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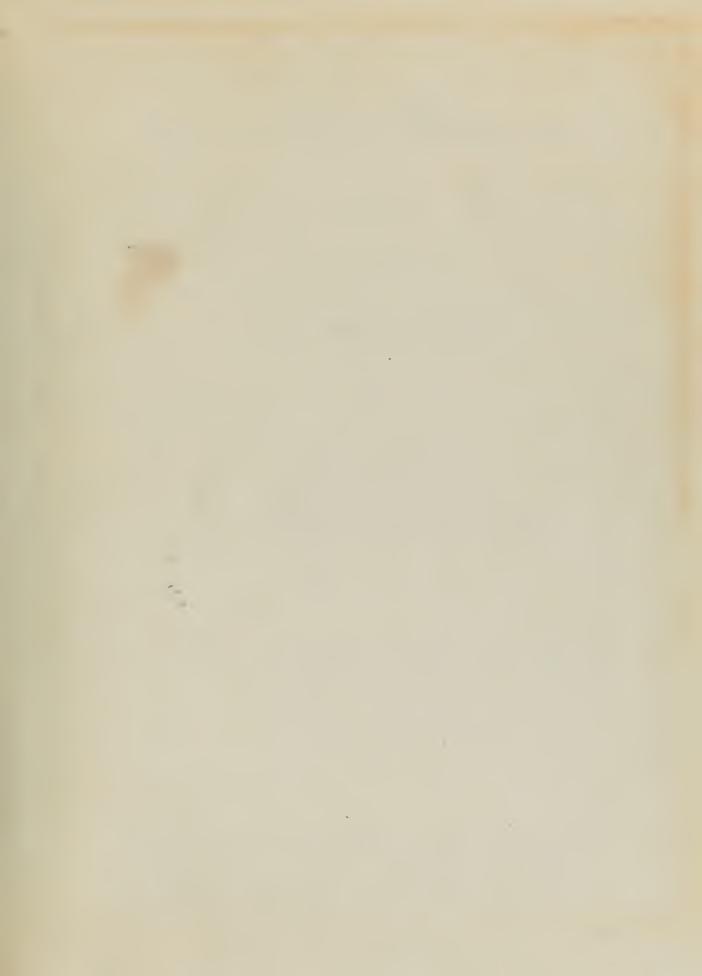
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THE DEVELOPMENT OF A CURRICULUM FOR A FIVE-WEEK COURSE FOR NAVY INFORMATION OFFICERS

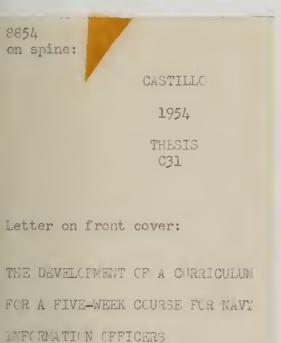
Edmund L. Castillo



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Ed und L. Castillo



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BOSTON UNIVERSITY

School of Public Relations and Communications

Thesis

THE DEVELOPMENT OF A CURRICULUM FOR A FIVE-WEEK COURSE FOR NAVY INFORMATION OFFICERS

by

EDMUND L. CASTILLO Lieutenant, U. S. Navy (B.S., Northwestern University, 1945)

Submitted in partial fulfillment of the requirements for the degree of Master of Science

1954

This project was undertaken at the request of the Chief of Information, the Department of the Navy, under the sponsorship of the Superintendent, U. S. Naval Postgraduate School, Monterey, California Thesis C3(

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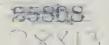






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I. INTRODUCTION

The Problem

On April 19, 1954, the writer was requested by the Navy's Chief of Information to prepare the curriculum for a five-week course of instruction for Navy information officers. The project was to be undertaken under the supervision of the Graduate Committee of the School of Public Relations and Communications at Boston University, where the writer was engaged in postgraduate study under the sponsorship of the Superintendent, U. S. Naval Postgraduate School, Monterey, California.

This thesis is an account of the development of that curriculum. To some extent it is a case study, but it contains some of the elements of an analytic work as well, for the construction of a training course presupposes an analysis Oif the subject to be taught and a classification of the areas of knowledge that are considered germane to it.

Significance

The curriculum and thesis cannot be viewed as a complete or academically "pure" exploration of the field of public relations. The project was designed not to contribute to the over-all body of knowledge in the public relations field or even to teach the practice of public relations in its broadest sense, but rather to meet the specific needs of the Navy for officers capable of performing public information, internal information, and recruiting publicity duties. The curriculum

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The inauguration of the Navy Information Officers Training Course is an important step forward for Navy public relations, however, for it implies both an increased awareness of the importance of public relations on the part of the line of the Navy and a recognition by that group of the necessity for specialized training of officers who are to be charged with planning and executing the Navy's information program. Thus while the curriculum itself may be of interest to those concerned with teaching public relations, its real significance lies in the simple fact of its existence. For this fact alone is a clear indication of the growing trend toward "professionalism" in the practice of public relations in business and government.

Methods

The writer was furnished a preliminary outline which had been drawn up by the Navy Office of Information at the time the Chief of Naval Personnel first was requested to establish the Information Officers Training Course.¹ The writer requested and was given permission to deviate from this outline to such

¹This outline is discussed more fully in Chapter III, and is produced in its entirety in Appendix A.

contains much that is special to the two of and multe much that which be applicable to private infinitely or to other bread of government. And because of the subvity and emakedration--the deuras constants of 150 class holds, thirry noore a web ing five wester--it Alao only or uncorrespherized much that algo be streaged in a longer commend for savel algora.

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extent as he might consider necessary in order to prepare an acceptable curriculum.²

Broadly stated, the objectives of the course were: (1) to provide student officers a background of theory applicable to public relations and mass communication, (2) to train them in the practical skills of public relations, (3) to relate these subjects to the Navy's information policies and programs in order that graduates might step into Navy information billets with a minimum of on-the-job indoctrination, and (4) to refresh their knowledge of the history, raison d'etre, and present mission and capabilities of the Navy. This is a tall order for a five week course, regardless of the skill of the instructors and the preparation and motivation of the students. It was obvious from the outset that all of these areas could not be covered completely in the time allotted.

The task was made more difficult by the early deadline which had been set in order to permit the first class to convene on August 23, 1954. In his letter of April 19, the Chief of Information indicated that it would be necessary for the curriculum to be completed not later than June 28. Approximately two months would be required for review of the curriculum by the Bureau of Naval Personnel, procurement of textbooks and supplies, and familiarization of the instructors with the curriculum and training materials.

² Telephone conversation between the writer and LCDR R. H. Mereness, USN, Office of Information, Navy Department, April 6, 1954. The formal request of April 19, referred to on page 1, was preceeded by informal correspondence and two telephone conversations during the period of April 7 to April 16.

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The writer prepared a curriculum outline differing somewhat in order of presentation from that furnished him by the Office of Information. Certain areas were emphasized more and others less than in the original outline for reasons which will be discussed in Chapter III.

Where applicable, assigned readings were selected from accepted textbooks to introduce the student to current civilian thinking in the public relations field. The course then turned to the Navy Fublic Relations Manual for specific applications of subject matter to Navy public relations. In this way, the student was presented a broader view than if assignments had been confined to the Manual, which is largely directive in nature and necessarily emphasizes policy, organization, and restrictive "do's" and "don't's" more than theory and technique.

A Eureau of Naval Personnel training curriculum is a highly stylized document, with each class hour accounted for and each session outlined by topic, required reading, reference, training aids (films, visual presentation material, etc.) and key points. Time did not permit the writer to prepare his outline in this detailed form, although the outline did indicate the number of class hours devoted to each topic and the required reading and reference for each session. In addition, the writer prepared a syllabus listing all reading assignments and references and containing introductory and connective material relating to each textbook assignment. It also contained a few articles prepared by the writer to cover areas where other readings were not conveniently available. The writtle photocod a sucrementation office Altrenom comsound in order of photocode an tree which furnitate photocode the Office of Informational Systems areas photocode (the balance of others into the bill who setting the termination of the will be discussed in Support 11.

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The curriculum outline and syllabus were presented to the Office of Information by the writer on June 20 in order that any modifications desired by the Chief of Information might be made and the entire curriculum placed in the proper format prior to the June 28 deadline. A number of suggestions were made by representatives of the Training Division of the Bureau of Naval Personnel at a conference in Washington on June 21. Chief among these were the incorporation of the curriculum outline and syllabus into one document (to be issued on an expendable basis as recommended by the writer), and the presentation of certain material in lecture form rather than as required reading in order to shift some of the burden from the students to the instructors. During the next three days, additional changes were made by the Office of Information. These increased the emphasis on naval history, altered the order of presentation (combining certain major areas but not materially affecting the actual content of the curriculum), and integrated the course more closely with the Navy's information policies and programs. At this time, a number of training films, which the writer had not had an opportunity to review and was familiar with only by title, were added where appropriate.

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Acknowledgment

The writer must express his indebtedness to Rear Admiral Lewis S. Parks, USN, formerly Chief of Information and now Commander, U. S. Naval Base, Norfolk, Va., whose personal interest in the writer's work at Boston University has been most helpful and encouraging; and to Lieutenant Commander Robert H. Mereness, USN, of the Office of Information, who was helpful in too many ways to mention. His often dissenting viewpoint provided the necessary element of balance to what might otherwise have represented too much the product of only one person's experience.

Dr. Náthan Maccoby, Newsom Professor of Opinion Research and Chairman of the Division of Research at the School of Public Relations and Communications, Boston University, gave valuable advice on the treatment of the difficult and important subject of public opinion. Dr. George Barry, Assistant Professor of Philosophy, read and criticized material on semantics.

The writer's year at Boston University has been strongly influenced by Professor Howard Stephenson, Chairman of the Division of Public Relations, Associate Professor (and Commander, USNR) Samuel G. Atkinson, and Assistant Professor The description and withoully completed by The June 28 descripte, although the and enterated by Found 1996 ange 10 order to permit retyping of the document in the found in the milan it withoutely and approved by the Chief of Defensivity and proposed by his to the dokur of Permit Permits.

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HISTORY

The history of Navy public relations begins with the establishment of a Navy News Eureau in the office of the Secretary of the Navy during World War I. The Eureau, staffed by civilians recruited from the newspaper world, was discontinued after the war and its functions were transferred to the newly created Public Relations Branch of the Office of Naval Intelligence. Public Relations remained a responsibility of Intelligence until 1941, when Secretary of the Navy Frank Knox, a former newspaper publisher, established the Office of Public Relations as a part of his own office and detailed a flag officer to supervise relationships between the Department and the public.

Mobilization for World War II brought to the Navy a vast body of journalists, broadcasters, public relations men, salesmen, advertising men, and other men and women who were well qualified for the numerous public relations billets being created ashore and afloat. There was no need to train these people in the techniques of public relations. Indeed, their shortcomings as Navy public relations officers often were due to the wide scope of their knowledge of technique coupled with an inability or unwillingness to abide by the restraints imposed by a rather conservative and necessarily securityconscious military service. The problem was one of making II. PUBLIC DOLLATION INVALIDATION IN THE

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With demobilization, the vast majority of reserve officers returned to civilian life. But public relations, like a good many other wartime developments, had become too big to put in moth balls. It was clear that the Navy would need an Office of Public Relations -- or Office of Information as it later came to be called -- and that public information officers would be needed at major bases and on most large command staffs ashore and afloat. Accordingly, provisions were made to transfer about 40 officers from the Naval Reserve to the regular Navy, and to designate them specialists in public relations, just as the need was met for specialists in law, hydrography, communications, photography, and several types of engineering. These officers were to fill key billets in the post-war public information program along with reserve officers voluntarily remaining on active duty and regular Navy officers not designated specialists but having some interest in and aptitude for public relations work.

There was little in the way of professional training for public information during the late 1940's. Three reserve ensigns were assigned to the University of Missouri for summer journalism courses in 1945 but all three were civilians before the end of 1947. One regular officer attended a similar course anyal officere of posito relations can, not one of charmy information officers out of any days. Anale there and anony to apply a good many conver officers to public relations and internal information, in mose char they ware will subremum with reserve specialists and received that public relations indoctrination on the job.

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During this period, a number of specialist billets were vacated by deaths and resignations and it soon became apparent that some means must be found to obtain information officers of relatively junior rank who were both trained in public relations techniques and well grounded in naval professional subjects. Two officers attended Harvard University in association with the Nieman Fellows in 1952 and 1953, but both were commanders and already were designated public information specialists. In 1953, arrangements were made to send one or two naval officers to Boston University's School of Public Relations and Communications each fall for a twelve-month postgraduate course. This course is open both to specialists and to unrestricted line officers, but while it may provide excellent training for a small number of potential specialists it cannot meet the Navy's need for training the larger number of nonspecialist officers who also will serve in the information program.

From 1950 to early 1954, such non-specialist officers were trained either in the Armed Forces Information School or, more often, on the job. When AFIS was disestablished as a joint school in 1954, the Chief of Information recommended the establishment of a training course for officers at the Naval Journalist School at Great Lakes, Ill., where second and third class petty officers have been trained for public in the late 'AD's, but he, too, namegaently left the eavier. It was not until the know incommiss faced repose the second recess Information febrei in 1450 shak any formal training course was available to have intraction officers.

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Administration

The Chief of Information, under the Secretary of the Navy and the Chief of Naval Operations, is directly responsible for Navy public relations. His mission also includes ...(imparting) to the personnel of the Navy, including the reserve components thereof, appropriate information on current policies and programs of the Navy Department."⁴

Responsibility for training of naval personnel (other than aviation training) is vested in the Chief of Naval Personnel. Such operating bureaus and offices as the Office of Information, the office of the Judge Advocate General, or the Bureau of Ships outline their training needs and it is the function of the Bureau of Personnel to draw up and administer the training programs. The requesting bureau or office, of course, provides technical guidance to the Standard and Curriculums Branch of the Bureau of Naval Personnel. Thus the Naval School, Journalists, at Great Lakes is under the management control of the Bureau of Naval Personnel with the Chief

³Fairly complete histories of public relations in the Navy may be found in Scott M. Cutlip and Allan H. Center, <u>Effective Aublic Relations</u>, Prentice-Hall, 1950, chapter 25, and in the U.S. <u>Navy Public Relations Manual</u> (NavExos P-1035), article 2104. Such of the above material as does not appear in these sources is based on the writer's personal knowledge of Navy public information with which he has been associated since December, 1946.

⁴U. S. Navy Public Relations Manual (NavExos P-1035), article 0203.2(c).

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of Information providing technical guidance.⁵ When the Chief of Information wished to establish a training course for information officers, it was necessary that this be formally proposed to the Chief of Naval Personnel. The Bureau of Naval Personnel approved the plan, and the Standards and Curriculums Branch of its Training Division was directed to work out details with the Office of Information.

The request to the writer referred to previously was the result of an agreement between the Bureau of Naval Personnel and the Office of Information. The writer acted as an agent for the Office of Information in preparing the curriculum. His work was subject to review by the Office of Information, which, after making certain modifications, forwarded the curriculum to the Bureau of Naval Personnel with a statement to the effect that it would meet the Office's training needs and was proposed as the curriculum for the course. This was somewhat the reverse of the normal procedure in which the Bureau of Naval Personnel would prepare a curriculum based on another bureau or office's statement of training requirements and then forward the curriculum to that bureau for review. This procedure was adopted because of the somewhat special nature of the curriculum, the fact that the Bureau had not had occasion to draw up training courses for information officers previously, and the availability of the writer at a civilian institution specializing in public relations training.

⁵Ibid., articles 0414 and 0415.

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Because the Information Officers Training Course touches on internal information and recruiting publicity, as well as public information, a word should be said about the administration of these functions in the Navy.

Internal information in the Armed Services is coordinated by the Armed Forces Information and Education Division of the Office of the Secretary of Defense. The Armed Forces Information and Education program is carried out within the Navy by the I & E Section of the Standards and Curriculums Brench of the Bureau of Naval Personnel. Internal information, as well as the educational aspects of the program (administration of Armed Forces Institute courses and other off-duty training programs), is considered primarily a persennel function rather than a responsibility of the Nevy's public relations organization. This organizational location emphasizes I & E's close relationships with neval training.⁶

The Navy Hecruiting Service also is located in the Eureau of Naval Personnel and has its own Recruiting Publicity organization. Although there is a good deal of cooperation between the Recruiting Service and public information officers, both in Washington and in the field, the two are administered independently.

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⁶The Navy Information and Education Manual (NavPers 16,963C), July, 1952, p. 3.

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III. DEVELOPMENT OF THE CURRICULUM

The Original Outline

The topical outline prepared by the Office of Information contained the following areas:

I. The Navy's Role in National Defense (19 hours)

II. The Navy's Information Program (26 hours)

III. Public Relations in Action (61 hours)

IV. Case Studies (20 hours)

V. Field Trips (21 hours)

VI. Summary and Review of Course (3 hours)

Because these titles are not completely self explanatory, major sub-headings are given below. (The complete outline is reproduced in Appendix A)

I. THE NAVY'S ROLE IN NATIONAL DEFENSE (19 hours)

A. History of the Navy (8)
B. The National Security Organization (2)
C. The Missions of the Armed Forces (2)
D. U. S. Foreign Relations (2)
E. The Meaning of Sea Power (2)
F. The U. S. Navy Today (2)

II. THE NAVY'S INFORMATION PROGRAM (26 hours)

A. The Meaning of Public Relations (3)
B. The History of Fublic Relations (4)
C. The Navy's Public Relations Program (8)
D. The Navy's Internal Relations Program (2)
E. The Navy's Recruiting Program (4)
F. The Naval Reserve Program (2)
G. The Marine Corps (2)
H. The Navy's History Program (2)

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III. PUBLIC RELATIONS IN ACTION (61 hours)

- A. Planning the Public Relations Program (1)
- B. Analysis of Special Interest Groups (2)
- C. The Fourth Estate (2)
- D. Public Information Media (28)
 - 1. General (1)
 - 2. Newspapers (5)
 - 3. Still Photography (5)
 - 4. Newsreel and Television Film (2)
 - 5. Radio and Television (5)
 - 6. Magazines and Books (1)
 - 7. Speeches and Statements (3)
 - 8. Public Relations in Emergencies (1)
 - 9. Public Relations Annex to Operations Plans (2)
 - 10. Sponsorship and Accreditation of Correspondents (1)
 - 11. The Fleet Home Town News Center (2)
 - 12. The Armed Forces Information Service (1)
- E. Security and Review (3)
- F. Special Events (5)
- G. Community Relations (5)
- H. The Navy and International Relations (2)
- I. Naval Reserve Public Relations Companies (1)
- J. Public Relations in Time of War (4)
- K. Navy Communication Facilities (2)
- L. The Navy Journalist Program (1)
- M. Managing the Information Office (5)

IV. CASE STUDIES (20 hours)

- A. A Major Fleet Training Exercise
- B. & Community Relations Problem
- C. Planning for a Special Event
- D. Arranging for a Press Conference
- F. An Oral Briefing

V. FIELD TRIPS (21)

- A. A Metropolitan Newspaper
- B. A Radio Station
- C. A TV Studio
- D. A Graphic Arts Company
- E. A Wire Service Office
- F. A Photo Service Office
- G. A Public Relations Firm
- H. The Fleet Home Town News Center
- I. The Fublic Information Office, Ninth Naval District
- J. The Public Information Office, Chief of Naval Air Reserve Training
- K. The Chicago Chamber of Commerce and Board of Trade
- L. Navy Recruiting Center, Chicago

VI. SUMMARY AND REVIEW OF COURSE (3)

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A DESCRIPTION OF DESCRIPTION OF STATISTICS 100 The writer felt that the original outline was subject to the following criticisms:

1. Area I placed greater emphasis on subjects to which student officers would have been thoroughly exposed elsewhere (e.g., naval history, explored in considerable detail in all officer candidate courses) than on current foreign relations, an everchanging area which bears directly on defense policies and the present and future roles of the Navy. The writer fully appreciated the importance of insuring that Navy information officers know something of the Navy, its history. role and missions, and capabilities; a salesman who has been taught a great deal of salesmanship but knows little about his product is a poor salesman, indeed. But it seemed extravagant, when time was at such a premium, to spend eight hours on naval history -- to the detriment of more "live" subjects -- on the apparent assumption that the students would thereby retain more than they had from longer and more intensive courses in the same subject at the Naval Academy, in college NROTC units, or in Officer Candidate School.

