bulletin.

Every time we start thinking about the Community Chest Drive or the War Fund Drive, sooner or later someone says, "Look at the money the 'Y' must be making with all of its rooms rented. Why should it need money now?"

From past experience we discovered that this question usually came from the industrial worker who did not have all the facts. So, with this in mind we had a meeting with two of the key men in our central trades union.

It was suggested that the union select its best critics and have them attend a meeting at the "Y" with the general secretary. These two representatives were told that all questions would be answered regardless of how personal they might be.

The following week at our regular staff meeting this matter was discussed, but the staff didn't think much of it because summer activities were light and it wouldn't give the union men a fair sample to judge by. The physical director asked, "Why a Monday night? The women are in the pool and all we have on in the gym is badminton. Can we change the date?" It was explained that the union had set the date. It was to be at their convenience. Said the boys' secretary, "The girls use the boys' department on Monday, so it will be impossible to show them any club meetings." Said the business secretary, "Let's fix up some meetings and have some activity anyway so they can see what is going on." This was discussed for a while and then thrown out because it would have been superficial. It was agreed that we would show them the "works" regardless of what night it was or what activity was on. It was also agreed that the general secretary should meet this group without any committee. We would be prepared to answer questions about baseball, boilers, buying or budgets. We would put on no show. . . .

The group assembled in my office and I met each man. They were tool makers, bakers, bus drivers, printers, foundry workers. After meeting them, I outlined what I had in mind and off we started for the boys' department. They were interested in the swimming emblems, and I explained our system of swimming. Then I called the boys' secretary and he told them more about the individual tests. In the gym they watched a hand ball game between the physical director and a member of a local union. This wasn't "fixed" either. Going down from the gym to the locker room, we bumped into the business agent of the bakers' union, who is a good hand ball player. They asked this fellow a few questions about the "Y" and got favorable answers. Some girls were playing table tennis in the boys' lobby, and the men asked if this wasn't unusual – for girls to be at the YMCA. I told them we set aside a definite time each week for girls to swim, and Monday was their night. These girls were waiting for the lifesaving class to start. We then made the rounds to see the rest of the building. . . .

After the tour we came up to my office and soft drinks were served. We talked about what

they had seen, and then they asked the questions they had planned.

"Who does the painting?"

"Why didn't we see the laundry?"

"Who does the printing?"

"What free things do you have for boys?"

"Why can't the 'Y' operate without support from the Community Chest?"

"Does your camp pay for itself?"

"Where do you buy your coal?"

Along about here I received a telephone call from a mother whose soldier son was reported missing. Although it was not a long call the men could hear the conversation, and when it was over I explained to them what the War Prisoners' Aid was all about. (They knew about the Red Cross service, but didn't know about the "Y's.") This enabled me to drop some information about the World's Service Committee and our foreign work with the soldiers in distant places. They were interested in the Prisoners of War Program and took many notes about its operation. I then gave all of the men copies of the recent Army-Navy Bulletin and a copy of Dr. James Lee Ellenwood's story, "One Hundred Years and Here We Are."

This was a very friendly meeting with no feeling of enmity. If these men were the "kickers," they certainly didn't show it at the meeting. I called the organizer who had arranged with the men for the meeting, and his comments were very favorable. The men went away with a sound basis for understanding the "Y." They had received information that was reliable, and the incidents that had occurred had proven to the men that the stories they read about really happen. The organizer said, "I believe you will find that from this meeting a better understanding will be created."

Circle Seven—Special Publics

If you are lucky enough to be able to prepare special materials for certain specific groups in the community, you start off with a tremendous advantage. The more homogeneous your audience, the more accurately you can gauge its interest; and the closer your material comes to the everyday interests of your audience, the greater are your chances of success in any informational program.

Once you have narrowed your public to a single common denominator — once you have established the fact that you are speaking only to parents or school children or policemen or doctors — you can begin with what interests *them,* tell your story in *their* language and build your message around the experiences you know they have shared.

The Community Fund of Canton, Ohio, exploited this advantage when it prepared a special fund-raising piece for businessmen and industrialists. Out of all the possible motives for contributing to the Fund, two were selected for emphasis in this special-audience appeal. The first was cold logic, expressed in terms of dollars and cents. One page of this four-page folder was given over entirely to excerpts from an article on the relation of gifts to taxes. Here is a representative quotation:

> Let's see how it actually works out in the case of Mr. Fairneighbor, a retired business man with an annual income of $100,000 from investments. His gift to the local Chest is $10,000, which reduces his taxes by $6,777.00 (according to rates in the new tax bill just passed). Thus his net cost in supporting local social services to the tune of $10,000 is only $3,223.00. Instead of paying the $6,777.00 to the Collector of Internal Revenue, he has had the pleasure of assigning it to the welfare work of his community.

On the facing page, the second theme appeared. Based on the philosophy of free enterprise, it echoed, on behalf of the Fund, exactly the same sentiments which spokesmen for business and industry have so often used as their own theme. Here is the burden of the message:

We Americans are the only people in the world living under a democracy. All around us are foreign "isms" and ideologies. In this period of tremendous uncertainty, we must hold fast to the few voluntary endeavors which we have; and by our example, encourage others to accept their full share of those responsibilities, outside the realms of government, which citizenship in a democracy entails.

Those of us who have accepted the voluntary responsibility for making this Community Fund function are forced to call for assistance from those citizens who have the largest stake in the community. In order to counterbalance known losses and to secure the additional funds there are three courses open: We must receive increases from present supporters, or tap new sources of income, or both.

This is the American citizen's year of voluntary sacrifice!

DISCUSSION: What motives would you choose and on what pegs would you hang a similar special-audience appeal directed particularly to lawyers? To school teachers? To union members?

Circle Eight—General Public

This is the great mass of unassorted people who read newspapers, listen to the radio, see the posters of the community chest, and attend motion pictures.

By its very nature this inclusive public is familiar to all of us. "Nearly everybody gives," says a community chest slogan. All the year round, window displays, headlines, and radio spot announcements proclaim a drive to secure funds or action from the general public.

DISCUSSION: Have you something to say to this large and unassorted group? It is easy to fall into the error of addressing the general public on the premise that everyone *should* be interested in your agency. The study group might discuss the following list of topics or another of its own making. Which ones are of interest to a general public in your community? Which ones are not, and why?

1. The need for a hospital for the mentally ill.
2. Employment opportunities for the handicapped.
3. Low-cost housing developments.
4. The work of an agency serving immigrants.
5. Relief for victims of a disaster.

If you decide to tell your story to this largest circle, will you present a "mass appeal" to the whole group? Divide the public into special interest groups? Use both methods?

IN CONVERSATION

YOUR AGENCY'S simplest, most informal relationship with the public is shared by every member of the board and staff. It begins with the voice of the telephone operator or the reception clerk, continues through every daily human contact of the entire personnel, and never ends. Whether or not we recognize it as publicity, individual conversation is one of the main factors in shaping public attitudes toward health and welfare work.

Much time and thought have been spent on developing the techniques used in other relationships, but comparatively little attention has been paid to this very important form of interpretation. To be sure, many community chests — taking a tip from business — give careful instructions to their house-to-house campaigners. The public health nurse who goes from door to door checking up on vaccination or some other aspect of child health is usually well briefed on her conversational approach. So, too, is the case worker or counselor when the interview is a professional one.

But greatly outnumbering such occasions are the opportunities continually offered to each of us — opportunities to defend or explain the health or welfare job, or some specific part of it, to members of our families, to friends and acquaintances, to the landlord, the baker, or the employer of a client. How do you use these opportunities? To make speeches or preach sermons? To sidestep the issue completely? Or to gain the confidence and goodwill of the listener today, leaving a door open for another chance to tell him more of the story? Or perhaps to introduce him to someone else who will have a better answer to his questions?

You can't be a sparkling conversationalist? Perhaps not. But you can be friendly and direct. You can meet a questioner on his own level, and avoid talking down or up to him. You can either be accurate in your statements or frankly admit that you don't know. And you can avoid using the professional vocabulary in your non-professional relationships.

If in each daily contact you leave the impression that social workers are honest, competent people, claiming no divine right to remake the world, and able to appreciate the other person's point of view; that social work is skilled and important work; and that the people served by social work are no better and no worse than other folk, but just a cross section of the human race, then you will have made a long step in good public relations.

Discussion Suggestions

Typical situations in which conversation is an important tool are illustrated: answering or using the telephone; contacts in the course of a day's work; answering criticism; and asking for service, gifts, or information in interviews.

1. The Telephone in Public Relations

Your agency's most informal relationship with the public begins with the telephone operator or the receptionist.

Each agency has its own problems in telephone relations with the public. Perhaps the agency name is too long to say quickly on the telephone, but abbreviations like A.D.C. or J.W.B. are familiar only to an inner circle. If the same person operates the switchboard and receives visitors, she may be too busy at rush periods to be courteous and helpful. Perhaps some of the clients speak broken English; at the reception desk, callers who are embarrassed, bewildered, or afraid, hesitate to tell their problems.

All members of the staff are concerned with the study and solution of these special problems.

a. Your telephone company is prepared to help you in at least three ways to improve your telephone relations with the public. They will supply booklets dealing with various phases of courteous telephone usage; they will send an expert instructor to work with your operator or hold a meeting with your staff; they will show films which dramatize right and wrong techniques in using the telephone.

b. The direct personal approach is generally accepted as the most effective in getting quick action. It is used in recruiting volunteers, in getting the voters out at election time, in lobbying, or in rallying public support for legislation. The telephone is widely used in this approach, and its use has been developed on a team basis by many organizations.

Local leagues of women voters, for example, operate "telephone chain gangs" which work something like this: A chairman and a committee of five to ten members act as the telephone corps to radiate quick instructions and appeals to the entire membership of a local league. On instructions from the board, the chairman calls each of her committee members and relays the summons to a meeting or a request for action. Each member of the committee is responsible for passing on this message to five to ten other league members, for each of whom she keeps a card with such pertinent information as the telephone number and the most convenient time for calling. Since the system presupposes that each committee member calls the same five to ten women each time, the calls become friendly contacts rather than impersonal requests. Members of the telephone corps are chosen for their tact and pleasant telephone manner. Prolonged calls, or calls which are obviously unwelcome interruptions, are carefully kept to a minimum.

Mrs. Ruth Bornn, vice-president of the New York League of Women Voters, reports that this system is particularly effective when the objective is clear-cut and the action requested is simple. She points out, however, that "when you have to inform your people as well as incite to action, you

have a much more difficult problem, and then you must supplement the call with something in writing as well. When the subject is so controversial that public opinion is divided into warring camps, the telephone call provides a limited means for discussion – better than simply mailing printed pieces, but best when supplemented by discussion groups."

2. *Everyday Conversations*

Although many a health or welfare organization leans heavily on its staff contacts to make its services known, there is too little awareness that these everyday conversations directly and indirectly create opinions, good or bad, which spread through the population like germs, sometimes getting beyond control.

Here is the record, familiar in its main outlines to many social agencies, of a case worker's contacts with the numerous people who became interested in one family because of a lurid newspaper story:

An evening newspaper ran a story headlined: "Spring Will Be Too Late – It Must Be Warm Soon or a Baby May Die." The article told that a family in dire need, living in a house without light, heat, or running water, had been reported by a neighbor and visited by a reporter. Three small children were found hungry and cold. The mother expected a fourth very soon. Their father was in jail for abuse and neglect of his family. The whole picture of wretchedness was extreme, and the story as reported in the newspaper was complete with names, home address, and a picture of three appealing children clinging to their young mother.

Because this is a book about interpretation, we are concerned here only incidentally with the family problem itself and what was done about it. As is so often true in these instances, neither the human beings nor their troubles were as simple as appeared on the surface. The unusual feature in this case was the way in which the family case worker, assigned to give emergency aid, dealt with the outpouring of sympathy and offers to help, as well as with the criticisms of social work in general. For the story brought a flood of responses from the newspaper readers.

First there were the telephone calls to the community chest and the family society. A retired vice-president of a public-utilities company offered $20, if needed (this in addition to his chest campaign pledge); Mrs. A. could spare a bassinet and baby's bath; Mrs. B. wished to give an iron crib and baby clothes; Mrs. C. would collect a large box of clothing; Mrs. D. was already securing gifts among her friends. Checks and cash were sent to the newspaper and the family.

Callers came to the house: an elderly man from a veterans' home bringing small packages of food which the men of the home had saved; an unidentified woman who asked questions, looked around, and returned later with purchases of $150 worth of food, clothing, and bedding. Several angry citizens demanded of the community chest why such a thing could happen and why nothing had been done.

Finally, there were the many persons and agencies already involved in the situation or brought into it from day to day: the landlord's agent, the landlord, the neighborhood doctor, members of the hospital staff, the policeman, the relief worker, the protective worker, and many others, each needing to be pacified or explained to or called in to help.

The case worker telephoned, wrote to, or talked with everyone who offered gifts or service. This often meant finding a tactful way to refuse a gift. For example: offers of additional fuel, articles of furniture, and clothing were met with the assurance that although they were not needed at present, "we will be glad to ask for them if they are needed later." Or it was suggested that since the family could not use all the clothing, the Society would be very glad to give the offered articles to another family in need of help.

Letters of report, like the following, were sent:

My Dear Mrs. ——:

Remembering your interest in the newspaper story which appeared in the News last week about the Harper family, I thought you might wish to know that so many people responded with offers of assistance that Mrs. Harper has been almost overwhelmed with kindness. We have been able to help Mrs. Harper complete plans for her confinement and for care of the children and household during that period. We expect to keep in touch with her for awhile to help her decide on some other problems which are troubling her. Your offer to provide coal was very generous, but Mrs. Harper received some about the time of your call, so I did not telephone as you requested. As with many other families whom we know, illness and emergencies do contrive to stretch meager budgets so far that often such gifts are extremely welcome and necessary.

We hope you will feel free to call our agency again.

Sincerely,
(signed by case worker)

Some of the personal contacts in this case reached out to include sizable and important publics. One chain of relationships led from the neighbor who first told the newspaper about the family, to the Parents' League of which this neighbor was a member; to the school the children attended; and finally to the district school supervisor. At the end of this chain the case worker and the district secretary of the Society met with representatives of all the schools in the district. At this meeting the secretary explained the agency's services and, says the record: "At the request of one of the principals a list of social agencies and their functions as related to this particular district was later sent to all principals and supervisors."

Another such contact occurred on the day after the newspaper story appeared, when the case worker met the newspaper reporter at the family's home. The reporter by this time realized that the situation was much more involved than she had supposed. The publicity had brought unexpected, and to her, very confusing complications. The case worker recorded that "the reporter remarked she was a bit sorry they had gotten into this situation and asked what I thought could be done and what she could tell people who wished to send more coal and give money." As a result of the case worker's explanations and her willingness to take over the responsibility, a follow-up story appeared entitled "Kindness Warms Home — Citizens Rush to Help Desperate Family." The story went on to tell of the Family Society's assistance, its plans for hospital care and care of the children, and gave reassurance to the readers that everything would be taken care of.

The case worker's task of interpretation here was many-sided. The simplest of her problems was to show appreciation of sympathy and to provide an outlet for generous impulses. Not quite so simple was the task of letting these many people of goodwill know that the Society could perhaps do a better

job than they could. This was done partly by explaining that the family needed help and advice with added problems. Some people were told, too, that many others had responded generously; when the giver showed understanding, the worker invited agreement that the large number of responses was in some ways wasteful and harmful to the family.

A more difficult task was to meet the disillusionment which set in as persons who came to the home or became involved in the family's affairs found Mrs. Harper not so "worthy" as she had seemed at first. The president of the Parents' League reported that "persons previously interested in the family were pretty well disgusted and they refused to contribute any more help." Here the case worker, who had known almost from the beginning that the woman was incompetent, unreliable, and sometimes nearly hysterical, had to dwell on Mrs. Harper's great devotion to her children and the children's love for their mother. For it was necessary to prevent or delay breaking up the family until it became quite clear that it could not be held together.

DISCUSSION: Members of the study group may recall ways in which they took advantage of opportunities for interpretation which occurred in the day's routine work.

To follow up this discussion, the group members might agree to record for one week all contacts which offered a chance to explain their work to persons not immediately involved in a service. The record may show that the contacts were scattered, casual, and on the whole ineffective in increasing goodwill or making a service better known. This may be unavoidable, but perhaps the fault can be traced to one or more causes which can be corrected. What does the group recommend?

3. A Vocabulary for Conversation

One of the commonest difficulties in everyday conversation lies in talking about a technical subject in non-technical words which will be easy to understand.

Here are two instances[1] in which workers took definite steps toward solving this problem:

Mary P. Connolly, formerly the Director of the Health Education Division of the Detroit Department of Health, made a study of certain words and terms used by the department's employees in their work with the public. In this study, Miss Connolly undertook among other things to learn what the term "inciting agent" (a "sacred cow" to public health workers) meant to different groups served by the health department. The most interesting definition received came from a well-informed woman who said the term "inciting agent" might be a Fuller brush man! Miss Connolly also learned from her study that mothers disliked such terms as prenatal and postnatal. It simplifies matters both for the health educator and the mothers to supplant these cold terms with such phrases as "before the baby comes" and "after the baby is born."

A health educator in Tennessee who undertook a sanitation project in a rural community commenced his work by issuing instructions for the removal of all debris. He might just as well have addressed his public in a foreign language, for debris was an unheard of word in the community. But results were obtained when families were requested to clean up their property.

Whether your subject is sanitation, nursery care, budgets, home safety, family welfare, or something else, it is best to try out

1. From "Credit Lines," in the *American Journal of Public Health*, April, 1941, p. 373.

on the public the technical words most frequently used by your staff.

4. Answering Criticism in Conversation

It is good practice in public relations to avoid the defensive position whenever possible. Yet much person-to-person interpretation consists mainly of answering critics, doubters, and name-callers.

For examples of ready answers to critics we turn to the WPA,[1] which though dead, is not forgotten. Its ghost still walks – the ghost of the welfare agency most subjected to ill-deserved criticism. Here are some good brief answers to criticism:

a. Harry Hopkins (Administrator of Works Progress Administration) "urged would-be critics to judge the WPA as critically as they chose but to judge it on the basis of projects they could see with their own eyes. 'Go and see the improvements in your own community,' he urged. 'We will rest our case on what you find.' "

b. Howard Hunter told the "name-callers": "Shovel-leaners just can't build the Los Angeles Airport, the Chicago Outer Drive, the parks in New Orleans and the East Side Drive in New York, the thousands of miles of improved roads, the thousands of new school houses."

c. President Roosevelt took up the challenge that the projects were a waste of money by declaring that he already knew that 5 per cent of the projects were of questionable value, but that he was proud of the fact that 95 per cent of them were good. "I know," he added, "that the American people cannot be fooled into believing that the few exceptions actually constitute the general practice."

d. The jokesters used the WPA unmercifully, and still do. One effective technique was to go along with them by telling a funny story which did not contain the implied criticism. A really amusing story, if deftly introduced, and *if your critic has a sense of humor,* may sometimes disarm a stubborn adversary. A good laugh shared is common ground. But this method must be used with care; if in doubt, don't. Here is one story that was used many times, with good results:

> It was flood time in southern Illinois, and WPA workers had manned the boats all night. A rescued woman was looking for her husband. "The last I seen of him," she told the Red Cross nurse, "he was settin' on the roof of our house goin' down the river. And the last thing I heard him say was he'd be danged if he'd be took off by one of them Democratic boats."

DISCUSSION: After discussing these approaches to critics, the group might experiment with applying similar methods to some agency currently under fire.

5. Interviews

An interview is a special kind of conversation. As it is usually arranged ahead of time, you can prepare for it.

a. Perhaps your part in an interview is to supply background information to the influential person who is to present a request of some kind on your behalf. For example, Mr. A., a member of your board, has agreed to call on Mr. B. to solicit a contribution to your agency. "Can you give me some notes or a statement of some sort?" he asks you. "I'd like something to refresh my mind on the main facts about the agency and some good examples – perhaps some results of your work, the kind of thing that would interest Mr. B."

1. The first three of these examples are quoted from *The WPA and Federal Relief Policy,* by Donald S. Howard. Russell Sage Foundation, New York, 1943, pp. 155 and 258.

How many social agencies have the foresight and take the time to prepare background information which their constituents and supporters can use in such interviews?

The Kansas City Council of Social Agencies prepared a five-page mimeographed blend of facts, figures, and case stories for speakers in their foster home campaign. This brief had the unusual merit of being as useful for informal interviews as it was for platform speeches.

After a few introductory sentences explaining the purpose and sponsorship of the campaign, the material switched to questions and answers like these:

Why Are These Homes Needed?

. . . Some of these youngsters come from homes where the parents are separated. In some cases the mother may be ill and a home needed until she recovers. A few have been deserted or are wards of the court. . . .

Can These Children Be Adopted?

No. In practically every instance these children have parents of their own to whom they hope some day to return. They need temporary care, varying from a few weeks to fifteen years, and you have the satisfaction of watching a youngster develop into a healthy, normal boy or girl. Homes must be available on a temporary, "lend-lease" basis.

What Are the Factors Which Make a Good Home?

Very much the same surroundings you would choose for some member of your own family.

(1) To protect both yourself and the youngster, all members of the family should be in good health.
(2) You should have time, patience and affection to give a child and agree, as a family, in wanting him or her in your home.
(3) Income should be sufficient to take care of your own needs as the monthly board paid by an agency will be nominal and will cover only the child's expenses.
(4) Have adequate room for another youngster.
(5) Be within a 40-mile radius of Kansas City — all Kansas homes offered will be referred to Kansas agencies.
(6) Both white and Negro homes are needed.

What Happens if the Foster Parents Want to Give up the Child?

The agency assumes responsibility for placing the youngster in another home.

Can You Give Us Some Specific Examples of Children Who Have Been Placed in Foster Homes?

We are including several true stories taken from the actual records of the sponsoring agencies. Use one or more of these in outlining the need for homes.

The five briefly told stories which followed were all easy to remember and easy to retell.

DISCUSSION: Here the retelling of the campaign message is provided for by answers to expected questions and by illustrative case stories. What other methods can you suggest which will make it easy for your spokesmen to talk with confidence and accuracy as well as contagious enthusiasm?

b. The passage below is part of a story called "Only a Conversation."[1] This was published many years ago, when our present social security system was a dim hope instead of the present accepted reality. The excerpt quoted here shows how a government interviewer gives a very simple, groping woman the experience of thinking beyond her own troubles and becoming herself a spokesman for a cause. Although this particular story is fiction, the way the government interviewer meets the mind of this

1. By Viola Paradise, in *The Atlantic Monthly*, vol. 131, no. 1, January, 1923, pp. 81–93.

woman shows a much-to-be-desired skill in conversation.

A staff member of the Children's Bureau, studying child labor in oyster canneries, is talking to Mrs. Kazalski, who has been led by the boss to be suspicious of the "government ladies." Miss Egmont has asked Mrs. Kazalski what she herself thinks about having her children work. At first the mother is resentful.

Yet something quite strange and new seemed to be pushing up in her mind. A slow anger was part of it, but there was another element in it, too. She *had* an opinion, and she wanted, not to be silent and sullen with this government lady, but to talk, to argue with her. Presently she was answering:

"I think too bad for children to work; but what you can do? It's better to work and live, than to starve and die. What would *do* poor people without husband, if the children don't work? Without the children, I no could make half to live on. Even with the children, I got a debt eighteen dollars, at the store. And you — the government — it don't give money, no? No, just questions it gives. How can help us — questions? The row-boss say you get money for questions, that's why things cost too much — for tax. You say it's good for children — questions. Will it help *my children?*"

That was a long speech for Mrs. Kazalski. She was breathing hard and perspiring with the effort of it.

Miss Egmont's face was thoughtful. "I'm not absolutely sure it will help *your* children." She spoke slowly, experienced in making simple people understand new things. "I'm not sure the results of a study like this will come soon enough, though they may come in time to help the younger ones. Do you know," she went on, "that some states give money to widows, so that their children can go to school? And that, in some countries, fathers and bosses and the government together pay for insurance, so that, if the father dies, the mother will have some money every month, and won't have to put the children to work? Well, how do you suppose those countries and those states came to do these things? They sent people like me to go and study what the people needed, how they lived and how they worked; and then they planned ways to help them. But it takes time, and to learn these things we must depend on what the workers tell us, and what the bosses tell us. You, when you tell me about your children's work and about your work, are helping the government to make things better for all children, even though the changes may not come tomorrow or for several years. I believe they will come in your children's lifetime. Don't you want to help make things better for children?"

Mrs. Kazalski felt strangely moved. Only partly by the argument of her visitor, only partly by the visitor's personality. Mainly, it was the fact of this visit, the fact of this conversation, which had swerved her mind from its familiar groove into the rough vastness of new thinking. To think, for the first time in one's life, of anything outside the range of one's experience and observation, is a profound experience. As Mrs. Kazalski's untutored but not stupid mind followed Miss Egmont's simple explanation, she forgot about her debt to the store, forgot Katie's cough (for Katie, listening intently, had not coughed for some minutes). A strange emotion welled up in her, a feeling of value, a feeling that her children were really important, not only to herself, but to the country.

She shook her head several times. "It should be a good work," she said slowly, at last.

IN INFORMAL MEETINGS

MANY AN agency carries on a large share of its work in the meetings of its board, staff, and committees. As interpreters we have an important stake in the success of these gatherings, which bring together representative citizens and professional workers.

Almost everything that will be said here about board meetings applies equally to the numerous meetings of the important committees and conference groups which study community problems, debate controversial issues, and make decisions. Such meetings are already so costly in time, thought, and travel expense on the part of busy people that a little extra effort is warranted to make them pay maximum dividends.

Perhaps the invitation to the meeting and the material sent out in advance should come under the heading of written words. Yet they are so much a part of the meeting, and so important to its failure or success, that we mention them here. Together, these written items say clearly to the recipient, as emphatically as though the words were spoken, either: "This meeting is a routine formality to be carried through as a matter of duty," or "This meeting is important; its subject matter is alive and interesting. The information that will help you to prepare for it is being sent to you because your opinion and your participation count."

Next come the agenda. To keep a meeting from overflowing its limits, and allow sufficient time for discussion without producing a sense of pressure, requires as much know-how and restraint as one needs to hold copy within the margins of a well-printed page.

Need the room be dark or bleak? If there is food, can it be hot in winter, cold in summer, and never too heavy? Can there be flowers on the luncheon table? Do these suggestions sound trivial or irrelevant? Look back over the meetings you have attended. Wasn't business carried forward more briskly and smoothly when the stage was carefully set, not only for well-planned discussion, but also for a pleasant social occasion?

Enter your board. If your agency is in step with the times, each of these partners has something important to give. Together, they may represent your whole community: business, industry, labor, the professions — and perhaps various minorities as well. They are informed about the agency and (you hope) ready to give its business their undivided attention. While they are gathering in this pleasant room, you have a few minutes in which, by practicing the conversational skills discussed in Chapter I, you can make your board members feel that they are welcome and needed.

Then comes the executive's report. It is to be hoped that it will be spoken, not read, and that it will be carefully timed. Everything that was brought out in the previous chapter about using simple and direct language, and keying the subject matter to the listener's point of view, carries over into this use of the spoken word. In selecting material for this report you have made good use of the news-sense that will be discussed in connection with newspaper publicity. Your report then is specific, timely, interesting, brief. You can test your skill, in successive meetings, by observing whether this inner-circle public seems to have heard enough, or wants to know more, and whether its members ask intelligent questions.

Even the treasurer's report can be lively or deadly. It can reflect penny-pinching, or pride in the agency's purpose.

Variety can be introduced by bringing in different staff members to share their first-hand experience, and by reports from committees — especially those on which board and staff members have worked together. On special occasions, simple dramatizations of the agency's work may help to make it real and vivid. The discussion of controversial issues will keep your board wide awake.

These are simple, obvious suggestions which have all been tried and found workable. They apply equally to the business meetings from which increased understanding and goodwill come as by-products, and to meetings planned especially to interest and inform a picked group of people.

Discussion Suggestions

1. Here Is Your Meeting

Since the study group is now holding an informal meeting, you have right at hand a good example for discussion. It is always easy to criticize the leader, the agenda, or the physical arrangements of the meeting place. Instead, why not see how, by your combined efforts, you can improve this session and the next one?

For example, would such a simple matter as rearranging the chairs make discussion easier? If the leader is not acquainted with the group or if the members do not know each other, introductions may be in order. The members are equally responsible with the leader for holding the meeting to its agreed subject and purpose. To do this you may need to reduce or revise the agenda. Before discussing your own meeting you may find it helpful to read the descriptions of carefully planned meetings which follow.

2. The Board Holds an Open Meeting

Not all board meetings need be devoted to routine business. In Binghamton, N.Y., members of the board of the Family and Children's Service Society decided that their business meetings gave them only an occasional glimpse into the actual operations of their agency and into the problems of the people it served. To remedy this situation they planned a special meeting. Here in the column at the right is a description of their program; Mrs. George W. Brown, vice-president of the agency, is reporting:[1]

1. From "A Board Member Institute Pays Dividends," by Mrs. George W. Brown, in *Highlights* (Family Welfare Association of America), December, 1944.

Pleasant surroundings and enough time for a leisurely pace.

. . . We tried to find an afternoon and evening that all board members would have free . . . but not a single day or Sunday could we find! Finally, some of us proposed that we meet in the garden of one of our members at five o'clock in the afternoon, have a picnic supper and continue until nine o'clock.

The presence of the staff and special visitors expand the meeting's influence.

Through a letter that outlined our plan for the Institute, we invited all board members and their wives and husbands; some good prospective board members; several interested clergymen; and a number of leaders in our city whom we wanted to inform about our agency's work. The staff, clerical as well as professional, was, of course, present. We were really gratified by the high percentage of acceptances.

Newcomers to the board learn how it all started.

At five o'clock a panel discussion was conducted by board members around a table in the garden. One woman who has been a member of the board since its beginning (we are only four years old) told of how we came to be, how the need for our agency was discovered. . . . Then we had a short account of how we secured our office equipment. We started in a most simple way, and it was with a great deal of pride that we could tell about the up-to-date equipment we now have.

The agency is seen as part of the community, rather than an entity in itself.

The treasurer then told how we finance the Society, told about the budget and its presentation to the community chest – details that had even been vague in the minds of the board members. The president explained the way in which the board is organized: the staff, the executive committee, the other committees that carry on efficiently. And then another board member, one of the initiators and founders of the agency, gave us a glimpse of our connection with other agencies, both in our own city and beyond it – another clarification needed in many board minds.

Supper . . . provided a delightful occasion, a social mingling of staff, friends and board. We saw each other in a different way, rather than around our usual board table. . . .

The clerical staff gets a chance to show how important it is to smooth operation of the agency. Case workers describe their methods.

Then "the staff" . . . had a panel discussion. The office secretary showed us her methods of filing and tabulating records. The general secretary told us about the case work program and explained new methods and approaches to people. Several other case workers told of problems . . . the family society seeks to help. . . . The question of physical and mental health and of the expert professional help within the reach of the agency was outlined by another case worker.

The Child Care Committee's program was explained by the chairman, a board member. She told about foster homes and the investigation made before placing a child in such a home.

To summarize and heighten the significance of all the facts which came before, a dramatization is chosen as climax.

After this panel, the staff gave a unique and clarifying demonstration of the methods used in one case. There were three episodes in this family situation which showed just what the case worker had been able to do. Members of the staff took the parts of the father and mother, and the general secretary interviewed them, helped them plan a budget, talked to each separately about family and marital difficulties. This demonstration was perhaps the most illuminating part of the Institute. . . .

Board members and friends felt that after these discussions and the demonstration we *knew* much more about what was happening in our agency. And the result of that knowing was a kind of a care and concern for it that we hadn't had before.

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3. A Continuing Plan and a Changing Audience

In the public relations program of New York's Jewish Social Service Association the informal meeting is a major tool for building up referral sources and interpreting the processes of case work.

Believing that no other single device for explaining its services has yielded a greater return, this agency has worked out detailed procedures for a series of educational meetings, held in the district offices and in the headquarters of the agency, for constantly changing audiences. The series was planned at first as a means of reaching educators, but the invitation list was later expanded to include personnel directors from industry, trade union leaders, doctors, rabbis, health officials, and a variety of other strategically placed citizens whose work brings them into contact with prospective clients for the agency. The material for each session is related to the interests of a particular audience.

There is nothing hit-or-miss about the programs of these meetings. Evolved by patient trial and error, the techniques became firmly established, and have been used with only minor variations for several years. Audiences are held down to 20 or 25, with last-minute additions barred unless places are left free by the inability of some guests to attend. Invitations go out well in advance, and each guest understands that his acceptance reserves a place which might otherwise be used for someone else. Beginning and ending with rigorous punctuality, the meetings are timed to last an hour and a half. To heighten the impression of careful preparation, mimeographed programs are distributed and formal presentations are read.

Here is a brief description of the procedure.[1]

When the invited guests arrive in our Conference Room, they are seated around a large table. A program tells them that they will listen to case presentations, selected from the files of our Consultation Center, that the discussion will be led by its supervisor, and that three staff workers will present the actual case material. They know, too, that . . . half the time will be reserved for their own questions and discussion. . . .

1. From "Backstage by Invitation," by Herman D. Stein, in *Channels* (National Publicity Council for Health and Welfare Services), June, 1945.

Our case stories have become tight, incisive summaries delivered in no more than fifteen minutes. They are selected, not because they are success stories, not even because they are dramatic. They are chosen to illustrate case work process, to show how case work can help in a variety of situations, to show how this type of service differs from other kinds of professional assistance. . . .

The workers preparing the case discuss it first with the supervisor at the Center. To keep the time down, they select only those elements of the case that are most important and revealing. What comes across when the final product is read is a feeling of organized thinking and discipline – one of the characteristics of case work which is most difficult to interpret. The understanding and sincerity of the case worker also comes through – again by example rather than exposition. . . .

The presentations are completely frank. . . . Perhaps more than anything else, this recognition of our visitors' intelligence has contributed to a feeling of mutual respect. . . .

Guests feel perfectly free to air any doubts or criticisms they may have, or to raise questions for simple information or to discuss basic ideas. They ask about the differences between case work and psychiatry; the degree of responsibility assumed by the case worker; the relationship of case work to their own professions. . . . Persons in a position to speak authoritatively for the agency are always present at the meetings.

4. Citizen Groups Confer with a Staff

A significant variation of this same theme of meetings for key people comes from Louisville, Ky., where the Family Service Organization conducts monthly meetings for three Advisory Conferences. The term "conference" is used here to describe a group of representative citizens who advise the agency about its relations with the people of Louisville, and who also help to arouse citizens to act on community problems affecting the welfare of the family society's clients.

Unlike those in the preceding example, these meetings are planned with a continuing audience in mind, for members of the Advisory Conferences serve for long periods; some have remained active for fifteen years or more. Since the primary purpose of these conferences is to formulate recommendations to the agency's board, the agenda are not focused chiefly on case stories, but rather are built around broad community problems.