2. Areas II and III did not appear differentiated on an entirely logical and consistent basis. Both contained elements of theory. Most matters of technique were confined to Area III, but both contained discussions of administration and Navy policy which, it seemed to the writer, might better have been grouped separately. Certain matters discussed under the general heading of Public Information Nedia seemed to be broader or narrower than that heading implied. (For example: Speeches and Statements, Public Relations in Emergencies, and the thilles were and the standard and the set of the se

on any spins no similary we have a property in the second -main hundres allowers while hime were thousandly appeared where at there (c.c. which history and hoved in woodline wathin the will officest considered a provide a source they and the Signify an everynouth areas which have fleevely on Acreswill store and the parameters out future willow at the month of weather Fully apprendiction the tengentarion of space boy ting any Saliorentites officered level here base of the the somethy, its simulation spect had only introduced in installingue best annihula has along which summer allowed and minimum has been highly a descent Sunday while the state of the state of the second state of the second terms as month little topoet of sectors, a door its add paid and and and provide the former of many "live" man here and advocation of parent assumption this the students would thereas retain more that they hav from Longer and note thispanive guardent in his and the second transformer, he walked an applicant and De OSTRANT-CANTIGUTH DAVERAL.

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3. Area IV did not contain sufficient subject matter. The writer agreed with the proposal to devote 20 hours to case studies or problems, but it was apparent that additional headings would have to be added if this time were to be spent profitably.

4. Area V contained more field trips than could be included profitably in such a brief course, and the writer saw little to be gained by trips to some of the places listed. A visit to a metropolitan newspaper would include most of what could be seen at wire or photo service offices or at a graphic arts company. There is little startling to be seen at most public relations firms. It would seem more worth while (and less time consuming) to arrange for a civilian public relations executive to address the group at the school if some contact with the public relations profession cutside the Navy were desired. Visits to the Chicago Association of Commerce and Industry and to the Board of Trade seemed luxuries on such a tight schedule, as did a trip to the Navy Recruiting Center in Chicago.

5. The writer would have preferred to see a greater emphasis placed on theoretical considerations of mass communication. In the time allotted it would be impossible to turn out skilled media technicians or expert interpreters of Navy information policy. Real skill in media techniques and thorough knowledge of policy come from practice on the job. Sessions

⁴. Arm Y mesh had now field this then could period an (maindra profilents) in much a brief contain, and the souther new listic to a metropolitical memory per would indicate the planes listic. A could be norm at wire or photo merice offices that the scapace of and a set of a company. There is illetic atartiles to be norm in and a set of a

E. Hes weigter would have performent to and a grather equivals glaced on throughtical constant and a man onesand. cotting. To the time allotted it would be highered be turn and willing and a tothering an organic friends without the referencing pelicy. Busice with in makin restminates and there been being allow the inter provide makin restminates.

devoted to media techniques could do little more than acquaint students with the fundamentals of journalism, radio, television and photography. If this portion of the course were to teach the student what the media expect from the Navy and give him some understanding of the practical problems of the editor. reporter, photographer, or broadcaster, it would have served its purpose. Doubling the time allotted to media could hardly accomplish more. Similarly, time devoted to policy and directives would be well spent if students learned that policies and directives exist and where they may be found. It would be too much to expect students to assimilate the entire contents of the Navy Public Relations manual in a 150 hour course. But while practical matters are best learned through experience, theory is not. In more than seven years of Navy public relations practice, the writer has been exposed to little theory. It is his firm belief -- an opinion certainly shared by the vast majority of teachers and students in nearly all fields of endeavor--that the development of practical skills can be hastened appreciably by exposure to pertinent theoretical considerations. The writer therefore felt that the curriculum would be strengthened by the addition of material on communication theory, especially the study of formation and changing of public opinion, to which students probably would not be exposed later in their careers. Public opinion was one of three sub-headings of a three hour session in the original outline.

In discussing these objections to the original outline, the writer does not mean to deal harshly with the work of the Office of Information, which admittedly drew up the outline on some-

devoted to bedie touted over sould be alter nore took added by solutions with an entropy of four solution, with of the same and those many a state make an and to be been be to be to the the student wast the sails massed free the lary an give the provi under compiles of the provident products of the adiport, berning which oppression and broad and and a shore of another and the 1.8 purpose. Foundation whe black and the ment could mintly -postb how words. Since dayoned to policy and dived-BALSTON BOILS SPIEDE CONSULT I SALAR LEW BU SLOW BUYLE and himsy di . Amust on your white erady into faits bevildowild in too with to expect students to matimize the matim contents of the last fullie selitions and in 150 hour course. Jub while grantical antipers are been learned through animalence, through in not. In care have party mark of they mille ruletions provides, the weiter has used anounced to little bieney. dary and 16 housed gladering collarge ma-lailed will aid at 31 -mo lo aldell fir givents in adminis in undochi to galmotin denvoir--- the development of provident skills and being epyrioticly by explored to perchase theorytical onendometricate. The setter therefore felt they the corrigin workd to strangthsuch of the southing of manying on communication theory, aspecially the scory of from the and an anerging of public equaters. to which we dente problems would not be expensed inter in mader mine to another way the set of th Three have essaint in the privile subline.

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what short notice and could not assign anyone to the task of planning the curriculum on a full-time basis. If the course had been established with little or nothing more than the original outline to go by, the writer has little doubt that it would have been a successful venture. For this was a good outline. These criticisms are enumerated here only to explain the writer's subsequent deviation from the outline in preparing his own proposed curriculum and syllabus, which will be discussed in the next section. If the writer's outline was an improvement on the original version, this is only because two heads are better than one. And if the final curriculum was, in turn, an improvement over both outlines, this may be because the conference is a more satisfactory medium for reaching agreement than is correspondence.

The Proposed Curriculum

To meet the objections raised above, the writer reorganized the curriculum into the following major divisions:

- A. Foundations of Public Communication (27 hours)
- B. The Navy and United States World Policy (17 hours)
- C. Communicating with the Public through the Information Media (37 hours)
- D. Communicating Directly with the Public (14 hours)
- E. Special Aspects of Navy Information (24 hours)
- F. Case Studies and Problems (20 hours)
- G. Seminar: Summary and Evaluation of the Course (3 hours)

⁷The entire outline, including reading assignments, is reproduced in Appendix B.

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Area A dealt with the history and raison d'etre of public relations, fundamental planning procedures, communication and public opinion, and writing for readability. Area E contained much the same material as the original Area I, although the emphasis was shifted somewhat from history to current world affairs. Considerable use was made of Armed Forces Talk pamphlets and other internal information material. (Since the first two areas of the course would be scheduled to run concurrently. it mattered little that what had originally been scheduled first was now the second area of the course.) Areas C and D were devoted to techniques and Area E to applications of the techniques. Such headings as Internal Relations, Public Information for Exercises and Operations, Public Information and Security, and Navy Recruiting appeared here. Both the Navy's own Public Relations Manual, which has the force of a directive, and standard texts were used where applicable in all sections. Field trips were scheduled where appropriate to the subject matter being studied and included only the Public Information Offices of the Ninth Naval District and Great Lakes Naval Training Center, the Fleet Home Town News Center (also at Great Lakes), and one day spent in Chicago visiting a metropolitan daily newspaper, a network radio station, and a television studio. Time saved by reducing the number of field trips was largely devoted to sessions on planning, public opinion, and theoretical considerations, although it was by no means all allotted to theory.

The writer recognizes that the proposed curriculum was subject to the following criticisms:

of Date in which the state of the state of the state of the relations. render real finition of dear and the sector of the much the toke miterial as the widdless into a the in the summary is the second is a second in the second in the second in the second sec "fraire, Consideration of an all of Array Spoon This parmilete and store internet internet, (since the - wo min d balat de en Saw serves at le serie end er 1 currently, it we not that the lat was had an that he n unter i annual is and house and you use smill be not to and we devoted to technique and ima a to amiliant tone or the terminates, but band and and the soundaries willing second to the second of the second of the second and sourtey, and howy burget the appeared hare. sold the May's own Public Relations Assoult, while has the rores of a fight simpling of de bell stor is i bringit has articlette sections. Field things waps annouled where appropriate to the allost and time becat and included only the facility Jara and Jointel I way Harin to it avoint a firetot Ledge Woll most said their . The Containing for the and the second of the second s a subrecistan tally newspace; a motwork racts without and a fail to and on an end by requestion and a children and the below was then all a second to average an alamater, mille enterdad y the story consideration although t we be . The we are a state in the open on

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1. Due to a misunderstanding on the writer's part the curriculum provided for a one or two hour review on completion of each major area. The Bureau of Naval Personnel had already indicated that this was not desired. Because the course was so short, one review was considered sufficient.

2. The writer was under the impression that students would report on the first Monday and be detached the final Friday. Thus he left some eight hours free for administrative matters which actually were to be accomplished outside of class hours.

3. Insufficient emphasis was placed on administration of Navy public information ashore and afloat and on public relations responsibilities of commanding officers and public information officers.

4. Too great a burden may have been placed on the student, and correspondingly not enough placed on the instructor, in certain theoretical areas, especially public opinion. The writer later voluntarily deleted one theoretical section (on content analysis of editorials or news stories) as being too academic, but refused to accept the thesis advanced by some critics that the entire sections on public opinion and semantics were too theoretical and abstruse to be of value.

5. When the proposed curriculum was presented to the Office of Information, certain areas dealing with special applications, such as International Relations, Internal Relations and Morale, and the Naval Reserve, were by no means in finished form. In some cases, the writer had no material on these subjects and in other cases his material was limited. 1. The to a signafication in the writer's part the curricular provins for a case or the write sector on eveplation of each mulor note. ("De superu of satel formatical and already indicated (but this was not freque). Second for course was so short, one mether say samplifored wifficture.

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It had been agreed, however, that these areas would be filled in after his arrival in Washington.

6. The writer did not have an opportunity to screen any training films during the preparation of the curriculum. This deficiency was recognized at the time, and it was planned to add such visual training aids in conference in Washington.

When the time came to reconcile the two versions of the curriculum, the fact that the writer's proposed outline contained several hours erroneously allotted to administrative matters and review seminars made it possible to add material desired by the Office of Information without exceeding the 150 hour limit imposed by the Bureau of Naval Personnel.

Modification of the Curriculum by the Office of Information

The writer arrived in Washington on Sunday, June 20, and attended a conference at the Bureau of Naval Personnel, in company with an officer from the Office of Information, at 9:30 Monday morning. In the course of this conference, Bureau representatives reviewed the curriculum and gave it general, tentative approval. It was agreed that final Bureau approval and implementation would be withheld pending complete review by the Office of Information. Bureau representatives also made the following recommendations:

1. That the curriculum (the stylized publication referred to earlier listing assignments, reference materials, and 'key points' of each lesson, primarily for the use of the instructor) and the syllabus be combined into one document for the use of both instructors and students. This would save it and been agreed, Advant, What there areas would be filler is affer big arritmit in Austington.

6. The writher all but have an approximity to serve a any acaiming films whether the openization of the constant of the deficiency and monophical it the then not it who planned to add once viscal training aids in conference in hornitofree.

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The writer arrived in manington on hunday, June 20, and attanded a conference at the Juseau of Naval Fermonnel, in demony with an officer from the Office of Information, at y:30 modely marking. In the bourde of this conference, curves thereasenthizes exclosed the curriculus and gave it general, hereistive expression. It was agreed that finds horees sporoval and lepteremberies model on withheld proving omplete ceview by the office of information, survey representatives also onde the following recommendations are represented by

1. That the contrained (the stylined publication even neared to cardier listing assignments, retrance associate, and May points of sade insome, primovily for the use of the instructor) and the cylinise to contined into one tackment for the use of team instructors and statests. This would save printing costs and would provide the student the same summary of the course for personal retention as would the syllabus.

2. That the articles on public opinion and semantics prepared by the writer for inclusion in the syllabus be presented in lecture form rather than as required reading, and that all readings on public opinion be listed as reference (required of the instructor and optional for students) rather than as required reading assignments. It was the Bureau's feeling that this material would be better absorbed if the burden were shifted from the student to the instructor. This also permitted placing two expensive books in the library rather than purchasing one copy for temporary issue to each student. (It should be noted, however, that while the Bureau was interested in economy, this decision was based on the belief that the material would be better presented in lecture form. The books would have been purchased and issued if the writer had insisted upon it.)

It was further agreed that the document, when presented formally to the Bureau of Naval Personnel by the Chief of Information, would be in the customary curriculum format, containing in addition such material from the syllabus as was considered desirable to retain; that it would contain recommendations for the use of films and other training aids where appropriate; and that it would be accompanied by a statement to the effect that this was the material which the Chief of Information desired to have taught in the Information Officers Training Course.

The Office of Information made a number of additional

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2. Tort to estudie on rudie content and the prepared by the writer for books Low in the spillager of greeserver a sector and server a second sector and the second of the second of the second state o (required of the last feeting and norsering the to obside of tion a south of the second of the bar of the and i reinegia action a place and a second i has bit. . to for the she we share in the instructor. Init also accidet placin the separative books in the library subner then purchasing, and copy for hearsensy issue to used whether to -TIMI DE DE TRE STI STI STATUR , DES DE DE DE SI ands folled and no beand and notalesb aids , moments of bedan the meterial would be bailer presented in lecture form. 301 DODES WOULD DAVE DOWN DERELINGED END INSTRUCT IF The WEIGHT had (.s. sour bestignt

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The Called of Information made a minimum of sharest

changes. Major areas were again redesignated, the final form being as follows:

A. The Navy and United States World Policy (19 hours)

B. Foundations of Public Communication (22 hours)

C. The Navy's Fublic Information Program (37 hours)

D. Public Information Media (43 hours)

E. Case Studies (20 hours)

F. Review and Evaluation of the Course (3 hours)⁸ The principal effects of these changes were as follows:

Area A: The time originally devoted to the history of sea power and of the U.S. Navy was restored. Additional time was devoted to the roles and missions of the individual armed services and slightly less allotted to current world affairs. A two hour review seminar was dropped, and in addition two more hours were added to Area A.

Area B: The two hour review seminar was deleted and a three hour field trip to Navy public information offices was transferred to Area C. Otherwise the subject matter was not changed. The order of presentation was altered, however, in that public opinion was placed before semantics and writing. As suggested by the Bureau of Naval Personnel, material on semantics and public opinion became lectures and optional reading rather than required reading. The two articles which the writer prepared for the syllabus were to be furnished the School directly by the Chief of Information with the suggestion

⁸The entire curriculum, as finally approved by the Office of Information appears in Appendix C.

sociate. Major areas were howin morning the first ferm

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 The May: solid Information Fragmer (17 Nourm)
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The catine curriculum, a finally approved by the office

that they be used as a basis for lectures and additionally that they be mimeographed for distribution to students after the sessions in which used.

Area C: This area begins with administrative material not contained in the writer's outline. It then discusses certain applications which appeared in the writer's proposed Area E (Special Aspects of Navy Information) and the subjects of community relations and special events which the writer included (along with public speaking) under the title "Communicating Directly with the Fublic' to differentiate such activities from media relations.

Area D: Except for the addition of Speech Writing and Public Speaking, which the writer included under "Communicating Directly with the Public," and the deletion by the writer of a section on content analysis, this area is identical with the writer's Area C. The section on speech writing was cut by the Office of Information from six hours to three (and the writer, therefore, deleted Monroe's "Principles and Types of Speech" from the required reading list and made it reference for instructors) and the review seminar was dropped. One text (Benedick, "Television Works Like This) was demoted from required reading to reference.

The writer is responsible for three hours of ... rea A and, except for minor changes in wording, for the content of all remaining sessions. Where sections were added by the Office of Information, as in Sessions C-1 through C-5 (see Appendix C), the topics were suggested by the Office and the lessons were prepared by the writer. buy dey by sources a class for incharge and and trailly that hay be discourciant for listeriation to state the stary the resident is which needs

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EVALUATION AND RECOMMENDATIONS

The writer is generally satisfied with the substance and organization of the curriculum. Although he retains some minor misgivings over a few details, he feels that the final product is superior both to the original outline and to his proposed curriculum.

He believes that Area A is still somewhat subject to the criticisms directed earlier toward Fart I of the original outline, but recognizes that there is no one "right" approach to this particular area. It might appear at first glance that inclusion of material in Area C which presupposes some knowledge of media techniques (covered in Area D) is putting the cart before the horse. The writer does not feel that this is a serious weakness, however, as in actual practice these areas will be explored concurrently. By the time the students begin studying community relations and special events in Area C, they will be far enough into Area D to have acquired some acquaintance with press and radio.

Although he agreed with the decision at the time, he is inclined to feel in retrospect that it may have been a mistake to demote the selections on public opinion from required reading to reference. With due respect to the instructors who have been ordered to the school, both of whom are unusually competent information officers, the writer believes that this material might best be read from original sources rather than being presented entirely in lecture form. Few, if any,

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The writer is generally satisfied with the substance and organization of the corriculus. Although in reveius some minor startings over a few details, he feels that the final product is superior both to the original outline and to his provoed durriculum.

He believes that there is is still somewhat subject to the oriticians directed earlier toward our 1 of the original outtime, but recognizes that there is no one right approach to this particular area. It aight appear of first france that inclusion of metarial in area (which promotes and knowledge of media teomaiques (covered in Area D) is publing the ease before the horse. In writer free both that this is a scribble media teomaiques, as in actual practice there areas all be sepiered assourcedity. By the time the studence begin studying work of the list of the studence of the will be for the original three D to mave acquired some of the will be for another and an actual practice the of the will be for a fine and the list of the studence of the will be for another and and succial sympthet and acquired with group and back of the studence

Although he across with the decision at the time, he is included to feel in represent that it may make open a mistake to demote the selections on public opinion from required reading to reference. This off of real cot to the instructor and may have been created to the school, both of moment by competent information writers, the writer believes that this select is for read from original sources wither that he presented edirely in lecture for, if w, if may, Navy information officers have the technical background needed to handle this material authoritatively, and it is hoped that the original instructors and their successors will take special pains to interpret these articles meaningfully.