Although the purposes and audiences are different, these two examples of meeting techniques show many similarities of approach. Hard work and careful planning are prerequisites for both types of meetings. Precise timing, advance invitations, formal agenda, presentations prepared beforehand, and clear-cut division of responsibility are common to both projects.

This is how the Louisville Family Service Organization meets its responsibility for the conferences:

a. The conferences are divided into three separate groups of about 25 members each. This prevents the meetings from becoming unwieldy and allows for spirited discussion.

b. In the fall of each year, the entire staff meets to select the problems which will probably become most pressing during the year ahead. These are put on the tentative agenda for discussion by the Advisory Conferences.

c. Two staff members are assigned to each conference; they in turn consult with the executive secretary. One of the agency's supervisors acts as chairman of the staff committee for program planning.

d. Once the subject for a meeting has been chosen, one staff member takes the responsibility for presenting it to all three conferences. Her approach is first historical, to give the audience the necessary background. Later she

sketches in the local picture and the conditions which apply at the moment. This presentation is written in advance, read at the meeting, and kept as a permanent record in the agency's files.

e. The chairman of the conference, who has been in on the program planning, raises significant questions to start the discussion rolling.

f. Careful minutes are kept and distributed to all three conferences. In addition, the conference sheet, or agenda, can be used by the members as a basis for informal conversations when the agency's policies are questioned.

g. The findings of each conference are submitted to the board of directors to guide them in formulating policies.

DISCUSSION: These examples of informal meetings describe projects carried out by family service societies. The purposes and methods, however, are adaptable to many situations. Holding an open meeting of the board is an excellent idea for any agency. The public library or the health or welfare department might well set up citizen conferences. Round table meetings similar to those which introduced a consultation service might also interpret a public employment service to employer groups.

We hope these examples will suggest to the study group other ways of using the informal meeting as a tool for interpretation.

IN FORMAL MEETINGS

NO HARD and fast line is being drawn here between large and small meetings. In general, however, the board and committee meetings previously discussed might have been held around a table, whereas the type of meeting to be considered here is one in which speakers face an audience. Both methods of bringing people together are important. The work of the nation and the world, as well as that of your agency, demands both. To visualize the transition from one method to the other, let us say that you are now moving from a small room into a larger one, from an intimate group to one less familiar with your work, from an informal to a more formal situation.

You may enter this new atmosphere in either of two capacities: as a speaker, carrying the health or welfare story to one or several of your many publics, or as a planner, arranging a meeting at which one or more other people will speak.

Think first of yourself as the speaker. What is the purpose of this speech? It may be to *interest* the Junior League in sponsoring a child welfare project; to *inform* a women's club about the need for foster homes; to *persuade* the American Legion to support a public health bill that is being considered by the state legislature. Or — most difficult of all — you may have been asked to give what is loosely termed an *"inspirational"* speech at the opening meeting of the Community Fund campaign. You will certainly expect some definite reaction from your audience; some *change of mental attitude* or some *specific action.*

No basic outline, like this course, can include even the main essentials of effective public speaking. It can, however, call your attention to one of the many How-To-Do-It bulletins of the National Publicity Council for Health and Welfare Services. *How to Make a Speech and Enjoy It,* by Helen Partridge (see the reading references), deals briefly and realistically with its subject. Of stage fright, for instance, which you are almost certain to encounter at this point, Mrs. Partridge says:

> Treat your stage fright as the asset it is. Beforehand nervousness charges your batteries. The more multitudinous your misgivings, the more you will be goaded into preparation and the better your speech will be. . . . Remember that making the speech is fun, even if the anticipation is not. Most speakers enjoy themselves. You probably will, too.

There are plenty of good textbooks and courses on speech making, and people who must do it are learning to take advantage of them. By study and practice under a good teacher you can break down many of the barriers which separate you from your audience; you can eliminate annoying manner-

isms of voice and gesture, and overcome temptations to use technical language, to overtalk the allotted time, or to speak in broad generalities without the aid of concrete illustration.

Are you always thoroughly informed on the subject of your talk? (That question should be unnecessary. Alas that it is not!) Are you even a little excited about it? Abraham Lincoln once admitted that he believed he would never be old enough to speak without embarrassment when he had nothing to say. A warm faith in your message will communicate itself to the audience.

How much, by the way, do you know about this audience? If the invitation to speak did not include the necessary information, your letter of acceptance is your opportunity to check up on the group's age, sex, and special interests, and on how well informed its members are on the subject of the meeting. With these facts in mind you will be better able to look this public squarely in the face, and this, incidentally, has no small part in holding audience attention. A columnist writes of a man long in public life that "notwithstanding years of experience he still drops his eyes and permits his phrases to drip down his vest."

When it is necessary to read a written speech, a verbatim copy is safer if you are likely to be quoted in the newspapers. The following questions may prove helpful in rehearsing the written speech for careful timing: Does it "talk" easily? Are the sentences short and simple? Have you used picture-making words? ("Chains," rather than "bondage." Instead of "Scripture," the "Bible.") Will the audience understand what action is expected?

As the planner of a meeting, you may find a good use for another How-To-Do-It, *Planning Your Meeting,* also included in your reading references. The check-list included in the suggestions for discussion on pages 46–48 has been adapted from that manual, which gives fairly complete coverage of a planner's responsibilities.

Remember that now it becomes one of your duties to supply the information you needed when you stood in the speaker's place — details about the meeting room and the audience, for instance.

The large meeting nearly always serves several purposes in a public relations program. Your annual meeting, for example, is not only an opportunity for reporting on a year's work to friends and supporters. As a news peg in its own right, it also may be featured prominently in the press — especially if the speaker or subject has news value, or if key people attend. Some part of the program may go on the air. This may be the occasion to show a new motion picture of your work, or to distribute a pamphlet or folder. The spoken words of the director will become written words in the annual report, which may be given wide circulation among a number of your publics. Any large meeting has all these possibilities, and the wise planner of public relations will be sure that none is overlooked.

Several other techniques for use at meetings (or on the radio, or both) have been developed from the speech and the conversation. Particularly useful when many-sided issues are up for discussion, or when an attempt is being made to air both sides of a controversial subject, are the dialogue, panel, round table, and symposium. If you use these last three terms correctly, you may step to the head of the class, for they are widely misunderstood.

Professor Harry Overstreet, originator of

the *panel discussion,* defines it as a "public conversation" in which a moderator and from three to seven colleagues take part, with the purpose of stimulating discussion from the audience. There are no set speeches. The *round table* is more informal, and requires no audience. A chairman briefly presents the issues, and a small group of well-informed people discuss them. The *symposium* (often confused with the panel) is made up of several short talks, of perhaps five to twenty minutes each, by speakers who have different points of view on a single theme.

The uses of the skit, play, or dramatized incident are too well understood to require definition, but are more easily understood than accomplished. In her introduction to *Follow the Leadership — and Other Skits,* Barbara Abel gives her recipe:

> First . . . I would suggest that anybody writing skits try to be realistic and to talk plain English. . . .
>
> Second, I would suggest that skit writers be opportunists. Grasp every opportunity to hang a skit on any knob of public interest that sticks out at the moment . . . if you choose a subject that is already in people's minds, you save yourself a lot of trouble; the ground is already prepared; you have only to take the idea and twist it, turn it inside out or upside down, as you adapt it to your own purposes.
>
> Third, as to stage settings and scenery. Never mind them. Ideas are what you want, and people and situations. This is no Little Theater Project!
>
> Fourth, as to actors. I assume that you would be using volunteers and staff members. They will be sure to tell you that they can't act, and frequently they are right. But infrequently they are just being modest . . . I have seen dull and indifferent people work up quite a sparkle after they have performed some part well. . . .
>
> Fifth — songs. I should use parodies if they are good parodies and have a point. If you don't know whether they are good or have a point, don't bother to use them! I'd use current popular songs (careful of copyright) or old familiars. . . .

Discussion Suggestions

1. Speeches

Although, as we have said, this brief course cannot include even the main essentials of good public speaking, it is possible and desirable for the study group to consider the many possible choices of effective ways to present a given topic.

For example, as a recognized authority on your subject, you may be invited to speak to many audiences made up of people who want authoritative information. They are prepared to listen to a straightforward informative talk, and are even glad to be introduced to a few technical terms, especially if these are made clear by illustration.

On the other hand, the speech may be intended to arouse an audience to action. Especially if the audience is only passively or mildly interested in the topic, or has no sense of reality about the subject as a pressing problem, your speech should be non-technical and human. In such a situation a speaker who knows the problem from personal experience or firsthand observation has a great advantage.

a. For an illustration of the power of a personal story, read this speech,[1] quoted here

1. The speech was included in the Herald Tribune Forum report, *Responsibility for Victory* (October, 1945), and later appeared in condensed form in the *Reader's Digest.* A similar account, under the title *Ben Kuroki's Story,* was published by the Japanese-American Citizens League of Salt Lake City, Utah.

in part, by Sergeant Ben Kuroki. You may have read it or heard of it before, for it has been widely distributed in printed form. Sergeant Kuroki made the speech at the opening session of a forum sponsored by the *New York Herald Tribune,* shortly after the war.

The town I came from is called Hershey, Nebraska. It's near the Platte River, between Cozad and Ogallala, about twelve miles down the road from North Platte. We've got a farm there – my father and mother and my brother George and I. We raise sugar beets and seed potatoes. Dirt farming isn't a very easy life, but it suits us fine.

I never traveled much. I'd go down to North Platte for feed, or go fishing up in the mountains over in Colorado or down to Chicago to see my sister. I figured some day I'd get to New York, but I didn't plan on visiting Tokyo. Japan is the land of my ancestors, but I never had any desire to go there. And yet, one morning like a lot of other American boys, I started out down the road from my house and I was headed for Tokyo. And like a lot of other American boys, I got there the hard way.

The day after Pearl Harbor my kid brother and I piled in the Chevrolet and drove 150 miles down to Grand Island and enlisted. I remember, after we were sworn in and before we got our uniforms, we were on a train headed for camp. There were some people on the train and they stared at me and said, "What's that Jap doing in the Army?" They said it good and loud, so I'd hear. It just knocked me off my feet. After coming from a town where I knew everybody, I suddenly realized that no matter where I was born or what was in my heart, to these people I was an alien. All the way to camp people kept looking at me, staring at me. I'll never forget that train ride.

I went into the air force and applied for flying. Somehow my papers got lost; they always seemed to be lost, or held up somewhere, or going through channels. When I finally got overseas it was as a clerk with the 93d Bomb Group. It was quite an outfit – the newspapers called it Ted Timberlake's Flying Circus.

Those were the early days in England and things weren't going so good. Liberators were getting knocked off like flies, and there was a shortage of gunners. I remember one day in England, I picked up a magazine and read about an organization called the Native Sons and Daughters of the Golden West. They had a plan to isolate all Japanese-Americans down in the swampland somewhere. I kind of blew my stack when I read the article. I volunteered for gunner. I had five days of training, and then the outfit pulled out for Africa.

I flew my first bombing mission over Bizerte. Our tail gunner got it on that mission and I moved back to the tail turret and that's where I stayed. We tagged some rough missions those days – Naples, Wiener-Neustadt, Rome. We had a saying, "On the way to the target, you're flying for Uncle Sam. On the way back you're flying for yourself."

My twenty-fourth mission was to Romania, to a place called Ploesti. It was the first low-level raid on that target. It was murder. Two out of nine planes in my squadron came back.

I finished my tour of missions and our outfit was set to go home, but I volunteered to stick around and fly five more. My kid brother still wasn't overseas and so I figured I'd just check off five missions for him.

The last mission was Muenster, where flak ripped open my turret, the plexiglass cut my face, and the blast ripped off my oxygen mask. A gunner named O'Connel from Superior, Wis., got a mask and held it to my face and everything came out okay.

Then I came back to the States, back to Nebraska. I felt like a kid on Christmas morning. Everybody looked at my ribbons and shook my hand. It was wonderful to know that people appreciated what I'd done and respected me for it.

When I reported back to the Army in California, they asked me to go on a radio program. That was still pretty early, when returned veterans were something special. I really felt like a big wheel. I invited some of my buddies to see the show, and they all sat there in the front row. And then an hour before we were to start, word came through that I couldn't go on. They

didn't object to my being a tail gunner. They didn't mind my having two D.F.C.s. But it seemed I was a Japanese-American and that made it a controversial issue.

It was just before I left for the Pacific I heard about Gorden Jergeson. I guess he was the closest friend I ever had. Back in Hershey we played together since we were kids. We were on the basketball team. In high school he was president of the class and I was vice-president. I got a pass and went to see his folks. We sat there and his mother remembered how we used to go duck hunting and I'd come by at three in the morning and honk the horn and wake everybody up. Gorden was killed in the Solomon Islands. That was another reason for going to Tokyo.

I'm no authority; I'm not an expert or a big wheel. I don't know anything that any boy from Nebraska couldn't tell you. But I know this: I fought with a lot of men in this war, all kinds – a Polish gunner, a Jewish engineer, a German bombardier and even a full-blooded Dakota Indian. I saw men wounded, and whatever land their grandfathers came from, their blood was always the same color. And whatever church they went to, the screams of pain sounded just about the same.

I've had fifty-eight bombing missions now, and I'm still tired enough so my hands shake, and plenty of nights I don't sleep so good. I'd like to go home to Nebraska and forget the war, and just lie under a tree somewhere and take it easy. It's hard to realize that the war is not over for me. Not for a lot of us, Jewish-Americans, Italian-Americans, Negro-Americans, Japanese-Americans. While there is still hatred and prejudice, our fight goes on. Back in Nebraska on our farm, when I planted a seed, I knew that after a while I'd get a crop. That's the way it was with a lot of us in this war: we went to plant the seeds to bring in a crop of decency and peace for our families and our children.

There are many personal stories behind the broad generalizations with which most of us tell about our work, whether we are helping young people to deal with frustrations, finding suitable employment for veterans, promoting tolerance, or asking for food for starving people of a foreign country. To be sure, our stories are seldom as dramatic as the record of a gunner who has 58 missions to his credit. But directness and simplicity in telling one's own experience can be applied effectively to undramatic situations.

DISCUSSION: In some forms of social service the confidential character of the staff's individual experiences, as well as the reticence of professional workers in talking about themselves, are handicaps. Yet in talking it over in your group, do you not, perhaps for the first time, recognize themes which are best presented as accounts of personal experience? Perhaps one of your members has returned from service in a flood area. Another has taken part in a demonstration to protest some injustice. One has had a hospital experience under conditions of overcrowding and shortage of staff; another has represented his group at a legislative hearing and has been mercilessly attacked by legislators opposed to a bill.

b. Audiences flock to hear a speaker who can bring them a firsthand account of places, events, and people in the news. A report of things seen and heard can give reality to a subject, even though the speaker has perhaps traveled only a few blocks to a part of town seldom visited by the listeners. Such a speech calls not only for well-observed and interesting material, but also for good reporting sense in selecting the highlights. For a famous speech giving a firsthand report of things observed, let us glance briefly at the late President Roosevelt's speech on his return from a visit to the dust bowl. This is part of an address delivered on September

6, 1936. Although it was spoken to a radio audience, it has qualities worthy of study by those who speak to smaller audiences gathered in meetings.

I have been on a journey of husbandry. I went primarily to see at first-hand conditions in the drought states; to see how effectively Federal and local authorities are taking care of pressing problems of relief and also how they are to work together to defend the people of this country against the effects of future droughts.

I saw drought devastation in nine states.

I talked with families who had lost their wheat crop, lost their corn crop, lost their livestock, lost the water in their well, lost their garden and come through to the end of the summer without one dollar of cash resources, facing a winter without feed or food – facing a planting season without seed to put in the ground.

That was the extreme case but there are thousands and thousands of families on western farms who share the same difficulties.

I saw cattlemen who because of lack of grass or lack of winter feed have been compelled to sell all but their breeding stock and will need help to carry even these through the coming winter. I saw livestock kept alive only because water had been brought to them long distances in tank cars. I saw other farm families who have not lost everything but who because they have made only partial crops must have some form of help if they are to continue farming next spring.

I shall never forget the fields of wheat so blasted by heat that they cannot be harvested. I shall never forget field after field of corn stunted, earless, and stripped of leaves, for what the sun left the grasshoppers took. I saw brown pastures which would not keep a cow on fifty acres.

Yet I would not have you think for a single minute that there is permanent disaster in these drought regions, or that the picture I saw meant depopulating these areas. No cracked earth, no blistering sun, no burning wind, no grasshoppers are a permanent match for the indomitable American farmers and stockmen and their wives and children who have carried on through desperate days, and inspire us with their self-reliance, their tenacity and their courage. It was their fathers' task to make homes; it is their task to keep those homes; it is our task to help them with their fight. . . .

In the drought area people are not afraid to use new methods to meet changes in nature, and to correct mistakes of the past. If overgrazing has injured range lands, they are willing to reduce the grazing. If certain wheat lands should be returned to pasture they are willing to co-operate. If trees should be planted as wind-breaks or to stop erosion they will work with us. If terracing or summer fallowing or crop rotation is called for they will carry them out. They stand ready to fit, and not to fight, the ways of nature.

We are helping, and shall continue to help the farmer, to do those things, through local soil conservation committees and other co-operative local, state, and federal agencies of government. . . .

With this fine help we are tiding over the present emergency. . . . We are going to have long-time defenses against both low prices and drought. We are going to have a farm policy that will serve the national welfare. That is our hope for the future.

ASSIGNMENT: Read again these two speeches, one by a farm boy, the other by a president of the United States. Notice that both use short words, many verbs, simple sentences – and that both present vivid pictures.

Now ask two members of the class – members who have good voices and read well – to read these speeches aloud in succession. Consider them from these points of view:

1. Could Ben Kuroki's speech have been equally effective if it had been delivered in the third person by someone talking *about* Ben Kuroki?

2. What would have happened to it if Ben Kuroki had talked about Japanese-Americans

in general, instead of his personal experiences?

3. How important to the flavor of this talk would you consider the fact that Ben Kuroki was speaking, not as an expert nor even as a crusader, but just as himself — a simple, friendly, Nebraska boy?

4. Granted that the rhetorical mastery in President Roosevelt's speech — the repetition for the sake of emphasis, the balanced clauses, the suddenly dramatic short sentences — were in large measure responsible for the impact of this speech, how would this same technique have affected you if Ben Kuroki had used it? How would President Roosevelt's have been affected if he had adopted the homely manner of Ben Kuroki?

Ask each member of the class to prepare a five-minute talk from the point of view of either the participant or the observer in an activity or event related to his own work. Remind your group members to write their speeches not as Ben Kuroki or President Roosevelt wrote, but so as to reflect their own personalities and experiences.

2. The Details of a Well-Planned Meeting

Here, excerpted and adapted from *Planning Your Meeting* (see page 41), is a brief check-list of the multitudinous details which go into the organization of a smoothly run meeting. Some details may be eliminated for less elaborate functions. But by and large it is your scrupulous attention to just such niceties as these which will carry off the evening with a flourish.

Choosing the date.

Clear the meeting date through your community's central bureau.

Preparing with and for your speakers.

Brief your speakers on the following: the time and place of the meeting; the topic and length of their speeches; the nature of the audience; the over-all plan for the meeting; the names and backgrounds of other speakers and the topics of their talks.

Get your speakers' permission for broadcasts of their speeches and flash-bulb photographs to be taken during their talks.

Secure these things from your speakers: copies or summaries of their speeches; biographical data for publicity; complete scripts, if the talk will be broadcast.

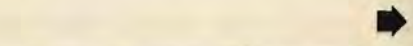
Arrange these things for your speakers: transportation to the meeting; hotel reservations; entertainment before or after meeting; and equipment or props which they may require for their speeches.

Invitations.

Prepare and check your mailing list.

Double-check the invitation's copy for date, place, hour, charge, and spelling of names.

Send a follow-up card or letter as a reminder.



DISCUSSION: The attractiveness and tone of the invitation to a meeting influence both the size and character of the attendance and the expectations of the audience.

Discuss both the attention-value and appropriateness of these announcements. Which emphasize the formality of the occasion? Or its informality? Which feature entertainment? Enlightenment? Stimulation? Performance of a duty?

Meeting place.

Check the room for these: lighting — get extra bulbs if necessary; doors — for squeaks and fastenings; windows — for rattling; exits — for traffic control; platform — for lectern and reading light.

Be sure these are provided if needed: drinking water; microphone or amplifier; guides, signs or placards; ticket collector; table for publications; flowers; exhibits; flag.

Instruct ushers, if any.

INVITATIONS TO MEETINGS

10th Annual Meeting
Dramatic Presentation
of the work of
The Ryther Child Center
SEATTLE REPERTORY THEATRE
4045 University Way
Monday, January 28, 1946, 8:30 P. M.

☆

Written and produced by
H. M. Swartwood
in collaboration with the Ryther staff as part of a program of interpretation made possible by a grant from
THE FIELD FOUNDATION, Inc.
of New York and Chicago

☆

Theatre, actors and facilities . . . Seattle Repertory Theatre
Sound equipment . . . KIRO
After performance reception . . . Four and Twenty Club

☆

Admission will be by courtesy ticket which can be obtained by calling Melrose 0683 or writing
RYTHER CHILD CENTER
4416 Stone Way Seattle 3, Washington

The Family Service Society
and Children's Bureau
request the pleasure of your company at the
Fifty-Eighth Annual Meeting
Thursday, November 29, 1945
Election of Trustees Open House
Family Service Society Office
201 Cleveland Avenue, North
Canton, O. 8:00-9:00 p. m.

The Director and Trustees
of the Baltimore Museum of Art
request the honor of your presence at the
opening of
"A CENTURY OF BALTIMORE COLLECTING"
on Friday evening
June the sixth, from eight to eleven o'clock
Andrew D. Benedict will speak on "Baltimore Collectors" in the theatre at eight thirty.


Institute on Child Health
SATURDAY, MAY 1st
"National Child Health Day"
Snyder Memorial Methodist Church
224 Laura Street Jacksonville, Florida
Frank L. Fort, M.D., Chairman
Miss Gladys Malcolm, Vice Chairman
COUNCIL OF SOCIAL AGENCIES


Hello—
Helen Boyce speaking—
The Family Service
Bureau is holding
its annual meeting
Friday at 8 P.M.
Life insurance
will be included in
planning about its activities
during the next year—also
its plans for the future—
Can you come? If not
we'll enjoy seeing you.

Exhibit and Sale
Handicrafts
John C. Campbell Folk School

The New York Committee
of the
John C. Campbell Folk School
cordially invites you to an
Exhibit and Sale of Handicrafts
Russell Sage Foundation Building
130 East 22d Street
New York City
Wednesday, December sixth
from eleven to nine

Thursday and Friday
December seventh and eighth
from eleven to six

Tea will be served each day at four

OUR DAILY BREAD

LET'S SHARE IT!

FOOD CRISIS MEETING

— SPEAKERS —
Mrs. Chester A. Halvan — N.Y.C. Famine Emergency Director
Miss Tina Falkenberg — Star of Stage, Screen, Radio
Mrs. Eugene Reynal — Member League of Women Voters

FREE FREE

10:15 AM — ART THEATRE — WED. MAY 8th
38 EAST 8th ST.

AUSPICES • N.Y.C. LEAGUE OF WOMEN VOTERS 461 4th AVE. MU 3-2866

Elsa Maxwell
is coming to our
May Tea

TUESDAY, MAY 9th AT 1:30 O'CLOCK
TEMPLE BETH ELOHIM
Eighth Avenue and Garfield Place

BROOKLYN SECTION
NATIONAL COUNCIL OF JEWISH WOMEN

For meal meetings.

Select menu.

Make seating plan with special attention to speakers' table and other guests of honor, and to the press table.

Provide checkroom and attendant.

For film showings.

Preview the film.

Arrange for operator, projector, and screen.

Provide music if film is silent.

Check for these things: right size and kind of projector; right type of current; electrical outlets; blackout arrangements.

For broadcast meetings.

Plan time schedule with care.

Submit two copies of script to radio station in advance.

If outside wire is needed, be on hand to show station engineer where to install equipment.

Publicity.

For newspapers: advance release; invitation to cover meeting; copies or excerpts of talks; photographs, if desired.

For other agencies: announcement for bulletins or newsletters; announcements at their meetings; posters; handbills.

For radio: releases to commentators; arrange for interviews of your speakers.

3. Two Meetings

The meetings described in the following passages are in each instance reported, not altogether favorably, by persons who were in the audience. Both accounts undoubtedly will remind you of meetings you have attended.

a. The first is a panel meeting which did not quite come off.[1]

. . . It was at a meeting of the Parent-Teacher Association. . . . The agenda for the evening was not unpromising: (1) "Welcome and Report" by the President; (2) "The Place of the School in Relation to Public Education" by the Director; (3) a panel discussion on "The Background and Purposes of an Experimental Progressive School" by two teachers and two parents, to be followed by questions and further discussion from the floor; (4) social hour and refreshments. So it was in a friendly mood that I armed myself for an evening of enlightenment, prepared to come home a wiser and a happier parent.

The president of the association . . . made a few fabulous observations about the parent body and its relation to the school. . . .

Applause; a quick silence. The director of the school was on his feet. . . . He looked crisp and he spoke even more crisply. "I think I can tell you in the four minutes allotted me what the place of the school in relation to public education is." Then, in the next three and a half . . . he explained it as "simply this: to serve as a model to all public schools in the country, and if we can influence public education in China, and Russia, and Turkey as well, we shall feel not only inspired but also rewarded. . . ."

[Then the chairman of the panel announced the subject for discussion and introduced each of the members.]

The faculty was represented by a high school teacher and an elementary school teacher; the parents chose as their spokesmen an elementary school mother and a high school father (who was practically silent throughout the discussion). I assume that all four were representative of the roles they were to play in the panel.

The discussion opened with the mother's asking "whether either of the teachers would care to say what the philosophy of this experimental progressive school is." The elementary school teacher did not care to say. It was "too intangible to put into words." Instead she extended a warm invitation to the parents "to see the school in action, to visit it as often as possible, to *live* with us. . . ."

"That is very gracious of you," the mother offered, "but if we don't know what to look for, we can visit our children's class rooms a hundred times and be none the wiser about your aims, or philosophy, or even what experimental progressive education is."

1. From "Strictly Personal" Department, in *The Saturday Review of Literature*, February 9, 1946, pp. 20–21.

The elementary school teacher agreed and discreetly dropped the subject.

The high school teacher, however, was more adventurous; he was more than willing to "verbalize" the subject. "In the first place," he began, . . . "the primary object of an experimental progressive school is to be a darned good school. The old idea was that there were certain things which were important learnings; a student was given those and then sent out into the world to be a success.

"Then what happened? He wound up in the divorce court! Now our object is always to take into consideration the life the youngster will live. He may not know much about intermediate algebra when he gets out, but he'll be a lot better equipped to keep out of the divorce courts."

I glanced over at the director to see whether or not he approved of this astounding definition of school aims. But I could not see his face; his eyes were on the ceiling. . . .

The high school teacher was having a wonderful time, though. Somebody had asked what a core course (the heart of the progressive education curriculum) is. "Like anything else with a core, a core course is a course that has a core," he began. The parent shook his head in despair. Our faculty member was in no way discouraged. "Let me put it this way," he "verbalized" patiently. "A core is the principal thing, the central learning which the teacher expects of the child. A core course aims to give practice in thinking with materials."

At this point the father on the panel made his sole contribution to the evening. "It makes children think, across fields," he explained. . . .

Then some one on the panel tossed in "development of leadership" as an aim of experimental progressive education. A parent from the floor observed that it had been her experience with the school that, frequently, glib assumption of abilities passed for genuine leadership. . . . The elementary school teacher rose . . . to her denial; why the school made a *special* point of bringing out the shy child! But the high school teacher had his own answer. "Don't you adults vote for dopes? Then why do you expect your children not to fall for the phony or the loudmouth?" . . .

Though we draw the curtain of charity over the rest of the scene, there is still a serious point to make. And here I must assure the reader that I admire deeply the human approach and ever-widening horizon of progressive education. Its ideals are not only high, but also profoundly valid. In fact, what stirred me to record this experience is the reluctant realization that progressive educators are their own worst detractors.

Why, when they are asked for a simple definition of progressive education, must they hide behind polysyllabic jargon? "Learnings," "verbalize," "we-relationship," "areas," "experimental progressive education" (as if progressive education were not automatically committed to salutary experimentation). Granting them the need for these unimaginative descriptives in their trade, why can't they still telescope in intelligible language their methods and their goals?

If progressive education is presented to the parents (and laymen in general) as something so complex that one must write a book every time he is asked for a simple explanation of a term or method of approach, if it is so experimental and unpredictable that its language has not yet caught up with its processes so that it can communicate with the world outside of the school walls, how can it inspire the confidence that it can communicate with the children themselves?

. . . Until they learn their own goals and methods so clearly that they can talk about them concretely, they will always give outsiders the feeling that there is *less* here than meets the eye.

Until they learn, the epitaph for progressive education will have to read: "Never was so little concentrated into so many words."

b. Now let us look in on a mass meeting. This humorous account of one is worth reading before you plan a big affair. The conversation quoted below appeared in "The Press Pussy," by Barbara Abel, which

enlivened the back page of the Y.W.C.A.'s *Woman's Press*[1] for many years. Although the conversation is imagined, the mass meeting described was real.

. . . "you went to the big 'Win the Peace' mass meeting at the Stadium last night. How was it?"

"It was elegant! Twenty thousand people — and me in a box! I tell you that's one nice thing about working for the Y.W.C.A. — you do get to sit in free boxes now and then."

"Well, do go on and tell me about it," I encouraged.

"It was stupendous. It started with an Episcopal bishop at 7:00 o'clock and ended with a Jewish rabbi at 11:45."

"Merciful heavens!" I breathed.

"Well, don't forget, winning the peace takes time. Everybody on the program took his time. The bishop's invocation wasn't just a casual greeting to the Lord; it was sort of a complete résumé of the war and a rough outline of the peace. Same with the rabbi's benediction. It was kind of a report to the Lord of the Findings Committee for the whole mass meeting, with recommendations as to how he should carry on from there. It was grand."

"Let's get on with the meeting," I suggested.

"Well, it started with community singing, just like the Y.W.C.A., only with a good accompanist. Then a little girl sang the 'Star Spangled Banner,' and then the Great Lakes Band took over."

"And what has the Great Lakes Band to do with winning the peace?" I inquired.

"Don't rush me, I'm only up to 9:00 o'clock. Then came a big man from the C.I.O. and he made a speech for half an hour covering every point that everybody else covered later on, but getting there first. Then came the A.F. of L., bless him."

"What did he do?"

"He patted the head of the little girl who had sung the S.S.B., said the A.F. of L. agreed with everything, and sat right down. I bet he made 20,000 friends for the A.F. of L. right there."

"All right, all right, let's get down to Wallace," I suggested.

"Land sakes, not yet, it's only about 9:30. Then came Senator Ball."

"Oh, the Ball Resolution Ball." I pricked up my ears. "What did he say about his Resolution?"

"He seemed in favor of it. He said the United Nations had better get a world organization started while we are all so crazy about each other, and not wait till human nature rears its ugly head. He said we'd better get it down in black and white and mean what we say. Such a nice man, for a Senator. I yearned over him — so young, so brave — and a Republican! I think Wallace sort of likes him, too."

"You mean, we're actually coming to Wallace?"

"Oh, sure, about 10:00 o'clock. After he had waved his arms and shaken hands with everybody for the photographers for about fifteen minutes, he got going good. He took one of the Four Freedoms and raised it to Seven."

"What were they?" I asked.

"Oh, I lost count, but anyhow we've covered them all in the Public Affairs Committee, so don't worry. He said a People's Peace is the gateway on the path to the Century of the Common Man, and that the world would have to be handed back to the folks who owned it — and I gathered that they wouldn't all be American citizens."

"A very fine note to end on," I said approvingly.

"Who said anything about ending?" grinned the Pussy. "It's only about 11:00 o'clock. Then we had an inspiring speech from the Federation of Labor, followed by a boogie-woogie pianist, followed by Paul Robeson, followed by Walter Huston."

"Walter Huston!"

"Yes, indeed, and then Orson Welles and the rabbi."

"Orson Welles!"

". . . All in all, it was a grand evening. And the general secretary and I agreed that we hoped all the people there would stick around for the postwar world."

1. October, 1943, p. 436.

4. Dramatic Features of Meetings

Dramatizations need not be formal to be effective. They can and do range all the way from carefully rehearsed and elaborately staged productions to brief interpolated dialogues used only to spotlight the most significant points on the program.

a. The Commission on Community Interrelations of the American Jewish Congress regularly uses the latter method as one of its meeting techniques. As part of a research program designed to analyze intercultural prejudice and determine how best to cope with it, the Commission has worked out a series of dialogues reproducing typical incidents in which prejudice finds expression. The conversations are presented to the audience in this fashion:

The stage is set by an announcer who reads this brief explanation:

The scene is on a crowded bus. There's the usual rush hour crowd, men and women, some on their way home from work, some carrying packages, one or two trying to read newspapers. You see some of them here; you'll have to imagine the others. This man is Joe Smith and this is Bill Jones. They are both on their way home from work. They don't know each other and neither of them knows anyone else on the bus.

As people push toward the back of the bus, a man bumps into Joe Smith.

Now the characters take over, still without benefit of props or staging:

SMITH: Hey, quit shovin'. Who do you think you are anyway? (To the crowd in general) Isn't that just like a Jew, always shovin'.

JONES: Hey, cut that stuff, Bud. The bus is crowded and people can't help bumping into each other. You know you've been bumped plenty of times by people who weren't Jewish.

SMITH: Oh, I suppose so, but it's usually the Jews. They want the whole bus to themselves. They think they own everything.

JONES: You've got the wrong dope. I've worked with a lot of Jews and they are just as good as anybody else. Maybe some of them are rude. . . .

SMITH: That's just what I've been telling you.

JONES: But plenty of them have better manners than you have. If you'd only think about the Jews you know, instead of shooting off your mouth, you'd see that you're all wet.

SMITH: Say, what . . .

DRIVER: Sixth Avenue. Move to the back of the bus please.

This same incident is then presented with variations. Smith is always truculent, but in the succeeding renditions Jones takes several different tacks in his efforts to argue or persuade. At the end, the audience is asked which of Jones' various approaches seemed to be most effective.

Although originally designed purely as a research technique, this device is also an educational tool and an awakener of dormant interest. For the Commission's staff has discovered that these informal dramatizations bring the problem of prejudice to life. They appeal to the audience's sense of fair play more forcibly and more directly than any amount of oratory on the subject. They compel attention. Most important of all, they personalize the problem for the audience.