The task of putting the curriculum into the desired format may have been undertaken too hurriedly. If this is the case, it is hoped that the instructors will supplement the lesson plans, especially the "key points" listed for each session, with their own presentation outlines. Such outlines might well form the basis for eventual revision of the curriculum.

It is impossible at this writing to make a complete evaluation of the curriculum as it was finally approved by the Chief of Information. Unless glaring deficiencies come to light early in the administration of the course, the curriculum can be evaluated reliably only after a number of officers of varying backgrounds have completed the course and gone on to perform information duties in the Navy. Without suitable testing methods, including careful comparison of the performance of officers trained at the School with that of a matched group of officers not so trained, it may never be evaluated scientifically.

But considerable credence must be given to evaluations by the instructors and by the students themselves. It is recommended that at least one hour of the final review and evaluation seminar be devoted to ascertaining the reactions of the students to the course material and methods of presentation. It might be desirable to tape record this session in order that written records of students' comments and recommendations any information officers have the technical bookground means to here this enternal connectivity, and it is now that the original instruments and built modecentry will the special pairs to interpret these sociales negativity.

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It is impossible at this writing to make a complete stateation of the correlation on it and finally sourced by the Chief of information. Galess glaring deficiencies come to hight and its the some information of the course, the outriculus can be evaluated relicaly only after a musion of officere of veryform information duries in the far a musion of officere of verydome information duries in the farms, without mutchel detice officere to the completed the course and gate in the outrage trained at the compution of the performant of antoods, instanting careful compution of the performance of outrages trained at the compution of the evaluated and outrages the contained, it may never be evaluated anton stringely.

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might be kept on file. A carefully designed questionnaire might also be devised, both to measure average student retention of material and to obtain student reactions to the curriculum.

It is recommended that instructors be given freedom to deviate within the general format of the curriculum, at least to the extent of adding current material and discussion of problems encountered in their own considerable experience in Navy public relations. The use of guest speakers is also recommended.

A curriculum is not a static thing. It must be altered to meet changing conditions and varying needs. The Information Officers Training Course will best serve the Navy if its curriculum is kept fluid and dynamic. It is hoped that the Officer in Charge of the Journalist School will not hesitate to make such recommendations for modification of the curriculum as his experience with the first few classes may dictate. And it is recommended that the entire curriculum be reviewed at the end of the first year of operation and thereafter at intervals of no less than two years.

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It is recommend that instructive be diven freedow to deviate within the pressi format of the exactoriou, at least to the extent of tellug current coverial and electrofon of proclaw encountered in train own someidarcain Especiance in Navy public relations. The web of gauge egressed is give recommond.

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THE ORIGINAL TOPICAL OUTLINE PREPARED BY THE OFFICE OF INFORMATION FOR THE BUREAU OF NAVAL PERSONNEL AND SUBSEQUENTLY FURNISHED THE WRITER

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TOPICAL OUTLINE OF COURSE

Sub	ject Ho	imated ours uired
Org	anization of Class - Introduction to Course	1
	 Objectives of Course Regulations Subject matter to be covered, methods of instruction, requirements Reference material and facilities 	
ARE	A I - THE NAVY'S ROLE IN NATIONAL DEFENSE	
Α.	History of the Navy	8
	1. A review of the U.S. Navy from its beginnings at the American Revolution to the present, high- lighting the names and events which have contri- buted to the development of the greatest naval force in the history of the world.	
	2. A re-familiarization with the customs and tradit: of the service.	lons
3.	The National Security Organization	- 2
	1. The organization and spheres of operations of the various departments, bureaus, agencies and boards which comprise the National Security Organization.	
	The Missions of the Armed Forces	2
	1. The role of the Army, Navy, Air Force, Marine Corps in the military security of the United States.	
).	U. S. Foreign Relations	2
	1. A review of treaties and alliances: The United Nations, NATO, The Mutual Defense Assistance Program, the Rio Pact, the Anzus Pact, etc.	
•	The Meaning of Sea Power	2
	1. The historical significance of Sea Power and its importance in the Atomic Age.	

BOATONE OUTLINE OF COURSE

Ned amlia Neuron Neguire	
I	Organization of Class - Infordivetion to
	1. Objectives of Course 2. Megaletions 3. Subject matter to be severed, mo instruction, regularments 4. Meference meterial and feedlitie
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Subject		Astimated Hours Required	
F.	The U.S. Navy Today	- 3	
ARE	A II - THE NAVY'S INFORMATION PROGRAM		
4.	The Meaning of Public Relations	- 3	
	 Definition Public Opinion Interpretation and Communication of Navy 		
	Information to: inform educate		
	create and sustain good will.		
3.	The History of Public Relations	- 4	
	 General development and acceptance as an applied art. Public Relations in Government. Grigin and development of the Navy's Public Relations Program. 		
	The Navy's Public Relations Program	- 8	
	 Mission and Objectives. Responsibility for planning and policy - the Secretary of the Navy 		
	the Chief of Naval Operations the Chief of Information. 3. The Office of Public Information, Department		
	of Defense. 4. The Office of the Chief of Information.		
	5. Bureaus and Offices of the Navy Department. 6. Public Relations in the Shore Establishment.		
	 Public Relations in the Fleets. Navy Public Relations in Joint, Unified and NATO Commands. 		
	9. The Navy Information Officer.		
).	The Navy's Internal Relations Program	- 2	
	1. Information and Education.		
	 Navy Publications. Civilian Employee Relationships. 		

Subject Netion Registed
2. The U. S. Mary Tokay
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L. The Manathar of Poblic Coletions
1. TellS tion 2. Fuelle of Inform 3. Interpretation of mays Information for inform
erento and available good will.
B. The Mistory of Public Relations
 General developtions and speepione as an applied art. Public Pathions in Covernme. Pright and diveloptions of the Havy in Paris.
C. The Mayr's Sublic Melations Pregram 8
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Sub	Subject		Estimated Hours Required	
			-	
E.	The Navy's Recruiting Program	A.0	ų	
	1. Why a Navy Career?			
	2. Selection of candidates for the U.S. Naval Academy.			
	3. The Naval Reserve Officer's Training Corps.			
	4. Where and how does the Navy get its Enlisted Personnel?			
	5. WAVES in the Navy.			
	6. The Navy Recruiting Organization. 7. Navy Recruiting Publicity.			
	1. May neeratoing rabitory.			
F.	The Naval Reserve Program		2	
	1. The Universal Military Training and Service A	ct.		
	2. Organization of Naval Reserve forces under Reserve Act of 1952.			
	3. Keeping the Interest of the Naval Reserves.			
	4. Public relations and Internal information			
	responsibilities of commanding officers.			
	Naval Reserve Training Centers.			
G.	The Marine Corps	-	2	
	1. Organizations and Functions.			
	2. The Marine Corps Public Relations Organizatic and Program.	n		
H.	The Navy's History Program	-	1	
	1. Office of the Director, Naval History.			
	2. The Navy Library, archives, museums, and			
	historical projects.			
ARE	A III - PUBLIC RELATIONS IN ACTION			
Α.	Planning the Public Relations Program (Introduction)	-	1	
	1. Analyzing the public relations problem.			
	2. The plan for action.			
	 Policy guidance, command concurrence. Effecting the program. 			
	5. Evaluating results.			

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d	The Mayr's Redricting Program	
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4	The Novy's Kidbory Program	-8
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	NALLE - POLICE PROPERTY IN ACCOUNT,	-
L	<pre>[Lenning birs Jusque (Allabdien Drogrou</pre>	-4
	3. Eveluaring reading.	

Sut	ject		Estimated Hours Required
в.	Analysis of Speci	ial Interest Groups	2
	1. Youth	6. Religious	
	2. Industry	7. Veterans	
	3. Labor	8. Racial	
	<pre>&. Education 5. Women</pre>	9. Fraternal 10. Civic	
3.	The Fourth Estate		2
).	Fublic Informatio	on Media	28
	1. General (1)		
	a. What is new	NS?	
		ls of good relations with	
	information		
	c. The command relations.	i responsibilities for good	a public
	2. Newspapers (5))	
		ewspapers and wire service	S.
		the Navy for news.	
	c. Working wit	th the press. hterviews, memoranda to edi	itone
		the Navy news release. Th	
		the Navy news story.	
	g. The follow		
	h. The news co		
	i. The joint r	retease.	
	3. Still Photogra		
		re agencies, newspapers an	d magazines.
		n of news pictures. e picture caption.	
		for clearing and releasing	w Navy photo-
	graphs.	we were the wine a standard	D unit builde
	e. Navy photog	graphic facilities.	
,	f. Working wit	th Navy and civilian photon	graphers.
		Television Film (2)	
		nd television news agencies	
		lties for motion picture c	overage.
	c. Composition	3.	

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a =1	Analysis of special Interest Groups	9
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Subject	t Astimated Hours Required
	 d. Procedures for clearing, releasing and processing. e. Working with newsreel and TV photographers. f. Navy produced films for TV use. g. 'Cooperation" by the Department of the Navy and the Department of Defense in full length movies or documentaries. h. The Technical Advisor.
5.	 Radio and Television (5) a. U. S. Commercial radio and television net- works and stations. b. Working with station personnel. c. Preparing the script. d. Use of the tape recorder. e. Preparing the hometown radio interview.
6.	Magazines and Books (1) a. Assistance to writers. b. Writing for publication.
7.	<pre>Speeches and Statements (3) a. Analyzing the audience. b. Preparing the speech. c. Guides to effective public speaking. d. How to conduct a briefing. e. Topics for Navy speakers. f. Preparing a public statement.</pre>
8.	Public Relations in Emergencies (1) a. Announcement of the situation. b. Assistance to information media. c. Release of casualty information. d. Security aspects. e. The follow-up.
9.	Public Relations Annex to Operations Plans (2) a. Advance planning. b. Setting up the Command Information Bureau. c. Facilities for news men. d. Evaluation of Public relations activities.
10.	Sponsorship and Accreditation of Correspondents (1) a. Department of Defense and Navy Department clearance b. The correspondent aboard ship.

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reconstruction for closeing, releasing and processing. Werking with newsreel an 'V photographere. Novy produced films for V use. Coop retion for the of britesht of an Newp and the construction for briteshe in full length newlet or occurring.	.5 .2 .8
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and and ser disting of Correspondence (1)	1.14

Su	bject	Estimated Hours Required
	 11. The Fleet Home Town News Center (2) a. Facilities. b. Importance of 'grass roots' relations. c. Preparing the home town news story. d. Photographs. e. Tape Recordings. 	
	 12. The Armed Forces Information Service (1) a. Armed Forces Press Service. b. Armed Forces Radio Service. 	
E.	Security and Review	3
	 Study of concept. Existing directives. The National Espionage Act. Navy Security Manual. Obtaining clearance. 	
F.	Special Events	5
	 Planning and directing a special event. Exhibits, displays and demonstrations. Civilian Orientation and the Navy Cruise Procession of the State of t	rogram.
G.	Community Relations	5
	 The Navy's Role in the Community Navy Civilian Organizations. Working with Civic Groups. Participation in Civic Programs and with Ci Groups. 	ivic
H.	The Navy and International Relations	2
	 Historical background. Navy 'ambassadors of good will". Practicing public relations abroad. 	
I.	The Naval Reserve Public Relations Companies	1
	1. Organization and function. 2. Seminars.	

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Sub	Subject	
J.	Public Relations in Time of War	- <u>4</u>
	 Censorship. Field Press Censors. The Combat Correspondent. 	
K.	Navy Communication Facilities	2
	 Preparing despatch releases. Facilities for the press aboard ship. Facsimile equipment. 	
L.	The Navy Journalist Program	1
	1. Duties and responsibilities. 2. Assisting the Information Officer.	
M.	Managing the Information Office	5
	 Facilities required. Access to the Commander. Staff Liaison. Personnel and fiscal accounting. Coordinating activities with other commands. Administering an authorized photo lab. 	
ARE	A IV - CASE STUDIES	20
A.	A Major Fleet Training Exercise.	
в.	A Community Relations Problem.	
с.	Planning for a Special Event.	
D.	Arranging for a Press Conference.	
E.	An Oral Briefing.	
ARE	A V - FIELD TRIPS	21
A .	A Metropolitan Newspaper.	
В.	A Radio Station.	
	A TV Studio	

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2	A
	1. Semmarahis. 2. Finite Frema Casserd. 3. The Symbol Semmarousen.
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	Estimated
Subject	Hours
	Required

- D. A Graphic Arts Company.
- E. A Wire Service Office.
- P. A Photo Service Office.
- G. A Public Relations Firm.
- H. The Fleet Home Town News Center.
- I. The Fublic Information Office, NINTH Naval District.
- J. The Public Information Office, Chief of Naval Air Reserve Training.
- K. The Chicago Chamber of Commerce and Board of Trade.
- L. Navy Recruiting Center, Chicago.

AREA VI - SUMMARY AND REVIEW OF COURSE - - - - - 3

A. Seminar *

B. Summary Conference.

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Students will be required to keep a scrapbook to be periodically examined as a means of evaluating interest and attitude.

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- H. & Mine Service Office.
- F. A Fosto Service Diffice.
- G. A Profite Relations Firm.
- A. The Missi none India Anale Cantar.
- 1. The molio Priowetion Wittee, Mars Style District.
 - J. The Public Information Citico, Unice of Gavel Air
 - K. The Distance of Commission and Baurd of Tender.
 - L. DAVY RECENCESTA TARBER, Chicago, .

- A. Scattage .
 - . Samera Croceres, .

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APPENDIX B

THE CURRICULUM OUTLINE PROPOSED BY THE WRITER

- 1. Condensed curriculum outline showing major sub-divisions and class-hours devoted to each.
- 2. Detailed outline of the course, showing areas, sections, and sub-sections, with the number of hours devoted to each.
- 3. Detailed outline with reading assignments for each lesson.

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CONDENSED CURRICULUM OUTLINE SHOWING MAJOR SUB-DIVISIONS

AND CLASS HOURS DEVOTED TO EACH

- A. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)
 - 100. Introduction to Public Relations (6)
 200. Organizing an Information Program (5)
 300. Communicating with the Public (7)
 400. Public Opinion (7)
 500. Seminar: Review of Part A (2)
- B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)

100. Organization, Mission, and Functions of the Navy (2)
200. The United States in the World Today (5)
300. Naval History (4)
400. The Role of the Navy in National Defense (4)
500. Seminar: Review of Part B (2)

- C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)
 - 100. Introduction to the Mass Media (4)
 - 200. Newspapers and Wire Services (6)
 - 300. Radio and Television (6)
 - 400. Photography and Its Relationship with the Other Media (4)
 - 500. Magazines, Books, and Miscellaneous Media (2)
 - 600. Seminar: Evaluating the Effects of Publicity (1)
 - 700. Fleet Home Town News Center (includes field trip)(6)
 - 800. Field Trips to Chicago Media Outlets (6)
 - 900. Seminar: Review of Part C (2)
- D. COMMUNICATING DIRECTLY WITH THE PUBLIC (14 hours)
 - 100. Speech Writing and Public Speaking (6)
 - 200. Principles of Community Relations (2)
 - 300. Navy Civil Relations Programs (4)
 - 400. Seminar: Review of Part D (2)
- E. SPECIAL ASPECTS OF NAVY INFORMATION (24 hours)
 - 100. Navy Internal Relations (5) 200. The Naval Reserve (2) 300. International Relations (4) 400. Public Information for Exercises and Operations (2)
 - 500. Public Information and Security (2)
 - 600. Public Information and Accidents or Emergencies (2)
 - 700. Public Information in Time of War (2)
 - 800. Navy Recruiting (5)

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F. CASE STUDIES AND SOLUTION OF PROBLEMS (20 hours)

- 100. Review of Department of Defense and Department of the Navy Public Information Directives and Atlantic and Pacific Fleet Public Information Manuals (3)
- 200. Arranging a Press Conference or Oral Briefing (2)
- 300. Arranging a Guest Cruise (2)
- 400. A Community Relations Problem (3)
- 500. A Major Fleet Exercise (2)
- 600. A Disaster (2)
- 700. Planning a Large Scale Special Event (3)
- 800. Seminar: What is Required of the PIO -- A Review of Area F. (3)

G. SEMINAR: SUMMARY AND EVALUATION OF THE COURSE (3 hours)

P. CAST STUDIES AND BULLETION OF WHICH STUDIE (20 MULTE)

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DETAILED OUTLINE OF THE COURSE, SHOWING AREAS, SECTIONS, AND SUB-SECTIONS, WITH THE NUMBER OF HOURS DEVOTED TO EACH

- A. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)
 - 100. Introduction to Public Relations (6 hours)
 - 110. Organization of the Course (1)
 - 120. Why the Navy is Interested in Relationships with the Public (1)
 - 130. Defining Public Relations and Public Information (1)
 - 140. Growth and Development of Public Relations (1)
 - 150. Public Information in Government and the Armed Services (1)
 - 160. Personal Preparation for Public and Internal Information Duties (1)
 - 200. Organizing an Information Program (5 hours)
 - 210. Information for a Purpose (1)
 - 220. Planning the Program to Accomplish the Purpose (1)
 - 230. Administration of the Public Information Office (3) (includes field trip to Public Information Offices, 9ND and NTC)
 - 300. Communicating with the Public (7 hours)

310. Factors in Communication (2) 320. Writing for Readers (5)

400. Public Opinion (7 hours)

410. Introduction to Public Opinion Theory (2)

420. Communication and the Formation and Ohanging of Opinions (3)
430. Measurement of Public Opinion (1)

- 440. Public Opinion and Democracy (1)
- 500. Seminar: Review of Area A (2 hours)
- B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)
 - 100. Organization, Mission, and Functions of the Navy (2 hours)
 - 200. The United States in the World Today (5 hours)

210. Determinants of Foreign Policy (1) 220. Defense and Foreign Policy (1) 230. The United Nations $(\frac{1}{2})$ 240. The American Hemisphere $(\frac{1}{2})$ 250. Our European Allies (1) 260. Asia (1) STRE-PROPERTY OF THE COUNCIL, SHEWING FALLS COULDED, AND STRE-PROPERTY INFORMATING CONTRACTOR SEATER TO LACE

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 - 110. Organis hims of the farmer (1)
- 121. May and Mary 1. Investment to allotionships
- 130. Iwfinite Public Swisting and Sabite Infor-
- 140. Orcard and Development of rublic Aclaston (1)
 - 190. Public Information in Covernment and the
 - learned from the for rubic an internal
 - 200. Suppliance an information (supplied) (5 Mount)
 - 210. Deformation for a furgess (1)
- 220. Planning the croche to deception the Purpose [1]
 - 230. Administration of the ruolin Information 0fftee (3) (includes field brin to runlis Deformation Officer, 900 and MCG)
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 - 200. The United Status of Corld Tolar (5 hours)

21. It r net. for ign (1) 22. If net (1) 23. If A reference 20. The A reference 250. Var 4 reference 250. Var 5 re 300. Naval History (4 hours)

310. A Brief Review of Naval History (1) 320. The Navy in World War II (2) 330. The Current History Program (1)

400. The Role of the Navy in National Defense (4 hours)

410. The Navy Today (2) 420. The Navy and the Future (2)

500. Seminar: Review of Area B (2 hours)

C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)

100. Introduction to the Mass Media (4 hours)

110. The Media and the Public (1) 120. What is News? (1) 130. The Navy and the Media (2)

200. Newspapers and Wire Services (6 hours)

210. Press Relations (1) 220. Preparing Press Copy (4) 230. The Effects of Newspaper Publicity (1)

300. Radio and Television (6 hours)

310. Introduction to Broadcasting (1) 320. Radio (3) 330. Television (1) 340. Radio, Television, and Public Opinion (1)

400. Photography and Its Relationship with the Other Media (4 hours)

410. The Photographic Process (2) 420. Photography in Public Information (2)

- 500. Magazines, Books, and Miscellaneous Media (2 hours)
- 600. Seminar: Evaluating the Effects of Publicity (1 hour)
- 700. Fleet Home Town News Center (6 hours, conducted at FHTNC)
 - 710. The Home Town News Story (1)
 - 720. Photos for Home Town Release (1)
 - 730. Recording Home Town Interviews (1)
 - 740. Students spend the afternoon on copy desk, in media section, and on other practical assignments (3)

300. Havel Mintery 14 hours)

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	.10. The Media and the Public (1) 193. What is Wower (1) 150. The Weyr and the second (2)
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800. Field Trips to Chicago Media Outlets (6 hours)

(Field trips will include visits to a newspaper, a radio station, and a television station in downtown Chicago. These trips will accompany one full working day, possibly including the evening, but will account for only six "class hours".)

900. Seminar: Review of Area C (2 hours)

D. COMMUNICATING DIRECTLY WITH THE PUBLIC (14 hours)

100. Speech Writing and Public Speaking (6 hours)

110. Speaking for a Purpose (1) 120. Appealing to a Specific Audience (1) 130. Organizing the Speech (1) 140. Informing and Persuading (1) 150. Practice in Speaking (2)

200. The Navy in the Community (2 hours)

210. Community Relations (1) 220. Community Organizations (1)

300. Navy Civil Relations Programs (4 hours)

310. Cruises and Crientation Programs (1)

- 320. Open Houses and Visits to the Command (1)
- 330. Exhibits $(\frac{1}{2})$
- 340. Special Events: Parades, Use of Bands and Personnel, Commissionings, and Other Ceremonies (1)

350, Aviation Events (1) 360. The Importance of Letters (1)

400. Seminar: Review of Area D (2 hours)

- E. SPECIAL ASPECTS OF NAVY INFORMATION (24 hours)
 - 100. Navy Internal Relations (5 hours)

110. Relations with Civilian Employees (1)

- 120. Military Personnel and their Dependents: Service Morale (1)
- 130. Internal Information and Morale (3)
 - 131. Armed Forces Information and Educational Program (2)

131.1 Educational Opportunities (1)
131.2 Information Aspects of the I & L
Program (1)

132. Ship and Station Newspapers (1)

Hon. stell orige to Chicago Media Outleys (5 hours)

(Field Using will include visits to a newspaper, a radio weation, as a celevisian starton in downoun Usionso. These Dills will neodeneaus one full soreing day, possibly including the evening, but will sources is only six disce hours.)

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- 100. Speech Writter and Fuell's Speaking (6 names)

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 - 210. Community Helations [1] 200. Community Drgsholestern (1)
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- The Contact and Creteristic methods and Frequences (1)
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 - (1) sheet not sate (1)
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 - 100. Rivy Enternal (mintrain (5 hours))
- 110. Malations with fivilian mployment (3)
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 - 131.1 shoots Lond Countralties [1] 331.8 Information Andrets of the 1 h f Erected [1]
 - 132. Ship and Marian Newspapers (1)

200. The Naval Reserve (2 hours)

210. Components of the Naval Reserve (1) 220. Naval Reserve Public Relations Companies (1)

300. International Relations (4 hours)

310. Communist Propaganda (1) 320. Truth as a Weapon (2) 330. Navy Men as imbassadors of Good Will (1)

- 400. Public Information for Exercises and Operations (2 hours)
- 500. Public Information and Security (2 hours)
- 600. Public Information and Accidents or Emergencies (2 hours)
- 700. Public Information in Time of War (2 hours)
- 800. Navy Recruiting (5 hours)

S10. Organization of the Navy Recruiting Service (1) 820. Navy Careers for Enlisted Men (1) 830. Navy Careers for Enlisted Women (1) 840. Naval Officer Procurement (1) 850. Visual Presentations (1)

- F. CASE STUDIES AND SOLUTION OF PROBLEMS (20 hours)
 - 100. Review of Directives (excluding Navy Public Relations Manual, previously covered) (3 hours)
 - 110. Department of Defense (1)
 - 120: Department of the Navy $(\frac{1}{2})$
 - 130. Public Information Instructions, U. S. Atlantic Fleet (1) 140. Pacific Fleet Public Relations Manual (1)
 - 200. Arranging a Press Conference or Oral Briefing (2 hours)
 - 300. Arranging a Guest Cruise (2)
 - 400. Solving a Community Relations Problem (3)
 - 500. Public Information Planning for a Major Fleet Exercise (2)
 - 600. Information at a Disaster (2)
 - 700. Planning a Large Scale Special Event (3)
 - 800. Seminar: What is Required of the PIO -- A Review of Area F (3 hours)
- G. SEMINAR: SUMMARY AND EVALUATION OF THE COURSE (3 hours)

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- 210. Organization of the Tevy Reconstine Levice (1) 220. ALTO CATHOL'S COL COLLART METS (1) DEC. Nowy Compared Inv Entended Manual (1) (1) server coursees (1) SO. VINLO PERMINELEN (1)
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DETAILED OUTLINE WITH READING ASSIGNMENTS

FOR EACH LESSON

- A. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)
 - 100. Introduction to Public Relations (6 hours)
 - 110. Organization of the Course (1)
 - 111. "Conference Sense," Nav Pers 91139
 - 120. Why the Navy is Interested in Relationships with the Public (1)
 - 121. "Public Relations Sense," NavPers 91786 122. "Military Public Relations," an address by Admiral Robert B. Carney, USN, before the Public Relations Society of America, May 5, 1954. (6 pp.)
 - 123. "Why the Navy Has a Public Relations Mission," Manual, Chap. A-1. (4 pp.)9
 - 130. Defining Public Relations and Public Information (1)
 - 131. "Public Relations -- Its Definition," Cutlip, chap. 1. (14 pp.) 132. (Ref.) 'Exactly What is Public Relations?" Lesly, chap. 1. (17 pp.)
 - 140. Growth and Development of Lublic Relations (1)
 - 141. "Public Relations -- Its Ecology,' Cutlip, chap. 2. (16 pp.)
 - 142. "Public Relations -- Its History," Cutlip, chap. 3. (27 pp.)
 - 143. (Ref.) 'Public Relations as a Social Instrument, Harlow, chap I. (14 pp.)
 - 150. Public Information in Government and the Armed Services (1)
 - 151. 'Government," Cutlip, chap. 22 (17 pp.) 152. "Military Forces," Cutlip, chap. 25. (21 pp.) 153. "Missions," Manual, chap. 1. (1 p.) 154. Responsibility, Manual, chap. 2. (1 p.) 155. 'Organization," Manual, chap. 3. (1 p.) 156. (Ref.) "Public Relations and American

 - Democracy," Pimlott.

⁹Navy Fublic Relations Manual. For full titles of other books, see Bibliography, pp. 162-165.

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- 100. Introduction to Fulle and trong (6 porma)
 - 110. Organizztion of the downey (1)

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- 121. Why the Mary is intermated in MCLATIONADOR A LADI BUS NILL
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 - L. . HUILC ACTE LOD -- ... JULICE CHE SO. etap. 2. (10 pp.)
 - 142. -- 101 1 -- 101 1 911 .S.L (. m)5) . E . . (Ma 195. (... while wille would an house
 - Instrumpt, Marlow, charg I. (14 pp.)
 - 150. Fuelts Inforestion in Covernment and the Armed
 - 1.1. downwest, Sullap, Jawn. 28 (17 pt.) 152. Milit of Yoreds, Cutilo, dhap, 2. (21 pp.) 153. Risetone, manuel, oban. 1. (1 p.) Responsibility, "manuel, okap. B. (1 p.) 15 . >>. 't of a tin, "enucl, on . . (1 n.)
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"days inoidy uside tone wantal. For Full Littles of which books, realfoliographic, pp. 162-165. 160. Personal Preparation for Public Information or Internal Information Duties (1)

- 161. Personal Equipment, Cutlip, chap. 27 (9 pp.) 162. The Public Information Officer," Manual,
- chap. A-2 (6 pp.)
- 163. (Ref.) "The Fublic Relations Worker, Harlow, chap. IV (14 pp.) 164. (Ref.) "Personal Relations of the Public"
- 164. (Ref.) "Personal Kelations of the Public Relations Worker," Harlow, chap. V (11 pp.)
- 200. Organizing an Information Program (5 hours)
 - 210. Information for a Purpose (1)
 - 211. 'Fact-Finding--the First Step,' Cutlip. chap. 5 (20 pp.)
 - 220. Planning the Program to Accomplish the Purpose (1)
 - 221. Planning--The Second Step, Cutlip, chap. 6 (15 pp.)
 - 222. (Ref.) "How to Obtain the Support of Public Opinion," Lesley, chap. 23 (26 pp.)
 - 230. Administration of the Public Information Office (3)
 - 231. Integrating the Function, Cutlip, chap. 10 (13 pp.)
 - 232. "Staff and Equipment for the PIO," Manual, chap. A-2, art 2204
 - 233. "Administration," Manual, chap. 4
 - 234. Field Trip: Public Information Office, Ninth Naval District
 - 235. Field Trip: Public Information Office, Naval Training Center
- 300. Communicating with the Public (7 hours)
 - 310. Factors in Communication (2)
 - 311. 'Communicating--The Third Step,' Cutlip, chap. 7, pp. 121-130 312. 'Introduction to Semantics, Syllabus (8 pp.)¹⁰
 - 320. Writing for Readers (5)
 - 321. Getting Thoughts onto Paper: Shidle, chap. I-IV (27 pp.)

10 The proposed syllabus prepared by the writer. See Appendix D.

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- 322. Building the Lead on the Peg: Shidle, chap. V-VI (31 pp.)
- 323. Sustaining the Flow: Shidle, chap. VII-VIII (25 pp.)
- 324. Choosing the Words: Shidle, chap. IX-XII (58 pp.)
- 325. Writing Practice: Shidle, chap. XIII-XV (33 pp.)
- 400. Public Opinion (7 hours)
 - 410. Introduction to Public Opinion Theory (2 hours)
 - 411. The Nature and Characteristics of Opinions and Attitudes, Syllabus (9 pp.)¹¹
 412. What is "Public" Opinion?
 - 412.1 "The Mass, the Fublic, and the Crowd, Blumer, in Berelson, chap. 1 (7 pp.)
 412.2 "Comments on the Nature of 'Public' and 'Public Opinion'." Young, in Katz. chap. 2 (7 pp.)
 - 420. Communication and the Formation and Changing of Opinions (3 hours)
 - 421. A Look at the Process
 - 421.1 'Stereotypes,' Lippmann, in Berelson, chap. 2 (9 pp.)
 - 421.2 "Some Principles of Mass Persuasion, Cartwright, in Katz, chap. 7 (12 pp.)
 - 422. Publicity That Failed

(8 pp.)

- 422.1 "Report on an Educational Campaign: The Cincinnati Plan for the United Nations," Star & Hughes, Amer. J. Soc., Jan. 1950 (11 pp.)
 - 422.2 'Some Reasons Why Information Campaigns Fail," Hyman and Sheatsley, in Katz, chap. 7 (9 pp.)
- 423. Some Factors in Perception and Belief
 - 423.1 The Evasion of Propaganda, Cooper and Jahoda, in Katz, chap. 6 (7 pp.)
 - 423.2 "The Influence of Source on Credibility," Hovland and Weiss, in Katz, chap. 6
 - (11 pp.)
 423.3 'Resistance to Counterpropaganda
 produced by One-Sided and Two-Sided
 Presentations, 'Lumsdale and Janis,
 Pub. Opinion Quarterly, Fall, 1953.

ll See Appendix D.

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430. Measurement of Public Opinion (1 hour)

- 431. How Surveys Are Made, Maccoby and Holt. in Berelson, chap. 10 (12 pp.)
- 440. Public Opinion and Democracy (1 hour)
 - 441. "The Current Status of American Public Opinion,' Hyman and Sheatsley, in Katz, chap. 1 (16 pp.)
 - 442. "Public Opinion Polls and American Democratic Leadership," Cartwright, in Katz, chap. 4 (7 pp.) Mass Persuasion--The Moral Dimension,
 - 443. Merton, in Berelson, chap. 9 (4 pp.)
- 500. Seminar: Review of Area A (2 hours)
- B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)
 - 100. Organization, Mission, and Functions of the Navy (2 hours)
 - 110. 'The Naval Establishment," Naval Orientation, chap. 9 (19 pp.)
 - 120. "The U. S. Marine Corps," Naval Orientation, chap. 25, pp. 475-478
 - 200. The United States in the World Today (5 hours)

210. Determinants of Foreign Policy (1)

211. 'Is the United States Self-Sufficient? AFT 455 (12 pp.)¹² '212. "How to Measure a Nation's Strength, AFT 463 (12 pp.)

- 220. Defense and Foreign Policy (1)
 - 221. "How Our Foreign Policy is Made," AFT 457 (12 pp.) Where We Serve, AFIP 6 (12 pp.) 222. 223. 'Our Department of Defense," AFIP 2 (12 pp.)

12"AFT' refers to Armed Forces Talk, a series of excellent pamphlets prepared by the .rmed Forces Office of Information and Education, an agency of the Office of the Secretary of Defense, for internal information use. AFIP stands for Armed Forces Information Pamphlet, a similar series of publications.

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231. The United Nations Today, State Dept. Pub. 4298, pp. 1-2 & 4-14 232. "The U.N. -- A look at the Record," AFT 419 (12 pp.)

- 240. The American Hemisphere $(\frac{1}{2})$
 - 241. Inter-American Defense, AFT 437 (12 pp.)
- 250. Our European Allies (1)

 - 251. "Europe Uniting," AFT 445 (12 pp.) 252. NATO," AFT 471 (12 pp.) 253. "Questions and Answers--The European Defense Community, State Dept., Public Service Div., Dec. 1953 (4 pp.)
- 260. Asia (1)

261. Why We Serve in the Far East, FT 469 (12 pp.) 262. 'Peace for the Long Haul--A Treaty with Japan," AFT 386 (12 pp.) 263. The Situation in Southeast Asia, AFT 453 (12 pp.) 264. The War in Indochina, AFT 439 (12 pp.) 265. India -- Oriental 'Third Force'?' (12 pp.)

300. Naval History (4 hours)

310. A Brief Review of Naval History (1)

311. The Navy and Sea Power," Naval Orientation. chap. 1 (9 pp.) 312. "Makers of Naval Tradition,' Naval Orientation, chap. 2 (17 pp.) 313. The United States Marine Corps, ' Naval Orientation, pp. 469-475

320. The Navy in World War II. (2)

321. Lecture based on chapters 22-31, Wescott, 'American Sea Power Since 1775. 322. Films or slides at discretion of instructor.

330. The Current History Program (1)

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400. The Role of the Navy in National Defense (4 hours)

410. The Navy Today (2)

- 411. The Principles of Sea Power," by Admiral Robert B. Carney, USN, reprinted from the U. S. Naval Institute Proceedings. Aug. 1953 (11 pp.) 412. Carrier Warfare, Naval Orientation,
- chap. 15 (11 pp.) 413. 'Naval Aviation," ibid., chap. 16 (21 pp.) 414. 'Undersea Warfare,' ibid., chap. 17 (18 pp.) 415. "Amphibicus Warfare," ibid., chap. 18 (8 pp.) 416. "Logistics," ibid., chap. 19 (8 pp.) 417. 'Research and Its Effects on Naval Warfare,

- 1b1d., chap. 23 (9 pp.)
- 418. "Essential Components,' ibid., chap. 24 (29 pp.)
- 420. The Navy and the Future (2)
 - 421. Address by Admiral Robert B. Carney, USN. before the National Convention of the Military Order of the World Wars, Pittsburgh, 27 Oct. 1953 (7 pp.)
 - 422. The Navy's Role in Strategic Bombing, reprinted from American Aviation, Oct. 26, 1953 (2 pp.)
 - 423. Atomic Victory Depends Upon the Navy, by Admiral Robert B. Carney, USN, reprinted from Nation's Business Magazine, Feb. 1954
 - (3 pp.) Sea Power's Sunday Punch," by Hon. John F. 424. Floberg, reprinted from Colliers Magazine. Oct. 5. 1952 32
- 500. Seminar: Review of Area B (2 hours)
 - 510. Summary
 - 511. Strong U. S. Defense for the 'Long Pull'," Interview with ...dmiral Arthur W. Radford, USN, reprinted from U. S. News and World Report, March 5, 1954
 - 512. Armed Forces Day, 1954, AFT 464

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- C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)
 - 100. Introduction to the Mass Media (4 hours)
 - 110. The Media and the Public (1)
 - 111. "The Mass Media and the General Public," Cutlip, chap. 14 (32 pp.)
 - 112. "Books, Libraries, and Other Media of Communication," Campbell & Metzner, in Katz, (pp. 235-242)
 - 120. What is News? (1)
 - 121. "The Stuff that Makes the News," Warren, chap. IV (15 pp.)
 - 122. "Publicity in Public Relations," Stephenson, chap. 1 (9 pp.)
 - 123. How to Cultivate News Sources, Stephenson, chap. 2 (25 pp.)
 - 124. "Exploring for Hidden Treasure, Stephenson, chap. 15 (13 pp.)
 - 130. The Navy and the Media (2)
 - 131. "Media," Manual, chap. 5, (8 pp.) 132. "Release of Information," Manual, chap. 6 (10 pp.)
 - 200. Newspapers and Wire Services (6 hours)

210. Press Relations (1)

- 211. "Press Relationships," Cutlip, chap. 15 (11 pp.)
 - 212. "Reaching the Public -- The Press," Stephenson, chap. 3 (12 pp.)
 - 213. "The Navy Story in the Newspapers," Manual, chap. A-3 (7 pp.)
- 220. Preparing Press Copy (4)
 - 221. Building the Pyramid: Lead Paragraphs (1)
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 - 221.2 How to Begin the Story, Warren, chap. VI (11 pp.)
 - 221.3 "Novelty in Leads, Warren, chap. VII (11 pp.)