Used mainly with small groups, the dialogues have proved their power with such widely diversified audiences as women's clubs, Sunday School classes, teachers, ministers, social workers, union members, and such heterogeneous audiences as have some-

times been selected at random from the crowds on a city street.

b. Even dramatizations with no prepared script can be lively teaching tools if they are properly thought out and paced. For a health and welfare institute presented by the Cleveland Welfare Federation, a committee of social workers used an ingenious presentation designed to build mutual understanding between members of the City Council and the social workers and volunteers in the audience.

Patterned after the conventional hearing before the Finance Committee of the City Council, the skit relied on its players' quick wits to supply the impromptu dialogue. *But the overall theme of the playlet and the major points which would be stressed were all carefully planned in advance.*

Important city officials played themselves in the skit. Other roles were filled by social-agency executives, whose parts and personalities were agreed upon ahead of time. Some played bona fide applicants for funds for legitimate causes; others played interested citizens, irate taxpayers, cranks; a few were assigned to comic relief.

The real chairman of the Finance Committee opened the mock hearing, using his gavel with enthusiasm. He called first on certain members of the city's Department of Health and Welfare to speak on aspects of the budget. Three or four requests for funds were presented from reputable agencies for highly desirable purposes. These statements of purposes, incidentally, helped to interpret the work of these agencies to the audience at the institute. Members of the City Council asked searching questions and intelligent answers were given.

Meanwhile interruptions were frequent. One member of the cast, representing the "Society for the Preservation of Home Life," kept the audience amused by introducing irrelevant objections and making a garrulous appeal of her own. "I understand," she pointed out, "that a careful study of this very budget you have been discussing will show more money allocated for the care of cemeteries than for the preservation of family life. You care more about what goes on underground than what happens here above the soil. I am here," she concluded dramatically, "to see that something is done about overhead."

Appraised as an unqualified success by sponsors and audience alike, the skit fulfilled its purpose in establishing the following facts: that the members of the Finance Committee are keen businessmen, trying to do a real job for the city; that they receive many requests, some of which are absurd; that requests are given orderly consideration; that the members are alert to find the reasons for the appropriations requested; that in order to grant increases they must find new sources of income or possible places for cutting costs.

Although the skit was not rehearsed and required little preparation – only an advance meeting of the members of the cast – it must be kept in mind that these people were thoroughly familiar with the situations and personalities they portrayed. Neither the Council members nor the agency executives needed to be briefed on the kinds of facts to present or the type of questions to ask. For a similar impromptu skit in which the characters played unfamiliar roles, more preparation would almost certainly be necessary.

c. For its tenth annual meeting, the Ryther Child Center of Seattle chose a full-scale dramatic production. The script was professionally written and produced, with the local little theater group providing the cast, the theater, and the props. The necessary sound equipment was offered by a radio station. A local women's club took the responsibility for a reception following the play.

Describing the experiment as "an attempt to present agency services in a form more vivid than the typical annual-meeting speech," the agency reports that this production seems to have "definitely advanced social work interpretation in Seattle." Although the sponsors originally were skeptical about their ability to fill a theater that has a capacity of 350, the early response to their invitations forced a second production of the play — and even after that some 200 additional applicants had to be turned away. Observers reported that the play might have run for a solid week, playing to capacity audiences. Even more significant is the fact that clients who attended the performance expressed complete satisfaction, and a number of referrals to the agency were directly traceable to the play.

This drama, consciously planned to be dignified and impressive, was in a semi-poetic vein. The story revolved around three boys who figured in a minor crime. The varying attitudes of the boys and of their parents gave the writer an opportunity to show the agency's quiet understanding of motivation.

The burden of interpretation was carried by a narrator who personified the agency. Here is a typical passage from his script:

Ryther is children.
Tonight at the Center
The day's log might read like this.
Jerry who is four, was never sure of his mother's love
It was both love and hatred.
To protest he lit a fire.
The parents burned his fingers.
Not enough so that the flesh came off
But so they blistered.
He wants to hear again
The story of Goldilocks and the Three Bears
Because when he tells it now
He can't get beyond the door to the little cottage
Where Goldilocks knocks and knocks
But no one will let her in to get warm
Because there's no one home.
Harold is proud tonight
Because he tried . . .
Over and over he tried
And he won.
He wasn't frustrated, defeated, overcome . . .
He won.
It doesn't matter what he did, you see
It might have been putting his coat
Into an overcrowded locker
It happened to be jumping over a broomstick.
They were all doing it
And he went away where he couldn't be seen
And he jumped, and he fell
And repeated it . . . bruised his shins . . .
But then he jumped it, and it was good.
Harold is winning back to the family of men again.

ON THE RADIO

WHEN YOUR spoken words go on the air they carry the health or welfare story out to that final circle, the "general public."

Your relationship to the radio public has changed so greatly during the past decade, and is still changing so swiftly as this chapter is being written, that only a brave prophet would dare to forecast what it will be tomorrow. The possibilities of television – to use only one example of new technical developments – are unpredictable.

Before the war, radio was still pre-eminently a medium of entertainment. After Pearl Harbor it became, overnight, pre-eminently a medium for spreading news; in one stride it overtook the daily press. The tremendous development of newscasting created great new audiences who were more eager for facts than for fun. The educational possibilities of radio were instantly and enormously increased; education by radio still is in its infancy.

But radio's hazards are as great as its possibilities. No other audience can walk out on you, by thousands, in a split second, as can this most casual and merciless of your publics. When the war ended it again became at least as eager to be entertained as to be informed and persuaded, though certain sections will stay with you if you can catch and hold their personal interest at the time of day when this interest is available. Mothers will listen to child-guidance programs. Young married couples may be intrigued by discussions on budgeting small incomes. Almost everybody is interested in health, and youth programs are pretty sure of an audience – always provided that the material is skilfully and vividly presented. For the radio public is even more critical of the "how" than of the "what." The day is past when the worthiness of your cause will persuade the listener to condone a careless or unrehearsed broadcast. It is now true in big cities, and is daily becoming more true everywhere, that such a broadcast has little if any chance of going on the air.

Up to this point, working outward through the various circles, you alone have been responsible for the success or failure of your public relations program. Board or committee meetings might accomplish nothing, the speech might fail, the panel flop, and yours alone would be the blame.

In this final outer circle, however, you meet the technical expert who is at once your censor and your assistant. Educational directors, producers, sound engineers, and musicians make the rules by which you use the radio. They also stand ready to help maintain a high level of excellence in sustaining programs which meet their requirements.

Free time no longer goes begging. The big networks and local stations parcel it out

in small units, and expect a great deal in exchange. They want names and events with news value. They give preference to social and health agencies whose services to the community are unquestioned; agencies that pull their own weight in listener interest. Generally both networks and stations prefer to deal with national agencies, or with federations or groups of agencies that can pool their financial resources and employ skilled writers and professional actors. Radio people expect at least to deal with public relations people who thoroughly understand the essentials of modern radio technique.

Really important meetings have a chance of going on the air. But they must be timed to the second. This timing has been excellent discipline for health and welfare planners, who formerly were far too casual about the beginnings and endings of programs.

You will be asked to produce speakers, and will find this less difficult than it used to be, for the past decade has greatly increased the number of unquestioned authorities on such subjects as housing, nutrition, recreation, and family counseling. You must shepherd your speakers to rehearsals, and frequently you will have to prepare at least a first draft of their talks or interviews. You will be asked to write spot announcements, and you may be called on to work with other agencies on plans for a series of broadcasts.

When you have done your part, the technical experts of your network or station will whip your material into shape and rehearse your speakers. The importance and timeliness of your ideas and the excellence of your preparation will certainly influence the decision as to how much you are given of available sustaining time, and when. Sustaining time is unsold time which the station or network may give away, or use for non-commercial programs.

Carry your news-sense with you, then, into this outer circle. Select material about which your public is thinking and talking. Remember that you are competing with expensive talent and with educators and showmen of rare ability. Remember that restraint is especially important here, for one idea is all that you can hope to get across in the average program, and this one idea must be hammered home by repetition, without monotony.

Listen long and well to radio programs, and study them carefully before even beginning to plan your own. Consult your local stations as to when and how your material will fit their schedules: As a spot announcement between programs? As an interview with some commentator who welcomes guests to his broadcast? As a dramatized case story? Note that there are fashions in radio programs; new devices appear frequently – the quiz program, the contest, the youth forum, to name a few.

Occasionally there may be a place for your story as a part of a network show or a local station program. *Radio: How, When and Why to Use It,* by Beatrice K. Tolleris,[1] says of these ready-made opportunities:

> As a supplement to your own programs – or even as a substitute for them when your broadcasting plans are not extensive – don't overlook the fertile possibilities in these ready-made avenues to the public. Remember that a three-minute spot on an already popular program may bring you more listeners than a half-hour broadcast which must find its own audience. Remember, too, that the loyal fans of well-established radio personalities approach their favorite programs with an acceptance which you will rarely be able to rival.

1. National Publicity Council for Health and Welfare Services, New York, 1946, pp. 34–35.

Discussion Suggestions

1. Asking for Time on the Air

Free time no longer goes begging. The big networks and local stations parcel it out in small units, and expect a great deal in exchange.

The right and wrong way to ask for free time on the air are illustrated in a skit[1] which formed part of a training course in community broadcasting given by the Association for Education by Radio. The author of the script is publicity director for a Minneapolis social agency.

In part one, "How Not to Ask for It," Mrs. Brown of the Civic Betterment League calls on Mr. Smith, the manager of Station KXYZ, to tell him that the League has decided it wants time on the air. She explains that the League members, "who are really superior people," do not value radio. They really look down on it. Mrs. Brown interrupts all Mr. Smith's efforts to find out what she has to offer. She proposes a series of broadcasts on the postwar world – "series sounds so much more impressive."

The broadcasts will be listened to by the very best people, she assures him. The year's report of the League will give him some ideas for preparing the programs. She is very indignant when he explains that the station cannot prepare the scripts. After doing most of the talking and saying all the wrong things, she leaves, airily assuring him that "You will be seeing me again, soon."

Part two presents Mr. Smith and Miss White, the "alert secretary of the Community Welfare Council." He expresses appreciation of the letter she wrote telling the good results of last year's series. She tells him how much the Council owes the station for results obtained through the broadcasts, and after an exchange of compliments, the two agree on a proposed new series:

MISS WHITE: I'll come directly to the point: in planning KXYZ's fall schedule, will you consider six 15-minute broadcasts sponsored by the Welfare Council and seven allied civic groups?

MR. SMITH: Eight sponsors?

MISS WHITE: Here is the complete list. By combining forces, we can produce a more varied program, we can afford to pay for a professional script and production, and we can reach a larger audience.

MR. SMITH (*reading*): This is an impressive list.

MISS WHITE: The title of the series is *Maybe You Know Them.* . . .

MR. SMITH: H-mmm, not bad . . . not quite up to *For You and Yours.* Excuse me. I didn't mean to interrupt.

MISS WHITE: O-oh, don't you think so? Perhaps you are right. . . . You see each broadcast will be based on a true story taken from the case records of the Welfare Council . . . with the circumstances changed just enough to avoid identifying the real person . . . and we will emphasize that it is a true story of work which saved the life of . . .

MR. SMITH (*adding*): *Someone You Know.* . . . There's your title. . . .

MISS WHITE: *Someone You Know.* . . . I do like that! It will work out well, too. . . . I can think of a theme to go with that. . . . But I must return to my salesmanship, Mr. Smith. By uniting eight organizations in sponsoring this new series, we can do eight times the

1. "Time on the Air," by Muriel Steward, in *AER Journal,* Chicago, January, 1946.

promotion on the series which we did last spring. At a meeting last week we worked out this plan, which I hope will meet with your approval: A special mailing to 56,000 names . . . (This would be a postcard). Displays in seven Loop windows. . . . Announcements in newspapers and magazines to precede the opening of the series. . . . Announcements before every audience which our speakers' bureau schedules during the next two months. . . .

MR. SMITH: Group sponsorship of a program which has wide community interest is something which I have hoped for for a long time. . . . It gives one series a chance to do a better job . . . and, with such backing, it deserves a good spot on the schedule. . . . When could I get a copy of your first script?

MISS WHITE (*opens a large envelope*): I have the first three scripts right here. I'll leave them with you. Of course, we will be changing the title. I like your suggestion, *Someone You Know*. . . . Otherwise, here are three completed scripts. By the way, there will be no production assistance needed from the studio. We are engaging the same production man and the Radio Guild Players, just as in our spring series. . . . Agreeable to you?

MR. SMITH: Agreeable? I am enchanted. This is going to be completely painless for KXYZ, best of all it's sure-fire good listening. Just as soon as the schedule is definite I'll let you know.

MISS WHITE: That will be the go-signal for our publicity before the first broadcast. I will mail KXYZ a complete outline of our promotion plans and keep you informed.

MR. SMITH: Thank you for coming in and my congratulations on the new series and your plans for it. . . .

NARRATOR: This concludes *Time on the Air,* which teaches an obvious lesson. The participants (Mr. A., Miss B. and Miss C.) in real life, have no relation to the roles which they played. Mr. A. is not as mild as Mr. Smith of Part I nor is he the push-over he appeared to be in Part II. (He wouldn't settle for three scripts in advance, he'd *demand* all thirteen.) Miss B. is *not* gushy and Miss C. wouldn't let anyone, even an educational director, change the title of a show, without a fight. All resemblances to persons living or dead are unintentional.

ASSIGNMENT: Ask two members of the class to read this script aloud. Then have the group discuss how much Miss White's voice and manner affect the impression she gives. Read one way, her lines could leave an impression of irritating omniscience and self-satisfaction. But if her part is read with emphasis on sincerity, she can sound honestly co-operative.

2. *A Test of Audience Interest*

No other audience can walk out on you, by thousands, in a split second, as can this most casual and merciless of your publics.

Let's suppose that each of you is at home dialing your radio in search of an interesting program. You pause as a pleasant-voiced woman is saying, "In my talk to you today, I am hoping to make clear some points which I think may have been overlooked in all that has been said and written about child adoption in recent years." Adoptions? You might like to hear about them.

Part of her talk is reproduced below. Let one member of the group, preferably someone who has read the talk in advance and who has a clear, warm voice, read the script to the others. Each of the listeners should raise his hand, to indicate that he is turning the dial, at the point when his interest in the program drops. The leader should record in appropriate places in the margin of the script the number of hands raised.

Keep reading until all hands have been raised or until you reach the end.

I think that many people, when they first consider adopting a child, are under the impression that they must either go to some orphanage where children will be lined up in a row and a selection made on the basis of appearance, or consult the family doctor who might know about some homeless baby.

While it is true that there are private adoptions nowadays and that sometimes a doctor will offer to help a young mother place her baby for adoption, in general that is not the way it is done. With the growth of interest in child adoption have come more child-placing agencies which are social agencies. These agencies are organized to care for dependent children, and the security and happiness of the child is their primary consideration.

This shows signs of becoming academic. Are any hands up yet?

But in considering what is best for a child, many elements are important. The own parent or parents of a child have certain fundamental rights, just as the child has fundamental rights. Today I should like to discuss just what social agencies have to offer in working out a happy solution for the unwanted child, the unmarried mother and the adoptive parents.

Still no direct tie-up with the misapprehension which caught attention in the opening paragraph.

People wishing to adopt a child and mothers wishing to have their children adopted are often not aware of all that a social agency has to offer them. On the staff of our agency, which is called the . . . , are trained children's workers who are especially selected for child adoption work. The mother who calls at our agency or any other good adoption agency to discuss relinquishing her child for adoption finds a sympathetic person, a person who knows what is implied when a mother is giving up her child. The social agency, through this sympathetic worker, becomes a person to the mother, and to this person she can tell her story in privacy. She has an opportunity to discuss her difficulties as a real problem and there is no sitting in judgment and no moral attitude assumed. "I suppose you think it is terrible for a mother to want to give up her baby," is a frequent remark made at our agency. Then, in further conversation, the mother finds that she does not have to make a definite decision that day, or sign papers that moment, but that the agency will take her baby to board, if that is necessary. At any rate there will be a lapse of time.

Now it is taking on an advertising flavor.

Still no answer to the original implied question — what happens when you set out to adopt a child? We seem to have switched audiences now and to be addressing mothers who want to place their children instead of people who want a child.

* * * * * * *

Now let me mention a few of the things which a good social agency has to offer the adoptive parents of a child. It is true that the social agency requires more of its adoptive parents than the doctor, perhaps, would require. Yet many foster parents are impressed by the careful

Much later in the thirteen-minute script we come to this passage which tells what you may have been waiting to hear. But were you still listening?

investigations made. They feel a security in the step they are taking. They know that the agency is back of the child, believes the child suitable for adoption and for their particular home and has, after investigation and careful thought, selected them as parents. The agency will receive again any child who seems not to fit into a particular home after he is placed. The agency is ready to give service in helping in the adjustment of the child to the new home. This is valuable particularly in the case of older children. Also, adoptive parents know that the child they take is legally free for adoption; that he has not been snatched from some mother who, when she is stronger, will want her child again. Foster parents and the child have time together before they take the final legal steps for formal adoption, during which period, the family is visited and the child is seen. Neither the adoptive family nor the child is forced into a permanent relationship unless they are happy together.

DISCUSSION: Are there still some absorbed listeners? For those who "tuned out" almost immediately, how would you rewrite the opening paragraphs?

What do you think of the idea of trying to reach both sets of audiences – that is, mothers who want to place their children, and would-be parents who want a child to adopt – within the framework of a single broadcast?

Do you think the excerpts from the talk have sufficient color and pulling power to hold the attention of people who fit into neither of the audiences mentioned above? If not, how would you angle a program designed for broad public education?

Might your attention have been held longer if the subject had been presented in an interview, with two voices to contribute variety, and shorter speeches to quicken the pace?

What would you consider the advantages, if any, of dramatizing this particular subject?

What do you think might be the merits – or the liabilities – of a round-table discussion on this theme, with a social worker, an adoptive parent, a family doctor, and a neutral moderator participating?

3. *Your Broadcast as a Public Service*

If your agency has information to give which a considerable number of listeners can apply to their own daily lives, you are fortunate. Provided that they are suitably presented, programs on mental and physical health, nutrition, and vocational opportunities are welcomed by station managers as well as by audiences.

As a service to the community, the Greater Boston Community Fund presented through WEEI, the local CBS outlet, a series of radio interviews called at first "Are You a Good Parent?" Later the title of the series was changed to "Let's Talk About Children." Unlike the more routine Fund programs, this series did not appeal for funds or invite listeners to use the services of the Fund's agencies. Rather, it was an extension of these services to the community at large. Radio became a means of communicating the agencies' wisdom and special knowledge of child guidance to a much larger audience than could ever be served individually.

Dr. Harvey Spencer, director of the Habit Clinic for Child Guidance, was the Fund's spokesman on the program. In a fifteen-

minute interview presented once a week, Dr. Spencer discussed with an announcer the familiar problems which perplex most conscientious parents. He offered sound counsel and explained away unwarranted fears.

Besides their direct and highly personal value to the parents who listened, these interviews were distinguished for a rare virtue, namely that the interviewer, in this case a staff announcer of the station, was not the usual self-conscious stooge. The programs were built around two very definite personalities, the one being Dr. Spencer, the other an announcer who, as a parent in his own right, made a solid contribution to the series, asking thoughtful questions, expressing opinions of his own, and echoing many of the thoughts which must have been in the minds of the listening mothers.

These excerpts from one interview will show you how the series was handled with a spirit of give-and-take between the interviewer and Dr. Spencer:

ANNOUNCER: How about it, listener? ARE YOU A GOOD PARENT? Here's your chance to check your parent rating with Dr. Harvey Spencer, acting director of the Habit Clinic for Child Guidance and consulting psychiatrist of the Judge Baker Guidance Center, two of your Greater Boston Community Fund agencies. How can you make your child think for himself? What about weekly allowances? Do children thrive on strict schedules? They do, don't they, Dr. Spencer? I never even thought there was any question about that. Children thrive on schedules because schedules help them know where they're at. They give children a feeling of definiteness about what's going to happen next. Isn't that true?

DR. SPENCER: Sorry to blast one of your cherished illusions, Jim. No, schedules are pretty much like everything else – they're only good when taken in moderation. But mind you, I'm not talking about those bedtime, naptime and mealtime schedules. Those should be adhered to as rigidly as possible. No. I'm talking about playtime and worktime schedules. I think parents make a mistake to try and schedule every moment of their child's free time for him. What with music lessons, school, home work, neighborhood activities and so on, it's gotten so that children haven't any time of their own any more, just to stop and think – time to stop and wonder if they are doing what they want to do most. . . .

ANNOUNCER: Well, that's a shock to me. I thought you'd be the first person to advise organizing a child's life.

DR. SPENCER: I'm all for having a child's life organized, Jim – I'm just against having parents do all the organizing for him – that is, if they want to encourage initiative in him and independent thinking. How is that young Janet of yours ever going to discover what she wants to do if you fill her days with a program of things you think she ought to want to do?

ANNOUNCER: Oh, I see what you mean. Sort of like my family making me take violin lessons when I was a kid.

* * * * *

ANNOUNCER: And if they learn early enough to take failure in their stride, they are prepared to adjust to it later. Is that right?

DR. SPENCER: It is.

ANNOUNCER: I've said this before, but it will bear saying again. I have an idea that the real problem lies in recognizing the time when to begin to take a child's point of view seriously. It's so natural for parents to fall into the habit of doing the youngster's thinking for him. There are all those young years when you simply have to think for him. In practically everything. You have to remind him not to forget his rubbers – to turn off the tap in the bathroom. You're in the position of leadership. You have said that yourself, sir. How are you to know when you must begin passing some of that responsibility back to the child?

DR. SPENCER: I can't give you a chart, Jim. All I can say is – be alert – be awake. You can't go to sleep on the job of being a parent any more than you can on the job of radio announcing. If you want your Janet to think independently, you must think independently too. The real trouble is often mental laziness on the part of parents. It's much easier to wash Johnny's ears for him than to take the time and trouble to show him how to wash them properly himself. . . .

This example is especially noteworthy because it (1) presents its information in a highly palatable form, and (2) revolves around a topic particularly well suited to the interests of daytime radio listeners.

Many welfare agencies are engaged in public service broadcasting on a variety of themes. Current programs include the following:

"Planning Is for People," a Sunday series sponsored by the Citizens Planning Association of Cincinnati. Presented as a kind of forum, the program features technicians, experts, and laymen who answer previously submitted questions on such subjects as traffic problems, housing, economic opportunity, population changes, and so forth.

"Why Do You Worry?" a series of fifteen-minute transcriptions made available to local communities by the American Medical Association. To deepen public understanding of mental hygiene principles, these dramatic programs are combined with short talks by medical authorities on bringing up children, on solving marital problems, on the basic causes of alcoholism, on adjustment to old age, and so forth.

"Keeping Well," a series of dramatizations sponsored by the Baltimore City Health Department. These are described on page 66.

DISCUSSION: Choose two or three local agencies for purposes of illustration. What phases of their activities would lend themselves to programs of this type? Do the agencies have information to offer on family life, on homemaking, on recreational facilities, on hobbies or handicrafts?

Let the group make up a list of "service to listener" programs now being presented on local stations. How well are social and health agencies represented among the sponsors of these programs?

4. Careful Preparation for a Broadcast

The Radio Office of the University of Chicago issues a handbook for guests on the University's Round Table. This handbook, called *Dos and Don'ts of How to Win Friends and Influence People – Round Table Version,* shows how much care goes into preparing and rehearsing the participants in one popular program.

The Chicago Round Table members meet Saturday evening at dinner before their Sunday afternoon broadcast, in order to become socially acquainted with each other, to discuss "the chief areas" of the topic, and to exchange views and data. They meet again on Sunday morning for further checking. They are advised that:

The Round Table uses no scripts. However, a topical outline of the issues and facts the participants propose to examine on the air will be prepared at their preliminary conference. Sunday morning, when you arrive at the studio, the outline, typed and stapled to a larger sheet of paper, will be ready for you.

During the first hour Sunday morning, you will find it helpful to jot down facts, figures, quotes, and general data to remind you, on the air, of specific points you want to make – and to insure that "your special responsibilities" are clearly noted. On the double page following we have photographed a participant's "ready for air" outline from a recent Round Table.

The "ready for air" outline is reproduced on the following page.

NOTES FOR AIR

"Battle of Inflation Gap" — (good phrase)

① Since war: farmers' cash income has advanced "almost as much" as factory wages — and more rapidly than salaries & wages in general.

② Last year: farm income increase 1/3 more than mfg., double that for construction & transportation.

Labor-minded
Public interest
Pressure groups

How have twice as large a volume of checking deposits & currency in circulation as had 3 yrs. ago. In latest war bond campaign, 3 times as many bonds sold to banks as were taken in Series E Savings Bonds!!

Timing

Round Table Outline

"Are We Holding the Line?"

(27) INTRODUCTION - (provocative questions to pose)

- A. Are we holding the line against inflation?
- B. Will the Little Steel formula for wage control hold?
- C. Will the 10% roll-back of meat prices really work?
- D. Will hold-the-line tactics solve the inflation problem?
- E. Is the government levying enough taxes?

(22) I - FARM PRICES AND THE FARM BLOC

- A. What are the facts on the economic position of the farmer?
- B. Should higher prices be permitted to encourage production?
- C. Why haven't we used farm prices to encourage production only of needed foods---THE FARM BLOC?
- D. Would subsidies be a good way to encourage food production?
- E. Summary - Hart

(18) II - WAGE POLICIES AND LABOR DEMANDS

- A. Are wage-earners "rolling in wealth"? (DATA)
- B. The Coal Case
- C. The "Little Steel formula" - success or failure?
- D. General sliding scale on wages as an alternative.
- E. Summary - Me!

(9) III - UNCLE SAM'S PRICE CONTROL POLICIES

- A. Why price control acts and regulations are only a first step to the control of prices?
- B. What are the difficulties of enforcement?
- C. Pros and cons of "roll-backs" and subsidies?
- D. Why rationing is a necessity, given price control?
- E. Summary - Stigler

(4) IV - THE FISCAL CHALLENGE

- A. The need of higher taxes so price control can work.
- B. The inflationary danger of selling bonds to banks.
- C. The need for higher tax rates quickly.

(1) V - SUMMARY - (Hart)

YOUR SPECIAL RESPONSIBILITIES

Pose questions A-C-E on behalf of Round Table listeners.

I begin this Section I

quote Econ. Stabilizer Byrnes here.

Wages & salaries: up 65% in '42 over '40. In key industries, total pay rolls are up as much as 160% over '40. Half of this increase due to increase in employment rather than in wages. Per capita wages up 50% in '42 over '40.

quote FDR: "The only way to hold the line is to stop trying to find justifications for not holding it here or not holding it there."

pose questions here for Stigler to answer.

ROUND TABLE SPEAKER'S OUTLINE

5. Can You Say It in Fifty Words?

The spot announcement has become an established campaign feature. Because it takes so little time and can be scheduled so flexibly, it is easier to place with stations than are other forms of radio material. Succinct and forceful by its nature, the spot announcement offers an excellent test of your ability to reduce an important message to from 50 to 100 words.

a. Here are two examples of its use by the American Library Association. These were included in a series of sample spots prepared by the Association's public relations department and distributed for local use by member libraries throughout the country:

ANNOUNCER: Well, here's Washington's Birthday again, and just in time to remind us that we're the fifth generation of Americans to try winning the peace, and that Washington's was the first. In Washington's day, conditions made it possible to keep clear of foreign entanglements, and the father of his country believed this was the course of wisdom. Would he believe the same thing today? Why not ask the public library for some books by and about Washington and discover whether the reasons for isolationism which were good enough for him in 1790 aren't out-of-date today.

ANNOUNCER: Ladies, do you know the smartest spring combination? It's not sulphur and molasses; it's not first robins and spring thaws. It's club program chairmen and libraries. Bright program chairmen know that the smartest thing to do is to ask the —— Library for help in lining up a year's work that will seem just as good next February as it does this February.

b. A steady stream of responses followed a series of "station breaks" prepared for a local station by New York City's Welfare Council. Boosting its information service, the Council used announcements like these:

Do you know how to get help if you are sick? If you have a personal problem? If your child is hard to manage? Telephone the Welfare Council of New York City, which has a free information service. The phone number is Algonquin 4–5500 – The Welfare Council.

"Where can I turn for help?" How many times you've heard that desperate plea from someone you know! Now you can have an answer: The Welfare Council of New York City has a free information service by mail or phone for anyone in trouble. Call Algonquin 4–5500 – The Welfare Council, 44 East 23d Street, New York 10, N.Y.

c. Advising Red Cross Chapters on the techniques of preparing spot announcements, Mary Curtis Studer of the Public Information Service, Eastern Area, American Red Cross, offers these points:[1]

First of all, catch your listener's attention with a timely, interesting statement. Use a news twist if possible. Second, present the purpose of the announcement. Show the listener how it affects him. Last, give it an "act now" angle. Be sure the listener knows exactly what he is to do in response to the announcement – where he can go to sign up, or where he can call for further details.

Be specific!

Keep your spot announcements brief, terse and snappy.

By all means read the spot over carefully before you send it in. Read it ALOUD. Read it at the same tempo the announcer will use. Are your words well chosen? Are they euphonious? Is there any chance of mistaking the meaning of any of them?

Limit your copy to short, familiar terms. But avoid hackneyed expressions. Steer clear of terms to which your listener has become so accustomed that they no longer capture his imagination or stir him to action.

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1. From "On The Air," in *Contact* (American Red Cross, Eastern Area, Alexandria, Va.), August, 1944.

ASSIGNMENT: Keeping the above points in mind, prepare three spot announcements which will accomplish certain definite purposes. These might be to:

1. Invite mothers to attend an exhibit on child care.
2. Recruit foster homes.
3. Recruit volunteer leaders for a youth organization.

6. There Are Always Transcriptions

For the agency that cannot afford to produce its own local programs on a level of entertainment to match that of competing broadcasts, transcriptions are one solution. The National Publicity Council for Health and Welfare Services maintains a file of information about transcriptions in the health and welfare fields, and can tell you how to secure them.

Many national agencies prepare transcribed programs for their locals. For example, here is a partial list of the dramatic transcriptions offered to "Y's" at a nominal cost by the Radio Department of the National Council of the Young Men's Christian Associations:

At the Sign of the Red Triangle #1: Six 4½ minute stories of the "Y" in other countries narrated by Lt. Commander Nelson Case, former pilot in the Navy Transport Command. Commander Case tells dramatic incidents of China, Korea, Chile, Poland and Japan. For use during World Service month, or at any time, as World Service cultivation.

The Adventures of Archie Andrews: A dramatization depicting the fun of *camp life* told by the characters in one of the network's funniest serials, "The Adventures of Archie Andrews," based on the comic strip of the same name. The story is written by Carl Jampel, author of the network serial. The original characters play themselves. For use during American Boys' and Girls' Camp Week or for any other occasion that ties in with your camps.

The Man on the Geneva Express: This recording tells a dramatic story of the war as related by Donald A. Lowrie, "Y" Secretary stationed in Geneva, Switzerland, at the time of the incident. Written by Max Ehrlich, this dramatization pleads the cause of peace. For any holiday of memoriam.

Kill Shot: This recording dramatizes the veterans' story from the home town viewpoint. An adaptation of a short, short story from a recent issue of "American Magazine."

There Ought to Be a Law: Narrated by the outstanding news commentator, John B. Kennedy, this illustrates how young people can influence the life of their communities by learning to become good citizens through the Youth and Government program of the "Y."

Nine September: This is the script which won first prize in the "Y's" Radio Script Contest. The cast includes: Canada Lee, Larry Haines, Ian Martin. For use on any occasion when Brotherhood is the subject.

The purchase of transcriptions does not finish the job for the local agency. Here is how the Y.M.C.A. instructs its local secretaries to insure the use of these recordings:

1. Play the transcriptions for your Public Relations Committee, either with your own or a borrowed playback machine, or make arrangements at a local radio station studio.
2. Get the best qualified member to go with you to make the presentation to the manager or program director of your radio station.
3. Show the station representative descriptions of the broadcasts.
4. If he is not familiar with "Y" transcriptions, take one or two sample recordings for audition purposes.
5. Suggest some ideas for publicity for the series – how you can cooperate with the station in advance publicity to help build up a large listening audience.
6. Ask about available time – how the series can be fitted into the station's schedule of sustaining time. Stations have their problems, but they will try to be cooperative in meeting your request.

YOUTH PROGRAMS

Programs by children and young people are generally welcomed on the air. These pictures show a variety of programs sponsored by youth agencies.

Courtesy KQW, CBS

A self-governing group known as San Francisco Junior City appears regularly in a local program called "Mayor on the Air."

Courtesy WSB, NBC

These members of Camp Fire Girls tell their radio audience in Atlanta that making dolls is an entertaining pastime.

Eleven-year-old chairman of a conference sponsored by Youthbuilders, Inc., for New York public school students prepares to introduce Mr. Canada Lee.

A Girl Scout, appearing on a commercial program, explains to Gracie Allen the requirements of the dramatics badge.

Courtesy WEAF, NBC

Five members of New York Boys' Clubs talk with London Boys' Club members in a two-way quiz.

Courtesy WEAF, NBC

Ask for a series of programs for a period of weeks, preferably at the same hour each week, which can be announced in advance to build a regular listening audience.

7. When the time has been assigned, be sure you follow through with publicity. Announce the programs in your mailings, on bulletin boards, in your house organs, in newspaper stories, etc. Audience reaction after the broadcast is also important to report to the station. It is a yardstick which will help gauge listener interest.

ASSIGNMENT: These notes on securing the use of transcriptions, together with "Asking for Time on the Air" (page 56), contain practical suggestions for building a wide audience for one program or a series. Combine these ideas with others of your own to prepare a promotion plan for a broadcast of your own.

7. Dramatizations on the Air

If the theme has human interest, the dramatic presentation is far and away the most effective means of shaping public attitudes or spurring an audience to action. This type of broadcast is also by far the most costly in time, money, and skill.

Unless the dramatization is prepared by a professional script writer, produced by a competent director, and played by an experienced cast, it stands little chance of competing with the commercially sponsored shows which are available to the listener at the mere twist of a dial. An even greater hazard is the fact that unless it is skilfully handled, a well-written and well-played script can, by its sheer story value, overshadow and even obscure the educational message around which it is built.

DISCUSSION: Borrow a dramatic transcription prepared by a social or health agency and play it back to the study group. If a transcription is not available, substitute a dramatic script borrowed from a local agency or a national organization, and ask members of the class to read the lines aloud. Careful listening will probably impress upon the rest of the group the importance of a warm, pleasant voice; the need for short sentences; the confusion caused by tongue-twisting phrases; the desirability of contrasting voices, and so forth. Discuss the drama from these points of view:

As sheer entertainment, does the story itself stand up well enough to hold a sizable audience?

Did you feel at one or more points that the action of the story was impeded by the exposition necessary to put across the agency's message?

Were the incidents and characters believable? Were they enough like everyday life and ordinary people so that you could apply the implications of the story to your own actions or attitudes?

What did this drama teach the listener? It might be an interesting experiment to ask each member of the group to condense into a single sentence the major message of the sketch — the one basic idea which in his opinion was its foundation — and then to compare notes.

8. Dramatic Series

Agencies with the time, the facilities, the money, and the opportunities to present regular series of programs on the air, can build steady audiences for the information which they have to offer.

Borrowing the standard form of the daytime serial, the Baltimore City Health Department and the Medical and Chirurgical Faculty of Maryland have for many years

been co-operating with Station WFBR, Baltimore, on the series "Keeping Well."

These fifteen-minute dramatizations revolve around a central character, Dr. Richard Ashley. The focus of the drama is on Dr. Ashley's friends and patients, but the burden of the Health Department's message is delivered in the course of the dialogue by the actor who plays Dr. Ashley.

Basic information for the programs is furnished by the Health Department. The scripts are prepared by an outside writer and played by a cast of volunteers recruited from little theater groups in Baltimore. The series deals for the most part with communicable diseases, such as tuberculosis, scarlet fever, and syphilis, and with occupational diseases, mental hygiene, and so forth.

The titles of the programs are carefully selected to invite listener interest: "Night into Day" (sight-saving); "Postage Due" (tuberculosis seals); "Two Were Late" (early diagnosis of cancer); "The Sealed Room" (carbon monoxide); and so on. The dialogue also has the flavor of entertainment. Dr. Ashley's advice is built into the script so naturally that it becomes a part of the story.

At this stage in your planning, by all means read and reread the chapter entitled "Your Choice of a Format," in *Radio — How, When and Why to Use It.* (See reading references.) The section of this chapter called, "To Dramatize or Not," gives sound advice about working with script writers and dealing with production problems.

IN LETTERS

EVERYBODY writes letters. Perhaps that is the very reason why their significance in telling the story of your agency is so often overlooked. Welfare workers are inclined to think of public relations as something that can be handed over to experts or tucked away in a department. They forget that the personal letter, like the personal conversation, is one of their most important channels of communication with the individual human beings who make up their various publics.

If some inventive genius could devise a gadget that would measure and record goodwill, it might be usefully employed in testing the results obtained by letters. Imagine a thermometer, for instance, that would register a "normal" of 50 degrees when the volume and quality of outgoing mail from any agency brought a reasonable return in public understanding and support. A special effort on the part of the staff to write more and better letters would raise the mercury to summer heat. But the temperature might drop to freezing when correspondence was neglected or carelessly performed.

Plus-values in goodwill may be gained by improving the *quality* of letters. The normal correspondence of any well-conducted agency receives attention, as part of the day's work. Letters demanding a reply are answered. "Asking" letters also get written — letters asking for almost everything, from service as chairman of an important committee, to the loan of a silver teapot for the Christmas party. The goodwill returns depend on whether these routine letters are perfunctory and stereotyped, or friendly and courteous.

Public welfare officials, hedged in as they often are with legal formalities, have a special responsibility to be clear and simple in their correspondence. The surprised delight of John or Jane Q. Public on receiving a human and understandable letter from a government agency is almost pathetic. Many public agencies have followed the example of Big Business and offered courses in letter-writing to their personnel. Such courses uniformly stress the avoidance of trite phrases and technical language, and encourage a simple and natural style.

Nothing so cheers the heart as a good letter in the morning mail. As Stephen Vincent Benét once wrote to his wife:

> My breakfast in me, warm and staunch,
> Your letter in my pocket,
> The world's a coon that climbed a branch
> And I am David Crockett.

But how often is such pleasure dulled by a guilty consciousness of your own opportunities neglected. Do certain types of letters often remain as half-forgotten impulses in the back of your mind, or at best as rough notes in your dictation folder?

Do you seize such opportunities as the following: to congratulate a colleague (circle one on your public relations chart) on some achievement; to assure an absent board member (circle one) that he was missed at a recent meeting; to thank a volunteer (circle two) for a service well performed; to congratulate Mrs. Doyle (circle three) on her new baby; to report to someone (circle four) who has referred a case to your agency? A personal note to one of the agency's special friends (circle five) might supplement a formal invitation to the annual meeting. With an eye on the outer circles, you might find occasion to express your appreciation of a good news story to an editor, or of a favorable broadcast to a commentator; to thank a speaker for a fine talk; to give recognition to a public official or representative for his stand on some important issue.

If every member of your agency's staff obeyed such impulses, it would always be June by your goodwill thermometer.

There will be stormy days, however, in spite of your best efforts. Audrey Hayden Gradle frequently reminds health and welfare workers that their public relations cannot always be pleasant and that they must sometimes take a firm stand in defense of some just cause. The letter of protest is an occasional "must." But the authors of this text have a word to add to that statement:

Write it whenever the occasion arises, to get it out of your system at once. Then, if possible, sleep on it — or at least go out to lunch. Next, read it over before you mail it, putting yourself in the recipient's place, and asking yourself exactly what you hope to achieve. There is a time to do battle. But persuasion is not a fight, and written words are terribly permanent.

There are no inflexible rules for the personal letter. Its tone is as difficult to define as a tone of voice — and equally important. Let your letter be a straightforward expression of what you think and feel. Let it be whatever length is necessary to give those thoughts and feelings expression in fresh and simple words.

Most health and welfare agencies make wide use of form letters. A simple pattern may be helpful to you here. But don't try to squeeze your letter into it. Instead, write what you have to say spontaneously, let it cool, and then apply the pattern as a test. If your letter is a good one, you will probably find that:

Its appearance is inviting (attractive letterhead and well-designed typewritten page).

The first paragraph establishes a relationship with the reader and carries this over to the second paragraph.

The body of the letter states concisely and interestingly the situation which is the occasion for writing.

The final paragraph makes very clear what response is expected, and inclines the reader to do something about it.

The proper length depends on what it is about, who is to get it, and how talented the writer is. The ability to carry a reader into page two of a form letter is a rare gift.

One could fill a book with true stories of the havoc wrought by careless letters. There was the large contributor who canceled his gift because he received a second reminder after his check had been mailed. There was the woman who never forgave a social agency for continuing, after the mistake had been called to its attention, to address her as "Miss" instead of "Mrs." People heartily dislike having their names incor-

rectly spelled. They are impatient of poor bookkeeping. They want report letters to give them facts, not generalities. These preferences seem entirely reasonable.

It is a bit odd, but true, that people are inclined to be more resentful of such lapses on the part of welfare agencies than of similar mistakes made by commercial firms. Remember, the mercury falls with every little slip in personal correspondence. And a really serious error in a large mailing of form letters may bring on an untimely frost.

Discussion Suggestions

1. A Letter at the Right Time

The letter to clear up a misunderstanding or to avoid expected resentment depends just as much on its timing as on its content. The quicker it goes into action, the less time there is for possible hostility to become deep-seated. Here are two examples of prompt and effective letters sent to whole groups of people who, without these explanations, might have harbored lasting ill will.

a. The Public Assistance Law in Pennsylvania had been amended to deny aid to persons favoring overthrow of the government by violence; it was one of a series of enactments designed to curb subversive activities. To comply with the law, it was necessary to obtain from every assistance recipient a simple affidavit of loyalty to the government. While no one refused to sign, many people were confused and resented what seemed to be a reflection on their loyalty. To answer their questions or complaints, the following form letter was devised:

. . . We should like to make it very clear that no one questions your loyalty to this country. Furthermore, we do not want to do anything to discontinue the assistance grant of any person who continues to need assistance.

However, the law does provide that assistance may not be granted to a person who advocates and actively participates in a movement proposing a change in the government by unconstitutional means. The affidavit which you *and all other assistance recipients* are asked to sign is merely a document which says in writing what we already know to be true in almost all cases – namely, that you and they would not have the slightest intention of trying to overthrow the government. We believe you fully when you say that you would not know how to make such a move. All we ask is that you sign your name to a printed form which says just about the same thing as you say in your letter. . . .[1]

b. When a case of poliomyelitis was discovered in Camp James Weldon Johnson, operated for Pittsburgh children by the local Urban League, it became necessary to impose a quarantine upon all campers and counselors. Knowing how frightened and alarmed the parents of the children would be, the agency director, R. Maurice Moss, immediately composed the following letter. It was sent on the Camp's stationery by special delivery to a list of 200 parents.

One of our adult Counselors, a twenty-five year old girl, contracted an illness and was admitted to a hospital at the request of the Camp for observation. After laboratory tests, the hospital informed us that she has a mild case of poliomyelitis (infantile paralysis). Fortunately, the hospital reports, she is responding well to the necessary treatments.

Immediately upon receiving the diagnosis, we consulted City, State and County health

1. Levy, Harold P., *A Study in Public Relations.* Russell Sage Foundation, New York, 1943, p. 95.

authorities. It was their advice that, in view of this case and the current prevalence of polio in this district, the safest course would be to place the entire Camp personnel under a period of observation, although there is no evidence that anyone else in Camp had been infected. It is possible that the Counselor contracted the illness during a recent two-day furlough to the city.

In order to be doubly sure during this observation period, waterfront activities, including swimming, are being eliminated; the program activities are being carried on within the Camp's own area (150 acres); and outsiders are not being permitted to enter the camp grounds, in order to exclude the possibility of any infection being brought in. Of course, our Camp Nurse and the two physicians who are on call will continue their usual services.

We wanted you to have this information as to the measures that have been taken to guarantee your child maximum protection. And we wanted you to have it at once, directly from us, rather than by way of rumors. You will please note, however, that because of the period of observation:

(a) No visitors will be permitted access to the Camp area.

(b) The campers who were scheduled to leave Camp on July 31 will remain for the duration of the observation period (which will probably not extend beyond August 3).

(c) The campers who are now scheduled to enter Camp on Tuesday, August 1, will not be admitted until the observation period has expired. These campers will be sent notice of the new date.

(d) There will be NO additional charge to the parents of campers who must remain for the extra days.

We regret the necessity for this action, as you may well imagine, but believe it to be the best course for all concerned. But we also want you to feel assured that every possible precaution is being taken, and that there is no cause whatever for anxiety on your part. If anything in this letter is not clear to you, or if you have further questions, please feel perfectly free to call our City Office.

Sincerely yours,

Reporting on the effects of the letter, Mr. Moss tells us that:

Not one parent has indicated any evidence of lack of confidence in the Camp's handling of the situation. No parent has asked for the withdrawal of a child now here and none has shown the slightest hesitation about going through with the registration for the coming periods.

One other thing: the three top people have personally accepted every telephone call, and there have been scores, rather than let the girl on the switchboard make the explanations. This has indicated to the parents, relatives and agencies our personal concern.

Despite the apparent success of this technique, I hope never to have to use it again! Two hundred anxious parents make a formidable "target" for social work interpretation.

DISCUSSION: When is a letter of explanation called for? The group can best discuss this question in relation to specific situations. Letters should be considered not only by themselves, but also as alternatives or supplements to telephone calls and personal interviews. Here are typical situations in which one or two or even all of these steps might be important.

1. A couple have offered to adopt a "homeless child." Explain to them that they may have to wait months or years before an adoption can be arranged.

2. As the result of a successful educational campaign on the importance of early diagnosis of cancer, the clinic has been so swamped with calls that it is necessary to set appointments a month or more in the future. Explain this to the irritated applicants.

3. It has been necessary to raise the room rates at the Y.M.C.A. Announce this to the residents.

4. A course for expectant mothers has been announced and promoted by your agency. Because registration has been less than was anticipated, the directors have decided to withdraw the course and to use for more urgent purposes the staff time which would have been taken up. Explain this to the women who have already enrolled for the course.

ASSIGNMENT: For the situations which, in the opinion of the class, can best be handled by letters, have each member of the group draft suitable letters for general discussion.

2. *Improving Quality*

Plus-values in goodwill may be gained by improving the quality of normal correspondence.

A hard-to-write letter is one refusing to comply with a request. An especially difficult situation arose when a family service society was asked by a former president of the local community fund to help a family in obvious need. By agreement with the public welfare department, and by prior decision of the agency's board, the scope of the society's functions excluded the type of financial assistance which was called for. But how should this be explained to the citizen who saw the matter very simply as a case of need on the one hand, and on the other of an agency to help?

The Case Committee of the society discussed the request and chose Mr. Norton as their spokesman. Mr. Jones of the Committee agreed to explain the situation to Mr. Norton, but asked for a statement of the facts. Here is the painstakingly explanatory letter which the case supervisor wrote to Mr. Jones.

Re: Brown, John and Mary

Dear Mr. Jones:

This is the memorandum you requested concerning the above case. We presented this situation at the last meeting of the Case Committee of the Board as an example of our most frequent complaint. The general opinion was that this case reflected a lack of understanding about what the Community Fund does concerning financial assistance to families in the county that should be cleared up. The suggestion was made that a situation of this nature might best be handled by a board member. Since the above case was a current example, not as yet settled, the Committee felt that they should begin with this. You recall you suggested that Mr. Norton would be the best man to handle this and asked for the following details to discuss it with him.

On the surface this case involves the agency only indirectly since it was referred to the Community Fund. Yet, actually, it directly concerns us since the question of financial assistance to a family is involved and the Family Society is the only Community Fund agency in any way equipped to handle a request of that general nature. Also, unless it is settled, the case is bound to come up during next year's drive, possibly affecting contributions, which would very directly affect us. Rather than waiting until then, we thought we might save ourselves considerable future trouble by settling this now.

In some way the Brown family came to the attention of a group of employees of the Howard Fuel Company. They saw that this family was suffering from lack of food and coal and reported this to Mr. Howard. He, in turn, asked the executive of the Community Fund to see that the family got assistance. It was found that the family was not being assisted by any agency of the Community Fund but was under the care of the public agency, where they have been receiving help for the past three years.

Mr. Brown is 43 years old and has three children of grammar school age. He worked as long as he could as an unskilled laborer. A

few years ago, however, Mr. Brown became seriously ill and medical opinion is that he will never again be able to work. Since the family has no resources of its own, that means that permanent relief is needed. As you know, this is the form of relief that the public agency states is its responsibility to provide; but due to insufficient appropriations lately, that agency has not been able to give any family under its care sufficient assistance. It is because of this that the Brown family is suffering.

You recall, our Case Committee considered this agency's policy in relation to those families under the care of the public agency receiving inadequate assistance and saw this as a problem that did not fall either within our job or within our financial ability to handle. Neither does the public agency wish us to give additional relief to families under their care. Consequently, it is the Society's policy by agreement with the public agency that this not be done in any case.

We all hope Mr. Norton will consent to explain this situation to Mr. Howard. If he does, and wants to talk with us beforehand, let him know that we would be glad to arrange this.

Sincerely yours,

CASE SUPERVISOR

DISCUSSION: What do you think of the Society's plan of preparing a letter for Mr. Jones to forward to Mr. Norton, which Mr. Norton in turn may use as a basis for his interview with Mr. Howard? How do you think those three men – the committee member, the board member, and the citizen who is interested in this case – will respond to the facts as presented in this letter? If you were a contributor to the Fund and Mr. Howard recounted this incident to you, with the explanation he received, how do you think it would affect you? Would your reaction be any different if the explanation had been couched in the following terms instead? And, if so, why?

Re: Brown, John and Mary

Dear Mr. Jones:

We are all so glad that you are going to ask Mr. Norton to be our spokesman in the misunderstanding which seems to have grown up around the situation of the Brown family. It won't be easy for him to persuade Mr. Howard that our hands are tied when it comes to offering the Browns any immediate help. We can well understand how startling and disillusioning it must seem to him that the Community Fund, with all its agencies, and the Family Society in particular, cannot offer financial assistance to a family so obviously in need.

Before you speak to Mr. Norton, you would probably like to have a review of the whole situation, and especially our position in it. Briefly, this is what happened:

Some of the truck drivers who work for Mr. Howard came across the Browns in the course of their work. The family was clearly destitute; they needed food and coal and clothing. So the drivers reported the incident to Mr. Howard. Naturally, Mr. Howard, who used to be chairman of the Community Fund, asked the Fund Director to see that something was done to help the Browns. He took for granted that one of the Fund agencies would get on the job at once.

Unhappily, the way things are now, there isn't a Fund agency in town which can give direct relief to the Browns.

Mr. Brown is unable to work. He used to be an unskilled workman and he worked as long as he could. A few years ago he became ill and now doctors believe that he will never be able to work again. They have no savings to fall back on (his earnings were never more than enough to cover the bare essentials) and no relatives to whom they can turn. So the Browns will almost certainly be dependent upon public relief for a long time to come – at least until the children are old enough to assume some or all of the burden of keeping the family going.

They have been getting a relief grant from the public agency for three years. That is the job of our public department and, under ordinary circumstances, this would seem to be the

closest to a satisfactory solution of a problem like the Browns'. The rub is that our public department doesn't have enough funds at its disposal to give the Browns anything like the amount of money they need.

Our own Society might be expected to step in here. But we too have such limited funds that if we spent our money supplementing public relief allowances we would quickly find ourselves unable to offer the services we are chartered to give. Our job in the community is laid out along quite different lines and, by agreement with the public department, we do not offer service to people who are eligible for public relief.

The Browns, as a result, find themselves shuttling back and forth between an agency which is supposed to serve them, but hasn't the funds to do it adequately, and another agency – our own – which has no right to use its funds for a purpose supposed to be fulfilled by the public welfare department.

In a way we are all glad that Mr. Howard heard about the Brown family and took it up with the Community Fund. I wish we could tell him that the Browns are the only family facing this vicious impasse, but the facts of the matter are that a good many families in town are suffering from the same injustice to a greater or lesser degree. As long as the State Legislature continues to appropriate inadequate sums for relief, there will be many people forced like the Browns, below a decent living standard.

Mr. Howard will surely be glad to hear that the Family Society will not remain idle in the face of such an obvious lack in our community's planning for its citizens. We have made representations to the State Legislature in the past regarding their appropriations for public relief. We shall redouble our efforts to make the facts known before the legislature meets again.

I hope that you and Mr. Norton and Mr. Howard will come along with us to the hearing where the appropriation is considered. Perhaps the unfortunate situation of the Browns can force all of us into producing some more adequate plan for meeting problems such as theirs. All of us at the Society sincerely hope it will.

Sincerely yours,

P.S. If Mr. Norton still has some questions after you have discussed this letter with him – and I can well understand that he might, in a situation as frustrating as this one – please tell him we will be delighted to have an opportunity to answer them.

3. Rewriting Your Letter

The sample letter on pages 74–75 is taken from *Effective "Y" Letters*[1] by Homer J. Buckley and Associates of Chicago. This handbook contains many other examples to illustrate what careful attention to style and mechanics can do to improve a letter. The faults indicated in "Sample Letter No. 64" are common ones: poor organization, and the use of weak, awkward, or trite phrases. The revision of Letter No. 64 at the right shows how good editing has strengthened and clarified the request for funds.

4. The Content of the Letter

Test the two letters on pages 76 and 77 against the formula for good letter writing.

Notice the way the attention-getting first paragraph of the appeal letter leads logically into the theme and body of the letter, instead of being superimposed, as so many "stopper" first paragraphs appear to be.

The thank-you letter is a "you" letter, with the recipient drawn into the copy at every possible point.

Notice that there is a break between the acknowledgment and the further request. Note also that the recipient, as well as the agency, is credited with an intelligent concern for the problem he is helping to solve.

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1. Association Press, New York 17, N.Y., for the Y.M.C.A. National Public Relations Committee, 1943.

YOUNG MEN'S CHRISTIAN ASSOCIATION
CENTRAL STREET DEPARTMENT

1210 CENTRAL STREET
BLANKTOWN, OHIO
WEST 2000

Sample Letter No. 61

(A fine opportunity for a rousing letter, but poorly organized. See the revision.)

To the Citizens and Business Concerns
of Blanktown and Vicinity

Dear Friends:

One of our fine citizens -- Mrs. John Roe -- has made a generous offer of a gift of $25,000 toward a needed $100,000 to erect a Y.M.C.A. building (to be used also by girls and women) to meet an urgent need of our community.

This is a conditional gift. We now appeal to our citizens and business concerns to aid in meeting Mrs. Roe's modest condition by also investing in our youth. awkward

Please do not pass this request by lightly. We urgently need the Y.M.C.A. new building -- our old one has served us well and is literally worn out. Our Y.M.C.A. program and leadership is high grade; it should be stepped up with the aid of new equipment. too much we

Mrs. Roe in her letter said, "In looking the situation over, I am convinced that a new Y.M.C.A. building is the greatest need in our community." That's why she offered her "Challenge" gift.

To raise $100,000 in a city the size of Blanktown will require a large number of SUBSTANTIAL contributions and a multitude of small gifts will also be required. weak
Every business, every citizen should share in this undertaking. why?

It's for our Youth -- they are worthy. We urge generous response. weak

Very sincerely yours,

PARTNER CHAIRMEN

should be second paragraph

YOUNG MEN'S CHRISTIAN ASSOCIATION

CENTRAL STREET DEPARTMENT

1210 CENTRAL STREET
BLANKTOWN, OHIO
WEST 2000

Revision of Sample Letter No. 64.

To the Citizens and Business Concerns
of Blanktown and Vicinity

Dear Friends:

One of our fine citizens, Mrs. John Roe, has made a very generous offer of a gift of $25,000 toward a required $100,000 to erect a Y.M.C.A. building that is urgently needed in our community.

In her letter Mrs. Roe said: "I am convinced that a new Y.M.C.A. building is the greatest need in our community." This building will be a fine, healthful interest center for the boys and girls of Blanktown.

To warrant this fine gift from Mrs. Roe we must raise the balance of $75,000 necessary to erect the building. No one questions the immense value of such a building to our community. We need it and need it badly.

The welfare of our city depends very largely upon the health and moral standards of our young people. The old Y.M.C.A. building has served the community so long and has been utilized so thoroughly that it is literally worn out. A new building with modern facilities and equipment is badly needed.

To raise $75,000 in a city the size of Blanktown will require a large number of SUBSTANTIAL contributions and a multitude of small gifts. The support of every business and every citizen is needed in this undertaking for our youth. We cannot let this opportunity go by.

Will you help us in raising the needed amount .. and in so doing help the boys and girls of our community? Please check and return the enclosed card.

Very sincerely yours,

PARTNER CHAIRMEN

....

....

HENRY STREET SETTLEMENT

FOUNDED BY LILLIAN D. WALD IN 1893

265 HENRY STREET, NEW YORK 2, N.Y. ● TELEPHONE: ORCHARD 4-1100

My dear Mrs. Smith,

A whispering campaign has started on Henry Street! It has nothing to do with the war or with politics, nor does it "defame" anyone.

We didn't know about it until suddenly we became conscious of the fact that each time the children came to see us about a summer vacation, they kept humming one line of a popular song...."Wishing can make it so!" Sometimes they whistled it; occasionally they whispered it quite loud. And then Johnny spilled the beans and the story came out!

"You really want to know why we keep singing that all the time? Last year, the lady at the desk told us, when we asked when our chance to go 'way would come, that if we wished very hard she was sure people would help so she could give a vacation at the Settlement camp to all of us. And you know, she was smart because it really worked and every one of us went away.....

"So this year we're doing it twice as hard and whenever we get near the Settlement, we start to sing the song hard so people will kinda feel it and send money so's we can go to the country."

These boys and girls aren't asking for a very great deal.....just two weeks out of 52 when they can get a swim, three good meals a day and some fun. The cost of a two-week vacation is $25.00. But if all our friends provide as much time away for the children as they can afford, we will be able again to prove to them that, "Wishing can make it so."

Please help us keep faith with these children so all that good "wishing" won't be wasted!

Sincerely,

Stella A. Koenig

SAK:R

United Urban League Service Fund

for NATIONAL URBAN LEAGUE *and*
URBAN LEAGUE *of* GREATER NEW YORK
202 W. 136th St., New York 30, N. Y. EDGECOMBE 4-9600

Dear Mrs. Hibbs:

This acknowledges with sincere thanks your contribution of $25.00 to help further the purpose of the United Urban League Service Fund.

You may be sure that your money will be used as wisely as the Urban League workers know how to use it — to help solve the problem of how America can change its methods of handling its Negro Minority problem, particularly on the economic front.

* * *

If you would like also to give a little time as well as money (if, for example, you would like us to suggest how you might approach a half dozen friends on our behalf) please let me know.

We know that you are busy, but so many people have asked how they can help personally in this work that I thought I would let you know that if you are interested in that way also we would be very glad to tell you how.

Cordially yours,

Elmo Roper

Elmo Roper

5. Writing to Your Representative

On the basis of their professional as well as their personal experience, welfare and health workers will often wish to express their convictions about pending legislation to their local, state, or federal representative. And when legislation vitally affects the operations of an agency or concerns the ideals it seeks to serve, it often is desirable for the agency itself to ask its constituents or supporters to help pass or suppress the bill. In this case the agency as an organization, rather than the social worker as an individual citizen, is assuming its share of responsibility for social legislation.

Here, according to *Action,* bulletin of the National League of Women Voters,[1] is "the ideal communication from a constituent":

Hon. Sir: Please vote for OPA. They keep my rent down.

Joe Schultz, 1852–A N. 11th St.

The author of the article, a congressman's wife, analyzes this postcard as follows:

The first point about Joe's note is, of course, that he actually wrote and mailed it. He didn't wait to find his Congressman's middle initial or room number, or the number or sponsor of the bill, or a long line of theoretical arguments for it.

But he got the essentials. His postcard is ideal because:

1. It can be read in a quarter of a minute.
2. It states the subject.
3. It tells what the writer wants the Congressman to do.
4. It gives a reason for Joe's opinion.

. . . The information your Congressman wants is what Joe Schultz gave him with such admirable brevity – he wants to know *what* you want him to do about *which* bill and why. You ought to be able to tell him in two legible paragraphs. If not, your education was wasted. . . .

ASSIGNMENT: Try drafting a two-paragraph letter to your representative, a letter which meets the above specifications, on any or all of the following bills:

A state bill requiring the governor to appoint a commission on child welfare, the commission to consist of seven citizens of the state, serving without pay, who are to study conditions, practices and needed legislation in relation to the care of dependent, neglected, delinquent, and defective children.

An amendment to the state public assistance law, repealing the requirement that grandchildren are liable for the support of their grandparents.

A bill requiring every health and social agency, and every attending or consulting physician or nurse, to report all cases coming within the statutory definition of blindness.

6. The Appearance of the Letter

A long-awaited letter from Aunt Emily can count on a glad welcome even if it is scribbled in pencil on some torn-out notebook pages. The form letter, however, must deliberately attract the reader's attention. One way to do this is through layout and design.

a. The appearance of the text. Reproduced on page 79 are three letters from the magazine *Time* urging the recipients to renew their subscriptions. Each letter is approximately a page and a half in length. Although justly famous for their copy, *Time's* circulation and promotion letters do not rely exclusively on text. *Time's* promotion staff gives a great deal of thought to arranging paragraphs and lengthening or shortening sentences to make each page an eye-catcher.

1. Washington, D.C., January, 1946, p. 4.

TIME

The Weekly Newsmagazine

TO SAVE YOU TIME — TO MAKE THE NEWS MAKE SENSE

Chicago 11, Illinois

Dear Reader:

How would YOU punish a god?

The god I'm talking about is "the Magnanimous-Exalted, the Sublime Majesty, the Imperial Son-of-Heaven of Dai Nippon" ... Hirohito.

This toothy, thin-chested, near-sighted, somewhat bandy-legged little man is so holy that his 70 million Japs are forbidden to look at him. What are we going to do with him (or to him) if he falls into our hands unhara-kiri'd?

Once when Hirohito's grandfather, the Emperor Meiji, escaped assassination by the skin of his buck-teeth, he said:

> "Who would take the life of a god? If there is some plot against my person, it must be that I have not perfectly practiced divine virtues. Unless something very lacking within me, none would have dared it."

I guess there is something lacking in Hirohito. And one of these days (not too distant, I think) the fact will be forced upon his divine attention.

* * *

But a lot of grim, tough fighting still lies between our Pacific outposts at Okinawa and the 24 gates of the moated Imperial Palace in Tokyo.

The story of that fighting will be a tale of dream on the seas, heroism on the beaches, and vengeance from the skies — a tale of great battle fleets and lone fighter planes — of the wisdom of Generals and the courage of Pfc's. It will be a gripping, glorious story that our children and our children's children will read and thrill to for generations to come.

I think you would want to read that story week by week in TIME — the magazine in which so many of our boys in the Pacific follow the news of the fight they are in — the magazine whose accuracy is attested week after week by letters from the very

men who are making the fighting-news we report (we print more than a quarter of a million copies for the Pacific armed services in Hawaii and Manila each week).

The way TIME covers the Pacific war is typical of TIME's coverage of every newsfront — of peace fronts as well as war fronts — of the news of reconstruction in Europe and reconversion at home — of the news of world organization and post-war politics and taxes-going-down and business-on-its-own-again.

> And that is why I am almost sure that a busy person like you would find TIME more valuable than ever in the months ahead — to boil the news down for you and point it up and connect it together, to fill in the background and check it for accuracy ...

For only TIME can bring you all the news you want to know and remember — told as one clear, reliable, memorable story you can read in a single evening a week!

* * *

Today, for the first time in almost two years, I can invite you to try TIME for yourself.

So here is a card which entitles you to a top priority on one of the very first subscriptions we can enter when more paper becomes available. (Since January, TIME has been completely sold out and has had to defer new subscriptions.)

I am sending this invitation to you because we believe you are one of the people best qualified by knowledge and interests to get the most out of TIME's kind of verified, integrated, forward-looking newsreporting.

> This priority will save you $2.80 under TIME's newsstand price — and will save you missing TIME altogether many weeks when TIME sells out on your newsstand within a few hours.

Priority cards will be honored in the order of their receipt. So, please, will you sign yours and mail it right back to me today.

Cordially,

TDP

TDP/AD

Circulation Director

TIME, The Weekly Newsmagazine, takes you the events of the world's independent newsgathering and interpretive organizations in its weekly editorial wire in New York, Washington, Chicago, Los Angeles, San Francisco, Detroit, Boston, Atlanta, Denver, San Antonio, Seattle, Ottawa, London, Paris, Rome, Moscow, Mexico City, Buenos Aires, Rio de Janeiro, Manila, New Delhi, Chungking—and TIME correspondents at home and overseas—the full service of The Associated Press.

540 N. MICHIGAN AVE. TIME THE WEEKLY NEWSMAGAZINE CHICAGO 11, ILLINOIS

May 6, 1946

Dear Subscriber:

If you are like most TIME subscribers -- you are leading a double life!

Days you have a job to do, a business to run, money to invest, people to counsel -- perhaps in an office or a government department, a laboratory or a parish house, a kitchen or a college classroom. You have a living to make.

> Nights (and weekends and vacations, too) you have a life of your own to live -- gardens to grow, books to read, movies to see, places to visit, new hobbies and inventions and games and gadgets to have fun with!

And in both these lives -- the news is important to you.

* * *

Of course you want the national news and the international news, the news of foreign affairs and business and finance.

You want this news as a world citizen, as an American, as the head of a family -- to help you work more effectively and vote more informedly and plan ahead with greater confidence.

But for that other life of yours -- for the hours you can call your own -- you want another kind of news: the kind that will help you get more fun and satisfaction out of the plays and movies you see, the books you read, the music you hear, the vacations you take, the friends you spend evenings and weekends with.

On both these counts, I think you must be finding TIME very valuable to you ...

> For TIME is the only way I know that a busy person like you can get briefly, clearly, memorably all the news you want to know to help you lead your kind of active, balanced life!

Consider:

Between its two covers TIME brings you each week a journal of National Affairs, a chronicle of Foreign News, a Medical

TO KEEP INTELLIGENT PEOPLE WELL-INFORMED . . . ABOUT EVERYTHING OF IMPORTANCE

540 N. MICHIGAN AVE., CHICAGO 11, ILLINOIS

March 18, 1946

Dear Subscriber:

Just for fun, test yourself on these questions from the week's news:

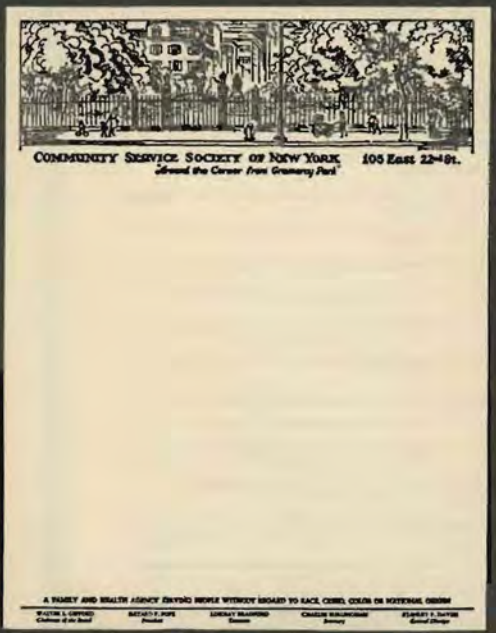
1. What is the latest Parisian version of the beauty contest?
2. How much of the meat industry does the government now control?
3. What is Russia's quarrel with Oscar Wilde?
4. What is the latest scandalous wrinkle in the American-officer-fraternization problem?
5. Since the American Blue Book on Peron, who stands self-convicted as a Hitler today?
6. What happened to Greer Garson on the latest trip to Florida?
7. How can a man make $20,000 a week on "soap"?
8. What famous columnist-hater has become a columnist?
9. Exactly how are the armed forces going to check the effectiveness of the Bomb in "Operations Crossroads"?
10. What old saw of Plato's is helping modern psychiatrists treat insanity?

What was your score? If it was under 70% that would be evidence that you have found it harder to keep yourself thoroughly well-informed since your subscription to TIME expired.

TIME's job is to bring you the answers to hundreds of news-questions like these (some important, some just interesting to alert, fact-minded people like you).

And unless you have been spending countless hours with your newspapers, trying to connect scores of unrelated

LETTERHEADS



Nicholas Samstag, promotion director of *Time,* calls attention to these factors which contribute to the success of *Time's* letters:

A short opening paragraph.
Paragraphs of varying lengths.
An occasional indented paragraph to break up the monotony of the left-hand margin.
A break in the layout, about midway through the letter, to provide a "visual ledge" which will refresh the reader's interest.

DISCUSSION: Note that the letters from *Time* depend on unusual layout, whereas the other letters reproduced on pages 75–77 are simple and conventional in form. All, however, use short paragraphs. The Y.M.C.A. revised letter looks especially attractive with its wide margins.

There are many ways to arrange the text of your letter so that it is pleasant to look at and easy to read. The study group may find it helpful to invite a specialist in direct-mail advertising to comment on the appearance and content of sample letters submitted by the members.

b. The appearance of the letterhead. The letterheads shown on these pages vary widely in design.

1. The *Time* letterheads are well designed and unobtrusive. They identify the source of the letter, but do nothing to divert attention from the text.