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222, Completing the Pyramid

- 222.1 Charting the Story Structure," Warren, chap. VIII (12 pp.)
- 222.2 'News Releases," Stephenson, chap. 7 (12 pp.)
- 222.3 "Feature Articles, Stephenson, chap. 8 (11 pp.)
- 223. Navy News Releases (2)
 - 223.1 "Style Sheet for Navy Public Information Writing, " Manual, Appendix D" (4 pp.) 223.2 "Example of Dispatch News Release,"
 - Manual, Appendix "C" (1 p.)
 - 223.3 "Libel and How to Avoid It, ' Warren, chap. XV (10 pp.)
 - 223.4 "Libel and Privilege," Manual, articles 0517-9519 (2 pp.)
- 230. The Effects of Newspaper Publicity (1)
 - 231. "What Missing the Newspaper Means, Berelson, in Katz, pp. 263-270
 - 232. 'Human Interest Stories and Democracy," Hughes, in Berelson, 317-326
- 300. Radio and Television (6 hours)
 - 310. Introduction to Broadcasting Media (1)
 - "311. 'Television and Radio," Stephenson, chap. 10 (14 pp.)
 - "Radio and Television,' Manual, chap. A-4 312. (6 pp.)
 - 'Television and Radio, Manual, chap. 7 313. (2 pp.) 'The Growth of American Radio," Chester,
 - 314. chap. 2 (17 pp.)
 - 315. Recent Developments in Radio and Television." Chester, chap. 3 (8 pp.)
 - 320 Radio (3 hours)
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 - 321.1 Federal Communications Commission, Chester, chap. 6 (7 pp.)
 - 321.2 "Stations and Networks, Chester, chap. 7 (9 pp.)
 - 321.3 "Advertisers and Agencies," Chester, chap. 8 (11 pp.)
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322. Station Organization and Programming. (1)

- 322.1 'Programming: Entertainment, Chester, chap. 4 (10 pp.)
- 322.2 "Programming: Public Service and
- Information, Chester, chap. 5 (9 pp.) 322.3 Inside the Station, Chester, chap. 14 (14 pp.)
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 - 323.1 "Announcements, Chester, chap, 19 (16. pp.) 323.2 'News and Commentary,' Chester,
 - ehap. 23 (15 pp.)
 - 323.3 "Sports and Special Events," Chester, chap. 24 (11 pp.)
- 330. Television (1)

331. Television Works Like This, ' Hendick, pp.4-55 332. "Television News,' Chester, pp. 386-388

- 340. Radio, Television, and Public Opinion (1)
 - 341. Social Aspects of Broadcasting, Chester, chap. 1 (15 pp.) 342. "The Listeners," Chester, chap. 9 (12 pp.)
 - 343. "Audience Research, Lazarsfeld, in Berelson, pp. 337-346

 - 344. 'Television and the Election, ' Campbell, in Katz, pp. 287-291
- 400 Photography and Its Relationship with the Other Redia (4 hours)
 - 410. The Photographic Process (2)
 - 411. Use of press type cameras 412. Darkroom Procedure
 - 420. Photography in Public Information (2)
 - 421. Industrial Photography, Stephenson, chap. 9 (18 pp.)
 - 422. 'Publicity on the Screen,' Steplenon, chap. 11 (11 pp.)
 - 423. Navy Public Information and Fhoto-
 - graphy," Manual, chap. -5 (4 pp.) 424. Pictorial, Manual, chap. 8 (5 pp.)

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500. Magazines, Books, and Miscellaneous Media (2)

510, "Reaching the Public---Magazines," Stephenson, chap. 4 (14 pp.) 520. "Reaching the Public -- Books." Stephenson, ch p. 5 (5 pp.) 530. Pamphlets, Brochures, and Manuals, Stephenson, chep. 12 (14 pp.) 540. 'Magazines and Books,' Manual, Chap. A-6 (4 pp.) 550. 'Magazines and Books, Manual, chap. 9 (2 pp.) 560. 'Miscellaneous Nedia," Manual, art 2703 570, (Ref.) Lesly, pp. 557-567

- 600. Seminar: Evaluating the Effects of Publicity (1) 610. 'Content Analysis,' Syllabus¹³ 620. "Trial by Newspaper, Klapper and Glock, in Kata, pp. 105-112
- 700. Fleet Home Town News Center (6)
 - 710. The Home Town News Program (1)

711. "The Home Town News Program," Manual, chap.10 712. 'Handbook for Fleet Home Town News Center, pp. 5-26 and illustrations on pp. 27-48

720. Processing the Home Town News Story (5)

721. Types of Stories and Copy-Desk procedure 722. Photos for Home Town Release

- 723. Recording the Home Town Interview 724. Students spend the afternoon on copy desk,

in media section, and on other practical aszignments.

800. Field Trips to Chicago Media Outlets (6)

(Field trips include visits to a newspaper, a radio station, and a television station in downtown Chicago, These trips occupy one full day, possibly including the evening, but account for only six 'class-hours.')

900. Seminar: Review of Area C (2 hours)

910. (Ref.) 'How to Get Your Stor . cros , L sl, chap. 26, (158 pp.)

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D. COMMUNICATING DIRECTLY WITH THE PUBLIC

100. Speech Writing and Public Speaking (6 hours)

110. Speaking for a Purpose (1)

- 111. 'Essentials of Effective Speaking, Monroe, chap. 1 (13 pp.)
- 112. "The Process of Preparing a Speech, Monroe, chap. 5 (6 pp.)
- 113. "Speech Writing and Public Speaking," Manual, .ppendix 'J'

120. Appealing to a Specific Audience (1)

- 121. "Determining the Subject and Purpose of the Speech," Monroe, chap. 6 (12 pp.) 122. Analyzing the Audience," Monese, chap. 7
- (10 pp.) "Selecting the Basic Appeal," Monroe, chap. 8
- 123. (15 pp.)
- 130. Organizing the Speech (1)
 - 131. "Supporting Main Points," Monroe, chap. 10 (16 pp.) 132. "Organizing the Speech," Monroe, chap.12 (27 pp.) 133. "Making an Outline," Monroe, chap. 13 (31 pp.)
- 140. Informing and Persuading (1)

141. "Wording the Speech," Monroe, chap. 14 (12 pp.) 142. "The Speech to Inform," Monroe, chap. 16 (18 pp.) 143. "The Speech to Stimulate, Monroe, chap. 17 (19 pp.)

150. Practice in Speaking (2)

151. "The Speech to Convince,' Monroe, chap. 18 (39 pp.) 152. Speakers' Guide for Service Spokesmen. Dept. of Defense (18 pp.)

- 153. "Navy Speakers' Guide," 154. Quotable Quotes for 1954

200. The Navy and the Community (2 hours)

210. Community Relations (1)

- 211. Community Relationships, Cutlip, chap. 12 (12 pp.) 212. Community Relations -- an Investment,
- Stephenson, chap, 16 (14 pp.)
- 213. (Mef.) Lundborg.

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(16 pp.) 132. Comparinting the Specific, Homeron, dump. 12 (27 pp.) 133. Wonting an Caritine, thereas, abop. 13 (31 pp.)

140. Informing and Permitting (1)

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E13. (Bart.) Lumbioreg.

220, A Positive Approach to the Community (1)

221. 'Community Relations in Action, Stephenson, chap. 17 (17 pp.)
222. The Serviceman Goes to Town, APT 442

300. Navy Civil Relations Programs (4 hours)

310. Cruises and Orientation Programs (1)

311. "Guest Cruises," Manual, chap. 12 (7 pp.)

320. Special Events (22)

eis .

- 321. "Community Relations,' Manual, chap. 13 (8 pp.)
 322. "Special Events as a Public Information
- 322. 'Special Events as a Public Information Medium,' Manual, chap. A-7, articles 2701-2702 (4 pp.)
- 323. "Special Events Check List," Manual, Appendix "F" (6 pp.)
- 324. "Public Relations in Close Quarters--Launching of USS NAUTILUS, Public Relations Journal, April, 1954

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APPENDIX C

THE CURRICULUM AS APPROVED BY THE CHIEF OF INFORMATION AND FORWARDED TO THE CHIEF OF NAVAL PERSONNEL

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U. S. NAVY

STANDARD

CURRICULUM

CURRICULUM

FOR

INFORMATION OFFICERS TRAINING COURSE

U. S. NAVAL SCHOOL, JOURNALISTS, CLASS A SERVICE SCHOOL COMMAND, U. S. NAVAL TRAINING CENTER GREAT LAKES, ILLINOIS

June, 1954

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None other than a gentleman as well as a seaman both in theory and practice is qualified to support the character of a commissioned officer in the Navy, nor is any man fit to command a ship of war who is not also capable of communicating his ideas on paper, in language that becomes his rank.

- JOHN PAUL JONES

I know of no task that is more complex, except possibly the task of government itself, than that of engendering in a democracy an appreciation of the role of the Armed Forces.

- JAMES FORRESTAL

Military public relations is the business of maintaining mutually satisfactory understanding between the military and the civilian community. It pranscends the simple mechanics of telling the people about land, air and sea power. It is a reciprocal process involving every aspect of human conduct in the field of human relations.... The foundation of military public relations is public welfare.

- ADMIRAL ROBERT B. CARNEY, UNN

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INTRODUCTION

<u>Mission</u>. The mission of the Information Officers Training Course is to familiarize selected officers with the field of public relations and to train them in the use of accepted practices and techniques in order that they may effectively carry out duties of prime responsibility in the Navy's information programs, both public and internal.

Objectives: In carrying out this mission, the course has the following objectives:

1. To refresh officers in their knowledge of the history and achievements of the United States Navy.

2. To review the mission and functions of the Navy and its role in national defense.

3. To provide an introduction to the study of public opinion and mass communication which is basic to effective public and internal relations.

4. To familiarize officers with the Navy's information programs, policies and directives.

Administration of the Course. The Information Officers Training Course is a five week course of instruction. Students attend class six hours a day, five days a week, for a total of 150 class hours. Students are expected to spend a minimum of three hours a day outside of class preparing for the following day's sessions.

Scope of Study. The Course has been divided into five major areas as outlined below:

EVITE-CLOSTER

Mission The Minelon of the Information officers realized Course is to familiarize mainsteed officers with the faild of public relations and to tenin them is the use of abandad presiders and tooiniques in order that they may affectively earry out duties of prime responsibility in the Way's bifueantion programs, both public and internal.

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A. THE NAVY AND UNITED STATES WORLD POLICY.

A review of naval history and the concept of sea power, the organization of the Navy and its relationship with other departments of the government, and a brief study of United States foreign policy.

B. FOUNDATIONS OF PUBLIC COMMUNICATION.

A basic orientation in the field of mass communication which includes the development of public relations as a management or command function; an introduction to semantics; practice in writing clear and understandable copy; an introduction to the study of public opinion.

C. NAVY INFORMATION PROGRAMS.

The organization and administration of Navy public information and such special aspects of Navy information as civil relations, internal relations, the Naval Reserve, and Navy recruiting publicity.

D. FUBLIC INFORMATION MEDIA.

An examination of press, radio, television, and other information media, and the application of media techniques to the Navy's information programs.

E. CASE STUDIES AND PROBLEMS.

On the basis of what has been studied in preceding areas, students are presented Navy information problems for group discussion and preparation of working solutions.

The Course concludes with a three hour review seminar.

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D. RANT IN COMMONICE PRICE .C.

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<u>Text Materials</u>. Students are issued textbooks and official publications which must be returned on completion of the Course. In addition to issued textbooks, a reference library is available for the use of students.

Schedule. Detailed scheduling of classes is left to the discretion of instructors. It is recommended that Areas A and B be scheduled concurrently during the first and second weeks of the course, with Area C beginning early in the second week and Area D beginning late in the second week or early in the third. The major part of the fifth week will be devoted to Area E. The three-hour review and evaluation seminar should take place the final day of the Course. Lesson Plans. In the following pages, major areas of the Course are outlined in detail and a lesson plan is provided for each class session. Students shall read the lesson plan and textbook assignments listed as "required reading" prior to class sessions. Assignments include, where appropriate, material from texts intended for college or business use, as well as selections from the Navy Public Relations Manual and other official publications. Material marked "reference" is intended primarily for instructors and is available in the School library. Students are encouraged to familiarize themselves with reference material.

<u>Classroom Procedure</u>. Classes will be conducted as lecture, class discussions, or team projects. Training films and other training aids will be used where applicable. A high degree of informality and maximum participation by stutents is recommended. Text Miteriale, Shederin are Laured Exchanged and official publications which much be returned on Angletion of the Laures. In addition to Laured berbooks, a reference bilowy is available for the ins of staining.

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OUTLINE OF THE COURSE

Cendensed Outline

	Hours
D. Introduction to the Course	2
. The Navy and United States World Policy	19
3. Foundations of Public Communication	22
C. The Navy's Public Information Program	37
D. Public Information Media	43
E. Case Studies	20
F. Seminar: Review and Evaluation of the Course	re-annotation of the states the
Potal scheduled hours	146
Flexible time available to be used at the discretion of the Officer in Charge	Ą
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Detailed Outline

- 0. INTRODUCTION TO THE COURSE (2 hours)
- A. THE NAVY AND UNITED STATES WORLD POLICY (19 hours)
 - 1. The Meaning of Sea Power (2)
 - 2. The History of the U.S. Navy (8)
 - Organization for National Security (6)
 a. Components of the National Security Organization
 b. Roles and Missions of the Armed Porces
 - 4. United States Foreign Policy (3)
 a. Determinants of Foreign Policy
 b. Global Commitments
- B. FOUNDATIONS OF PUELIC COMMUNICATION (22 hours)
 - 1. Introduction to Public Relations (5)
 - a. The Importance of Relationships with the Public
 - b. Defining Public Relations and Public Information
 - c. Growth and Development of Fublic Relations
 - d. Public Information in Government and the Armed Forces
 - e. Personal Preparation for Information Duties
 - 2. Organizing an Information Program (3)
 - a. Information for a Purpose
 - b. Planning the Program to Accomplish the Purpose
 - c. Limiting the Function: Relationships within the Staff
 - 3. Public Opinion (7)
 - a. The Nature of Opinions and Attitudes
 - b. That is Public Opinion?
 - c. Communication and the Formation and Changing of Opinions
 - d. Reasons for Failure of Information Campaigns
 - e. Factors in Perception and Belief
 - f. Measurement of Public Opinion
 - g. Public Opinion and Democracy
 - 4. Communicating with the Public (7) a. Factors in Communication: Semantics
 - b. Writing for Readers

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- C. THE NAVY'S INFORMATION PROGRAM (37 hours)
 - 1. Organization and Administration of Navy Information (10)
 - a. Missions and Responsibilities
 - b. Organization of Navy Information
 - c. Management and Administration of the Public Information Office
 - Navy Internal Relations (5)
 a. Relations with Civilian Employees
 b. Armed Forces Information and Education
 - c. Internal Publications
 - 3. The Navy in the Community (9)
 a. Community Relations
 b. Civil Relations and Special Events
 c. The Importance of Letters
 - 4. The Navy and International Public Relations (2)
 - 5. The Naval Reserve (2)
 - 6. Public Information and Security (2)
 - 7. Navy Recruiting (5)
 a. The Navy Recruiting Service
 b. Navy Careers
 - c. Visual Presentations in Recruiting
- D. PUBLIC INFORMATION MEDIA (43 hours)
 - News and the Mass Media (2)

 â. Întroduction to the Mass Media
 b. What is News?
 - 2. Newspapers and Wire Services (9)
 - a. Press Relations
 - b. Preparing Press Copy
 - c. News Releases
 - d. Navy Press Policy
 - e. Effects of Newspaper Publicity
 - 3. Radio and Television (8)
 - a. Introduction to Radio and Television
 - b. Stations, Networks, and Advertisers
 - e. Radio Station Organization and Programming
 - C. Preparing Material for Radio Station Use
 - e. Television
 - f. Radio, Television, and Public Opinion

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4.	Photography (4) a. The Photographic Process b. Photography in Public Information		
5.	Magazines, Books, and Miscellaneous Media (2)		
6.	Fleet Home Town News Program (6)		
7.	Field Trips (9) a. A small city daily newspaper b. A metropolitan daily newspaper c. A network radio station d. a network television station		
8.	Speech Writing and Public Speaking (3)		
CASE STUDIES AND PROBLEMS (20 hours)			
1.	Review of Public Information Directives (2)		
2.	Arranging a Press Conference or Briefing (2)		
3.	Arranging a Guest Cruise (2)		
4.	Community Relations Problem (3)		
5.	Public Relations Planning for a Fleet Exercise (3)		
6.	Public Relations at an Accident or Disaster (3)		
7.	Planning Special Events (5)		
SEM	INAR: REVIEW AND EVALUATION OF THE COURSE (3 hours)		

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, ¹	30M	DERIS: REVIEW AND EVALUATION OF THE COURSE (3 hours

Session 0-1 and 0-2

8.	Topic:	Introduction to Course
b.	Required Reading:	Introduction to Curriculum
		CONFERENCE SENSE (NavPers 91139)

c. Suggestions to Instructors:

Open the session with introduction of instructors by officer in charge. Ask each student to introduce himself and tell something of his personal and career background. Discuss course objectives and areas of instruction. Issue textbooks and other material required for course. Allow time for a question period.

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ARHA A - THE NAVY AND UNITED STATES WORLD POLICY

(19 hours)

Sessions A-1 and A-2

- a. Topic: THE MEANING OF SEA POWER
 b. Required Reading: NAVAL ORIENTATION, Chapter 1 and 2 THE PRINCIPLES OF SNA POWER, Admiral Robert B. Carney, USN, reprinted from U.S. NAVAL INSTITUTE PROCEEDINGS, August, 1953.
 c. Reference: Mahan, THE INFLUENCE OF SEA POWER UPON HISTORY. Sprout, FOUNDATIONS OF MATIONAL POWER.
 * TEACHING NAVAL HISTORY, USNA.
- d. Key Points:
 - 1. The Meaning of Sea Power.
 - 2. The beginnings of navies in the Mediterranean.
 - (a) Cretan civilization based on sea power. Downfall due to loss of sea power.
 - (b) Phoenician civilization developed through sea power.
 - 3. Sea Power and the Golden Age of Greece.
 - (a) Sea Victory at Salamis, not the land battle of Marathon that ended Persian mensee to Europe and soil.

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- (a) Non Wintery at Galanta, not the ladd settin of monobles himt quies sugar to herves and soil.

- (b) Greek safety in "wooden walls".
- 4. Roman Sea Power The Funic Wars.
 - (a) Initial failure of Rome to understand sea power.
 - (b) Roman see victory at Economus.
 - (c) Roman control of sea forced hannibal to use Alpine route to invade Italy ultimately ending in his defeat at Zoma.
 - (d) Roman Navy protects sea lanes.
- 5. Venice succeeds Constantinople as dominant sea power.
- 6. The Age of Exploration and Colonization.(a) Italy, Spain, Portugal, England.
- 7. Defeat of Spenish Armada and Rise of England as classical exemple of sea power.
- 8. British Sea Power from the Armada to the American Revolution.

Sessions A-3 and A-4

- a. Topic: THE HISTORY OF THE U.S. NAVY -FROM THE AMERICAN REVOLUTION FO THE WAR OF 1812.
- b. Required Reading:

c. Reference: Westcott, AMERICAN SHA POWER SINCE 1775. TEACHING NAVAL HISTORY. Mahan, THE INFLUENCE OF SHA POWER UPON HISTORY. (b) measure at gratum manual (b)

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Knox: A HISTORY OF THE U.S. MAVY. YOUR NAVY (MavPers 10600). d. Training Aids: Film, FN-6943A "History of the U.S. Navy - War of Independence" (21 minutes). Film, FN-6943B "History of the Navy - Wars with France and Tripoli" (20 minutes).

- e. Key Points:
 - The War of American Independence was in all its main features a maritime war.
 - 2. Military lessons:
 - (a) A maritime nation which is not self-sufficient is dependent upon sea borne commerce for existence.
 - (b) It is impossible to fight a maritime war without ships which can stand up to the enemy.
 - (c) Without neval support a numerous and competent merchant marine is useless.
 - (d) Any Army cut off from its overseas source of supply and reinforcement is impotent.
 - 3. John Paul Jones and the Continental Navy.
 - 4. Origin of Naval Traditions.
 - 5. Maval War with France.
 - 6. War with Tripoli
 - 7. Jefferson's Gunboat Policy advocated by Congress as cheap substitute for a Navy.