2. The United Urban League Service Fund letterhead, intended for use in a fund-raising campaign, relies heavily on the names of leaders and sponsors to reinforce the content and signature of the letter. No use is made of color or decoration.

3. The Henry Street Settlement letterhead (printed in a bright blue on white paper) is also simple and businesslike. Names are given importance.

The letterheads on page 80 evidently were designed with careful attention to appearance. Note the symbols and maps used both for decoration and as an expression of the agency's purpose. In each of these the symbol is printed in a color contrasting with the type face.

DISCUSSION: These and other letterheads in use by health and welfare agencies raise questions as to the function of the letterhead.

One letterhead we have seen displays at the top the agency's title, symbol, statement of purpose, address, and an illustrative photograph. A fold over the left margin quotes five authorities on the importance of the health problem with which the agency deals. Under the fold one finds a picture of the agency's building, a brief history, and the names of its board of directors. In other words, the story usually told in an enclosure is on the letterhead.

Are there circumstances under which you would feel justified in using a letterhead which competes with the letter for attention? Under what circumstances do you feel that printing a list of names is more important than attractive appearance and ample space for the letter?

Mr. Samstag, in his discussion of letterhead design, goes on to say: "As for the simple-design versus important-people dilemma, I feel pretty strongly about letterheads that compete with letter copy. If sponsors' names, etc., must be printed on social agency stationery, I would put only two or three names on the letterhead and list the others on the back of the sheet. Of course it's a question of individual judgment whether listings should be used at all."

IN BULLETINS

EVERY LETTER, even one for a fairly large mailing, carries a personal message from the man or woman who signs it to one other human being. It should express the ideas and personality of the signer, though it may actually be written by someone else. The bulletin, sometimes called a house organ or newsletter, is the voice of the agency, and should express the agency's philosophy and point of view.

The style and content of a bulletin depend on what the organization wishes to give its readers. An inside newsletter to a large staff may be intended to build *esprit de corps*. The editor can be informal in writing to this inner-circle audience, more so than in a bulletin designed to keep the approval of contributors and tell them how their money is being used. A council of social agencies has a constant flow of news that lends itself to straight reporting. A home-finding society will use a more intimate tone in writing to foster mothers about the children under their care. Service bulletins or magazines having national or state-wide circulations often record new developments and changes in regulations, and such material can be dealt with matter-of-factly. The statistical reporting that accompanies it can show upward and downward trends, furnishing readers with an index of public health and economic stability.

Bulletins used by health and welfare agencies are of all shapes and sizes, from the modest 3½" by 5" folder to the 9" by 12" magazine. They are produced by mimeographing, the offset processes, or printing. They are illustrated or undecorated, colored or plain. But their form, like their style and content, should be chosen with the nature of the agency and its public in mind.

The appearance of the bulletin reflects the agency; neatness here suggests efficiency on the job. It is achieved by such means as clean mimeographing or printing, orderly and simple arrangement of material, and uniformity of type. Readability shows respect and consideration for your readers. Anyone responsible for producing a bulletin needs to know what makes an easy-to-read page: enough space between lines, wide margins, type of at least 10 points, lines of type four inches or less in width unless generously spaced, and strong color contrast between ink and paper.

Your bulletin, dumped on its reader's desk with the rest of the second-class mail, faces stiff competition, not only from other welfare publicity, but also from a miscellaneous assortment of commercial advertising, each piece of which has probably cost far more than you can afford to spend on your unpaid circulation. To excel among its rivals for reader attention, the messenger

which you send out to tell the story of your agency's work must be attractive in appearance. But it must not look expensive, for both contributors and taxpayers are keenly critical of extravagance on the part of welfare organizations. It must be keyed to current interests. It must be brief and specific. It must be easy to understand. And it will be more likely to survive if it has warmth, color, sincerity – in a word, personality.

All this advice is easily written. What does it mean? Look over your own mail and study the bulletins that regularly escape your wastebasket – the ones you truly look forward to reading. Do you find that without taking too much of your time, they tell you something that you want to know about a subject in which you have a real interest? You may find also that they tell it in a way that compels your trust. Aren't you convinced, as you read, that the writer not only knows what he is talking about, but also believes in it? And doesn't the knowledge that you share that belief create in you what Jane Addams called the "fellowship of the deed"?

Teamwork among people united in a common cause depends to a large extent on the regular exchange of reliable information among men and women who cannot possibly see each other often enough to keep closely in touch. Your bulletin or newsletter can provide this basis for teamwork. But its editing is no light task to be added to the already full load of some busy staff member.

Welfare agencies use bulletins in all circles of the public relations chart except the outer circle. A few use two or more, for the story that will interest circle six may be quite different from the information that will be useful in circle four. Some agencies send one newsletter to persons carefully chosen from several circles. Key people are often included. But don't expect the city editor of a newspaper to dig news out of your bulletin.

And don't take reader interest for granted. Apply this simple test: Enclose a self-addressed postal card in the next issue, and ask any reader who wants to continue receiving your bulletin to return it. Then drop from your mailing list everyone who doesn't return the card. You may save paper and postage. You may even save yourself the trouble of editing a bulletin! If that is the verdict, the sooner you know, the better. Each copy that goes unread into the wastebasket means a definite loss in goodwill.

Discussion Suggestions

1. A Formula for a Bulletin

Says the National Publicity Council for Health and Welfare Services, in *Bulletins: How to Make Them More Effective:*

The most effective bulletins of all are those that know exactly what they intend to accomplish. The formula for incisiveness is quite easy, though its application requires tough and consistent thinking. *It consists of a careful definition of the group or groups you want your bulletin to reach, and above all, of a precise understanding of the reaction you hope to produce.*

Here are the formulas or patterns of four well-established bulletins. These bulletins were evolved by a variety of organizations and agencies to fit their differing purposes:

a. A program-type bulletin:

Publisher: New School for Social Research.

Readers: Students, potential students, and friends of the school.

Purpose: To keep the readers aware of the opportunities the school offers, and to interpret its aims.

Formula: A weekly editorial by the director, reflecting the philosophy of the school; brief news items reporting scholarship offers, new departments, and achievements of faculty members; a calendar of evening lectures for the week. Most of these lectures may be attended singly or as part of a course, at the option of the student.

b. A magazine-style bulletin:

Publisher: The Federation of Social Agencies of Pittsburgh and Allegheny County.

Readers: The Federation's own constituents; staff and board members of member agencies; key people in Pittsburgh whose professional or personal interests tie in with social problems.

Purpose: To keep its readers informed about the activities of the Federation and its member agencies; about conditions in Allegheny County; about new trends and new thinking in health and welfare circles; about the personalities and individuals active in Pittsburgh's welfare work.

Formula: Thoughtful articles on social problems; signed contributions from local experts on specific themes; brief reports of projects and activities; announcements of staff changes.

c. A newspaper-style bulletin:

Publisher: Fort Greene Industrial Health Committee, Brooklyn, N.Y.

Readers: Industrial and department-store workers whose plants and firms are co-operating with the Committee's health education program.

Purpose: To build an interest in positive health, to spread information about preventive measures, and to offer concrete suggestions which can be applied to the home and work habits of the readers.

Formula: Editorials; cartoons; quizzes; a regular column of advice from "Doc Staywell"; a comic strip; occasional photographs. Each issue emphasizes a different health theme.

d. A conversational newsletter:

Publisher: The American Public Health Association.

Readers: Members of the Association.

Purpose: To give the executive secretary a medium for an "occasional visit" with the members, since the *American Journal of Public Health,* the Association's formal publication, does not provide such opportunities. To provide a channel for news of the organization – its meetings and committees, projects under way, and books about to be published.

Formula: No regular departments, and no fixed publication date or length. This newsletter takes a "you" tone.

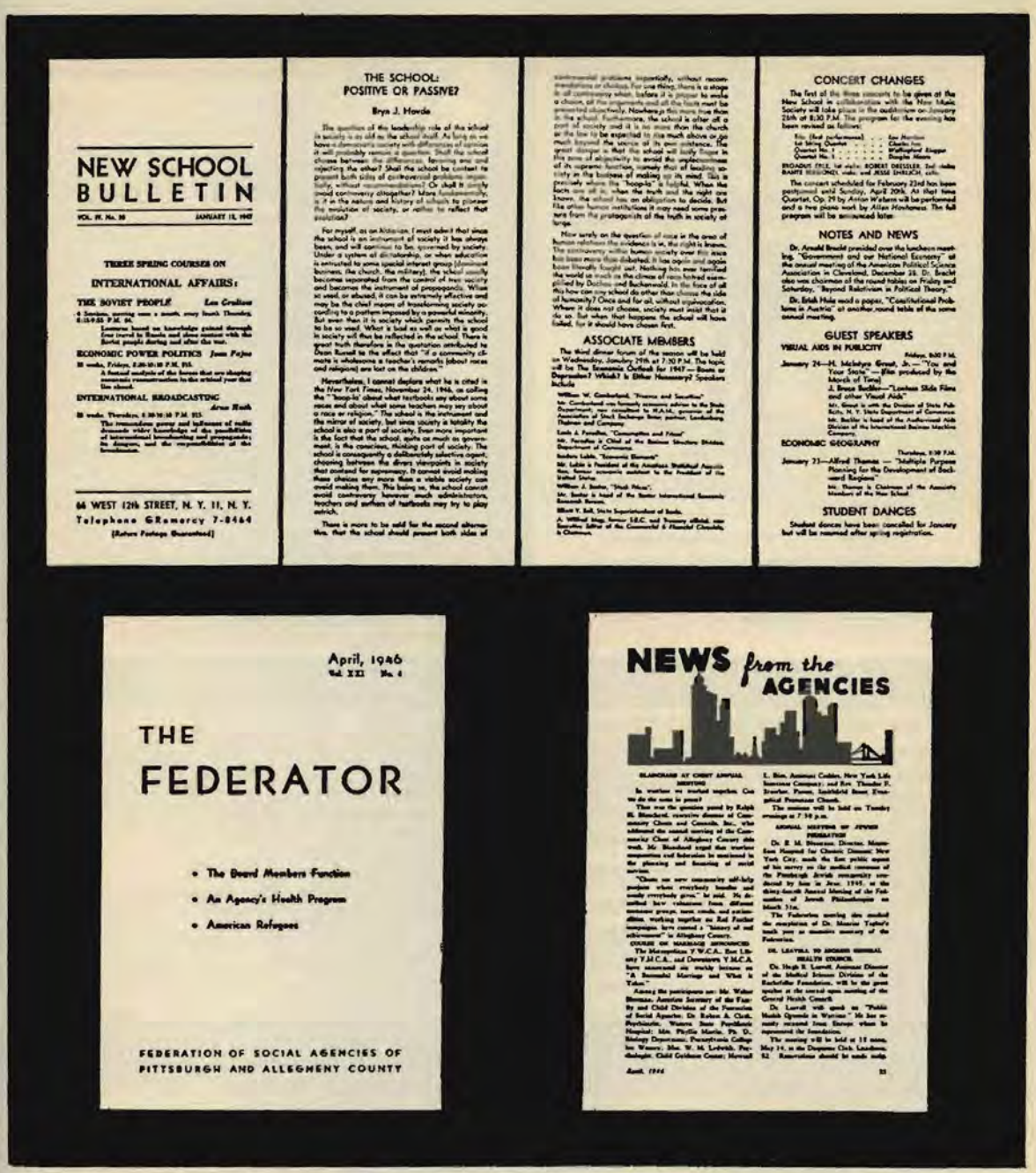
2. The Bulletin's Appearance

Despite the obvious advantages of attractive layout, the physical appearance of a bulletin cannot be planned apart from its content and purpose; *suitability* is the basic criterion by which all formats should be tested.

Here, in corresponding order, are the formats which were tailored to the bulletins just described:

a. Since the keynote of this bulletin is convenience, and since it goes to busy people, many of whom have only a casual connection with the school, the format plays up brevity. The entire issue is comfortably accommodated on a single sheet of paper, 9 x 12 inches in size, which is printed on both sides and folded to provide six panels. (See page opposite.)

b. It takes time to read *The Federator,* and to persuade its audience to take that time, this 24-page magazine is printed on coated stock, with plenty of white space, with illustrations to break up the pages, and with carefully selected type faces. (See page opposite.)



NEW SCHOOL BULLETIN

VOL. IV, No. 10 JANUARY 13, 1947

THREE SPRING COURSES ON INTERNATIONAL AFFAIRS:

THE SOVIET PEOPLE *Leo Gruliow*

ECONOMIC POWER POLITICS *Joan Fejos*

INTERNATIONAL BROADCASTING *Arno Huth*

66 WEST 12th STREET, N. Y. 11, N. Y.
Telephone GRamercy 7-8464
[Return Postage Guaranteed]

THE SCHOOL: POSITIVE OR PASSIVE?

Bryn J. Hovde

CONCERT CHANGES

NOTES AND NEWS

GUEST SPEAKERS

VISUAL AIDS IN PUBLICITY

ECONOMIC GEOGRAPHY

STUDENT DANCES

ASSOCIATE MEMBERS

April, 1946
Vol. XXI No. 4

THE FEDERATOR

- The Board Members Function
- An Agency's Health Program
- American Refugees

FEDERATION OF SOCIAL AGENCIES OF PITTSBURGH AND ALLEGHENY COUNTY

NEWS *from the* AGENCIES

The New School Bulletin shows the cover and pages 2, 3, and 4. Pages 5 and 6 are entirely devoted to the calendar of lectures.

The Federator is a 24-page publication, of which only the cover and page 21 are shown here.

HERE'S TO YOUR HEALTH

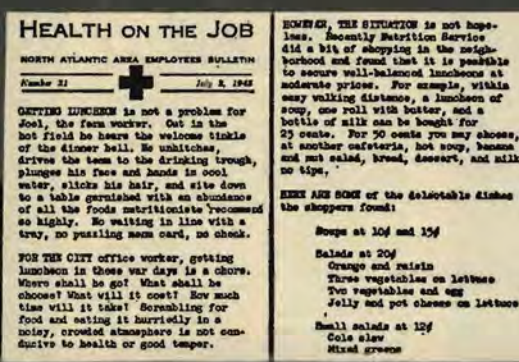
What You Don't Know Can Hurt You

Vol. 3—No. 4 JUNE 1946

In the Good 'ol Summertime: "Ouch!"

WELL IS SORRY! We said that last summer and it still goes. Take your sun too in very small doses. The idea expressed by Lawrence called Hull is a good one. The sun feels mighty good that first day on the beach but sunburn can be extremely painful and injurious.

Keeping Cool in the Summer



c. Here's to Your Health can be read on the run. Its breezy informality is heightened by newsprint stock. Large headlines catch the eye, and short blocks of copy quicken the reading pace. Printed as a four-page folder, this bulletin uses lists, questions, cartoons, columns, pictographs, and photographs to vary the appearance of its pages. (See upper illustration.)

d. To achieve as nearly as possible the personal flavor of a letter, the American Public Health Association's bulletin is multigraphed on letter-size paper. It opens with "Dear Member," and closes with the executive's signature. White space between paragraphs and frequent subheads in capitals are for the sake of easy reading, not of attractive layout.

3. The Case History of a Bulletin

Dr. H. E. Kleinschmidt, medical director of the North Atlantic Area, American Red Cross, provides us with this story of the how, why, and what of a health bulletin published for employes during war years.

Health on the Job was an exercise in making bricks with what straw was available in a time of stress and shortages. Some 800 employes were scattered over nine floors in three buildings. It seemed important to keep them informed about the employes' health service through a periodical bulletin. But a vast amount of paper was already being circulated, the pieces all very much alike in appearance. A new bulletin would have to be different to compete for attention. Furthermore, office economy pressed its demands for reducing, rather than increasing, the volume of things to print and read.

However, a mimeographed bulletin to be confined to one sheet was authorized. Paper stocks had been standardized to one grade – a medium-weight sheet which took ink on both sides, but was not heavy enough to prevent the ink from seeping through and thus producing a messy job. This difficulty was solved by using one side only and a simple folding trick, which happily yielded a piece distinctive in size and format.

A single stencil took the copy, and cutting that stencil was not as complicated as you might think. First a dummy was made by typing the copy in one long column, each line no longer than 38 spaces. Like galley proof, this strip was then cut and pasted to fit four pages – pages 4 and 1 below, pages 3 and 2 upside down, above them. The sketch was made first on onion skin paper and then cut with a stylus in the space left for it on the stencil. The masthead was done in quantity by multigraph. A touch of red added a bit of life. Finally, two foldings, done by machine, converted the single sheet into a neat little four-page booklet.

The topics selected were current health problems pertaining to the job. The editor was guided by timeliness, by questions asked in the Welfare Room, and by suggestions from employes. The quiz issues were perhaps most popular. Issues on cosmetics, care of the hair, and personal hygiene evoked favorable comment. One on nervousness brought a surprising number of requests for the article from which it had been abstracted, and another, on hypertension, kept the medical adviser busy for some time with the blood-pressure apparatus.

One high-ranking officer told the editor: "Your confounded bulletin [on sight conservation] cost me twenty bucks. I had my glasses checked as the bulletin advised and was roundly scolded by my doctor for having waited so long."

Distribution was by messenger from desk to desk. The most appreciated boost, really intended as a knock, came from a director who objected that when the bulletin arrived "all work stopped for three minutes."

After three years *Health on the Job* took its place as a health column in a new publication for employes, called the *Bulletin Board.*

4. The Bulletin's Personality

Bulletins, like people, can very often be characterized as friendly or aloof, leisurely or brisk, humorous or sober. Choice of content, style of presentation, and arrangement of copy all contribute to the bulletin's personality. Many bulletin editors give their publications distinctive character through the use of certain regular features.

a. The Big Brother Movement of New York calls its bulletin for contributors and members *The Pony Express.* It carries this theme still further with departments titled "The Circuit Rider," "The Hitching Post," and "Along the Trail." Even the cartoon strip which is a feature of each issue ties into the over-all plan with the title "Bucking Broncos." This lively cowboys-and-Indians style is altogether appropriate for an agency working with boys.

b. For many years bits of philosophical verse, chosen from among the editor's favorites, introduced each issue of the *Newsletter* of the

Council of Social Agencies of Chicago. These became, in time, favorites of the bulletin's readers too. Several anthologies were compiled at the request of constant readers. Written in first-person-plural style, this bulletin reported current events and trends in social welfare. Occasionally the editor reported meetings not only by describing the program, but also by telling how much she enjoyed the meetings, what familiar faces she saw there, what opinions this meeting shaped in her own mind.

c. "The Press Pussy," for many years a featured character in the Y.W.C.A.'s *Woman's Press,* was a mythical and mischievous cat whose antics and irreverent opinions occupied a page in each issue. Apart from the sheer entertainment value which the Pussy's escapades contributed, this feature had a further advantage – it banished any hint of stuffiness from this otherwise earnest magazine, and provided tangible proof that the Y.W.C.A. and its members had not sacrificed their sense of humor in their pursuit of more serious goals.

The New York State Health Department bulletin, *Health News,* carried regularly for years a column " 'Doctor Jones' Says." Written by Dr. Paul M. Brooks, it was full of homely wisdom, as in this sample:

> We were speaking, here recently, about the way women dress in cold weather and one of the men from the Health Department was telling me about a letter they got: a woman that wanted to know if the scanty way school girls are dressing in winter (going without stockings and all that) – if it wasn't making 'em more susceptible to tuberculosis.
>
> Well, there's no evidence, apparently, that it has any effect on tuberculosis, one way or the other. The death rate – it's true it's higher in girls from 10 to 19 than it is in boys in the same age-group. But, it was just as true thirty or forty years ago when girls were wearing woolen stockings and warm underclothing, as it is today. So it evidently ain't the clothes – or lack of 'em. In fact, the tuberculosis rate in girls in that age-group – it's lower now than it was then. . . .

DISCUSSION: For good discussion it would be desirable to distribute among members of the study group duplicate sets of agency bulletins, with five or six different bulletins in each set. The group could then analyze the bulletins from these points of view:

1. For what audience is each intended, and how well does it suit the interests, the vocabulary, and the needs of that particular group?
2. What seems to be the major objective of each bulletin, and how well does it accomplish its purpose?
3. Which bulletins focus attention mainly on news notes? Which seem more concerned with interpreting the philosophy of the agency? Which provide useful information?
4. What regular features in these bulletins seem particularly well suited to their purposes? Which bulletins might benefit by the addition of special columns or departments – book reviews, perhaps, or advice columns, featured personalities-of-the-month, calendars of coming events?
5. Do these bulletins attract the eye? Are the type sizes large enough to permit comfortable reading? Do the illustrations, if any, warrant the expenditure they represent? If color is used, how effective is its handling?
6. How well do the format and general appearance suit the editorial content, the copy style, the nature of the agency itself?

ASSIGNMENT: Let members of the group discuss and plan the editorial policy of any or all of these bulletins:

1. A monthly bulletin for foster parents, to give them recognition for their service and guidance in their care of children.
2. A weekly bulletin for volunteer group-leaders in a youth-serving organization, to maintain their interest in the agency's program, provide ideas for their work with youngsters, and record the agency's appreciation of their services.
3. A quarterly bulletin for teachers, to acquaint them with the facilities offered to school children by the member agencies of the community chest.

IN ANNUAL REPORTS

YOU MAY beg off from speaking at meetings, you may decide not to issue a bulletin – but the annual report is inescapable. And the time to begin writing next year's report is while the ink is still damp on this year's effort. Instead of waiting until the eleventh hour and then trying to recreate a living story from the minutes of forgotten meetings, keep a diary or a loose-leaf file, and jot down incidents or comments while they are still fresh in your mind.

When it comes to putting the report in final shape, go over this material and select the highlights of the year's experience. Then think of the audience. Who will "look at the record"? The report probably will go to all the inner circles: board members, volunteers, co-operating agencies, contributors, and some key people. You have a right to assume initial interest from these publics, but you have not a ghost of an excuse for making the reading a tedious chore. There may be news values in your record of achievement and change, news which can be used in releases for the press.

Implied in the term "annual report" are certain limitations not to be overstepped. The first of these concerns the dates that mark off the year's work. They should be definitely stated, especially if your fiscal year does not coincide with the calendar year. You may overstep them in a very few ways, for legitimate reasons: to contrast current work with previous experience, for instance; to glance swiftly at the past, and to forecast the future; but the meat of the report should lie within those dates.

Having built your chronological fences, consider the subject matter. What results do you expect from this annual message? Should it point out the most urgent problems? Interpret clients as human beings rather than as statistical units? Introduce the professional staff? Defend the agency's program or explain its philosophy? These are all legitimate objectives, but how prominently should they be featured in the story of a year's progress?

The introduction may say, briefly, "This is what our agency is and does." The conclusion may say, again briefly, "These are things we couldn't do, although they should be done, and by us. With your help we hope to do them next year." But the body of the report should say explicitly, "This is what we did last year."

The address should be given, including the city and state.

The relation of the agency's work to the community welfare plan, and to the national program of which it is a part, should be included somewhere in the report.

Now plan your outline. Is it to be subdivided:

a. By the months or seasons? Would a running story of the year's progress be effective? Or

b. By departments – each section featuring a different service that the agency gives? Or

c. By personalities – the president speaking for the board, the executive for the staff, the treasurer for both?

At least once a year the private agency must account to its supporters, and the public agency to taxpayers, for the way money has been spent. The financial page of your report is the first many readers turn to, and the only one that some read. Service figures, too, are basic in good reporting. Both service and financial figures should be simplified for a large audience, interpreted in the text, and given significance in the year's story.

Figures should be not only accurate but also clearly and honestly interpreted. "Sincerity" has been frequently mentioned in these chapters as a necessary quality in good public relations. Reporting is sincere when it is frank and explicit. Don't say "more than last year," or "double the previous load," or "one-third greater than formerly," without telling exactly what was spent last year, or what was previously accomplished. Leave no shadow of doubt in the reader's mind as to the actual amount of work done or money received and spent. "Sincerity," for the purposes of this text, means the opposite of retreating into vagueness when the record does not speak for itself.

Good planning of printed pages is achieved by teamwork with the printer. It is your business to prepare copy, beginning with what goes on the cover – title, subtitle if any, and by all means *the name of the city*. Selecting a readable and pleasing type, determining the size and proportions of pages, and judging the quality of paper calls for some knowledge of the essentials of good printing, especially if you must cut costs by shopping around for competitive bids. The alternatives are to employ one competent printer who can be trusted with all these details, or to hand over the copy to a layout specialist.

We can lay down no rules for the length of annual reports. On one question, however, we are disposed to be dogmatic. Having selected a size and style that are attractive, suitable, and well within your budget, do not change from one year to the next unless for an exceptionally good reason. Each record of twelve months' work is a permanent chapter in your agency's history. These chapters will be kept and filed together by reference libraries, by trusts and foundations, by your directors, contributors, and co-operating agencies. Variety may be introduced by changing the keynote or color scheme, but continuity is your watchword.

Someone has said, "There are no dull subjects. There are only dull writers." It might be well to pin that quotation above your desk when you sit down to the actual writing of your report. The fact that "everything designed to be read should be readable" does not mean, however, that you should aim your copy at the twelve-year-old mind. There is nothing childish in the beautiful clarity of the decisions rendered by Justice Oliver Wendell Holmes, for example. His biography, *Yankee from Olympus,* tells of his struggle to find the words that were as completely understandable as they were suitable to the task in hand.

The light touch is a precious gift; but much of the health and welfare story is not suitable material for a sprightly style. The annual report is more formal than the bulletin. It should reflect the dignity and maturity of your agency's purpose.

Discussion Suggestions

Two annual reports, both simply done, both within the financial range of most social agencies, will serve to illustrate these discussion suggestions. The first, the seventeenth annual report of the Illinois Society for the Prevention of Blindness, is a highly personalized account narrated by the Society's executive secretary for the benefit of its close friends and supporters. Earlier reports of the Illinois Society are also cited because Audrey Hayden Gradle, the Society's executive secretary for many years, turned out each year a report of which one could say, "This is what I mean by a good annual report."

The second example, the 1944–1945 report of the Department of Public Welfare of Jefferson County, Alabama, is aimed at a much wider audience, for it is the Department's report to the taxpayers. As such, it presupposes on the part of its readers no special knowledge of public welfare problems and no particular interest in the affairs of the Department, but only a friendly interest in those citizens of Jefferson County whom the Department was able to serve.

In content, style, format, and primary purpose, these reports are in sharp contrast. In feeling they are closely related, for each reveals an honest enthusiasm for the agency's program, a deep respect for its clients, an urge to do still more in the future, and a talent for telling a story in vivid and specific terms.

1. The Report of Work Done

a. Building chronological fences. The focus of the Illinois Society's annual report is on the work of one year. But the record of that year takes its significance from the long-time story of the agency's work and progress. These paragraphs show how this report ties the present to the past and future.

> The Trachoma work in southern Illinois entered its ninth year in June. It seems ages since we got our first $5000 grant from Governor Horner and drove all over southern Illinois trying to find places where we could set up our clinics, rent free. But we can remember vividly that first year when the patients came streaming in with their dreadful looking eyes. It takes no effort to recall our difficulties in getting our first appropriation or the warmth with which the old Emergency Relief people and the W.P.A. helped us. The beginning of the bus runs in 1936, when the clinics jumped from 600 a week to 1200 and we worked from 8:30 to 5:30 every day was another milestone, and the introduction of sulfanilamide in 1938 still another.
>
> I often think of how near we came to setting up a thirty-five bed hospital in southern Illinois as other states have done. If we had done this, we would have been limited by time and space and could never have given extended and thorough treatment to 3334 patients and careful supervision to 2343 suspected cases, as we have in the past nine years. Yes, because we followed the more difficult path of organizing out-patient clinics we have nearly licked Trachoma. Nearly, but not quite. For now we are in the hardest period of the control when suffering has been relieved, fear of blindness has been allayed and the patients, many of them, feel a false sense of security. . . .

b. Reporting in terms of need. In giving an account of its services, the Jefferson County Department of Public Welfare told the *why* as well as the *what*. By sketching a picture of its clients' needs, the Department gained stature and human significance for its own activities. Here is a representative excerpt:

> More than 3,500 of those receiving public assistance are aged – all of them past 65, many

of them over 70, 80 and 90. Because our civilization has prolonged the span of life, because "old age" is essentially a period of dependency, we may expect this number to continue to increase as it has, steadily, for the past several years. A depression has destroyed many plans these people had for themselves; old age benefits, insurance, and "pension" programs do not cover all the aged people. Meantime, the percentage of aged in our total population in Jefferson County has increased from 2.7% in 1930 to 4.3% in 1940.

Many are not aged but suffer a physical or mental handicap which renders them unable to earn a livelihood for themselves and their families earlier in life. In these families and in other families where the breadwinner has died or has deserted, there are many children who must be maintained until they are 16 years old and can work, or until they are 18 and can complete their schooling so that they will be better equipped to work. There are approximately 3,000 dependent children supported by the Welfare Department in their own homes and in supervised boarding homes.

c. Reporting concretely. The Jefferson County Department of Public Welfare was fortunate in being able to describe highly tangible services like these:

Each month the families of unemployable people receive a check from the Welfare Department to help them live. Their barest needs are determined individually – their food, clothing, shelter, medical requirements, etc. Any income or resources they may have to meet their own need is taken into account in determining what assistance they should get from the Department.

and

Many people who need no financial help at all turn to the Welfare Department for advice and service. It often means a lot just to talk over family or personal problems with someone who understands. The agency's trained workers help people to decide and work out what appears to be the best plan for adjusting their particular trouble. . . .

But many organizations have much less concrete activities to report – activities like broad educational programs or community organization. Readers lose sight of the human beings whose welfare is the real reason for any welfare agency's existence when achievements are reported in meaningless generalizations like these: "There were further developments of the movement in . . . ," "New affiliates moved into fully-geared operation," "Studies and staff consultations were carried on," "The enlargement of its sphere has enabled the committee to work more effectively with other agencies, public and private. . . ."

The Illinois Society has made a broad program real by deliberately choosing to tell in vivid detail a story which many agencies might have reported in a single generalized paragraph. The Society might have said it this way:

We have become increasingly aware of the need to do more to prevent industrial eye accidents. We worked out a plan for small factories, hired staff, appointed an Advisory Council, and so far have co-operated with four factories in putting the plan to the test.

Instead, an intimate account of this project occupies more than three pages of the report. The reader cannot miss the significance of the undertaking when he is told about it in this fashion:

We have always wanted to add to our program the prevention of industrial eye accidents but we have never had enough money.

Whenever we would read that 12% of all bilateral blindnesss was due to industrial accidents we had a twinge of conscience. Here was a field where we were doing nothing. Then one day we read in Mr. O'Brien's column that a survey of 167,000 workers in war plants showed that one quarter of them had defective but

correctible vision and that most plants, although they provided goggles for hazardous jobs, did not provide goggles with the lens ground to the eye of the wearer. . . .

Then in the Wall Street Journal we read that every three minutes of the day and night some workman suffers an eye injury and the article went on to tell of Harry Guilbert who put the Pullman Company on a mandatory goggle routine and rolled up a record of ten years without a single eye loss.

Well that settled it!

We got busy and raised six thousand extra dollars.

We worked out a plan for small factories, since most of the eye accidents occur in these. This plan provided for a vision test, near and far, with and without glasses; a test for muscular imbalances and a test for depth and color perception. It also included a medical analysis of our findings with provision for correction of defects discovered. It also provided for a safety survey for eye hazards, including illumination. It also provided for a job analysis. Then we discovered that to put this plan into action we would have to clear with the W.P.B. so Dr. Gradle went to Washington and did this for us. In fact he did such an elegant job that Mr. Keenan suggested that we make our project nationwide in scope. Dr. Gradle smiled modestly and told him that Illinois was big enough for us. . . .

DISCUSSION: From a group of reports brought in by members of the class, select passages describing specific projects which have been going on for some years but are described in terms of one year alone. Would the reports be improved if these passages were so written as to give a feeling of continuity from year to year?

In which of these reports are new projects described as though they were carried on for their own sake, without reference to the people on whose behalf they were undertaken or to the social conditions which made the projects necessary? If you find any such examples, try rewriting these passages, telling the reasons for the project and giving some glimpse of the people it serves. Discuss the two methods from the point of view of the lay reader.

d. Reporting service statistics. Both the reports cited here made effective use of statistics. The Jefferson County report presented some of its figures in pictorial charts and maps. (See page 94.) Other statistics were interpreted editorially, to give them meaning for the taxpayer:

You may be amazed that approximately 5,500 families in Jefferson County are in financial distress in this day of comparative prosperity. Unfortunately, "prosperity" does not come to those who are aged, ill or disabled — any more than prosperity puts an end to epidemics and accidents or fire hazards. Actually these 5,500 families represent less than 2% of the county's population. About one out of every 60 is financially dependent, one out of every 170 has tuberculosis, in this year of prosperity.

To relieve the distress of more than 5,000 families through the year about $1,400,000.00 has been distributed by the Welfare Department in Jefferson County. This did not maintain these dependent families decently. This amount provided an average of only $22.50 a month per family toward a meager existence.

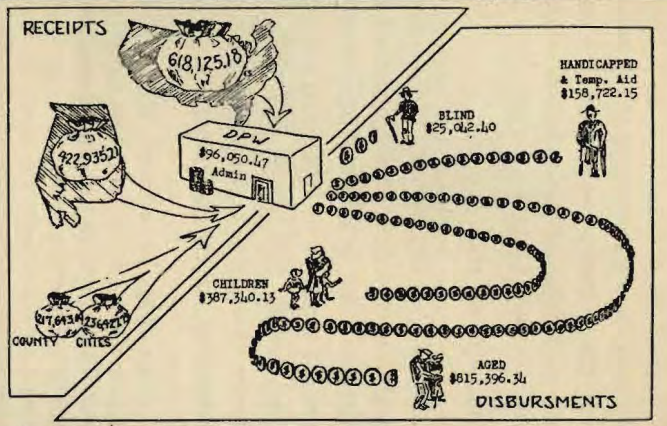
The Illinois Society used this informal method of statistical reporting:

Since January, Mr. Almcrantz has made 147 contacts with industry, out of which 15 contracts were signed and the program worked out. The largest factory where we worked had 833 employees and the smallest had 25 employees. In all we tested the vision of 3327 industrial workers. In the latter part of the year permanent arrangements were made with several of our plants to test all new employees.

WHEN YOU GREET YOUR FRIENDS you ask about their health and family, about how they are getting along, where they are living now, and what they hear from their children .. etc ..

SOME of your friends and fellow citizens YOU MAY NOT MEET ON THE STREET because they are ill at home, they are too aged and feeble to get about, they have become blind and helpless, or they are too young to leave home.

.....Because of your friendly interest in them, the Welfare Department in these few pages gives you the collective comments of the *"people-you-may-not-meet"* There are more than 10,000 of these citizens of Jefferson County - some of them may be your personal friends; some may have been your former business associates; some may be your relatives or neighbors.



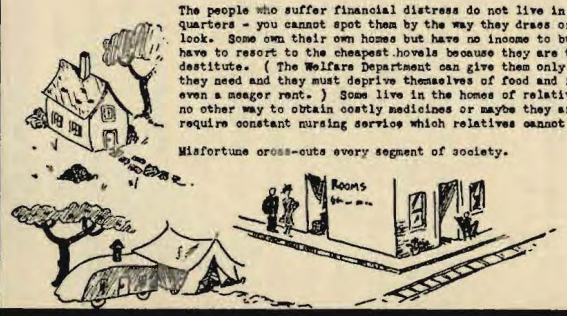
IF YOU TALKED TO THESE FRIENDS, YOU WOULD INQUIRE

WHERE THEY ARE LIVING NOW

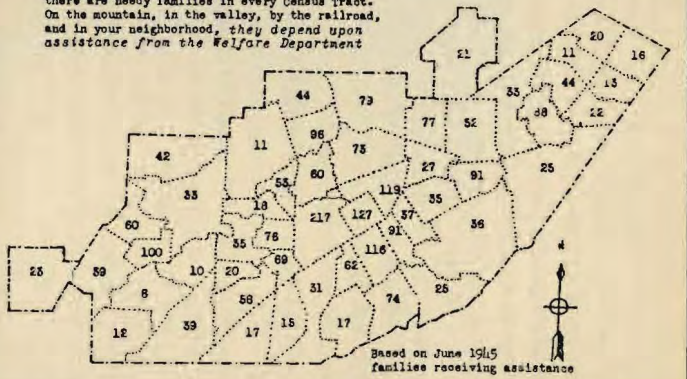
" Here and there, almost anywhere in this county .."

The people who suffer financial distress do not live in separate quarters - you cannot spot them by the way they dress or how they look. Some own their own homes but have no income to buy food. Some have to resort to the cheapest hovels because they are totally destitute. (The Welfare Department can give them only part of what they need and they must deprive themselves of food and fuel to pay even a meager rent.) Some live in the homes of relatives but have no other way to obtain costly medicines or maybe they are ill and require constant nursing service which relatives cannot afford.

Misfortune cross-cuts every segment of society.



for example - in Birmingham (as everywhere) there are needy families in every Census Tract. On the mountain, in the valley, by the railroad, and in your neighborhood, *they depend upon assistance from the Welfare Department*



PAGES FROM THE JEFFERSON COUNTY (ALABAMA) DEPARTMENT OF PUBLIC WELFARE'S ANNUAL REPORT, 1945

It is interesting to note that the per cent of eye defects was uniformly high. Our best plant showed only 50% with normal vision while our worst one showed only 14% with normal vision. . . .

For an illustrated report of service figures, see illustrations facing page 121.

DISCUSSION: How would you improve upon the following service reports? Before discussing these examples you might like to have one member of the group summarize the chapter on statistics in *Annual Reports and How to Improve Them,* listed in your reading references.

a. Twice as many people came to us for personal advice this year as were served last year.

b. This year 334 cases of tuberculosis were discovered in our county.

c. With the opening of our new sanatorium, there are now 262 beds available for the treatment of children who are stricken by rheumatic fever.

d. To make sure that home conditions were as favorable as possible during the treatment period, our staff wrote 89 letters to parents.

2. The Quality of the Report

The bulletin just referred to reminds us that "for the reader who looks deep enough, almost any annual report is a glimpse into the agency's attitude toward the people whom it serves."

a. The Jefferson County Department of Public Welfare likes the people it serves. This warm understanding is perceptible in every line of its report. Moreover, the reader is drawn into close relationship with the Department's clients; the report takes for granted a friendly concern on the taxpayer's part for the welfare of his fellow citizens.

In the introduction to the report the taxpayer himself greets his friends. (See the page opposite.)

b. The Illinois Society achieves the same effect of warm regard for its clients in the occasional illustrative stories which dot the annual report. Here is one example:

. . . One of his eyes had been lost in an accident and he was completely blind in the other one from a cataract. He had been told by one of the local doctors that the cataract was inoperable. Dr. Baumgartner examined him and called the worker over and said: "This cataract *is* operable and he should go up to the Illinois Eye and Ear Infirmary at once for an operation. Will you talk to his daughter about it?" The daughter burst into tears when the worker suggested an operation, not from fear but from joy at the possibility of her father seeing again. Would she talk to him and see if he would be willing? Yes, she would and she did. The only thing that bothered her was that her father had never been to Chicago and it would be hard for him to get to the Infirmary. She said that the only train from there got into Chicago at 7:15 in the morning. "Oh," said our worker, "that's simple. I will meet the train with my car and take him to the Infirmary." Then she went over to Mr. Poole and said, "Mr. Poole, I'd better take a good look at you so I'll recognize you when you get off the train for I'm very sure you aren't going to recognize me."

Mr. Poole said, "Maybe when I get through my operation I can see you." "Ah," she replied, "how disappointed you will be." And then he put his hand over hers and said, "I don't care what you look like – I know you are kind!" That is the kind of remark that makes work easy.

3. The Framework of the Report

There is almost no limit to the possible ways of organizing an annual report.

a. The Illinois Society uses the running narrative style which treats the highlights of the year. The Jefferson County Welfare Department organizes its report around the theme and outline provided by the introduction (see page 94). Each section takes up

one of the questions a taxpayer might ask of his friends: how are they getting along, where are they living, how did they come to need help, what do they do to help themselves, and so forth. The answers to these questions tell the story of the Department's work for the year, as that work is reflected in the lives of the people whom the agency exists to serve.

b. One annual report, a single typewritten page in length, tells what the West Side Civic League of Winter Park, Florida, with "57 fully paid members" and expenses of $53.58, did for its community during one war year. Here is its remarkable list of "ten accomplishments," each presented in one or two sentences. Even a fairly large agency might organize its story of the year around concrete projects like these:

Ten Accomplishments

1. A large United States flag was purchased, and at a Sunday afternoon meeting this was presented to representatives of the public school.

2. A delegation was sent to the Mayor, asking if there might not be two garbage collections a week, in place of the one collection made previously. The Mayor consented to have this done.

3. A committee was instructed to call on the man who had erected a large signboard on West Morse Boulevard, and to ask that it be removed; it was not being used, and had become a menace to motor traffic. The sponsors of the sign consented to remove the board.

4. At the request of the Hannibal Square Associates, two members of the League were appointed as trustees of that organization's Bathroom Fund, from which grants are made to home-owners who wish to install bathrooms. Without these two trustees, the Association reports, it would have been difficult to operate the Fund.

5. A committee was appointed to study the problem of a swimming place for boys. In its report the committee presented a letter from the owner of property on Lake Sybellia, offering use of it for the purpose.

6. The League presented a Punch and Judy show and thus obtained $26.35 for the building of a new shower-bath on the playground.

7. By appropriating $5 toward the cost, the League cooperated in presenting a very beautiful motion picture of bird life, and a lecture by a representative of the Florida Audubon Society.

8. A delegation was asked to interview the owner of a juice factory which was dumping its waste in places where it caused swarms of flies for blocks around. The white owner was very cooperative, and agreed at once to have the practice stopped.

9. *On the suggestion of League members at two special meetings, a voluntary friendly agreement was entered into between the League and the Planning and Zoning Commission of the City, establishing an area for future Negro residences. The agreement is now before the City Commission.

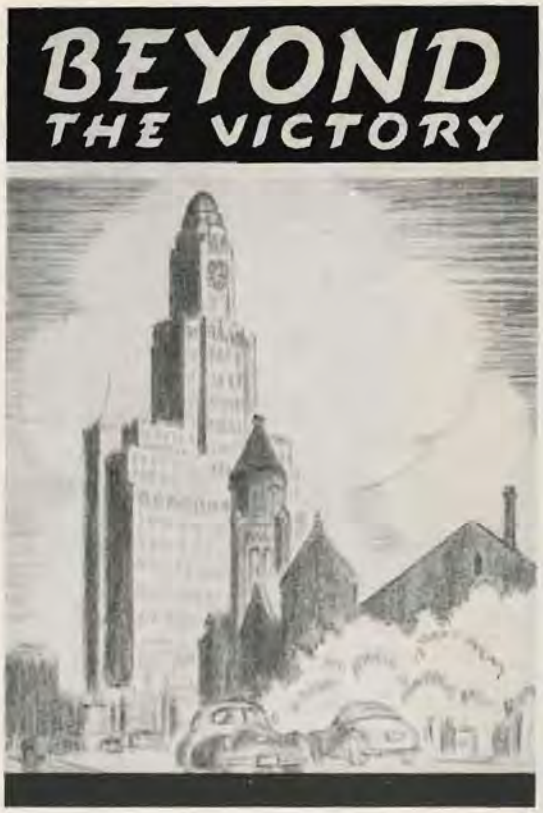
10. Through its war-service committee, the League has purchased 70 service-star banners for Winter Park parents and other relatives who have enlisted men in service. These banners will be presented at today's meeting.

4. How the Report Looks

a. The reader's all-important first impression of your report is largely controlled by the cover. Unless this first glimpse is inviting, many potential readers will never get beyond the first page. According to your budget, you may use any or all of these to insure an attractive cover: color, illustration, type design, an arresting title.

b. Continuity in annual reports can be achieved with format and layout as well as with tone and content. The reports of the

*By far the most important accomplishment.



COVER DESIGNS AND TITLES SUGGEST CONTINUITY FROM YEAR TO YEAR

The cover designs and titles of these annual reports from the Brooklyn Bureau of Social Service suggest both the city and continuity of theme from year to year. These reproductions are in black but the originals were printed in color – the first in red and black, the second in brown, and the third in green and black.

Courtesy, Brooklyn Bureau of Social Service

Illinois Society are presented as a series, with the same dimensions used each year, the same cover design, and even the same quotation appearing as a series title ("*How far that little candle throws its beams! So shines a Good Deed . . .*"). The color varies – one year blue, gray the next, then yellow, and so on. On the frontispiece inside the cover is a page design which stays the same year in and year out, but offers a different title each year.

A similar "new chapter in the same series" policy has been followed by the Brooklyn Bureau of Social Service, but with somewhat more radical changes for each year's report. Each year this agency's report is presented against the backdrop of the year's developments in Brooklyn and in the world at large; the reports for 1943, 1944, and 1945 were titled respectively: *Our Town in the Second War Year, Beyond the Victory,* and *Alerted for Peace*. The page opposite shows how the cover designs carried out the continuity of themes.

c. Appropriateness is another factor which must be considered in planning the format of any annual report. For the large institution, dignity is desirable; for the small group-work agency, liveliness may be preferred. The county child welfare services can suitably offer a modest mimeographed report, whereas the large city school system might prefer a more elaborate presentation as more in keeping with its budget and purpose.

Whatever the size, color, format, or budget of your report, *it can and must be easy to look at.* Whether it is mimeographed, offset, multigraphed, or printed by letterpress, these indispensables must be offered to the reader:

A type size large enough to read – never under ten-point.

Plenty of white space to relieve the eye.

Adequate space between the lines.

Generous margins at top, bottom, and sides. In a pleasing page the outer margins are each about one and one-half times the width of the top margin. The bottom margin is twice, or a little more than twice, the width of the top margin. The combined inside or "gutter" margins of the facing pages appear equal to the outer margin on either side, although to achieve this appearance in a book of any thickness, the gutter may have to be wider than the outer margin in actual measurement.

Pages which are frequently broken with subheads, illustrations, indented matter, or all three.

A reading line not too wide to be read comfortably.

A page size which is easy to handle.

Some contrast in the type. The amateur designer had best stick to one type face; but it is possible to break the monotony with occasional headings or subheadings, for emphasis, in boldface, italics, or capitals. A skilful designer can combine two or more type faces to make a pleasing page.

IN NEWSPAPERS

THROUGH NEWSPAPERS, as through radio, you speak to the outer circle of your publics. And again there are skilled craftsmen to tell you what you may and may not do. In your bulletins and annual reports, as in personal letters, your own judgment is final. In the newspaper columns, however, the reporter, editor, copyreader, and headline writer have the last word. They are a hard-driven, fast-moving crew, working under continuous pressure at their job of merchandising news, opinion, and entertainment. Cultivate their acquaintance and study their point of view. For if your story meets their requirements they will carry it out for you to that great, miscellaneous, general public.

Are newspaper readers a more literate public than the radio audience? More thoughtful? With so many millions of the same people reading and listening, who can say? This much, however, we know: if the radio listener, giving five minutes to a five-minute summary of the news, is interrupted, those spoken words are lost. But if the newspaper reader is interrupted, he can pick up the story later on. He can glance at the headlines, give more careful attention to his favorite columnist or feature writer, and settle down to the editorial, sport, or commercial pages. He can carry the afternoon paper home with him, read aloud from it to his wife, or divide it with her according to their special interests. People tell each other what they heard over the radio. They clip newspapers, and sometimes carry the clippings around until they fall apart at the creases. Newspaper publicity is vital to your agency, if only to keep its name and purpose in the public consciousness.

At first glance any metropolitan daily looks as roomy as a big department store. It appears to have plenty of space to spare. But a study of the different types of news, and of a paper's various sections and departments, may give you a better understanding of how your story fits the pattern of the press.

The front page is the display window. It draws the crowd. Here are the big stories that sell the paper. The inner pages hold material of less significance. Foreign items are generally placed together, as are national and local releases. All of this reporting can be classified in any number of ways, but you may find the following division useful for your purposes.

a. Spot news — the unpredictable, surprising event. It may be your undoing, if a big story breaks on the day of your annual meeting. But when a terrible fire swept across the tenement district of one midwestern city, the Housing Council made the front pages of both afternoon papers by

telephoning in the facts about the number of homes in that locality that had been reported to the authorities, again and again, as unfit for human habitation. Someone was alert to the possibilities and acted swiftly.

b. The important "running story" — one which continues in the news for weeks or even months. Perhaps it is the story of prolonged unemployment, with health and welfare agencies bearing witness as to its results. Or it may be that of peak employment, with mothers working, and a dearth of day-nursery care. Perhaps there is an international situation on which some world-wide agency like the Salvation Army may have evidence to give. Or it may be the story of a very rainy spring which calls out the American Red Cross to provide flood relief. You have more time to plan publicity of this type than the kind which ties in with spot news.

c. Created news — stories of planned events. You can see these events coming, and can make your publicity plans accordingly. The opening of Congress and of the state legislature are news pegs for discussions of social legislation. The Fourth of July and other holidays are good occasions for safety stories — for example, on the prevention of accidents which might result in blindness. The first day of school suggests health examinations and the immunization of children from contagious diseases; the last day of school suggests vacation programs and summer camps. Big meetings and conferences often have a health or welfare angle. You can make your own list of possible opportunities for newspaper publicity.

Through its several departments the newspaper speaks directly to many of the "special publics" listed in circle seven of your public relations chart. When you have something to offer the housewife or to ask of her, when you want to reach the businessman or society woman, or perhaps the music-lover, your best channel may be one of these departments. Athletic events sponsored by community centers and youth agencies frequently make the sports page when big-time sports news is scarce. Brief personal anecdotes about your board and staff members — if the stories have originality and human interest — may be welcomed by some columnists. These are only a few of the infinite number of ways in which you can key your story to the newspaper pattern, if you study that pattern and make the most of its possibilities.

In selecting pictures for the newspapers, don't be so eager to supply what the editor will use that you forget to consider what response you want from newspaper readers. Do you want to create the impression that social work is supported chiefly by exquisitely dressed debutantes, who for sweet charity's sake pour tea, act in theatricals, and pose in style shows? These same young women will be more of an asset to your agency if they can be photographed in some of their other activities — weighing and measuring babies in an infant welfare center, perhaps, or sorting and arranging the books for a settlement library, or even simply working in their gardens or playing with children.

A decision about publishing the picture of a client depends always on the client's signed release of the picture for publication; it also calls for consideration on a case-work basis, after consultation with the case worker, rather than in accordance with any general rule. Will the use of the picture be against the interest of the client even though his or her permission to use it has been ob-

tained? Will other clients be perturbed by the fact that such pictures are used? Will the caption tend to discredit the subject of the picture?

Before adopting a policy on any of these questions, see the picture editors of your newspapers to find out what they want and can use. Explain the relationship of board members and volunteers to your program, discuss the dangers of exploiting clients, and then put imagination and resourcefulness to work.

You will find in comparing your local papers that each has its own individuality. Their physical characteristics probably differ — for example, the length of items and the space given to pictures — and there may be temperamental differences as well. One paper may be a crusader. Another may give human-interest stories preference over fairly important news. One paper may prefer to handle welfare news statistically; another may tend to give it a "society" angle, whereas still another may show a special interest in money-raising campaigns.

During the past decade the news value of broad social problems has steadily increased; public interest in health, housing, nutrition, the preservation of family life, and the protection of children continues to grow. Welfare agencies have impressive evidence to give under all these headings. More and more frequently their testimony is accepted, and even sought, by modern newspapers.

In large agencies, some well-qualified person is usually given responsibility for newspaper relations. The smaller agency frequently turns to the publicity department of the community chest, or appoints a board member as chairman of a public relations committee, or — especially in larger cities — uses a professional publicity service. But every member of your agency's staff should learn to recognize news values in his daily experience, and to select and report appropriate facts to the responsible person.

Does it help to have "a friend on the paper"? It helps to have friends anywhere. Do not, however, expect your personal acquaintance to short-circuit the customary procedure through which the city desk relays the news to its reporters. Editors prefer to give out their own assignments, and your release will be more promptly handled if it is sent through the usual channels.

Working with Newspapers, mentioned in the reading references on page 134, is a practical manual for health and welfare agencies. In addition to sound advice on your relationship to the press, it gives specific instructions for the preparation of releases. Many national agencies issue public relations manuals that offer their local branches or chapters excellent advice on newspaper publicity.

Frequently the health or welfare worker will find that the best way to get something into the newspaper is to bring together the reporter who will actually write the story and the person who has the story to give. Many newsmen like to get some of their facts and quotations firsthand. This kind of interest, however, does not eliminate the necessity for a news release.

Speaking of releases: be sure that yours conform to news style, that names are correctly spelled and given in full, and that titles, dates, and places are included. An editor may give space, either benevolently or grudgingly, to a welfare agency that cannot recognize news stories and will not take the trouble to prepare them correctly. But this kind of favor may do your cause a

disservice. Especially in smaller cities, a good-hearted editor may encourage welfare workers to expect special consideration and protection. If you are so pampered, when will you learn to stand on your own feet, and to produce stories that can hold their own in the main current of events? Only good news stories can win and hold for social work the place it deserves in the news columns.

Discussion Suggestions

1. Space for Your Story

At first glance any metropolitan daily looks as roomy as a big department store.

Naturally, newspaper practice varies from day to day, for it depends upon what local, national, and international news breaks at the moment. By and large, however, each newspaper has a fairly well-established policy on the treatment of local news. It is this portion of the paper which interests the local welfare agency most keenly, for the agency's news must come within the paper's quota of space for stories about the community.

For purposes of this discussion we have examined an issue of an afternoon paper published in a mid-western city, and one issue of a weekly paper published in a small and homogeneous New England community. This is what we found:

a. The large city daily. Our issue was published on a day when there were new developments in a local murder trial. Nearly four pages of a 22-page edition were given over to this single story. Since this is a metropolitan daily which follows national and international developments with careful attention, the space remaining for local items was pitifully small. News of other crimes and accidents took a large slice out of this quota. For community agencies only enough room was left for a few brief items which, with one exception, were placed on the religious page. The following item, quoted in full, was fairly representative:

. . . HOME TO MARK
50TH ANNIVERSARY

The . . . Home for Children at . . . will celebrate the 50th anniversary of its opening tomorrow.

The Board of Control of the home has extended an invitation to all members of the "Children's Home Alumni," organized in 1907, to attend the "Homecoming."

b. The small weekly. As you might expect, the sharpest possible contrast between the policies of these two papers is evident. Except on the editorial page, the community weekly gave no space at all to national and international news, which occupied a major share of the large city daily's attention. The weekly's 16 pages were devoted almost exclusively to news of its own community, with heavy emphasis on personalities and names. Social and civic organizations occupied the limelight, with this kind of treatment accorded to their news:

The front page featured close-of-the-season events sponsored by the Parent-Teacher Association, Girl Scouts, American Legion, Rotary Club, and a church boys' club. Taxes and property values, the only other front-page topics, received secondary attention.

On page 4 was a notice of an "Open House" at a local kindergarten. Throughout the paper this kind of warm interest was shown in the activities and personnel of local organizations.

On page 8 a Hi-Y "Police Clinic" was described in some detail.

On page 16 the local representative to the state legislature reported on a recent legislative session, giving special attention to the crucial topic of housing for veterans.

ASSIGNMENT: In order to estimate the amount of space normally available to their own organizations in their local papers, members of the study group might like to try this exercise:

Let each member bring to class current issues of both morning and afternoon papers for a single day. Someone might bring copies of any neighborhood or community weeklies published in the area.

Ask several members working together to study each of these papers. Eliminating for the time being items which appear in special departments on real estate, the theater, sports, and so forth, let each committee estimate what percentage of the total space in each paper is devoted to *news* of local origin. For the purposes of community agencies this percentage *is* the newspaper.

Now analyze the local news within each paper to see what part of it is devoted to topics within your sphere of special interest as representatives of social or civic agencies. As prospective contributors to its columns, do you still find the paper "roomy"?

What news items about your own agencies or problems were found in the newspapers studied? After taking this fresh look at newspapers would you still rate these items as newsworthy?

Note: No single issue can possibly form the basis for an analysis which accurately reveals the permanent policies of a paper. Members of the study group might wish to study a sampling of issues collected during a period of several weeks and then report on their findings.

2. Slanting the News Story

Obviously any news item stands a better chance of being published if it ties in with a theme of current general interest. Girl Scouts, Inc., once released a news story which connected departure for camp with a Scout project of famine relief, an urgent theme at that time. It made the New York Times with a three-column picture and a two-column story. A photograph of the girls making their contributions of canned foods for overseas relief as they departed for summer camp was a "natural." Note that here local news is related to a national project sponsored by the Girl Scouts.

DISCUSSION: What are the main news stories and "running themes" current in your newspapers? Discuss ways in which local agencies could tie their own news stories to these subjects of popular concern. The list of topics and related agencies on page 17 of *Working with Newspapers* offers good examples with which to start this discussion.

3. Where Does Your Story Belong?

A study of the various sections and departments in a newspaper may give you a better understanding of how your story fits the pattern of the press. Not only the news pages, but also the feature page, woman's page, editorial page, sports page, real estate section, and so forth offer opportunities when your story meets the requirements of one of these departments.

a. Some social agencies seem to resent the appearance of their stories on the woman's page. Here is what a group of editors and

newspaper writers, at a conference on newspaper publicity sponsored by the Cleveland Welfare Federation, had to say about the woman's page:

> . . . Don't underestimate the power of a woman and don't underestimate the power of the woman's page. . . .
>
> . . . Women in public office never want to get on the woman's page. But they can get much more space for their messages on the woman's page. . . .
>
> Women's pages do not represent second-class citizenship. The woman's page is a good way of getting together things that are of interest to 80 per cent of our women readers and not usually of interest to men. . . .
>
> I see many men turn to the woman's page and read it. . . .
>
> It is much better to have some real writing done and accepted by the woman's page and feature writers than to try to make into a news story the material that is not news.

DISCUSSION: Look again at the welfare stories in the newspapers you analyzed. Where are the items placed? In the regular news sections, or on the woman's page, the feature page, the religious page? Does any one paper seem to be more receptive than another to background information on the aims and purposes of the organizations whose activities it reports?

b. Columnists and special writers. A growing number of newspapers are featuring regular columns primarily concerned with problems of health and social welfare. In the Chicago Daily News, Helen Cody Baker is continuing a column in which for forty years Dr. Graham Taylor reported the practices of social work organizations and expressed his own social philosophy. Albert Deutsch's column in New York's PM is devoted to health and social welfare. The Brooklyn Eagle carries a regular column on veterans' affairs by Sylvan Furman, who is a member of the staff of the local Social Planning Council.

In the Cincinnati Times-Star, the local Public Health Federation has for the past fourteen years had its own column of health advice to readers. These brief articles, limited to 200 words, carry the heading "Save-A-Life." In addition, the agency supplies a weekly illustrated message, of about two sentences, called "Grandma Wise," to local suburban papers, and a brief weekly message, of about four or five sentences, called "Health-O-Gram," to the Cincinnati Post.

Columns of this special type usually command a sizable audience, and are excellent outlets for material which does not necessarily come under the heading of news, but which offers the newspaper's readers new facts about their community or useful advice for their own lives. You can probably cite local columns of advice and information whose authors or editors are receptive to suggestions and information from your agencies.

Feature writers as well as columnists often concern themselves with topics bearing on the work of social agencies. Some feature writers interview prominent persons; an interview with a member of your board or staff may provide an opportunity to present the objectives of your agency.

Other writers espouse crusades — for sanitation in restaurants, for slum clearance, for play space for children, for adequate hospital space, and so forth. When such a campaign is running, the writer will appreciate any authoritative information that you can offer. Or, when you see a good occasion for launching such a campaign, some col-

umnist or feature writer might welcome your suggestion, provided that you can document it with irrefutable facts.

DISCUSSION: Having studied the departments and features of your local newspapers, ask the group to discuss possibilities of placing each of the items listed below. Consider not only the briefly stated facts, but also elaborations of these statements to cover personalities involved, background information, and so on. Which items could best be handled as spot news? Which might receive more generous treatment by a feature or editorial writer? Which logically belong in a special department of the paper? In what department would each of such items fit?

a. A committee of visitors from a foreign country has toured the recreation centers and playgrounds of the city as part of a four-week study of play facilities in this country.

b. The state appropriation proposed for mental hospitals makes no provision for a long waiting list of mentally ill persons in your community.

c. A hobby exhibit at the library features handicrafts by elderly people receiving assistance from the department of welfare.

d. The health department has immunized its one-thousandth baby and has sent the parents a letter of congratulation and a book on child health.

e. The annual meeting of the mental hygiene society features a film on new methods of psychological and psychiatric treatment.

f. The family society has published a new basic budget chart, with hints to the harassed housewife.

g. A news item has reported that a boy has rescued a stranger from a burning building at great risk to his own life. The boy is an Eagle Scout.

h. A foster mother, accepting the fifteenth child which the agency has placed in her home, is guest of honor at a tea party given to neighborhood women by a home-finding society.

i. The council of social agencies appoints a committee to investigate the demand for day-care centers in a neighborhood near a factory employing women.

j. The public welfare department has completed a study indicating that relief recipients who are not actually unemployable stay on the relief rolls for gratifyingly brief periods.

4. Newspaper Relations

Half the job in working with newspapers is getting your news printed, and seeing that the facts are clearly and accurately presented. The other half is interpretation of the news to the press, in order to prevent publication of anything that might be harmful to your clients or that might mislead the public. When such dangers exist, stubborn silence on your part or angry complaints will not help. Honest co-operation with the press, especially if a sound working relationship has been established in the past, can usually save the situation. Here are some cases in point:

a. When a child died after a severe beating by his irresponsible mother, the New Orleans papers seized on the story as evidence of poor performance on the part of the Louisiana State Department of Public Welfare. In a report from that Department we learn how mutual animosity between press and public agency gradually became translated into a constructive partnership.

The Child Welfare Division had been giving service to the child's family and had recommended to our Juvenile Court that since the mother was incompetent, if the Court saw fit to remove the children, this agency would be glad to accept responsibility for placing these children and caring for them. The Court did

not remove the children and the tragedy occurred. Newspaper publicity involved both the Department and the Court.

Because of the type of evidence involved, we could not release to the press all the information given to the Court. The press could not accept our responsibility for respecting the personal, intimate and confidential information contained in our records and our need to protect the mother, even though she was inadequate. They believed that if we were interested in the greatest good for the greatest number of people we should be willing to give out any information which would further the community's understanding of the need for more adequate facilities. The press could not understand that breaking faith with one client would jeopardize the agency's relationship with all clients.

Furthermore, the newspaper giving most attention to the story, confused the kind of services these children should have. It made no distinction between foster care, institutional care and detention care. It also attacked the integrity of the Department, implying that political influences were involved. It failed to clarify the judicial function of the Court, the rights of parents and the functions of social agencies which may not take authoritative action related to the removal of children from their guardians.

Reporters were constantly telephoning the director's office and home and the Child Welfare Office. It was difficult to correlate calls, forestall published statements and channel information. Anything we said seemed to be interpreted either as a refusal to tell the truth or as "passing the buck."

Finally, we planned a regular series of press interviews beginning with the director of public welfare and continuing with staff and foster mothers.

The director explained the legal base of the Department, its program and responsibilities for children; the methods of board appointments; the methods of staff appointments through Civil Service; the historical background of the Department; the continuity in professional staffing, etc.

The supervisor of child welfare explained some of the methods used and the difficulties encountered in finding foster homes; the standards for approved homes; the kinds of personalities required for foster parents. A case supervisor told about several cases, illustrating different types of problems.

The reporters were also introduced to many of the staff members and were given a brief summary of their professional backgrounds. These interviews were interspersed with stories of the children who were coming to the agency. Reporters were taken to the intake section, to the waiting room and the play room, where they had a first-hand view of mothers, foster parents and children.

It was interesting to observe their gradually changing attitudes and conflicts. During this process they seemed to develop an understanding of the Department's goals and its objectives. However, they were disturbed that these goals and objectives could not be put before the public in a dynamic fashion. Always they came back with the statement that "the public will have to be shaken by the horrors of existing conditions."

It was at this point that the supervisor of child welfare asked the reporters why the papers would not be as interested in pointing up the need for foster homes as they were in depicting the deplorable conditions of a few individual families. . . .

From here on, the happy ending was inevitable. An interview with a foster mother was prominently featured in one paper — and the reporter checked with the agency before the story was run. Foster mothers and fathers were pleased; some of them offered to take additional children. One former foster mother telephoned the agency to say, "I've been reading the papers and I think you need me." Other papers later followed with similar stories. And all this goodwill and understanding actually developed from a beginning situation in which a hostile press was trying to pry confidential in-

formation out of a reluctant and defensive agency!

b. Good press relations on quite a different level are illustrated in this story told by Dr. Bruno Gebhard, director of the Cleveland Health Museum. This account is quoted from an informal talk before an institute on health education:

About two months ago we brought to Cleveland the world famous works of Dr. Robert L. Dickinson – among them, two statuettes, half life size, representing the average American girl and the average American boy around the age of twenty-one. The girl is called Norma and the boy, Norman.

When this news came to Cleveland, our papers gave it a lot of space. One very conservative paper surprised us completely by reproducing the nude statue of Norma on the front page!

The next morning the city editor called me and said, "We have a proposition. Can I have lunch with you?" So we had lunch together and he said, "I want to be frank with you. We need something to raise our circulation – something which will appeal to almost everybody in Ohio. You have this statuette of the so-called average American girl and we want to make a search for the living Norma in Ohio. Will you think about it?"

Well, I thought it over and agreed. The science writer of the newspaper made up a series of stories about Norma under the heading of physical fitness. For ten consecutive days, there was a search for Norma in the morning paper. There was the usual stunt of a prize for the perfect specimen; there were pictures of physical fitness activities at our local college; there was an interview with the director of our art museum. And every day there were pictures of Norma, taken from the front and the side and the rear. Every day women sent in their measurements and – by the third or fourth day – everybody was talking about Norma.

Sunday's story caused quite a bit of discussion because it brought up the question of heredity with the headline "Norma's husband had better be good." As a climax to this, the reporter got an interview with leading members of the Church. Even an Episcopal bishop gave her an interview on the importance of physical fitness.

Close to 4,000 women sent in measurements (which means 8,000 women participated, because a woman can't take her own measurements) and prizes were awarded. The ultimate in recognition came when the well known pastor of the Euclid Baptist Church devoted his Sunday morning sermon to Norma's religion. . . .

Now, please don't forget this: We didn't approach the newspapers. The papers wanted something – and the question was whether we had something they could use.

DISCUSSION: There may be an advantage in discussing these two examples of newspaper relations together. The two instances are strikingly different. The first shows how severe criticism was turned into co-operation. The second presents a bold decision to seize a chance for widespread health education, even though the proposed stunt was more sensational than the Health Museum might have wished.

Aside from personal preferences for dignity or for aloofness, members of the group still are likely to have different opinions about the policies and methods illustrated in these two situations and in others that may be brought up for discussion. In such discussions certain factors should be kept clear:

In making any information public, there are always basic considerations of agency policy to be respected and be kept in mind.

Much may be gained in public understanding by working patiently with newspaper staffs.

You can depend on newspapers to protect "off-the-record" statements.

5. Planning Coverage for an Event

When you are planning a special publicity campaign for your annual meeting or for a report of a survey, you know in advance on what days you will have news items. You know, too, what material related to this news can be supplied for use at about the same time as the dated items. Seasoned campaigners often prepare advance schedules, timing the release of separate stories to the best possible advantage.

ASSIGNMENT: Plan and schedule a series of news releases and suggestions for feature stories on any of the following events:

a. A building-fund campaign for a greatly enlarged settlement house will begin October 9. Outline plans through the first week of the campaign.

b. A family society and a children's society merge. The decision is announced jointly by the boards of directors of both agencies on February 15. The merger officially takes place on June 1.

c. The council of social agencies sponsors a citizens' conference on improving inter-group relations. The conference will occupy two days — October 5 and 6. Plans for it are begun June 15.

6. Newspaper Photographs

In a discussion of newspaper photographs, on pages 24 and 25 of the bulletin *Working with Newspapers,* readers are advised to test pictures for newspapers by these standards: (1) their news value, (2) their pictorial value, (3) their interpretive value to the agency.

News value in a picture is identical to that of a news story — something must happen. Pictorial value means that the picture is clear, not overcrowded (five people at the most — preferably two or three), and doesn't need too much explanation in the caption for the reader to find out what it is all about. Interpretive value is perhaps the most important of all. Pictures that attract the reader, warm the heart and please the editor may not be effective or even honest interpretation of your agency to the public! . . .

From this viewpoint, ask the class to consider the picture possibilities in the following situations:

a. The mayor lays the cornerstone for a new hospital.

b. A group of public health nurses receive a citation for their work in a recent epidemic.

c. The outgoing president of the Y.M.C.A. turns his gavel over to his successor.

d. A blind man, trained as a welder by the rehabilitation service of the local department of public welfare, is at work at his new trade.

e. A play is produced by tenants in an interracial housing project.

f. Girls at a detention home are taught cooking.

g. The entire personnel of a plant turns out for chest X-rays provided with the aid of a healthmobile.

Where they are relevant, these criteria might be applied to plans for pictures:

1. How would you supply the necessary element of action?

2. How much would this picture reveal about the program of the agency?

3. Is there a way of using this picture without exploiting the clients?

4. Is there anything eye-catching about this picture?

5. Could this picture stand alone with the help of just a brief caption — or does it require a story to make its meaning clear?