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stin, W-COASA "Martery of Fire o.s. Mary - Var of Independence" (21 minutes).

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Sessions A-5 and A-6

8.	Topic:	THE HISTORY OF THE U.S. NAVY -
		THE NAVY IN THE 19TH CENTURY.
b.	Required Reading:	None.
с.	Reference:	TEACHING NAVAL HISTORY.
		Westcott, AMERICAN SEA POWER SINCE
		1775.
		Stevens and Westcott, A HISTORY OF
		SEA POWER.
		Knox, A HISTORY OF THE UNITED
		STATES MAVY.
		Sprout, THE RISE OF AMERICAN NAVAL
		POWER.
		YOUR NAVY (NavPers 10600).

- d. Key Points:
 - 1. The period of peace 1815 to 1861.
 - (a) Naval technological developments.
 - (b) West Indies operations.
 - (c) Organization of five Bureaus to conduct business of Navy Department.
 - (d) Founding of Naval Academy.
 - (e) Opening of Japan by Commodore Perry.
 - (f) Mexican operations Conquest of California.
 - 2. Naval aspects of the Civil War.
 - (a) Value of industrial potential and Navy Yards concentration of Northern naval strength to destroy commerce and facilities of the South.

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- (b) Neval operations of the War.
- (c) Realization that improvization no longer effective in modern naval warfare.
- 3. Period of decline in Navy 1866 1880.
- 4. The New Nevy 1881 1897.
 - (a) The White Squadron.
 - (b) War College established 1885.
- 5. Spanish-American War and Roosevelt Ira 1898 1909.
 - (a) Primarily a naval conflict.
 - Effectively trained personnel with good equipment decisive in complete rout of enemy's fleet to end conflict. "Battle of Manila."
 - (b) Expansion in U.S. possessions primarily is a navel problem.
- 6. Importance of the maintenance of an adequate Navy to_handle any foreseeable commitment within prescribed limits.
 - (a) Roosevelt policy, "Speak softly but carry a big stick."
 - (b) Importance of prior preparation with intelligent reports of the enemy thereby developing proper tactics and strategy.
 - (c) Research and development admittedly an asset to any Navy.

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 - (b) Inportance of price properties with invalidant requere of the energy thereby dereased of proper booking and strainey.
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Sessions A-7 and A-8

8.	Topic:	THE EISTORY OF THE NAVY - WORLD
		WAR I TO WORLD WAR II.
Ъ.	Required Reading:	None.
C.	Reference:	Westcott, AMERICAN SEA POWER SINCE
		1775.
		Knox, A HISTORY OF THE UNITED STATES
		HAVY.
		Stevens & Westcott, A HISTORY OF
		SEA POWER.
		TEACHING NAVAL HISTORY.
		Sprout, THE RISE OF AMERICAN NAVAL
		POWER.
		YOUR NAVY (NavPers 10600).

d. Key Points:

- Energence of the U.S. into the twentieth century with insular possessions and global bases.
- 2. Great technological developments and techniques with corresponding research and development.
- 3. Theories of Mahan, Spykman and Mackinder and their influence on the aspiring world powers.
- 4. Rise of German Nevy to protect her sea trade and colonies.
- 5. Check of German expansion.
- 6. Japan in Far Hast.
- 7. Monroe Doctrine in New World.
- 8. Attempted move of Germany through Balkans, Turkey and Asia Minor which finally resulted in World War I.

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 - b. Isquired Readings ando.
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- 9. Wilson's Neutrality Proclamation Aug. 1914.
- 10. Congress authorized great naval building program.
- 11. Declaration of War on Germany.
- Rear Admiral Sims confers with Britain's First See Lord, Admiral Jellicoe.
- 13. Convoy system adopted.
- 14. Battle of Jutland.
 - (a) Effect of German Fleet's defeat.
- 15. The three main Allied naval operations:
 - (a) Blockade of Germany.
 - (b) Anti-submarine campaign.
 - (c) Transportation of American troops to France.
- 16. Development of submarine and air operations.
- 17. Success of submarine warfare almost stops England. Retaliation of like use of submarine by U.S. and convoy system enables England to come back.
- 18. Germany surrenders.
- 19. Post-war position of Japan mandated islands.
- 20. Inevitable post-war reactions.
- 21. Events leading to conferences.
- 22. Limitations of Naval Armament:
 - (a) Washington 1921 1922
 - (b) Geneva 1927
 - (c) London 1930
 - (d) Geneva 1932 1933
 - (e) Limitation ends December 1936 with failure
 of second London Conference 1935 1936.
- 23. Results of conferences.

- . Wilson's Scattering Freedmanthon Ann. 1914.
- 10. Engress sugarussed great says building processes.
 - 11. Declaration of Mar on Commency.
 - 12: Rear Americal Dime confere with Heristan's First. See Lard, Admirel Jellioods.
 - 15. Convoy system adapted.
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23. Romalin of conferences.

- 24. Failure to promote and support diplomacy with seapower results in:
 - (a) Manchuria 1931
 - (b) China 1932, 1937
 - (c) Ethiopia 1935
 - (d) Indo-China-1941
- 25. Technological developments make great strides in ships and air arm and a "New Order of Sea Power."

Sessions A-9 and A-10

- a. Topic: THE HISTORY OF THE NAVY WORLD WAR II
- b. Required Reading: None.
- c. Reference: Westcott, AMERICAN SEA POWER SINCE 1775. Stevens & Westcott, A HISTORY OF
 - SEA POWER.
 - TEACHING NAVAL HISTORY.

Sprouts, THE RISE OF AMERICAN NAVAL POWER.

YOUR NAVY (NavPers 10600).

Film, MN-6124 "Sea Power in the

d. Training Aids:

Pacific", (30 minutes).

- e. Key Points:
 - 1. New Neutrality Act of 1939.
 - 2. Neval expansion 1938-1940.
 - 3. Lease of bases to U.S. in Atlantic.
 - 4. Lend Lease Act of 1941.

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- 5. U.S. virtually at war in Atlantic actions in convoys.
- 6. Diplomatic mission from Japan Nov. 1941.
- Attack on Pearl Harbor Dec. 7, 1941. Open declaration of war.
- 8. Weather and its effect upon naval warfare.
- 9. Geography and Logistics:
 - (a) Science for global war comprised of Strategy, Tactics and Logistics.
 - (b) Development of Service Forces.
 - (c) Offensive naval tactics of U.S.
- 10. Global tactics of enemy repulsed by Allies through united efforts of all and immense "production" potential of an aroused U.S. citizenry.
 - 11. Development of Amphibious Warfare with "nonstatic" defense as Allied offensive in Pacific proves strategic success.
 - (a) Cerrier Task Force uses and effects.
 - (b) Gilberts marks shift to all-out offensive on part of U.S. and Allies.
 - (c) Neutralization of by-passed Japanese Island bases.
 - (d) Philippine Campaign.
 - (1) Submarines in Pacific.
- 12. Continued global action in Europe and Mediterranean stressing role of European Navies.
- Defeat of Enemies' Navies enables destruction at home reducing war to land actions.

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- 12. Excelose global estim in Europe and moditarraness
 - 13. Dofers of Parestes' Loving ambles designofices at hims badaciay says to land arbitran.

- 14. Amphibious invasions progress through North Africa, Sicily, Italy, Normandy, Mediterranean coast of France. Allies control seas and finally struck at will through France in a final sweep into Germany forcing a surrender.
- Finale in Pacific after strategic bombings terms signed aboard USS MISSOURI.

Sessions A-11 and A-12

- a. Topic: ORGANIZATION FOR NATIONAL SECURITY.
- b. Required Reading: NAVAL ORIENTATION, Chapter 9. OUR DEPARTMENT OF DEFINSE, AFIP 2.
- c. Key Points:
 - The Organization for National Security is composed of the National Security Council, The Office of Defense Mobilization, and the Department of Defense.
 - 2. The National Security Council.
 - a. The President and Vice President of the U.S.
 - b. The Secretary of State.
 - c. The Secretary of Defense.
 - (1) Joint Secretaries.
 - (2) Special Assistants.
 - (3) Armed Forces Policy Council.
 - (4) Assistant Secretaries of Defense.
 - (a) Joint Chiefs of Staff.
 - (5) Military Departments.
 - (e) Army, Nevy, Air Force.

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- 3. The Naval Establishment.
 - (a) Background and Development of the Department.
 - (b) Function and overall composition.
 - (1) The Navy Department.
 - (2) The Shore Establishment.
 - (3) The Operating Forces.
- 4. Director of Foreign Operations Administration.
- 5. Director of the Office of Defense Mobilization.
- 6. Secretary of Treasury.
- 7. Central Intelligence Agency.
- d. Suggestions to Instructor:

The Department of Defense Chart may be used for reference and discussion.

Sessions A-13 and A-14

8.	Topic:	ROLE OF THE ARMED FORCES - NAVY.
ъ.	Required Reading:	NAVAL ORIENTATION, Chapters 15, 16,
	ž	17, 18, 19, 24.
		Address by Admiral Robert B. Carney,
		USN, before the National Convention
		of the Military Order of the World
		Wars, Fittsburg, Oct. 27, 1953.
с.	Reference:	U.S. LIFE LINES (Nevop 04-P-105).
d.	Training Aids:	Film, MN-7838 "See Power for
		Freedom", (28 minutes)

e. Fey Points:

1. Importance of Oceans and Seas.

(a) Three-fourths of globe is covered by oceans

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The Departments of Defense Caset may be used for resolution and discussion.

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 - (A) Description of glille is something by populat

and seas all inter-connected and accessible.

- (b) Oceans and seas are international areas.
- 2. Major Mission of the Navy.
 - (a) Control of the Seas.
 - (1) Control encompasses control of air over surface and water under surface.
 - (2) Advantages of Control.
 - (a) Enables U.S. to project military power to enemy and prevent him from doing likewise.
 - (b) Permits continued use of seas in time of war to permit necessary materials import.
 - U.S. dependent on foreign sources for many vitel raw materials.
- Modern Methods of Achieving Control of the Sea.
 (a) Air-Surface Warfare
 - (1) Offensive
 - (a) Atomic approach.
 - (2) Defensive
 - (a) Atomic apprasch.
 - (b) Sub-surface Warfare
 - (1) World War II operations.
 - (2) Anti-submarine warfare.
 - (a) Special weapons and devices.
 - (3) Post-w r developments in sub-surface w rfare.

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4. Conclusions:

- (a) U.S. Navy must be able to control seas.
- (b) Navy <u>must</u> be maintained as "first line of defense" and as "first line of offense".
- (c) Navy must act as a deterrent to aggression.
- (d) Navy <u>must</u> be cognizant of all atomic developments and be prepared to use same if situation demands its use.

Session A-15

- a. Topic: ROLE OF THE ARMED FORCES -MARINE CORPS.
 - b. Required Reading: NAVAL ORIENTATION, Chapter 25.
 - c. Key Points:
 - 1. Mission of the Marine Corps.
 - (a) National Security Act of 1947 assigns the
 - Marine Corps primary responsibility for the training in and development of tactics and equipment of the landing force in an emphibious operation.
 - (b) Not a second land army.
 - 2. Historical Elekground.
 - (a) Original use as boarders and landing party.
 - (b) Increased use of coal and oil by Navy all over the world required defense for these bases.

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- (b) they tout to be beinded as "fire if any of all the '.
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 - (4) Original an maked an individual (4)
 - (b) Mainwand and an cool and an by Revy all ever the world sequences desirant for them.

- (c) Amphibious doctrine studied by Marines in 1920's and 1930's.
- (d) At start of World War II Marines were the only force in being that had a doctrine and trained troops for amphibious operations.
- 3. Marine Corps Aviation
 - (a) Mission support of Fleet Marine units in their operations.
 - (b) Primarily a tactical support weapon--well trained in close air support.
 - Marine organization is technically a separate service. Commandant is responsible directly to the Secretary of the Navy.
 - (a) Fleet Marine Forces and security detachments are under Naval Command.
 - 5. Components of the Marine Corps.
 - (a) Supporting Establishment.
 - (1) Administrative.
 - (2) Supply and Training Activities.
 - (b) Fleet Marine Forces.
 - (c) Security Detachments.
 - 6. Marine Corps today.
 - (a) Amphibious know-how with tactical close air support.
 - (b) Combat readiness.

- (a) Sumphistering contraction of shartener in light's and logo's.
- (d) An anime of World is II Martings were the malp Nerve in both, tost and a doutethe end tostated kroups for separations operations:
 - 3. Antida Corps Aviation
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 - (B) Dembert readings.

Session A-16

- a. Topic: ROLE OF THE ARMED FORCES ARMY AND AIR FORCE
- b. Required Reading: WHERE WE SERVE, AFIP 6.
- c. Key Points:
 - 1. Mission of the Army.
 - (a) Peacetime.
 - (1) Training in preparation for war.
 - (2) Special tasks.
 - (b) War
 - (1) Ground combat.
 - (2) Overall method of operation.
 - (a) Combined arms teams.
 - (b) Joint operations.
 - (c) Ultimate Objective destroy enemy land forces
 - in order to control vital ground areas.
 - (d) Scope of employment.
 - (e) * Summary of main points consistent with recent scientific developments.
 - 2. Mission and Major Roles of Air Force.
 - (a) Strategic Air Command.
 - (1) Concept of Air Power.
 - (2) Available Force.
 - (3) Deterrent Factor.
 - (4) Rapid Scientific Developments
 - (b) Tactical Air Command.
 - (1) Support of Army and Navy.
 - (2) Coordination of Armed Forces.

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- (c) Air Defense Command.
 - (1) Protection of U.S. from aerial attack.
 - (2) Limitations.
 - (3) Capabilities.

Session A-17

a. Topic: UNITED STATES FOREIGN RELATIONS -DETERMINANTS OF FOREIGN POLICY.
b. Required Reading: IS THE UNITED STATES SELF-SUPFICIENT? AFT 455.

> HOW TO MEASURE A NATION'S STRENGTH, AFT 463. HOW OUR FOREIGN POLICY IS MADE, AFT 457.

- c. Key Points:
 - The United States depends upon foreign countries for raw materials, agricultural products and scientific knowledge, and for a market for our goods.
 - 2. National strength depends on:
 - a. Location of a country.
 - b. Its shape and size.
 - c. Its climate.
 - d. Raw materials and industry.
 - e. Population.
 - f. Political and social organization.
 - g. Armaments.

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- 3. These factors are interrelated. No exact estimate can be made of a nation's strength.
- 4. All these factors bear on the economic and military power of a nation and how strongly it can influence world public opinion.
- 5. Definition of Foreign Policy.
- 6. Roles in Determining Foreign Policy.
 - a. President.
 - b. Department of State.
 - c. Congress.
 - d. The People.
 - e. The Armed Forces.

Sessions A-18 and A-19

a. Topic:	UNITED STATES FOREIGN RELATIONS -
æ,	GLOBAL COMMITMENTS.
b. Required Reading:	WHAT IS AGGRESSION, AFT 454.
2	THE U.N A LOOK AT THE RECORD,
	AFT 419.
	INTER-AMERICAN DEFENSE, AFT 437.
	NATO, AFT 471.
	WHY WE SERVE IN THE FAR HAST,
	AFT 469.
c. Reference:	EUROPE UNITING, AFT 445.
	WHERE WE SERVE, AFIP 6
	PEACE FOR THE LONG HAUL - A TREATY
	WITH JAPAN, AFT 386.

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THE SITUATION IN SOUTHEAST ASLA, AFT 453. THE WAR IN INDOCHINA, AFT 439. INDIA- ORIENTAL 'THIRD FORCE'?, AFT 391.

- d. Key Points:
 - 1. Soviet foreign policy and the aims of international Communism.
 - a. Diplomatic warfare.
 - b. Propaganda and political warfare.
 - c. Subversion from within.
 - d. Economic warfare.
 - e. Other non-military forms of aggression.
 - 2. The United Nations.
 - a. Purposes.
 - b. Organization.
 - c. What it has accomplished.
 - 3. United States Policy and Commitments in the American Hemisphere.
 - 4. Europe and the Atlantic.
 - a. European Defense Community.
 - b. NATO.
 - 5. Pacific Defense.
 - a. Soviet objectives in the Far East.
 - b. United States defenses in the Pacific.
 - c. Aid to non-Communist nations in the Pacific.
 - d. ANTUS Pact.

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AREA B. FOUNDATIONS OF PUBLIC COMMUNICATION

(22 hours)

Session B-1

- a. Topic: THE IMPORTANCE OF RELATIONSHIPS WITH THE PUBLIC.
- b. Required Reading: PUBLIC RELATIONS SENSE, (NavPers 91786)

MILITARY PUBLIC RELATIONS, an address by Admiral Robert B. Carney before the Public Relations Society of America, May 5, 1954. NAVY PUBLIC RELATIONS MANUAL, Appendix A. Chapter 1.

- c. Key Points:
 - In a democratic nation, what goes on in every branch of government is the public's business. Within limits of security, Navy must keep the people informed:
 - (a) So that they can make the decisions that will permit the Navy to carry out its mission in defense of the country, and
 - (b) To create a public attitude toward the Navy which will build morale and produce top performance.

2. Navy has not always appreciated importance of public

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 - (5) Va truele > public stillune toways the mays which will belld morals and proques top.

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relations. At close of World War II, Navy prestige was at a much lower level than Navy accomplishments should have merited.

- Necessity of achieving balance between security requirements and desirability of free flow of information.
- 4. Development of Navy Public Information.
- 5. Objectives of Navy Information:
 - (a) To inform.
 - (b) To educate.
 - (c) To create and sustain good vill.

Session B-2

- E. Topic: DEFINING FUBLIC RELATIONS AND FUBLIC INFORMATION.
- b. Required Reading: Cutlip & Center, EFFECTIVE PUBLIC RELATIONS, Chapter 1.
- c. Reference: Lesly, PUELIC RELATIONS HANDBOOK, Chapter 1.
- d. Key Points:
 - Definitions of and distinctions between publicity, public relations, propaganda, and advertising.
 - Public relations activities are not ends in themselves but rather means to achieving good relationships with the public.
 - 3. Four possible "pathways to public favor".

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Session B-3

- a. Topic: GROWTH AND DEVELOPMENT OF PUBLIC RELATIONS.
- b. Background: Public relations, as it is practiced in business and government today, did not just happen. It exists, as it has existed in one form or another for thousands of years, because there is a definite need for a catalyst in the process of communication between large organizations and the people inside and outside them.

The process and practice of public communication can be best understood against the background of the social factors that have given rise to public relations on its present scale. Required Reading: Cutlip & Center, EFFECTIVE PUBLIC RELATIONS, Chapters 2 and 3.

d. Reference: Harlow and Black, PRACTICAL PUBLIC RELATIONS, Chapter 1.

c. Key Points:

C.