TO AUDIENCES

PRIMITIVE MAN "read" the story of the trail in broken twigs, bent grasses, and the footprints of other men and animals. He shared this information with his tribe through sign language, and perpetuated it in pictures and symbols. From his day to ours, human skill in the art of communication has steadily developed.

From the viewpoint of this swiftly moving, highly mechanized age, man's early progress seems almost unbelievably slow. The printing press was not invented until the first half of the fifteenth century. Four hundred years elapsed before power presses, photoengraving, and improved lithography resulted in the mass production of cheap and attractive reading matter with illustration. And it was a century later that the camera, phonograph, and radio made it possible to reach great audiences with a combination of moving images and the spoken word.

Today our leading educators are impressed by the immense circulations of photographic and cartoon-strip magazines, and by the wide appeal of pictures, not only as entertainment, but also as tools for teaching, for reporting events, and for stimulating response to pressures of many kinds. New organizations spring up overnight to supply the ever-increasing demand for pictorial material. In their public information programs, government, industry, and business show that they recognize the growing importance of telling a story in pictures.

Health and welfare agencies also recognize the power of pictures to make spoken words more clear and compelling. A group leader clarifies discussion with chalk and blackboard. A staff member, presenting a report to the board, displays a series of charts on an easel. A campaign solicitor carries a set of pictures in his kit to illustrate his story. An agency executive, appearing before the budget reviewing committee of the community fund, uses photographs to make his case for an appropriation. For meetings of all kinds there are slides, slide films, and documentary films.

For the purposes of this discussion, let us broaden the definition of a picture to include all visual images which tell a welfare story to any kind of audience. The public health nurse, instructing girl scouts in child care, often uses a doll or a real baby. The nutrition expert may illustrate her lecture with charts, models of food, or actual food.

Community Chests and Councils, Inc., by intensive and carefully planned local and national effort, has succeeded in establishing the red feather as a popular symbol of giving to the community fund. As a picture, the symbol supplements the written word in all campaign publicity. A real feather, in the hat band or on the coat lapel of each con-

tributor, tells the story of the campaign to the constantly shifting audience in the city street. At another season of the year these same passers-by see window displays devoted to the American Red Cross. The double-barred cross, in painted wood or metal, reminds them when it is time to buy Christmas seals.

A physician, speaking on the necessity for a certain type of care for cardiac cases, used a visual aid to reinforce his spoken words: "This box which I hold in my hand contains the heart of the patient who refused to follow his doctor's advice."

In your search for fresh and more persuasive ways of illustrating your story, you are not limited to flat surfaces. You may work in three dimensions, and you may shift from stationary objects to motion. Each device makes its own demands for special skills. Each has its own appropriateness in certain situations. But an inappropriate device, or one used unskilfully, may expose your cause to disparagement or ridicule. The visual method of communication offers no escape from expenditures of time and money. Compared with other methods, it demands more, not less, of planning.

The national office of the Boy Scouts of America advises local councils:

> Before using a visual aid: (1) Select the best subject. (2) Study before you use it. (3) Prepare the group before they see it. (4) Show it under the best conditions. (5) Practice and discuss the subject.

Motion pictures, combining visual images with sound and motion, are the last word up to now in telling a story with pictures. But the cost, time, and skill required for production of motion pictures are too great for the average agency and the average-sized community. For the small agency the problem of using either exhibits or motion pictures is one of renting and borrowing. A feature issue of *Channels* on educational motion pictures (April–May, 1945) discusses the use of movies and contains a directory of motion pictures and a list of studios. Reference material quickly becomes dated in this swiftly moving field. The National Publicity Council for Health and Welfare Services, publisher of *Channels,* from time to time brings up to date its information on available health and welfare films.

A motion picture or an exhibit at your meeting may be a prima donna, demanding the center of the stage and a lot of service and attention. A motion picture requires proper electrical connections, fire protection (if 35-millimeter film is used), a darkened room, a screen, an operator, and so on. The whole meeting must be planned around these requirements.

An exhibit may be anything from a collection of objects used by a speaker to a formal display in the city's auditorium. The production and display of exhibits has probably caused more headaches than any other activity in the entire field of public relations. Think twice, and then think again, when you are offered free space by some commercial fair or convention, or even when you are invited to participate in the county or state fair.

Exhibits — How to Plan and Make Them, published by the National Publicity Council for Health and Welfare Services, describes various types of exhibits, the techniques of producing them, and the tools needed by their makers. There are other guides in the form of articles and manuals, and it is the part of wisdom to study these

before rushing in where experience would fear to tread. Afterward, if you still want to try your hand at producing an exhibit, plan something very simple. The impressive three-dimensional display is a big-time proposition.

Dr. Bruno Gebhard tells us in *Making Health Visible,* the 1936–1945 report of the Cleveland Health Museum, that:

(a) Over-all seeing is easier and more convincing than limited reading or hearing.

(b) Three-dimensional objects are more impressive than flat pictures.

(c) Moving mechanisms are more attractive and longer remembered than still objects.

(d) Personal participation in activities or operations is more effective than merely watching.

(e) Repetition or participation in movement makes learning permanent and complete. Since exhibits can be activated over and over, the visitor repeats the performance until he is sure he understands clearly the story the exhibit is designed to tell.

Discussion Suggestions

1. Visual Aids for Speakers

As the term implies, a "visual aid" is a device planned to help the speaker make his talk clearer, more interesting, or more dramatic. The use of illustrative objects has an additional advantage in that it gives the inexperienced speaker something to do with his hands, something concrete to draw his audience's eyes, something to share his limelight so that he need not feel too self-conscious.

a. An army officer who was wholly unaccustomed to public speaking was assigned to give an hour-long speech on logistics to a large group of officers in training. Partly for his own sake, he brought along to the meeting room a large barracks bag stuffed with foot powder, C rations, a first-aid kit, various articles of apparel, and various articles of equipment designed for special climate and battle conditions. As he explained the supply problems which beset the quartermaster companies required to outfit men leaving for all parts of the world, he frequently referred to the barracks bag. He pulled out surprising but essential items, some of which often had to be produced on forty-eight hours' notice. The delighted audience were amused by the wide range of items. But were also impressed by the elaborate preparations which must precede the embarkation of troops, by the foresight and patient attention to detail which go into army logistics. This was valuable education. A happy by-product was the fact that the speaker was so busy illustrating his talk that he quickly forgot his stage fright and enjoyed himself immensely.

b. Not every speech or meeting room lends itself to the use of visual aids. Not all types of illustrative material can serve to *supplement* a talk. Small snapshots passed around among the audience, for example, divert attention from the speaker if he continues, or create an awkward interlude if he waits until everyone has seen them.

DISCUSSION: Using your own meeting room and the size of your own group as a point of departure, discuss the ways in which your own surroundings do or do not lend themselves to the use of visual aids.

These are some of the points you will wish to consider:

a. Could a speaker in your meeting room find a convenient way to display maps, charts, or photographs? For example, is there a strategic spot for an easel? How large would the material have to be to be comfortably visible to everyone in the room?

b. Are the room and audience small enough so that small objects could be displayed without causing craning of necks or moving around?

c. Is the audience small enough so that objects could be passed from hand to hand without producing an uncomfortable hiatus in the talk?

d. Would a blackboard and chalk be helpful?

2. Slide Films as an Aid to Discussion

The slide film, or film strip, as it is sometimes called, is a versatile medium. It may be in color or in black and white, with or without a sound track synchronized with the film. Photographs, charts, and cartoons can be reproduced on the film. The strip runs automatically, but can be stopped at any point for as long as you wish for questions and discussion.

The Public Affairs Committee, whose popular pamphlets on social and economic problems have been widely distributed, now uses slide films as well as other visual methods to present in a human and understandable way the results of technical research. Its first slide film, called "We Are All Brothers," is adapted from a well-known illustrated pamphlet, *The Races of Mankind*. With the film the Committee supplies these suggestions for stimulating discussion at meetings:

Showing the filmstrip usually requires about 30 minutes. Don't stifle discussion by running slide films straight through, let people raise questions as you show the slides. Another 30 minutes should be scheduled for additional discussion since the purpose of this film is to clear up misinformation and superstition with the facts of science about race.

For good timing in changing the slides and best results in general, the commentator should rehearse at least once with the person running the machine. It is often a good idea to have two or more commentators; one voice may get monotonous.

The group leader or teacher showing the filmstrip should adapt the commentary to his audience by using examples and illustrations familiar to his particular group. Keep the tone of the running commentary informal; use the story-teller technique rather than the lecturer's.

A few questions and some discussion should precede the showing of the film. Suggestion: One or two members of the group might be asked to give incidents, to tell about something that has happened to them personally in the area of race and inter-faith relations. . . .

Reproduced opposite page 112 are frames 48, 49, 50, 51, and 52 from "We Are All Brothers," together with the suggested commentary to accompany them.

3. The Use of the Motion Picture

With the documentary film receiving wider recognition daily as a tool for education, the number of available films is increasing in geometric progression. Schools, colleges, and libraries, federal and state agencies, and national and local voluntary agencies are acquiring extensive film libraries from which community agencies may borrow prints.

a. Asking for films. In requesting a film from any of these sources or from commercial producers or distributors, it is important to include enough information about your own plans to allow the distributing agency to make an intelligent selection.

A brief article prepared for the *American Journal of Public Health* by the National Publicity Council for Health and Welfare Services has this to say about such requests:

How much use you make of other agencies' material depends upon your ability to find out what is available. How you ask for information is almost as important as whether you ask at all.

Assuming that you have a plan and a thought-out purpose behind your every request for a film, or exhibit, or transcription, you will get much better results if you explain that plan when you make your original request. . . .

[These are] the kinds of details which any agency would probably need before it could fill your requests satisfactorily:

If You Want a Film:

Do you want to buy it or rent it? When, where and to whom do you plan to show it? Is your projector 16 or 35 mm., sound or silent? If we cannot find exactly what you are looking for, will you be able to use a film on a related subject and tie it to your theme with a talk? How long a film do you want?

b. Showing films at meetings. The following advice on the details of a film showing is adapted from *Planning Your Meeting.* (See the reading references on page 133.)

By all means have a preview of the film before the meeting. Before selecting a film for a preview, secure if possible a detailed description of it, or a discussion guide indicating what the film covers and how it may be used to best advantage. . . .

Handling Your Film Audience

If your film comes at the beginning of a meeting, announce to the audience beforehand that other features are to follow.

After the film showing is over, prompt attention to the housekeeping details – pulling back curtains or turning on lights – will give your audience a chance to . . . readjust themselves to the rest of the proceedings. . . .

A particularly dramatic or emotional film should be saved for the end of your program. Otherwise it may detract from the effectiveness of your speaker or discussion.

The combination of commentator and silent film calls for careful synchronization and a good deal of practice by the commentator. . . .

ASSIGNMENT: Plan the steps to be taken in selecting, securing, and showing a film for an annual meeting. Remember to include provision for the necessary equipment and facilities for previewing several films before you make your final choice.

4. Uses of Exhibits

An exhibit may be anything from a collection of objects used by a speaker to a formal display in the city's auditorium.

a. The exhibit for a specific audience. As with every other medium, the audience is the key to your plan for an exhibit. A professional audience of doctors or scientists and one composed chiefly of young mothers will be interested in very different details of the same subject. Workers and students will respond to different angles on one theme. Policemen and restaurant workers will be interested in sanitation from different points of view. Of course, the exhibit prepared for a store window on a crowded business street, or for a county fair or an exposition, must have a broad enough appeal to satisfy many kinds of people. But if you are fortunate enough to know exactly what kind of audience will see your exhibit, you can plan it in terms of their interests and experience.

The New York Tuberculosis and Health Association has prepared a number of exhibits which may be borrowed. Each is designed for a specific purpose. One on the im-

Courtesy Public Affairs Committee

Frame 48 — Cartoon

Some hate the Catholics. Some hate the Jews. Some hate the Protestants, and some hate the Seventh Day Adventists.

Some are afraid "the Mexicans," "the Negroes," "women," "the Poles" will get their jobs.

There are people who play on your fears. *Don't allow them to take you in.*

Frame 49 — Cartoon

Did you ever do this when you were little: you hurt your finger in the door. Angry, you kicked the door! It did your finger no good and it hurt your foot besides.

We have to be careful not to strike out blindly at someone else when things go wrong with us.

Frame 50 — Cartoon

Nowadays when something goes wrong inside us do we bother to find out *why* we are upset? Or, do we look for some other fellow to take it out on?

One of the worst fears people have is about losing their jobs but hating someone else won't help them in the long run to keep their jobs.

What we must do is to face up to our problems and fears by talking things over with others, by trying to understand ourselves and the situation better.

Frame 51 — Diagram

We must also be careful not to let the rumor mongers take us in. We must not repeat rumors. Let's check up on the rumors we hear, get the facts.

Frame 52 — Cartoon

Going around in circles like the man in this row boat? Well, we will be if we allow people to play on our fears. We cannot work out our own problems by despising others, by telling tales about them, by kicking them around. Unless we want to go around in circles like the men in this row boat everybody has to learn to work together today on the serious problems of jobs, housing, health, human relations and preventing another World War.

FROM THE FILM STRIP, *WE ARE ALL BROTHERS*

From the N.Y. Tuberculosis and Health Ass'n

FIG. A. AN EXHIBIT DESIGNED FOR A SPECIAL AUDIENCE

FIG. B. A THREE-DIMENSION EXHIBIT FOR WALL OR TABLE DISPLAY

portance of chest X-rays was designed expressly for workers in the fur trades. It consists of three panels, and the left-hand panel, captioned "Protect Your Job," shows a montage of photographs all taken in the fur industry. When the exhibit is needed for other industrial groups, however, this montage can be replaced with another collection of photographs depicting a variety of occupations. The upper illustration, opposite, shows another exhibit intended for food handlers; notice that the photographs reproduce the uniforms and surroundings characteristic of this trade.

b. Making your own exhibit. Dr. Bruno Gebhard, in his workshops at the Cleveland Health Museum, requires students to (a) write an exhibit manuscript, and (b) complete a scale model. The manuscript must include a discussion of the subject matter, an estimate of costs, and a detailed description of the proposed exhibit.

A student group of nurses took as their theme, "Public Health Nursing Is Intended as a Service for All." Their plan was for an exhibit in a store window. The scale model showed a false background of blue, placed at the back of the store window. Two manikins, one wearing a white uniform, the other a blue one, appeared at each side, and in the center stood a tall crossroads signpost with four signs, each pointing to a picture. The pictures were to be photographs blown up to 22 inches square, mounted on quarter-inch plywood, and cut out like silhouettes.

On the side with the nurse in blue uniform, the first sign read "In the Home"; the photograph showed a nurse demonstrating the technique of bathing a baby to a new mother in her own home. The second sign read "In the School"; the photograph showed a nurse and a physician examining a child in school.

On the side with the nurse in white, the first sign read "At Your Work"; the photograph showed a nurse bandaging the hand of an employe in an industrial dispensary. The second sign read "In the Clinic"; the photograph showed a nurse adjusting a brace on an orthopedic patient, at the same time teaching his mother how to do this.

The color scheme was as follows: floor, side walls and background, gray-blue; the signpost, deep blue; the signs, red with white printing. Here is the estimated cost:

Miscellaneous	$10
Wood for signpost	2
4 pictures blown up	30
Beaverboard for background	16
Paint, enamel	7
Total	$65

ASSIGNMENT: Following this procedure, members of the study group might work in several teams, each producing a plan for an exhibit on a subject selected by the team.

To stimulate your imagination, study Figure B, which pictures two sections of an exhibit prepared by artist Judy Hall for the Metropolitan Life Insurance Company. This exhibit, used in connection with discussions of safety, shows some of the most common causes for accidents in the home. Here Miss Hall's skill and her use of three-dimensional materials creates a lifelike effect which is a guaranteed eye-catcher. The figures are made of stiff paper; the rugs are of crocheted wool; the curtains are of colorful cotton, and the box and medicine cabinet in the panels are of wood. The whole exhibit has the special charm of the miniature; it reinforces its clear, direct exposition with aesthetic appeal.

TO READERS

FOR HEALTH and welfare agencies, pictures combined with written words may serve several purposes. Pictures attract attention. They may also illustrate or emphasize your written message, and they can appeal to the emotions much more vividly than the best copy can do. They can tell a simple story; in cartoons, the pictures carry the message, the text being supplementary. Photographs can give evidence – of bad housing conditions, for example, or of starvation abroad. Pictures and words can share the job of explaining a process – say, a method of preventing accidents.

Perhaps you decide to have a new letterhead, and to adorn it with a pictorial symbol, a sketch or photograph, as in the examples shown on page 80. In choosing the format and paper for a news bulletin, you must consider whether or not it is to be illustrated, and how. The annual report raises the same questions. Many of us use graphs and charts to vitalize statistics and most of us send photographs to the newspapers.

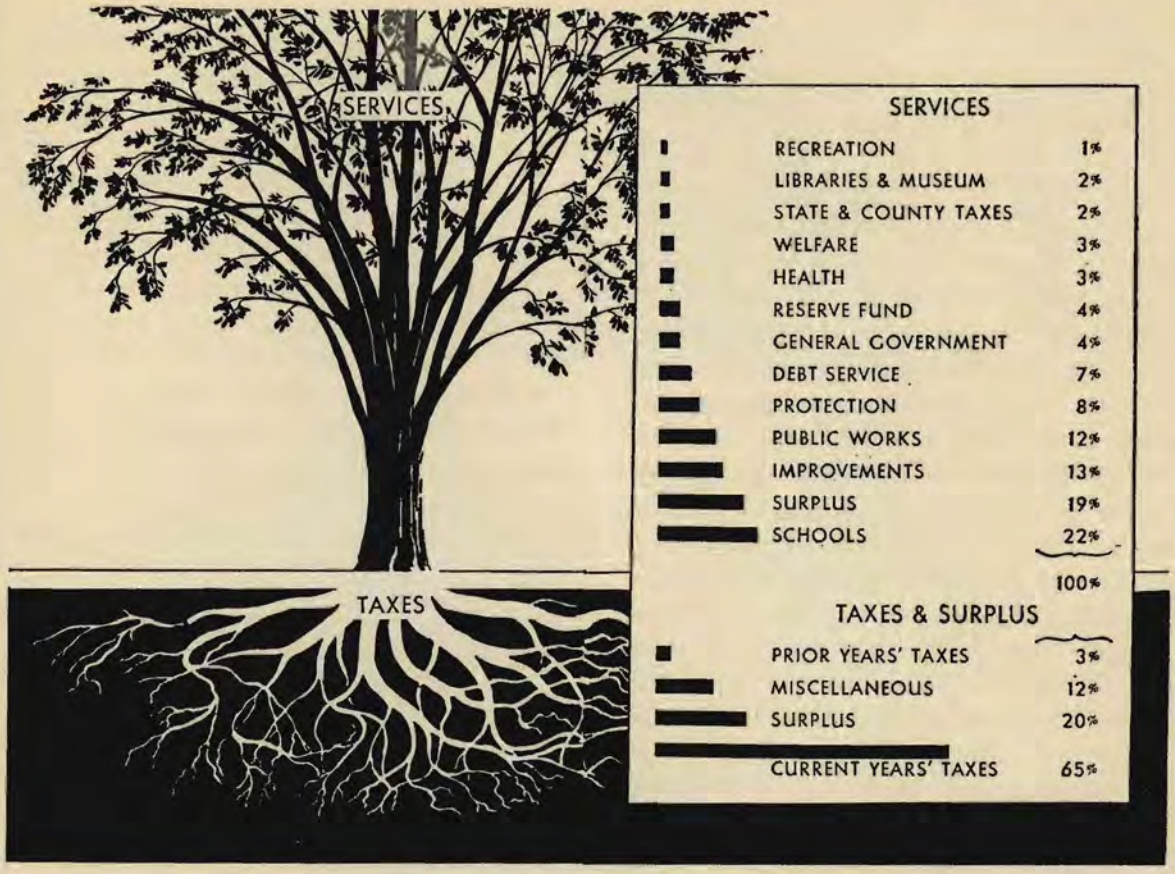
The important question always is: What do you want this picture to do? Sometimes a smile is what you want from your readers, sometimes a catch in the throat. Silhouettes are arresting. Humorous sketches create a pleasant frame of mind. But neither can do what the baby does who looks at you from the cover of a booklet on sight-saving, saying, "Thank you for my eyes."

Fortunate indeed is the agency with a staff member who can brighten a factual bulletin with clever sketches. But in trying to be lively, let us not be trivial. A booklet issued by one mental hygiene society, making a dignified plea for adequate medical care for the mentally ill, completely lost its point through humorous pen-and-ink sketches in which the doctor was portrayed as a ridiculous little figure, gamboling in the margins of the pages. Tragic situations demand serious treatment. The mood of illustrations must be in harmony with that of the copy.

Good photographs often are produced by amateurs. But be sure that the amateur photography is good. One with the caption, "Eager, alert youth looks to us for leadership," adds nothing to the text if children in a stiff row have been caught by a flash bulb with their eyes shut and their mouths open.

Action pictures are better than posed ones, and individuals are more appealing than groups.

To avoid using photographs of real people who may be recognized you may use posed models. Also, you may borrow from agen-



A SYMBOLIC PICTURE INTERPRETS THE ANNUAL REPORT OF GREENWICH, CONNECTICUT

cies in other cities — always with the agency's permission as well as that of the subject — or buy suitable commercial photographs.

Since pictures get more attention than words, be on your guard against presenting in pictures ideas and facts unrelated to your text, or of secondary importance. A report published recently by a social agency was illustrated with beautiful full-page pictures of the agency's city and its social problems. Because they told so much while the text told so little, the pictures stole the show completely. Here the trouble may well have been not that the pictures were too good, but that the words were not good enough.

In designing a page, often every other consideration must be subordinated to your pictures. A wide picture demands a page to fit; the large page size of this book is designed especially to present illustrations to advantage. In placing pictures, try to avoid breaking up the text so much that it becomes difficult to read.

Discussion Suggestions

The important question always is: What do you want this picture to do?

1. To Humanize Statistics

To remind its supporters of the people and the worries reflected in the statistical record of one year's work, the Jewish Social Service Association of New York[1] reinforced its figures with the illustrations shown facing page 121. Notice that the upper picture, exploiting the realism of photographs, captures the emotional quality of the problems with which the agency deals. The lower one is more matter-of-fact. In this case, the stylized symbols are an attention-getting device. The photographs help the reader to understand the significance of the figures; the pictograph is a short-cut to understanding of the statistics themselves. Still another pictorial device, shown on page 115, relates the statistics to the theme of the report.

2. To Tell the Story

a. The soaring circulation figures of "comic" magazines are evidence enough that picture-stories are accepted by grown-ups as well as children. In recent years, advertisers have borrowed freely from the comic-strip technique; many buy space on comic pages, and use the cartoon technique for ads in other media also. More recently social agencies have invaded the world of four-color comic books with serial stories patterned after Superman and Dick Tracy. The Public Affairs Committee, one of whose film strips was described on page 111, has turned several of its pamphlets, including *The Races of Mankind,* into comics also. Community Chests and Councils, Inc., is now releasing comics to its member chests for use in their annual campaigns.

The staff of True Comics prepared a four-page folder with a cartoon strip called "A Friend of the Family" for the Family Service Association of America. This is intended for family societies to use in explaining their services to the public. The conventional, highly colored cartoons are interpreted by "balloons" like these:

"John and I squabble over everything! John Junior is sulky, and Helen has no friends. I'm so worried!"

"Why not talk things over at the Family Service Agency?"

After a few months:

"Isn't it fine we don't have to squabble over money any more? I never told you how worried I was."

"John, stop for that red light! Oh, I forgot, I'm trying not to boss you so much."

Many local social agencies are using cartoon stories in their bulletins. On the opposite page are strips which are regular features of *The Pony Express,* bulletin of the Big Brother Movement of New York, and *Here's to Your Health,* a tabloid issued by the Brooklyn Industrial Health Committee.

b. The story told in photographs is another medium of popular education. The rise of picture magazines such as *Life, Look,* and *Pic* has demonstrated the effectiveness of this kind of exposition. Here realism is a major drawing card; the reader's interest is aroused by a feeling of participation – by the illusion that he is not receiving a second-hand report, but is "seeing with his own eyes."

1. Name changed in 1946 to Jewish Family Service.

BUCKING BRONCOS **By Elmer**

From Pony Express.

Johnny On The Job **By BRAZ**

From Here's to Your Health.

COMIC STRIPS AS FEATURES OF AGENCY BULLETINS

Many social and health agencies have used picture stories in bulletins, brochures, and reports. "A Day at the Nursery School," "A Boy Trained for a Job," "A Family Established in a Housing Project," are examples of themes which have been treated almost entirely in photographs.

The criteria for an effective picture story are action and movement. It is the pictures which actually tell the story, with only incidental aid from appropriate captions. There must be a plot or "story line."

ASSIGNMENT: Plot a photographic story with captions around a theme which lends itself readily to this treatment. Will it be a story of growth or of change in people? Will it show a series of events? Will the pictures be posed by models, or taken from real life?

3. To Establish a Mood

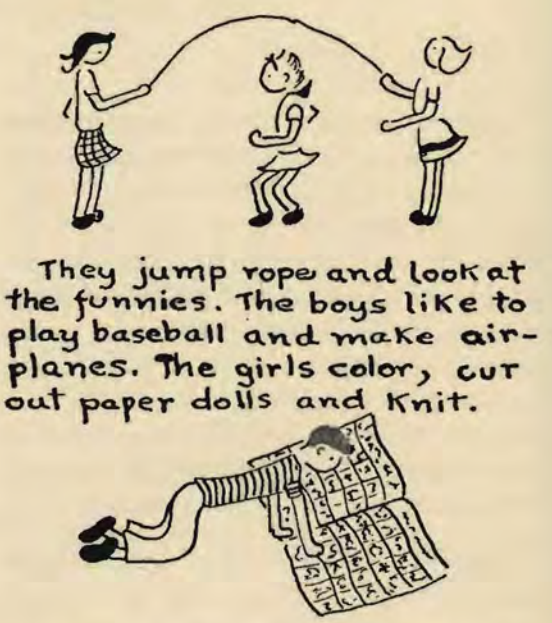
Illustrations can set the emotional tone of a publication, conveying through their subjects and execution gayety, dignity, realism, poignancy, or drama. Badly chosen illustrations can destroy the effect of excellent copy. Well-chosen ones lend overtones to the text which make it infinitely more convincing.

a. The Lakeside Children's Center of Milwaukee, Wis., prepared a small pamphlet, *This Is the Way We Live and Play,* addressed to children entering the Center. The Center's executive explained the purpose of this booklet in the following letter to friends of the agency:

> For some time we have felt that a direct explanation . . . from a child's point of view, would be helpful to children . . . at the time of their admission. . . .
>
> Most children are skeptical of children's institutions. This may be due to the fact that much of the interpretation to children, in children's books, on the radio, in comic strips and the orphanage scenes in the movies, have been frightening and discouraging rather than reassuring. Part of the purpose of this little book is to counteract the negative impressions that children have acquired regarding "homes." . . .
>
> The children who were living at the Center in November and December of 1945 participated in the preparation of the booklet. They were in on the planning of it, and the text and pictures were studied by them, their comments and criticisms noted, and their suggestions included. We took our cues from the questions which most children asked before coming to the Center.

Two pages from *This Is the Way We Live and Play* are reproduced on this page. Notice how well the illustrations serve the avowed purpose of the booklet. They are friendly and informal, simple and easy to understand. Like the activities they depict, they seem relaxed and unselfconscious; they show children having a good time.

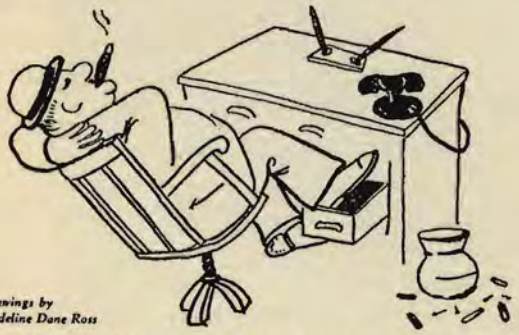
b. Pictures can be used to soften an impression of sternness which may be evoked by the text, or even to take the edge off fighting words. A good example is the cartoon-type illustrations by Madeline Dane Ross (see opposite) which accompanied Murray Hearn's article in *Survey Mid-*



PICTURES LEND OVERTONES TO THE TEXT

monthly on "Social Workers and Politicians."[1] The text pulls no punches; here is the burden of its message:

The social worker will have to discard his cartoon-inspired idea of the politician as the derby-hatted, cigar-smoking idler, who lives off the taxes of honest citizens. The politician will have to drop the notion of the social worker as an intellectual snob who never bothers to explain himself to plain spoken folk in public life, or who does so in mystifying technical language, and who snoops and interferes in people's lives for his own satisfaction.



Drawings by Madeline Dane Ross

The politician is apt to be viewed by the social worker as an idler

The social worker is often pictured by the politician as a snoop

Notice, however, that the good-humored illustrations manage to remove any sting from the words.

1. October, 1944.

c. Humor and a light touch are invaluable when they fit the mood of the text. But gay little match-stick figures have no place in a serious discussion of grave personal problems. Too often, illustrations are like literal translations, following the dictionary meanings but completely missing their spirit.

Using an ingenious metaphor, a family service society published a folder in which the writer likened family and personal problems to "a tack in the upholstery" — a mysterious irritant which "digs and tears . . . scratches and stabs." As with human maladjustments, "you can't see it because it is too near you, although someone else might see it plain as day." Unhappily, this metaphor was illustrated with a line drawing which shows a man leaping from a desk chair on which a jokester has placed a large tack. The broad comedy of the illustration is altogether out of keeping with the quieter tone of the copy. And this particular "tack in the upholstery" bears no relation whatever to the "subtle, digging, gnawing things" with which it is compared.

d. Is an emotional tone desired? Photographs, through dramatic highlights and shadows, can create a feeling of tension. Woodcuts can lend dignity. Swift broken lines can suggest restlessness and tragedy. Compare the illustrations on page 120; notice the somber drama in the charcoal sketch, and the completely unemotional, wholly factual feeling of the stylized symbols.

In the early years of the century Lewis Hine, famous social photographer, gave tremendous impetus to the anti-child-labor movement through his documentary photographs. He pictured children at work in cotton mills, canneries, and coal mines, and the faces of these working children were a plea more eloquent than any spoken word.

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4. To Give Evidence

Lewis Hine's photographs presented fact as well as drama. More recently another social-minded photographer, Homer Page, developed his own philosophy on using photographs to supply evidence. He believes that "it is better to photograph what is there, not what you think is there. The documentarian wants to photograph the truth, filtered through, not biased by his ideas."

Mr. Page studied juvenile delinquency in a San Francisco neighborhood for several weeks before he began taking pictures of what he found there. He did not photograph the beginnings of juvenile delinquency as he originally thought he would, "but the relationship of children to each other, to their own worlds, and the people around them."

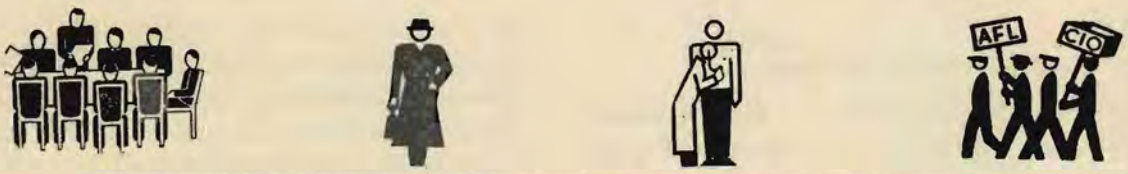
He photographed as many of the outward manifestations of their inner lives as he could.

Sometimes what he caught even he did not understand; he only knew that he saw it and managed to capture some of it.[1]

The set of photographs reproduced opposite present still another kind of testimony. These are taken from a War Department pamphlet called *Helpful Hints to Those Who Have Lost Limbs;* they prove to the skeptical reader that a man who has lost both arms can live a satisfactory life.

DISCUSSION: Using a group of booklets, reports, and bulletins collected by members of the group, discuss the particular value and suitability of each set of illustrations. How well do they fulfill their assignment? How little or how much do they increase the effectiveness of the text? Would you choose another type of illustration instead of sketches, or pictures of individuals rather than groups? Would you select other passages in the text for illustration instead of those chosen? Would you substitute "mood" illustrations for literal ones, or vice versa?

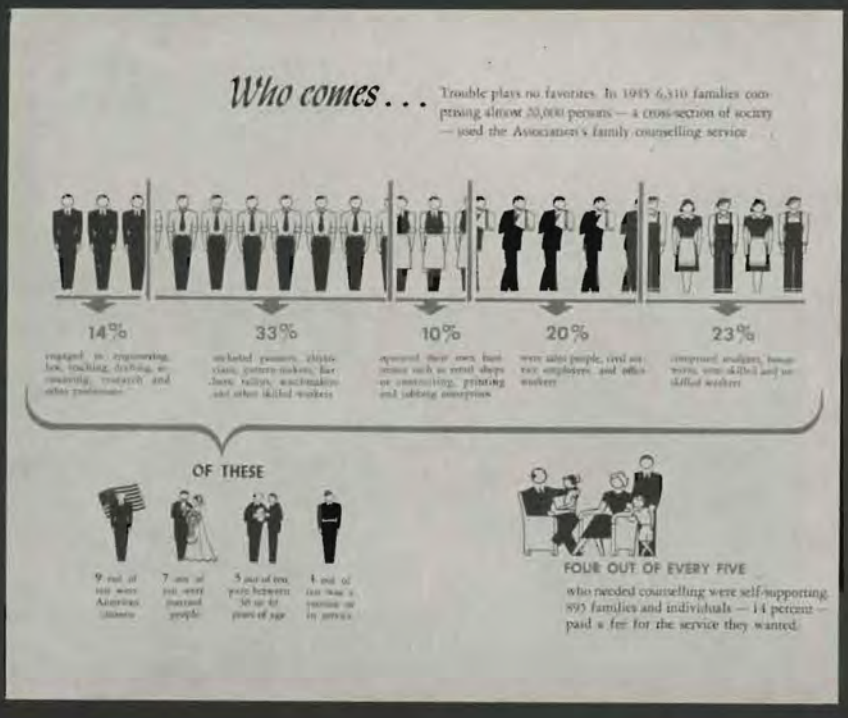
1. "The Reluctant Reformer," by Christiana Page, in *Minicam Photography* (Automobile Digest Publishing Corp., Cincinnati, Ohio), February, 1946.



Charcoal sketch by S. J. Kraft, from *Are You Ready for His Return,* National Jewish Welfare Board; symbolic figures from the *Annual Report, 1943,* Urban League of Kansas City.

From U.S. War Department Pamphlet No. 8–7, Helpful Hints to Those Who Have Lost Limbs.

PHOTOGRAPHS PRESENT CONVINCING TESTIMONY



Courtesy, Jewish Social Service Association, New York City

PHOTOGRAPHS AND PICTOGRAPHS ENLIVEN STATISTICS

XII

RESOURCES FOR THE INTERPRETER

IN THE PRECEDING chapters you have considered a number of the techniques and resources used in communication. As an apprentice collects the tools of his trade and learns the "feel" of each instrument, one by one, you have begun to assemble your craftsman's kit for building a public relations program.

This chapter tells you where to look for other tools and materials, and for personnel to direct and carry on campaigns of public information.

In checking what you have to work with and what you are likely to need, it is a good idea to begin with the content of your publicity. The phrase "telling your story" has been repeated like a refrain in our chapter titles and text. Have we seemed to take for granted that you have this story clearly in mind? That has not been our intention. Even the best-informed social worker or health worker may have an incomplete or distorted view of the problems and services he deals with every day. Your first task, then, is to outline the story which you want to tell.

Your account will need documenting and illustrating with facts, figures, and examples which often are not readily accessible. Any agency has rich resources of information in its files of correspondence, minutes of meetings, and occasional studies made by its committees or research departments. But much of this material originally is prepared for administrative use. If it remains buried in the agency's files, locating it and "processing" it for publicity purposes may be a time-consuming, even a hopeless task. Perhaps it is because the real meat of the story is so hard to get at that publicity specialists too frequently are superficial, and professional social workers vague, in their statements.

Your information file is something you had better build up for yourself by daily sifting of the miscellaneous material that flows across your desk. In one of her most interesting annual reports, Audrey Hayden Gradle of the Illinois Society for Prevention of Blindness describes as "like a last year's bird's nest" the folder into which she continually drops anecdotes, figures, letters, scribbled memoranda, and carbon copies, until the time comes to boil them all down into the story of a year's work.

For the background of your story – that part of it which is broader than the services and immediate problems of your local agency – you have many sources besides your own information file. The research or information department of your council of

social agencies, and your local public library, probably can supply much of the supplementary information you will need. But you need not stop there.

Many, perhaps most, social and health problems – disease, housing problems, race relations, and so on – are national or international in character. Nowadays most local agencies have national affiliations. Your national organization, of course, stands ready to help you. So does the government department which collects and studies current statistics in your field. So do various special libraries. Insurance companies and other organizations with a commercial or professional interest in your field may provide useful material.

Important channels of communication, also – radio, motion pictures, magazines, and news services – are national or international in scope. In planning your local campaign, you will want to know what part of your story will be sent out, by your national agency or by others, to a nation-wide, all-inclusive audience. Today we find broadcasting companies and movie producers preparing their own programs and films on cancer, on juvenile delinquency – indeed, on almost every subject of widespread current interest. These help to break the ground for your campaign, and also add to the store of available background materials.

Today ever-increasing quantities of publicity material are being made available to local agencies in ready-to-use forms. In previous chapters we have mentioned radio transcriptions, ready-made feature stories, dramatizations, and various types of pictures, charts, and the like which you can buy, rent, borrow, or sometimes obtain free from national sources. You can get films, film strips, posters, booklets, and even complete publicity kits including manuals on how to use them. From the catalogues and announcements which come to your desk, you get the impression that such resources are limitless.

Be prepared, however, for disappointments; in practice these materials prepared for wide-scale distribution can seldom substitute for homemade publicity. They are not always appropriate for specific local campaigns. Many items quickly become dated; probably you have recently discarded some which were prepared for prewar or wartime use, or for the immediate "post-war world." And necessarily the national agency must interpret a problem in generalizations which have only limited application to your particular local scene. Materials from national sources can serve only as auxiliaries to the product of your own efforts; they can never take its place. Often, however, they are very real aids.

The National Publicity Council for Health and Welfare Services, mentioned in several previous chapters, serves as a clearinghouse for information on what ready-made material is available, and on scripts, illustrations, and so forth which can be exchanged between agencies whose problems and methods are similar. The Council also reports on new ideas and developments in technique.

Most essential of all your resources are the people who will do the work of your campaign. Who they are and what they will do will depend on the community plan, or the policy of your local agency. They may include public relations secretaries employed on a year-round basis; executives handling interpretation as part of their work; staff members who take on this job as a side line; board members or committee members who

assume this task as their special charge; and advertising or newspaper people enlisted for the duration of a campaign.

On the availability of trained and qualified workers to direct and carry on programs of interpretation, our observation is that the picture has not changed greatly since Sallie E. Bright, director of the National Publicity Council for Health and Welfare Services, wrote the following paragraphs:

> In a census of positions in publicity in the social work field made in 1938 by the Russell Sage Foundation, less than 1,000 full-time positions were enumerated. In the public health field the specific job of public health educator is found only in the larger agencies. . . .
>
> Recognizing that an important part of the interpretation and public health education job is necessarily carried on as part of the daily routine of the social worker and the health worker, many leaders in social work and public health are placing increased emphasis on the training of social and health workers in "public relations attitudes." This training — which is, however, still the exception rather than the rule — is provided through staff meetings, institutes, staff interpretation committees, publicity institutes, and meetings at social work and health conferences.
>
> However, the use of popular channels of communication — the radio, newspapers, photographs, and so on — requires skills not logically found in the routine equipment of social or health workers. Even with the increased recognition of these special skills on the part of social work and health executives and boards of directors, it is difficult to find them combined with sufficient knowledge of social work or public health to make a "social work interpreter" or a "public health educator." Few schools of social work have publicity courses. Most social work publicity people have been recruited from the newspaper field, a few from radio and commercial advertising, and an increasing number from the ranks of social work itself as social workers with a flair for publicity gradually move from part-time to full-time assignments for this function in their agencies.[1]

If your community is one of the larger cities, perhaps it has more and better equipped workers to interpret social welfare than this summary of the situation would lead you to expect. Generally, however, the social or health agency must depend chiefly on a public relations committee, assisted to some extent by staff members or volunteers. But the committee can draw on the special skills of the printer, the photographer, newspaper reporters, the radio program director, and other professionals who know well their particular media. And in state and city government, industries, and colleges we find an increasing number of public relations specialists; one of these may be willing to serve as consultant or to become a member of your public relations committee. Or you might call on a free-lance specialist in public relations, who for a fee will serve as consultant or take on a short-term publicity assignment.

You have a tremendous resource — and one usually too little used — in the many organized groups in your community. When your cause is one in which many organizations are interested, a joint effort enlists more workers and provides stronger leadership. Publicity for a united campaign is welcome in newspaper columns and on radio programs.

This pattern of joint projects is growing in business, government, and education; in these chapters we have cited several examples. Councils of social agencies have sponsored radio programs. Groups of chil-

1. "Public Relations Programs in Social Work," in *Social Work Year Book 1945*, Russell Sage Foundation, New York.

dren's agencies have carried on joint campaigns to secure foster homes. Women's clubs have stood by programs of child care, watching to see that city or county appropriations were adequate. Labor unions and the League of Women Voters have taken over active sponsorship of needed social legislation.

Discussion Suggestions

1. The Story Itself

In checking what you have to work with and what you are likely to need, it is a good idea to begin with the content of your publicity.

The source material which you will need is classified below in two main divisions, called background and front-line material. This check-list, and the one on page 125, are borrowed with some revisions from a bulletin called *How to Plan a Public Relations Program* (now out of print), published by the National Publicity Council for Health and Welfare Services:

Background Material.

This is material which may not necessarily be used in your interpretation but with which any interpreter must be thoroughly familiar.

1 — The rules or policies under which the agency operates — to be found in the charter, articles of incorporation, by-laws, or, if it is a public agency, the law and legislative regulations governing the department or service.

2 — The history of the agency or movement; how it started; highlights of its growth; outstanding personalities responsible for its development; changes in the setting for its work, such as population changes, and increased life expectancy.

3 — The problems with which the agency deals. The nature and estimated extent of problems. Their causes. Whether preventable or curable. Facts about the persons served — their disabilities, characteristics, such as ability for self-help, attitudes toward their own situation, customs, etc.

4 — The relations of the agency to its field of interest and to its community. Its distinctive characteristics and service. How it co-operates with other groups. Its share of the total resources for meeting the problems it deals with.

5 — Accepted standards and procedures for carrying on the work of the agency.

Why adopted, how they work in practice, skills involved, ideas and experience of professional staff.

6 — Achieved results expressed in figures, examples and statements.

Front-Line Source Material.

Current information usually forms the front line of your attack on indifference or misunderstanding. Material from the following sources should be readily accessible, although much of it may not be used:

1 — Case records, selected and tabbed as good for interpretation.

2 — Letters — incoming, quotable letters from clients, friends, and public officials.

3 — Weekly or monthly statistical reports. Monthly and annual service reports.

4 — Minutes or reports of meetings.

5 — Copies of recent speeches by board and staff members.

6 — Reports of surveys or special studies.

7 — Biographical data (with photographs) about board and staff.

8 — Comparable current information from outside sources.

ASSIGNMENT: Let us suppose that you have been assigned to prepare a "case book" — a key publication in a fund-raising or legislative campaign. Or you are to write the story of your agency for a booklet to be distributed on an anniversary. Using the check-list above, make a memorandum of the

facts and specific examples you would like to use. Have the statistics you need been compiled? Is the information accessible? Who knows historical facts not included in the records? Who can describe outstanding personalities? What forgotten human interest stories come to light as you look over letters or talk with old-timers?

2. *Available Channels for Telling Your Story*

There are so many ways to reach the public — many more than we have described in this short course of study. When you plan a program of public information, you want to choose the best media for your purpose. To make sure, you may need to run over a check-list like the one below. Will the media which you have selected reach the right public under the best conditions for getting attention? Can you use these channels at a cost within your means?

a. Check-list of publicity channels:

In general, both the main groups and the lists within these groups are arranged starting with the simplest and most informal methods and working out to those which are more ambitious and far-reaching.

1 — The Spoken Word

Conversation through special visits, interpreting as you go about your work, telephone, informal gatherings at homes or clubs.

Discussion groups of staff, volunteers, board members, others.

Single talks (or series) at clubs, schools, industrial plants, etc.; lecture courses, conferences, institutes, study courses.

Annual meetings, anniversary dinners.

Hearings, debates, trials.

Dramatization — monologues, plays, puppet and marionette shows.

Radio — spots, talks, dialogues, round tables, sketches, television.

2 — Mail or Direct Distribution

Letters and enclosures with letters.

Printed and duplicated matter — leaflets, booklets, annual reports, reports of studies, pamphlets, reprints, etc.

Bulletin, newsletter, or magazine published weekly, monthly, quarterly, or occasionally.

3 — Special Publications

Articles, letters, editorials, pictures, in weekly, monthly, or occasional publications issued by religious, business, school, fraternal, or other organizations. These are known as house organs, bulletins, magazines, newsletters, and so on.

4 — Newspapers

Types of newspapers — neighborhood newspapers, foreign language, Negro, labor, or other class newspapers, daily or weekly newspapers.

Types of newspaper copy — news, general or departmental, letters to the editor, columns, editorials, feature stories, Sunday magazine articles, art, advertisements.

5 — Pictorial and Dramatic Methods

For illustration — photographs; pictorial treatment of facts and statistics in charts, diagrams and maps; silhouettes, sketches, drawings, cartoons.

For display — posters for bulletin boards, walls, conveyances, billboards, etc.

For meetings — slides and film slides; motion pictures (silent, sound, color, black and white).

Exhibits — in waiting rooms or reception rooms; window displays; exhibits at conferences, fairs, or expositions.

6 — Special Events

Mobilizations, "jamborees," special days or weeks, tours, expositions, festivals, carnivals, pageants, spectacles, parades.

b. Here is an illustration of what happened when the sponsors of a county health unit campaign leaned too heavily on one medium of public information, and how they succeeded only after they made direct appeals to the people and after they organized politically as well.

Here in this county, for instance, we had an opportunity to introduce the county health unit as far back as 1931 and 1932. Senator Couzens was prepared to provide a sum of money to experiment here as part of a national pattern. Both the daily and weekly newspapers gave it full support, yet when the matter came up for election it was soundly defeated. Another effort was made, again with newspaper support, but again the issue was defeated. A group of citizens organized and presented their requests in well-organized form to the board of supervisors, and again it was defeated. Not until we went into every township and used neighborhood meetings and recognized the leaders in the remote provinces of this county, and got some of the supervisors to meet with supervisors in this state where county health units had been established, and then followed up by getting into township elections did we succeed.[1]

3. National Publicity Resources

Materials from national sources can seldom substitute for homemade publicity. Often, however, they are very real aids.

The national publicity service of the Girl Scouts does not attempt to take the place of local initiative and activities, but rather stimulates and supplements the local public relations program. This service is well illustrated by the following list from the April, 1946, issue of *Copy*, the national Public Relations Division's bulletin:

National Publicity Services

The following services and pamphlets are prepared at national headquarters to help publicity and promote Girl Scouting in your community.

Public Relations for Girl Scouting	A complete textbook on all phases of Girl Scout publicity, including a month-by-month reminder of holidays and special events.
*COPY	A monthly publication for local public relations chairmen.
*The Girl Scout News	A page of Girl Scout pictures and captions.
*Publicity Kits	Suggested news stories, features, editorials, and radio material.
*Radio Aids	Radio scripts, interviews, spot announcements.
**Posters	"Citizenship in Action Around the World" Photo Mural – "Trustees of Tomorrow" "America Salutes the Girl Scout Leader" Car Card – "Trustees of Tomorrow" Victory Garden poster.
**Promotional Pamphlets	"Who Are the Girl Scouts" "Girl Scout Camps" "Put Yourself in This Picture"

*Sent periodically to all councils.
**Order from National Equipment Service.

The national office also helps with facts, as illustrated in this item from the same issue:

More Than a Million. The Girl Scout population in the United States was 1,145,259 at the end of 1945. This is good news because it shows that the growth of the organization continues steadily.

Membership figures are a vital public relations concern, for healthy growth is the strongest argument for increased public interest and support of Girl Scouting, locally and nationally. The secret of accurate membership figures is, of course, national registration, complete and on time. The June count – otherwise known as the semi-annual census – will show how

1. From an unpublished paper on "Public Relations and the Press" by Professor Wesley H. Maurer, Department of Journalism, College of Literature, Science, and the Arts, and member of the faculty of the School of Health, University of Michigan. The paper was read to a meeting of health directors, University of Michigan, October 8 to 11, 1945.

well we are maintaining and increasing our membership during 1946. Do your best to spur prompt registration so that all Girl Scout noses will be counted in June. Publicize the importance of registration through your bulletin. Tell your community through the press, when 100% registration has been completed.

Through information about good local projects, *Copy* stimulates local effort and supplies ideas:

Home-Town Honors. The Roanoke, Va., Girl Scout council was awarded the silver bowl for the best public relations among the local Community Fund agencies for 1945. Such an achievement represents a lot of thought and work on the part of the whole Girl Scout family, as well as for the public relations committee, and we feel that Roanoke deserves COPY's special congratulations.

Twenty-Five Years Old. Girl Scouting in Middletown, O., was twenty-five years old in January. The occasion was marked by a large dinner (attended by several hundred people) and yards of excellent publicity in the local paper. A special notice was published inviting every woman in Middletown who had taken an active part in the organization during the past twenty-five years to attend the anniversary banquet. A full-page advertisement, sponsored by local merchants and organizations, told the story of the Silver Jubilee, too, and stories and editorial covering history and ideals of the organization made good reading. Each guest at the dinner received a silver-bound twenty-five year report on Girl Scouting's growth and development, which, incidentally, was most suitably dedicated to the troop leaders, past and present.

DISCUSSION: If your study group consists mainly of representatives of local health and welfare agencies, you will find that most, if not all of these agencies have national affiliations. How well informed are the members of the group on the source material available to them from their national organizations? What types of information service do the group members find most helpful? Have any of them taken the trouble to tell their national offices why certain material was not suited to their needs? Which members have found effective ways of combining background material supplied by the national agency with front-line material prepared locally?

4. Qualifications for Public Relations Personnel

The study group could discuss with profit the qualifications for staff members charged with handling public relations. There are sure to be differences of opinion on the required training and talent. Some group members may have unrealistic concepts of the experience and variety of skills which an agency can hope to find combined in one modestly paid worker.

To start the discussion, we present here a number of comments on qualifications for publicity work.

a. Martha Coghill Barnes, an experienced public relations counselor, summarizes what it takes to be a good interpreter:

Social work interpretation, like social work itself, has certain important criteria of training and skill. I think the sooner we realize that two entirely different sets of professional skills are involved, and that we cannot reasonably expect a good public relations program by parceling out little bits of it here and there to people whose major interests lie in other directions, the sooner we will achieve our goal of more satisfying relationships with the general public.

Good publicists must know the limitations and the possibilities of many different media; they must be able to give effective tone and content to each specific piece of writing whether it be a newspaper release, an annual report, an

appeal letter, an agency bulletin; they must know the value of layout, of color, of composition, of all the technical details of production; they must be alert to tie in with established or temporary streams of popular interest; they must be able to build programs over long periods of time so that each offering, although complete in itself, also has a definite place in a scheme which has a definite goal.[1]

b. In an editorial titled "The Job Before Us," *Fortune* (February, 1945) discusses certain attitudes which are highly important in public relations. Note that not only the specialist but also his employers are regarded as participants in the public relations job.

Not for a long time has the *Fortune* staff met so many businessmen with a natural flair for public relations as on the West Coast. They were cordial. They were highly accessible, and generous with their time. They discussed their problems with disarming candor, without taking constant refuge in off-the-record conversations. Above all they did not appear to expect wildly laudatory "write-ups." They paid *Fortune's* reporters the supreme compliment of attributing to them enough intelligence and goodwill to arrive at honest conclusions. Serious journalists, trying to see the world steadily and see it whole, sometimes find themselves antagonizing even people they are disposed to like. Nevertheless, even serious journalists are human, and there is no better way of making them listen sympathetically than to be candid and reasonable.

There are businessmen who are not so candid and reasonable. They still know more about publicity than public relations. They tend to think of press relations in terms of so many inches of space rather than a net gain in public opinion. . . . We are reminded of what an acute publicity man once told us. "The day is coming," he said, "when a smart public relations man will discourage publication of material unequivocally laudatory to his organization. For he knows that the good in a published item will always be more credible if relieved by a little not so good." On that day the lot of the objective journalist may be even harder than it is now, but the lot of companies practicing the new public relations will be much easier.

c. The executive secretary of a family service society, seeking to find a public relations worker, named experience in family case work as an important qualification. The executive's letter of inquiry described the public relations program and the nature of the position as follows:

We wish to familiarize a wider cross-section of the community with services offered by the agency so that they might avail themselves of these services when needed, and also be willing to support them on the basis of a real conviction of their value.

The interpretation program carries with it a broader educational responsibility for bringing to the community information about existing social conditions as they affect family life and for bringing to its attention necessary modifications in social planning.

Although naturally the member of the staff assuming this responsibility works in close cooperation with others in the community charged with similar responsibility, the particular responsibility of interpreting the intimate work of the agency needs to be done by someone who not only has had training and experience in the family field, but who also is an integral part of the agency set-up.

The position calls for considerable ingenuity and initiative since the development of the program depends largely on the person carrying out responsibility. It also calls for an ability to interpret the work of the agency in simple language when meeting with lay groups. It also involves writing pamphlets, newspaper articles, etc. During the past few years we have made special efforts to have the agency's services better known to industrial groups.

1. "As Others See Us," in the *News-Letter* (American Association of Psychiatric Social Workers), Summer Issue, 1946, p. 5.

d. The director of a health agency in a small city presents his requirements for a health education worker in these words:

She should be a well-trained woman of top qualifications to develop a truly vital community health education program among adults. The requirements are (1) scientific knowledge of health and related subject-matter, preferably with a Master's degree; (2) successful experience in community organization, group promotional work, or other health or educational work, and (3) leadership and other abilities. For such a paragon we will pay $2,800 to $3,000 per year, plus $35 per month automobile allowance, plus the challenge of an unusually interesting and worthwhile job. The person whom we are looking for must "know her stuff," like to work with people, and be prepared to use modern methods.

e. A state department of public assistance assigns the following duties to the chief of its division of public relations:

GENERAL:

Under direction, prepares statistical and other releases dealing with all phases of public assistance for the information of the public; follows state-wide public opinion concerning the assistance program and where local misunderstandings and difficulties are evident, analyzes the causes and recommends methods of developing harmonious public relationships.

TYPICAL DUTIES:

To direct the dissemination of news and information concerning departmental affairs through press releases, official bulletins, radio talks and other means;

To interpret to the public the social-work policies, activities and aims of the Department as they affect the welfare of the agency's clients;

To answer requests from the public for specific information;

To speak before public groups;

To assist in the preparation of annual reports and special reports of the same type.

NOTE: Applicants for this position must submit with their applications extensive samples of work done by them in the field of publicity.

DISCUSSION: These statements illustrate both sides of a perennial debate on the qualifications of the person who represents an agency in its relations with the public. The debated question is: Should he be someone trained and experienced in the work to be interpreted, and should he be expected to learn publicity techniques on the job? Or should he be someone trained in the arts of communication, who will pick up knowledge of health or social work as he goes along?

Debates on this subject become heated, especially if the participants are professional social workers or public health workers on one side, and publicity people, trained in newspaper or radio work, on the other.

If possible, your discussion should avoid this emotional tone. There is an easy answer, of course: the worker should have both kinds of experience. So he should, and sometimes he does – but not too often. Look again at the assignments described by the family society and by the public assistance department. What does the worker have to *do?* Will you, perhaps, settle for someone who is skilled in public relations, if he works closely with the rest of the staff, and toward the same objectives?

XIII

A PUBLIC RELATIONS PROGRAM

IN MUCH that has been said and written about planning public relations programs we find the assumption that a year's publicity can be charted in advance. In the 1937 edition of this text the chapter on planning begins: "We have laid out the tools for interpretation. Now we need a blueprint to work by." The term "blueprint" occurs frequently in other books and in conference papers. As the years have passed, however, the authors of this book have become uncomfortably aware of the fact that health and welfare workers readily accept the idea of "blueprinting" public relations — but rarely make use of it.

Committees discuss plans and agree on procedures, but outlines for the year's work do not seem to materialize. At least, blueprints are hard to find.

Nor do we find in annual reports much evidence of advance planning for publicity. Seldom is there any indication that publicity was directed toward definite goals. Rather, success seems to be measured by the number of inches of newspaper space secured, the number of meetings held, of speeches made, of pieces of printed matter distributed.

We can perhaps agree that it is impractical to chart in advance a year's program of social work interpretation. In its very nature, welfare work is a response to ever-changing need. An unprecedented epidemic alters the whole program of the Visiting Nurse Association, and also provides an occasion for an intensive program of public information. The sudden migration of workers to the centers of a new industry creates a need for recreation and day-care for children; publicity for both activities grows out of the rapidly developing situation. Often such changes come suddenly, catching you unawares, although sometimes you can see them coming, and can have facts, figures, and well-prepared spokesmen ready when they are most needed.

The enterprising publicity secretary of a big-city family society spent a good deal of time, thought, and money, one fall, on a cold-weather appeal for funds. In other years zero waves had come and gone before a call for help could reach the membership. This year, everything was to be ready in advance. Thousands of letters were typed and their envelopes stamped and addressed; only the date line was left vacant to be filled in when the mercury began to drop. But that winter — for the first time in fifteen years — the mercury barely dropped below freezing. All the careful blueprinting seemed wasted.

This is not to say that you need not plan at all. Your plans must be flexible, but a framework for the year's activity is essen-

tial. This should include some reasonable goals for the coming year. Your aim may be to win the approval or co-operation of some entirely new group in the community. Or you may decide to give special emphasis to some branch of your service, or to some theme of current importance. You may need every tool in your kit to repair an old misunderstanding, or to take full advantage of increased interest which your cause has attracted in some unexpected quarter.

You must, of course, estimate the amount of money you will need for materials and services, including carefully selected items from the check-lists in Chapter XII. This budget may deal specifically with such commonplace necessities as paper, postage, and printing. It may govern the size and style of your annual report, the length and frequency of your bulletins, the form in which you will issue a report of a special study. These practical matters require careful apportioning of funds among departments of work.

Between the lines of these budget items one can read attitudes toward publicity. In your agency is publicity considered a minor matter? Are certain items merely routine? Or is your interpretation a well-conceived undertaking in which the sponsors have faith, and in which they are willing to invest a fair proportion of their funds?

With this foundation of reasonable goals and estimated budget, you will be able to go ahead with intensive, short-range planning around specific events. A lively memory for last year's shortcomings will help you to deal more wisely, this year, with recurring dates in your public relations calendar.

Speaking of recurring dates: have any of your publicity projects become routine matters, carried on more from habit than from good planning? For instance, is a special "week" or "day" an annual event with your agency?

A few of these annual occasions are well established; the subjects, such as the prevention of accidents or fires, are of broad importance, the sponsoring agencies are well known, and so the activities associated with these "weeks" or "days" are regarded as public services. But many such activities, though successful at first, grow progressively more perfunctory with the passing years. After all, there are only fifty-two weeks and three hundred and sixty-five days in the year, but there are thousands of social agencies, industries, and government units using or aspiring to use this device. All these agencies would like newspaper space, but if a newspaper plays up one week or day and refuses space for another, it makes an enemy. This is equally true of radio, and the response of both editors and program directors becomes more grudging as the number of requests multiplies.

Question, then, the special week or any other form of publicity that has come to be taken for granted. But retain and develop those projects which are getting definite results. One criticism that social welfare publicity well deserves is that our efforts are too scattered. We blame the public for indifference to the problems and services we describe, when we should be following through with our educational programs until public interest is won.

In your short-range planning, try to make every possible use of each event to bring in the maximum return in understanding and goodwill. Perhaps the excellent feature story which appeared about your organization should be reprinted and distributed among

board members and friends, or used as an enclosure in appeal letters.

How simple and obvious this advice sounds, and how infrequently it is followed! This is partly because, as we said in the beginning, the constantly changing nature of most welfare work and the continuous pressure of need makes all planning difficult. Is there still another reason why social agencies have been particularly remiss in planning for good public relations?

Things of recognized importance get done, in spite of change and pressure. Those who direct the policies of health and welfare agencies generally have failed to recognize the importance of good public relations. Is this due – at least in part – to the fact that many of the pioneer generation of social workers learned, in the school of hard experience, to dispense with public goodwill? Frequently, their initial efforts to "adjust the individual to his environment" led to the realization that the environment must be adjusted to the individual! But as prophets of social change, they soon discovered that only a small fraction of the public would rally to their causes. As one of them recently said, looking back across the years, "We were taught to stand by our guns – popular or not. And if unpopular, so much the better!"

Remember, too, that the present generation associates public information with money raising. It has seen much campaign publicity follow popular opinion on social welfare, instead of trying to lead it. There you have two possible causes for health and welfare workers' traditional vagueness about public relations, and their ignorance of what a sound program of interpretation can accomplish.

But there are good reasons to hope that all this is changing. The concept of "social security" as attainable for everyone has put social services on a new plane. Many of these services are now rights that all citizens share instead of "charity" available to a few. Moreover, the flood of propaganda through every channel of communication during World War II has demonstrated the power of publicity, and has made us all more aware of the responsibility involved in using or neglecting propaganda media.

In some private agencies, as well as those that are tax-supported, policy makers are shedding their old defensive attitudes and are facing this question realistically. They are beginning to employ capable and experienced people. They are appointing committees to swing into immediate action in emergencies. They are instructing their entire staffs in the part that all staff members can play. Some policy makers have even reviewed an agency's whole program in the light of public acceptance, with the advice of public relations consultants. This new attitude has its roots in fundamental respect for the public which supports and uses social services.

READING REFERENCES

General References

Publicity Directory, 1947 Special Issue of Channels. National Publicity Council for Health and Welfare Services, New York.

The purpose of this Directory is to list: (1) publications useful in carrying on publicity and public relations programs, and (2) major sources of motion pictures, radio scripts, photographs, exhibits, and speakers.

"Public Relations and Education in Social Welfare," by Sallie E. Bright, in *Social Work Year Book,* 1947. Russell Sage Foundation, New York.

Chapter I. The Social Agency and Its Publics

An Introduction to Public Opinion, by Harwood L. Childs. John Wiley and Sons, Inc., New York. 1940. 151 pp.

Presents a theory of public opinion as a basis for dealing with public relations problems and gives special attention to public opinion polls and opinion research.

Measuring Public Attitudes. Special Issue of the *Journal of Social Issues.* May, 1946. Albert A. Campbell, special editor. The Society for the Psychological Study of Social Issues. Association Press, New York.

Chapter II. Telling Your Story by the Spoken Word — In Conversation

Toward Public Relations of Casework: A Study of Social Casework Interpretation in Cleveland, by Viola Paradise. Russell Sage Foundation, New York. 1947. In preparation.

See especially Chapter II, The Caseworker's Task in Public Relations, and Chapter III, Conversation Pieces.

The Art of Plain Talk, by Rudolf Flesch. Harper & Bros., New York. 1946. 210 pp.

Deals with practical ways of achieving clarity and simplicity in the use of both the written and the spoken word.

Chapter III. Telling Your Story by the Spoken Word—In Informal Meetings

Building a Program: A Manual for Club Leaders. New York Times. 1946. 32 pp.

Articles on conducting panels and forums. How to obtain speakers, prepare press releases and radio programs, and get assistance from the public library and others.

Decision Through Discussion, by W. E. Utterback. New York Times. 1936. 36 pp.

Advice for leaders of small group discussions on how to prepare for and guide discussion.

Chapter IV. Telling Your Story by the Spoken Word — In Formal Meetings

Speech Making, by James A. Winans. D. Appleton-Century Co., New York. 1938. 450 pp.

Comprehensive guide to the art of public speaking. Covers selection of topics, gathering material, planning the speech and delivering it.

How to Make a Speech and Enjoy It, by Helen Partridge. National Publicity Council for Health and Welfare Services, New York. 1944. 23 pp.

Overcoming stage fright. Organizing a speech and adapting it to the audience. Pointers on its delivery.

Planning Your Meeting, by Ruth Haller. National Publicity Council for Health and Welfare Services, New York. 1944. 22 pp.

Preparing for the meeting; setting date, time, and place. Invitations and promotion. Features for meetings.

Follow the Leadership—and Other Skits, by Barbara Abel. Woman's Press, New York. 1938. 132 pp.

Contains a preface about the use of skits in publicity and a collection of sketches prepared for Young Women's Christian Associations.

CHAPTER V. TELLING YOUR STORY BY THE SPOKEN WORD—ON THE RADIO

Radio: How, When and Why to Use It, by Beatrice K. Tolleris. National Publicity Council for Health and Welfare Services, New York. 1946. 48 pp.

Practical advice on radio as a publicity medium for health, welfare, and other nonprofit agencies.

CHAPTER VI. TELLING YOUR STORY BY THE WRITTEN WORD—IN LETTERS

Effective "Y" Letters: How to Write Them, How to Use Them, by Homer J. Buckley and Associates. Y.M.C.A., National Public Relations Committee, Association Press, New York. 1944. 149 pp.

Twelve Ways to Write Better Letters, by William H. Butterfield. University of Oklahoma Press, Norman, Okla. 1943. 186 pp.

Discusses elements of good letter-writing—correctness, simplicity, courtesy, economy, completeness, smoothness, enthusiasm, and so forth.

CHAPTER VII. TELLING YOUR STORY BY THE WRITTEN WORD—IN BULLETINS

Bulletins—How to Make Them More Effective, by Catherine Emig. National Publicity Council for Health and Welfare Services, New York. 1942. 24 pp.

Guide to editing, illustrating, layout, and printing methods used in bulletin production.

CHAPTER VIII. TELLING YOUR STORY BY THE WRITTEN WORD—IN ANNUAL REPORTS

Annual Reports—How to Plan and Write Them, by Beatrice K. Tolleris. National Publicity Council for Health and Welfare Services, New York. 1946. 40 pp.

How to organize a report, present a record of work done, deal with the annual statistics, and plan the format.

Typography, Layout and Advertising Production, by Edwin H. Stuart and Grace Stuart Gardner. Edwin H. Stuart, Inc., Pittsburgh, Pa. 1946. 48 pp.

Useful to anyone who must prepare copy, layout, and illustrations for the printer. Offers rules, principles, and procedures. Includes a glossary of trade terms.

CHAPTER IX. TELLING YOUR STORY BY THE WRITTEN WORD—IN NEWSPAPERS

Working with Newspapers, by Gertrude Simpson. National Publicity Council for Health and Welfare Services, New York. 1945. 31 pp.

A modern approach to newspaper publicity; establishing your agency as a source of news; knowing what your newspapers are like.

Interpretative Reporting, by C. D. MacDougall. Macmillan Co., New York. 1938. 682 pp.

A textbook on newspaper reporting with an emphasis on interpretation of the news.

CHAPTER X. TELLING YOUR STORY IN PICTURES—TO AUDIENCES

Exhibits—How to Plan and Make Them. National Publicity Council for Health and Welfare Services, New York. 1943. 29 pp.

Six articles on planning, making, and using exhibits.

Planning Your Meeting, by Ruth Haller. (See under Chapter IV.)

Publicity Directory. (See General References above.)

CHAPTER XI. TELLING YOUR STORY IN PICTURES—TO READERS

Guide to Illustrations and Photographs. 1946 Feature Issue of Channels. National Publicity Council for Health and Welfare Services, New York. 52 pp.

How to use art work, photographs, and graphics. Notes on layout. Contains a directory of sources for obtaining illustrations suitable for health and welfare interpretation.

Chapter XII. Planning—Resources for the Interpreter

Publicity Directory. (See General References.)

Chapter XIII. Planning—A Public Relations Program

A Study in Public Relations: Case History of the Relations Maintained Between a Department of Public Assistance and the People of a State, by Harold P. Levy. Russell Sage Foundation, New York. 1943. 165 pp. (Out of print but available in libraries.)

Reports and analyzes methods used to build public interest and support. Reviews the effects of traditional public opinions upon the operations of an assistance agency.

Building a Popular Movement: A Case Study of the Public Relations of the Boy Scouts of America, by Harold P. Levy. Russell Sage Foundation, New York. 1944. 165 pp.

Scouting enjoys many assets which help create popular understanding and goodwill. How these assets have been used forms the basis of this study.

Toward Public Understanding of Casework: A Study of Casework Interpretation in Cleveland, by Viola Paradise. Russell Sage Foundation, New York. 1947. In preparation.

Reports upon the ways in which social caseworkers and social casework agencies go about the task of securing public understanding, and the increasing usefulness of casework through good understanding. The study draws its material primarily from Cleveland, but it is written against a background of general study of casework and its interpretation.

Magazines

Channels, National Publicity Council for Health and Welfare Services, New York. Ten issues a year.

Public Opinion Quarterly, Princeton University Press, Princeton, N.J.

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