- Force of public opinion was recognized long before modern terms were used to describe it. Roman expression: "Volce of the people is the voice of God".
- Public relations has developed to meet the needs of groups which sought public support.
- Samuel Adams and his associates as "press agents" of the American Revolution.
- 4. Amos Kendall and Andrew Jackson.
- 5. P.T. Barnen and the theatrical press agents.

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- Big business shifts from "Public be damned" attitude of late 1800's. Rise of public indignation against the "robber barons".
- 7. Ivy Lee and Edward L. Bernays.
- 8. Theodore Roosevelt sets a new pattern for White House press relations.
- 9. Government public relations in World War I.
- Growth of public relations in government and industry since World War I.

Session B-4

- a. Topic: PUBLIC INFORMATION IN GOVERNMENT AND ARMED FORCES.
- b. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapters 22 and 25.
 c. Reference: Pimlott, PUBLIC RELATIONS AND AMERICAN DEMOCRACY, Part II.
- d. Key Points:
 - American concept of government demands free flow of information between government and the people.
 Flow must go in both directions.
 - Pimlott's "two main arguments" for practice of public relations by government: reportorial and administrative.
 - 3. Objectives of government information efforts.
 - 4. Causes of hostility toward public relations in government.
 - 5. Growth of public relations in the Armed Services.

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- 6. Defense Department Office of Public Information.
- 7. Relationship between public relations and legislative liaison.

Session B-5

- a. Topic: PERSONAL PREPARATION FOR INFORMATION DUTIES.
- b. Background: Public and internal information jobs are not mechanical tasks. Information and publicity are not commodities cranked out of a machine. Nor is an understanding of how to write acceptable press copy or where to find the right USAFI manual or Armed Forces Talk enough to make a good information officer out of a good naval officer.

It is no coincidence that much of modern public relations practice has grown up during a period of great progress in the social sciences, for public relations and internal information are aspects of something larger called "human relations". In spite of the vast strides the social sciences have made in the last 50 years, progress in human relations has lagged far behind progress in the physical sciences. Most people in and out of uniform agree that in the long run the world's problems must be solved in the area of human relations, not with bigger and better bombs. 6. Defease Degestment Office of Fublic Incommittee.

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 c. Required Reading: Cutlip & Center, EFFECTIVE PUBLIC RELATIONS, Chapter 27.
 d. Reference: Harlow & Black, PRACTICAL PUBLIC

d. Reference: Harlow & Black, PRACTICAL PUBLIC RELATIONS, Chapters IV and V.

e. Key Points:

- Information officer must be a capable, wellrounded naval officer.
- 2. He must get along well with people and like to deal with them.
- 3. He must have administrative ability.
- Other officers will judge all information officers by his performance.
- 5. The public will judge the Navy on the basis of impression made by him.

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Session B-6

a. Topic:

ORGANIZING THE INFORMATION PROGRAM -INFORMATION FOR A PURPOSE.

This type of operation reduces pub-

b. Background: Possibly the greatest single weakness in most information programs that don't quite succeed lies in their lack of planning.

> A good many information people, civilian and military alike, look on public relations and internal information as a one-way street down which flows a continual stream of traffic, always from the organization to the public. The traffic never stops on this street. It flows on and on, without ever a pause to see where it is going, whether it is needed in the first place, and what it can accomplish if it reaches its destination.

lic relations to publicity, and measures its success in the number of words ground out or in the volume of press clippings collected every morning. It never gives a thought to the possiblity that perhaps publicity is not needed and may not even be desirable, or that a problem might exist that cannot be solved by publicity alone or by the type of publicity now being issued.

When conducted along these lines, an information program not only is ineffectual-and therefore a waste of time and money--but it b. Mode in now for the presses ingle wolenear in now for the presses in the presses of the near in now for the press bids programs time doin's with subgroup 32 at the theory bids of playming.

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may be harmful, as well.

A public relations or internal information program should be designed to accomplish a purpose. It should be initiated because there is a specific need for it. The program should have definite goals, and a route should be mapped to lead to these goals.

Information goals, like any other objectives, may be long or short range. A good information program will contain both, just as sound military planning contains elements of both strategy and tratics.

Before an information officer can solve a problem, he must define it. His major tools, both in defining the problem and in solving it, are facts. All facts from every possible source should be collected and verified, then weighed and evaluated.

On the basis of his evaluation of the facts, the information officer decides upon a course of action, outlines steps to be followed, and only then does he put his plan to work.

His task does not end there, however. He must re-evaluate the problem periodically, modifying short term goals and adjusting the program as may be necessary. And he should also observe and evaluate the results of his efforts, adopting for future use whatever lessons he may have learned any be harmfal, as well.

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Cutlip and Center speak of this process as one of fact-finding, planning, and communicating. In the remainder of Area "A", we shall examine these three functions in some detail. Required Reading: Cutlip and Center, EFFECTIVE PUELIC RELATIONS, Chapter 5.

d. Key Points:

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- Necessity of first defining the problem before trying to solve it.
- Importance of two-way flow of information. "Imphasis on fact-finding and planning largely distinguishes public relations from the straight publicity function."
- Value of research (not necessarily formal research) in public relations.
- 4. Defining the publics.
- 5. Selecting the audience.

Session B-7

- a. Topic: ORGANIZING THE INFORMATION PROGRAM -PLANNING.
 - b. Background: A well planned information program does not subordinate long range goals in favor of expediency. It keeps in mind the ultimate objectives of the organization while taking into account every day problems.

Adapted in part from "The Anatomy of Public Relations Procedure," Copyright, 1953, by Dr. Howard Stephenson, President, Community Relations, Inc., New York, Used with permission.

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 - 4. Definition and publics.

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b. Suckground: A will planned intrassetten program does not auboritmits image room parts to four of verpressioner. It module is raind the elitamite objecitves of the origination that while is high into account overy day problims.

Adapted in pert from "Ne Anabas of Fublic Anabisa Processive, Copyvight, 1953, by Hr. Howard Stadhenwoo, President, Community Nelstican, Inc., New York, yard with presidented A few minutes--or even a few days-of planning, writing down objectives, and fitting the program to the need may save days or weeks of fruitless wheel-spinning when the program actually is put into effect.

This is not to say that the information officer must go by a book. There are situations where he has little or no time to plan and no opportunity to break out a magic formula. But no commander would schedule a major operation without planning, and no command should try to solve its public or internal information problems on the spur of the moment. The military commander rises to emergencies because he has first learned the fundamentals of his profession in planned exercises and operations. The information officer who is used to planning his program to achieve a specific result is also more likely to think clearly and make sound judgements quickly than is the PIO who finds it easier to operate by hunch and guesswork.

c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 6.

d. Reference: Lesly, PUBLIC RELATIONS HANDBOOK,

Chapter 23.

e. Key Points:

1. Analyze the public relations problems.

2. Establish long and short range goals.

3. Adopt a plan of action.

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S. Eng Points:

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. Adopt a place of Action .

- 4. Obtain policy guidance and concurrence of the command.
- 5. Carry out the program as planned.
- 6. Evaluate results.

Session B-8

- a. Topic: LIMITING THE FUNCTION: RELATION-SHIPS WITHIN THE STAFF.
- b. Background: Public relations is a frequently

misunderstood function both in government and in the business world. The public relations director or information officer often is left off the routing slip when he should be consulted, and he often is expected to do things that are not properly within his bailiwick. This is true of any relatively new function, but it becomes less true as the information officer becomes a recognized member of the staff "team."

Gaining acceptance of himself and his function by the staff is essential to the information officer's success in his job. Unfortunately, this cannot be done by formula. No two commanders, not two staffs, no two information officers are exactly alike. The information officer must gain the confidence of his command and demonstrate his ability to do his job efficiently and effectively.

Cutlip and Center offer some sound

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advice on clarifying the function and putting its boundaries in writing.

- c. Required Reading: Cutlip, INTEGRATING THE FUNCTION, Chapter 10.
- d. Key Points:
 - Information officer's relationship with other members of the staff largely determines how successful he will be in his job.
 - Difference between public relations as a means and the state of good public relationships which is an end.
 - Importance of defining the functions of the information officer to avoid conflict with other staff functions.

Session: B-9

a. Topic: 🦩

INTRODUCTION TO PUBLIC OPINION--THE NATURE OF OPINIONS AND ATTITUDES.

b. Background: Every information endeavor, whether

it is directed to an external "public," to members of the organization sponsoring the campaign, or to a small boy whose mother tells him it is dangerous to play in the street, is designed to affect behavior in some way. A press agent's fiction about a movie starlet is intended to increase her popularity. A clergyman's sermon, which may be entirely factual in content, is designed to make elvice on clarifying me function and putting the beorderice in writing.

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his congregation behave in a certain way. An Armed Forces Talk about the foundations of democracy is designed to increase the serviceman's appreciation of American ideals and to make him a better soldier, sailor, airman or Marine. It motivates him to fight for democracy.

Military public information may be an entirely dispassionate statement of fact. It may contain no element of persuasion. Yet its aim is to increase public understanding and support of the Armed Services. It is designed to produce certain types of behavior on the part of the public, behavior that is considered favorable to the services and in the public interest. There is nothing inappropriate in attempts by units of government, including the Armed Services, to achieve public understanding of their missions and problems or public support for their activities. Without such public understanding and support, no large government unit could function.

c. Required Reading: None. 14

d. Key Points:

 The four factors in human actions: stimulus, response, personality variables, and situational variables.

14 See Appendix D.

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- 2. Attitudes as personality factors affecting individual responses to stimuli. Definition of an attitude.
- Characteristics or measurable dimensions of an attitude: direction, degree, intensity, and saliency.
- Information is most likely to affect saliency before it affects other characteristics of an attitude.
- 5. Attitude measurement.
- 6. Informal attitude measurement.
- 7. Opinions and attitudes.
- e. Suggestions to Instructors:

Present as a lecture, pointing out that the purpose of sessions B-9 through B-15 is not to produce accomplished opinion analysts but rather to provide a fundamental understanding of opinion processes which can be of value in planning and carrying out an information program.

Session B-10

- a. Topic: WHAT IS "PUBLIC" OPINION?
- b. Background: We have seen that attitudes are internal predispositions to act in certain ways toward certain things and that opinions are expressions of internal predispositions toward specific issues (and that there is no distinct

dividing line between the two). But up to now we have been talking about private, personal opinions. What is this thing called "public" opinion?

To answer this question, ve must

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To summer this question, we must

first decide what we mean by "public." Are we talking about the whole world, everybody in the country, the whole town, or some more limited group? One accepted definition is that a public is a group of people--not necessarily all in one place, known to each other, or organized in any way--who are all affected by one issue. This viewpoint sees the concept of "public" dependent entirely on the definition of the issue. The more narrowly the issue is defined, the smaller and more special becomes the public.

c. Required Reading: NAVY PUBLIC RELATIONS MANUAL,

art. 2102 and 2103.

d. Reference:

Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 43-49. Katz, PUBLIC OPINION AND PROPAGANDA, pages 62-66.

e. Key Points:

- 1. Definition of a public.
- 2. Discussion of the Navy's publics.
- 3. Mass and crowd behavior.
- 4. Public opinion is a concensus, not a unanimous feeling. It is shaped not only by the number of opinions on each side of the question but also by the degree and intensity of individual opinions. The articulate minority may have more influence on public opinion than the majority.
- 5. Three phases in the process of opinion formation:

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rise of the issue, discussion, and arrival at concensus.

Session B-11

a. Topic: COMMUNICATION AND THE FORMATION AND CHANGING OF OPINIONS.
b. Required Reading: None.

c. Reference: Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 61-69. Ketz, PUBLIC OFINION AND PROPAGANDA, pages 382-393.

- d. Key Points:
 - People do not judge issues on basis of fact but rather on individual interpretation of facts.
 - Our vision is obsured by what Lippman calls "pictures in our heads."
 - 3. In order to affect opinion, a persuasive message must actually reach the sense organs. The individual must be more than exposed to it. He must perceive it.
 - 4. For mass persuasion methods to induce a person to behave in a particular way, that person must be made to see the action as a path to some personal goal.
 - 5. To induce the action, the message must reach the individual at a time and place where he not only will be motivated but also will have the opportunity to react in the manner desired.

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 - 5. In lide of the , the manage must reach the initial at a the man place where he sky unit will be solivated but sign will have the approximity by reach in the manage reacted.

e. Suggestions to Instructors:

Exphasize the concept of stereotypes,

"pletures in our heads," which is central to the whole area of public opinion. Illustrate key points with examples.

Session B-12

- a. Topic: RFASONS FOR FAILURE OF INFORMATION CAMPAIGNS.
- b. Required Reading: None.
- d. Reference: "Report on an Educational Campaign: The Cincinnati Plan for the United Nations," AMERICAN JOURNAL OF SOCIOLOGY, January 1950. Katz, PUELIC OPINION AND PROPAGANDA, pages 552-531.
- e. Key Points:
 - 1. Information output is not equivalent to information actually absorbed by the public.
 - Absorption of information is uneven. Information is more likely to be absorbed by people who are interested in a subject than by people who are spathetic.
 - 3. It is more likely to be absorbed by people who are already favorably disposed.
 - 4. This process of "self-selection," whereby people who least need to be convinced are most likely to listen to the message, m kes the information

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 - 4. Wile process of "edif-unitection." Mierely people Mos level need to be convinced any maps illuding to "listen to the second and an interesting.

officer's job more difficult and makes publicity output a poor index of success.

5. Information alone does not always change opinions. It is usually necessary to make the "common man" see some likelihood of personal gain or gratification of some desire in order to induce him to think or act in a given way.

Session B-13

- a. Topic: FACTORS IN PERCEPTION AND BELIEF.
 b. Beckground: In the previous session, we saw how information compaigns can fail to increase public knowledge on issues publicized or to affect public attitudes toward the subject. In this session, we shall examine some factors that diffectly affect perception of the message and bear on whether or not the message, once received, is likely to be believed.
- c. Required Reading: None.
- d. Reference: Kuts, PUBLIC OPINION AND PROPAGAMDA, pages 313-319, and 337-347. "Resistance to Counterpropaganda Produced by One-Sided and Two-Sided Presentations," PUBLIC OPINION QUARTERLY, Fall 1953.

c. Rey Points:

1. People with strong feelings on a particular subject often fail to perceive a message which conflicts sufficients a proportion of strangers, and soldiers indicated by

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with their own attitudes, or will distort the message so that it does not conflict.

- People are more likely to believe a message from a credible source than from one they consider untrustworthy--regardless of the content of the message.
- 3. In presenting a persuasive argument, it is viser to present both sides of the argument, refuting opposing points during the discussion. This procedure tends to "inoculate" the audience against effects of later opposing arguments.
- f. Suggestions to Instructors:

Present as lecture, describing experiments discussed in reference material. Relate to Navy information problems through the use of examples.

Session B-14 ~

 a. Topic: MEASUREMENT OF PUBLIC OPINION.
 b. Background: The research reports discussed in earlier sessions show how complex and opinion measuring problem can be, and how many controls are necessary to insure that results ascribed to stimuli introduced by the experimenter were not actually caused by other factors. This session consists of a lecture on opinion measurement, briefly discussing problems of sampling, question bias, coding, analysis, and other matters of research design. with their can wreitnigs, or will distort the modeling an inel it date not contiter.

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- c. Required Reading: None.
- d. Reference: Berelson, RMADER IN PUBLIC OPINION

AND COMMUNICATION, pages 499-510.

- e. Key Points:
 - 1. Defining the purpose of the survey.
 - 2. Selecting the population to be covered by the survey.
 - 3. Problems of selecting an unbiased sample.
 - 4. Use of "open"and "closed" questions.
 - 5. Necessity of avoiding emotionally "loaded" questions or wording which suggests certain unswers.
 - 6. Training of interviewers.
 - 7. Coding questionnaire answers for case of tabulation.
 - 8. Interpreting survey results: dangers of too broad generalization from limited data.

Session B-15 -

- a. Topic: PUBLIC OPINION AND DEMOCRACY.
- b. Background: No preoccupation with the processes

of opinion formation and change should be permitted to overshadow our understanding of the place of public opinion in our Democracy. Our government is founded on the principle of popular sovereignty. Everything it does depends, in the long run, on the will of the people.

- c. Required Reading: None.
- d. Reference: Katz, PUBLIC OPINION AND PROPAGANDA, pages 33-48, 226-233, and 508-522.

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Berelson, READER IN FUELIC OPINION AND COMMUNICATION, pages 465-468.

- e. Key Points:
 - 1. Summary of the degree of public interest in and attitudes toward major issues.
 - Opinion research as a link between the people and "big government." The use of polls to ascertain public opinion on important issues.
 - 3. The moral issues raised by knowledge of mass persuassion techniques: the choice between "being a less than fully effective technician and a scrupulous human being or an effective technician and a less than scrupulous human being."
 - 4. Mis-use of mass persuasion: Goebbels' propaganda techniques.

Sessions B-16 and B-17

٤.	Topic:	COMMUNICATING WITH THE PUBLIC:
		FACTORS IN COMMUNICATION.
Ъ.	Required Reading:	Cutlip and Center, EFFECTIVE PUELIC
		RELATIONS, Chapter 7.
с.	Reference:	Lee, LANGUAGE HABITS IN HUMAN
		AFFAIRS.

Chase, TYRAHNY OF WORDS.

d. Key Points:15

1. Barriers to communication: censorship, lack of

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time to communicate fully, distortion arising from compressing and abridging, vocabulary difficulties, and fear of facing facts.

- 2. Communication is most effective when based on common experience.
- 3. Need for improvement of communication: misunderstandings are often caused by different interpretations being given the same word.
- 4. Words, like billboards, are signs. They signify certain "things" to people who have learned to interpret them as signs of these "things."
- 5. The circumstances under which a sign signifies a certain "thing" comprises the context of the sign.
- 6. There is no guarantee that a sign will signify the same "thing" to the same person in different contexts or that it will have the same meaning for different interpreters in the same context.
- 7. Words are like road maps. They represent something. They are not the thing itself any more than a line on a map is the road.
- 8. Words are based on observations or perceptions which necessarily are incomplete. Every observation is an abstraction (simplification). It records salient features of the "thing" and ignores features which are not important in the particular context.
- 9. Inference based on verbal description is reliable only when it takes into account the "non-allness"

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of the description. In drawing conclusions, it must be remembered that "facts" are only partial and that every description contains an implied "etc."

- 10. The changing nature of most "facts" and the difference between characteristics of the group and of individual members can be emphasized by the mental habit of indexing.
- 11. Because the reader or listener does not evaluate critically, the communicator must do this for him. A writer or speaker who is conscious of these pitfalls of language can help his audience avoid them.

Session B-18

- a. Topic: WRITING FOR READERS: GETTING
 - b. Background: In THE TYRANNY OF WORDS, Stuart Chase tells of an immigrant plumber who wrote to a government bureau asking advice about using hydrochloric acid to open stopped up pipes. The Bureau, in unintelligible gobbledygook, advised against using the acid. The grateful plumber wrote back, full of thanks, assuring the Bureau that he would follow its advice and use the acid. Somewhat concerned, the Bureau wrote another letter of caution, again in technical jargon the immigrant could not hope to understand.

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- 10. The dimuging values of most "frees" and the diffusance between emissisticitation of the group and of materialist numbers on he appliedled by the model bants of theories.
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Again, the plumber answered, still glad the Bureau agreed. Finally, someone in the Bureau took the bull by the horns and wrote: "Stop using hydrochloric acid. It eats hell out of the pipes."

A good deal of Navy writing also obscures its meaning in awkward, stilted phraseology. The civilian, especially the newspaper editor, who gets a letter or news release from the Navy that is full of unexplained shop-talk or stuffy official verbiage will not waste time trying to understand it. He simply gives it the deep-six.

In dealing with the public, the burden is on the communicator. It is his job to make himself clear. If he fails to do so, it is his-fault, not the reader's.

Previous assignments contained some theoretical considerations about language and the behavior of words or signs." The next flve assignments examine some practical suggestions from the editor of an engineering magazine whose job for a number of years has required him to tr nslate technical talk into every day English.

We could spend five days or five weeks studying Shidle's CLEAR WRITING FOR EASY ILLING. But since time is limited, we will go through it rapidly. Our practice in clear writing Aprili, tao piratan ananarat, anili pini tao Darena aprost. Fishili, assocar in the horas book the ball of the horas and wrotes 'hold waing symrochlorite actd. It wild hall out of the pione.

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does not end with these five sessions, however. Shidle's theories about plain talk should be borne in mind when we come to press copy, radio, and public speaking later in the course.

- c. Required Reading: Shidle, CLEAR WRITING FOR EASY NEADING, Chapters I - IV.
- d. Key Points:
 - Sloppy writing often is a sign of sloppy thinking. The best way to avoid sloppy writing is to get thoughts in order before beginning to write.
 - The "peg" is a useful device for getting thoughts in order. It is a single sentence in which is expressed the central idea of the piece to be written.
 - Practice in writing "pegs" on which to hang a story or a letter will lead to clearer writing.

Session B-19

- a. Topic: WRITING FOR READERS: BUILDING THE "LEAD" ON THE "FEG."
 b. Required Reading: Shidle, CLEAR WRITING FOR EASY READING, Chapters V & VI.
- c. Key Points:
 - The next step after finding a "peg" sentence is to build a "lead" paragraph.
 - 2. The lead paragraph states the central idea more completely than the "peg."
 - 3. The load is the actual beginning of the finished

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article. It tells the reader what the piece is about without making him wade through several hundred words of useless introduction.

Session B-20

a. Topic: WRITING FOR READERS: SUSTAINING THE FLOW.

b. Required Reading: Shidle, CLEAR WRITING FOR FASY READING, Chapters VII and VIII.

- c. Key Points:
 - 1. Lively sentences keep the reader moving through the article.
 - To keep the piece flowing smoothly, sentence structure should vary. Sentences should not be too long.
 - 3. To improve writing style, listen for sentences that march" and try to write more of them.

Session B-21

- a. Topic: WRITING FOR READERS: CHOOSING THE WORDS.
- b. Required Reading: Shidle, CLEAR WRITING FOR MASY READING. Chapters IX through XII.

c. Ley Points:

1. "Deed" words have no color. They convey no feeling. Effective writing contains "words that live." anglals. It tills the reason that the place is a second to be and the later second to be and the second to be and to

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Session B-22

a. Topic:

WRITING FOR READERS: SUPPLARY OF THE TOPIC.

b. Required Reading: Shidle, CLEAR WRITING FOR EASY READING, Chapters XIII through XV.

c. Suggestions to Instructor:

d're

Shidle's book is deceptively easy reading. He has applied his own system in writing it. It is easier to read a book on clear writing than to write clearly. Refer to Shidle periodically throughout the course, especially in the sections devoted to press and radio copy and public speaking. Urge students to keep in mind his suggestions about the "peg", the "lead," "sentences that march." and "words that live."

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AREA C - THE NAVY'S INFORMATION PROGRAM

(37 hours)

Session C-1 and C-2

- a. Topic: MISSION AND RESPONSIBILITIES
 b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapters 1 and 2.
- c. Reference: General Order 19.
- d. Key Points:
 - The public information mission of the Navy is to keep the public informed of the necessity for the Navy as an instrument of national security, and of the activities of the Navy within the limits of security requirements.
 - 2. All_commands are responsible for carrying out this mission.
 - 3. Secretary of the Navy is directly responsible for relationships between the Navy and the Public.
 - Chief of Neval Operations is responsible for implementation of Secretary's policies throughout the Naval Establishment.
 - 5. Mission of the Chief of Information is to collect appropriate information within the Naval Establishment for dissemination to the public and to keep Naval personnel informed regarding Naval policies.

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- Office of Public Information, Department of Defense, is the sole releasing agency at the seat of government.
- Commandant, U.S. Marine Corps, is the direct representative of the Secretary of the Navy regarding Marine Corps public information.
- 8. Bureaus and Offices are responsible for implementing public information policies in shore activities under their control.
- 9. Commanders in Chief of Fleets and the Chief of Naval Air Training are directly responsible for public information matters within their commands.
- Naval District Commandants are responsible for public information matters in the areas under their commands.
- 11. Public Information Officers have definite duties and responsibilities as defined in the Navy Public Relations Manual.

Session C-3, C-4 and C-5

- a. Topic: CRGANIZATION OF NAVY INFORMATION.
 b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapters 3 and 4.
- c. Hey Points:
 - 1. Organization of the Office of Public Information, Department of Defense.
 - 2. Organization of the Office of Information, Navy Department.

- 6. SWILDE of Fublic Information, Importments of Informat, to the sole releasing agency sit the mast of gavenue coult.
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 - 11. Fabile Information Officery news Societie Excens and requestibilities as derived to the News Public Selected Taxael.

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- Organization of a ship or station public information office.
- Definition and interpretation of public information activities.
- 5. Assignment, fitness, designation, and training of information officers.
- 6. The Journalist program.
- 7. Accounting and expenditure of funds.

Sessions C-6 through C-10

ε.	Topic:	MANAGEMENT AND ADMINISTRATION OF
		THE PUELIC INFORMATION OFFICE.
ъ.	Required Reading:	NAVY PUBLIC RELATIONS MANUAL,
		Appendix A, Chapter 2.
с.	Reference:	MANUAL OF NAVAL PHOTOGRAPHY,
	æ.	Chapters 1-4. (classified)

d. Key Points:

- 1. Qualifications of the information officer.
- 2. Physical requirements for the information officer.
- Relationship between the information officer and the commanding officer.
- 4. Relations with other members of the staff.
- 5. Staff and equipment required.
- 6. Administration of the photographic laboratory.
- e. Suggestions to Instructor:

Devote one to two hours to lecture and discussion. Arrange field trips to the Public Information Offices of Feadquarters, Ninth Naval District, and Naval Training Center, Great Lakes, where the

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Session C-11

a. Topic: INTERNAL RELATIONS: CIVILIAN EMPLOYEES.

b. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, pages 187-198.

c. Reference: Harlow & Black, FRACTICAL FUELIC RELATIONS, Chapter IX. Lesly, FUELIC RELATIONS HANDBOOK, Chapter 5.

d. Key Points:

- Approximately one-third of Armed Forces manpower is made up of civilians. The Armed Forces employ about half of the civilians working for the entire federal government.
- Civilians do essential jobs for which uniformed personnel normally are not available. About half of the Navy's employees are veterans.
- 3. Civilian employees must be made to feel that they are part of the team. Bad feeling among maval and civilian personnel hurts both and is bad for the Navy.
- 4. The civilian employee suggestion program increases officiency and builds morale.
- 5. Internal communic tions bulletin boards, station newspapers, etc. - should not overlook civilia

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employees. Civilians can also be news sources for stories which will reflect creditably on the command and the Navy.

Sessions C-12 and C-13

- a. Topic: INTERNAL RELATIONS: ARMED FORCES INFORMATION AND EDUCATION.
- b. Required Reading: Stephenson & Pratzner, PUBLICITY FOR PRESTICE AND PROFIT, Chapter 13.
 c. Reference: INFORMATION AND EDUCATION MANUAL,

(NavPers 16,963). Lesly, FUBLIC RELATIONS HANDBOOK, Chapter 6 and 35. Harlow & Black, PRACTICAL PUBLIC RELATIONS, Chapter XXVII. Bently, EDITING THE COMPANY PUBLICATION, Chapters 1, 3-13, 17-20, 23 and 27.

d. Key Points:

- 1. The purpose of an internal publication.
- 2. Keeping the publication geared to the audience.
- 3. Use of internal publications to explain command policy, outline Havy directives and policies of interest to readers, and show the Navy's role in national affairs.
- 4. Navy internal publication: ALL HANDS and NAVAL AVIATION NEWS.

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- 5. Use of the Armed Forces Press Service clip sheet and mats.
- 6. Armed Forces Radio Service in areas outside the United States.

Sessions C-16, C-17 and C-16

- a. Topic: COMMUNITY RELATIONS.
- b. Background: The state of national public opinion on any issue is the sum of local opinions. If the issue has local as well as national flavor, local opinions are more likely to be affected by local aspects than by any but the most transcendental of non-local factors. Barring questions of high policy and sensational announcements with high emotional content--both of which tend to affect public opinions on specific, and usually temporary, issues--national public opinion toward the Navy, that is the degree of respect in which the Navy is generally held by the American people, will depend to a large extent on how people in large and small communities all over the country feel toward local naval installations.

Is it a good employer? Are its people well behaved? Does its management care about the community? Does it contribute to community life or just take from it? Does it serve a useful purpose? Is it wasting the taxpayer's money? These are some of the questions

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Unfortunately, these questions are not always asked aloud. More often they are asked silently, even unconsciously, as people of the community form their opinions of the Navy.

The answers are based on day-today impressions of the installation as a neighbor. A chance remark by a civilian employee -- the appearance of buildings, fonces, and gates--the attitude of sentries or base police -- a speeding or double-parked Navy car -- a Navy wife active in PTA-- uniformed men and women acting offensively in public -- a proudly worn uniform -- a salute, smartly rendered and smartly returned -- the annual contribution to the Community Chest--these are the sources of contact between the Navy and the community. To the community, they tell whether or not the Navy is a good neighbor, a local asset. For the Navy, they largely determine the reception that awaits liberty parties, the velcome accorded Navy families seeking housing in the community, what kind of white and blue collar workers will upply for Nevy jobs and how parents and educators will look upon Navy recruiting offorts, how the local police will handle minor infractions by men in uniform, and a score of other purely local matters, as well as the extent to which the Navy

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ean count on public support in nutional affairs. Not all of these matters fall

under the direct purview of the information officer, of course. But all impinge on his domain to some extent. The information officer and his commander, who build within the command an awareness of the fact that casual as well as official contacts with the community do affect the welfare of the Navy, and of Navy people, have made a significant step in the direction of good public relations.

It is impossible to divorce questions of community relations from internal relations. The man who occupies an important civilian post during working hours leaves the base and becomes a member of the community public at 1630. Both.public and internal relations suffer if the Navy treats him with less consideration in either capacity than in the other. The Navy's greatest community asset will always be the good will of Navy men and women and their families, and of civilian employees, who live in the community. Their grievances become public knowledge and their loyalty to the service and the command likewise do not go unnoticed.

c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 12. Stephenson and Pr taner, PUBLICITY 150

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d. Key Points:

- 1. The importance of community relations.
- Lundborg's three types of policies: negative, passive and positive.
- 3. How to study the community.
- Analysis of special interest groups: youth, industrial, labor, educational, women's, religious, veterans, racial, fraternal, and civic.
- 5. Navy-interest groups The Navy League, Navy Clubs, etc.
- 6. Cooperation with civic organizations.

Sessions C-19 and C-20

- a. Topic: INVITING THE COMMUNITY ABOARD: CRUISLS AND OPEN HOUST.
- b. Background: Just as a picture is more expressive than a description, nothing can take the place of experience. It was this fact that lead the late James Forrestal, when he was becretary of the Navy, to inaugurate a program of inviting civilian "opinion leaders" to witness fleet operations from aboard major ships. Since that time,

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literally thousands of civilians from all states, from large cities and small towns, and from a great variety of walks of life, have made short cruises on carriers, cruisers, destroyers, battleships, amphibious ships, auxiliaries, and even submarines.

These civilian observers pay for their own meals and incidental expenses aboard ship and furnish their own transportation to and from their homes (unless scheduled government air transportation can be provided at no additional cost to the government). Guests are invited to take part only in regularly scheduled operations. Special cruises are not arranged. The program has proven itself to be an effective and inexpensive way to show the taxpayer what the Navy is and what it can'do. Although guests are under no obligation to the Navy, most of them describe their experiences before local civic groups on their return and many shoot and show yards of motion picture film.

c. Required Reading: NAVY PUBLIC RELATIONS MANUAL,

Chapter 12.

d. References:

Lundborg, PUBLIC RELATIONS IN THE LOCAL COMMUNITY, pages 95-108. CNATRA INST 5720.2B. CNARESTRA INST 5720.4B.

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e. Key Points:

- 1. Advantages of first hand experience.
- 2. Guest cruises.
 - (a) Objectives of the program.
 - (b) Criteria for selection of guests.
 - (c) Procedures for arranging cruises.
- 3. Naval Air Training Command cruise program.
- 4. Joint Civilian Orientation Course.
- 5. Open House and Visits.
 - (a) Restrictions on visiting.
 - (b) Planning for open house.
 - (c) Conducted tours.

Sessions C-21, C-22 and C-23

- a. Topic: CIVIL RELATIONS AND SPECIAL EVENTS.
- b. Background: Civil relations is a term used in

Navy information to designate programs for direct contact with the public which do not involve the public information media. The Civil Relations Division of the Office of Information coordinates relationships with civilian organizations, administers the guest cruise programs, supervises the preparation and display of education exhibits, including exhibitions of combat art, maintains liaison with appropriate divisions of the Office of the Chief of Naval Operations in connection with naval air participation in civic events, and answers queries on Navy matters from the general

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 - (a) Restrictions on visiting.
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public.

For the information officer in the field, most of these activities will fall into the classification of special events.

and Appendix F.

c. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapter 13; Appendix A, Chapter 7;

> "Public Relations in Close Quarters", PUBLIC RELATIONS JOURNAL, April, 1954.

- d. Reference: Lesly, PUBLIC RELATIONS HANDBOOK, Chapter 28.
- e. Key Points:
 - 1. Planning the event for a specific purpose.
 - 2. The importance of attention to details.
 - 3. Use of bands and marching units.
 - 4. Exhibits and demonstrations.
 - 5. Participation of aircraft in civic events.
 - 6. Armed Forces Day.

Session C-24

- a. Topic: CIVIL RELATIONS AND LETTER WRITING.
 - b. Background: In a week an information officer may answer a dozen letters from unkown members of the general public who write for information on any number of subjects. He may write several official letters, up and down the chain of command.

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the field, sont of theme activities will fall in-

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b. Deckgrounds. Its a week an information officer of say manyer a doman lotters from unitan members of the concrol public who write for information on eas wholes of antipath. In may write several. affidial letters, or and down the cosin of communit. He may prepare the answer to a query from a member of Congress. He may send a copy of a news release to a newsreel editor with a short letter outlining newsreel possibilities. He may prepare a dozen letters to the parents of enlisted men who have been advanced in rating--or he may be asked by another staff officer to write a form letter for this purpose-- and he may write a letter of condolence to the family of a man killed in a service accident.

Each of these letters calls for a special touch. Each may be little more than a routing slip marked "action" to the information officer, but each is a personal document to the person who receives it. An awkward, stilted letter may fail to make its meaning clear. A stuffy, artificial letter fails to achieve its purpose. A clear, intelligent, sympathetic letter communicates an idea and leaves a lasting impression on the person to whom it is addressed.

There is no foolproof formula for successful letterwriting. In fact, many Mavy letters miss the boat because the writer has tried to follow a formula. Somewhere in his Navy career he has picked up the idea that a good letter must be impersonal, must say "subject" instead of "this" or "the" or "that you suggest", must always say "it is regretted that...". He suy properts the starter to a quary from a nonber of domerson. As here seed a here of a news being to a memorial (ditar with a block laber outlining memorial (ditar with a block laber outlining memorial possibilities. He may perpare a doma labers to the personal of sullater and doma have been anymined it relief -or he are to a laber for this perpension to the relief a form laber of condulance of the relief of a set to laber of condulance to the rest of any with a laber of condulance to the rest of a set to be to be a set of a

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Civilians are not used to this kind of talk. The Legionnaire who wants the band and half the ship's company for a parade next Tuesday is likely to be quite reasonable if he is told "I am sorry to say..." and is given a sound reason why all hands can't knock off work to march down Main Street. But "It is regretted that your request is not in conformity with the policy of this Command" will incite him to riot.

Perhaps the soundest advice for the Mavy letter writer is this: put yourself in the other fellow's shoes. Imagine that you are the officer in Washington who has to evaluate your request, or the editor who gets your suggestion, or the Rotarian who wanted the Admiral to address his luncheon and is being offered a lieutenant commitnder. What would sound plausible to you? Does your letter really explain the situation?

c. Reference: Katz, PUBLIC OPINION AND PROPAGANDA, pages 220-225. Lesly, PUBLIC RELATIONS HANDBOOK, pages 560-564.

d. Key Points:

- The purpose of a letter is to communicate an idea. If the letter fails to communicate, it has not achieved its purpose.
- 2. The civilian receiving a Navy letter expects:
 (a) Clarity.

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- (b) Sincerity.
- (c) Courtesy.
- (d) A complete answer to his question, free from "gobbledegook".
- 3. When writing an official letter, put yourself in the place of the person receiving it. Don't sign or initial a letter you wouldn't be satisfied to receive.

Sessions C-25 and C-26

ê.	Topic:	THE NAVY AND INTERNATIONAL PUBLIC
		RHLATIONS.
ъ.	Required Reading:	MAVY PUBLIC RELATIONS MANUAL,
		Chapter 15 and article 2803.
c.	Training Aids:	Film: MN 7857 "The Sixth Fleet"
	,æ ,	(25 minutes).
	1945	MN 7844 "The Story of MDAP"
. *		(28 minutes)

d. Key Points:

- 1. The importance of "showing the flag" in the ports of the world.
- People will judge the entire United States by the conduct of service personnel with whom they come in contact.
- Necessity of indoctriniating all personnel assigned to foreign duty or going on liberty in foreign ports.
- 1. Public information activities and release of

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information in foreign ports.

- 5. Release of NATO information.
- 6. The Navy's part in MDAP and release of MDAP information.

Sessions C-27 and C-28

c.

- a. Topic: THE NAVAL RESERVE.
- b. Required Reading: THE RESERVE: WHY AND HOW, AFIP 5. NAVAL ORIENTATION, pages 452-455.
 - Reference: BUPERS MANUAL, Chapter E-1.
- d. Training Aids: Film: MN 6827 A "The Naval Reserve: Air Reserve." MN 6827 B "The Naval Reserve: Surface Reserve."
- e. Key Points:
 - 1. History of the Reserve: constitutional provision for a militia.
 - 2. The Naval Reserve in World Wors I and II.
 - 3. Armed Forces Reserve Act of 1952.
 - 4. Administration of the Naval Reserve.
 - 5. Components of the Naval Reserve.
 - 6. Training: The Surface Reserve.
 - 7. Training: The Submarine Reserve.
 - 8. Obligations of the Reservist.
 - 9. Naval Reserve Public Relations Companies.

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Sessions C-29 and C-30

- a. Topic: PUBLIC INFORMATION AND SECURITY.
 b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapter 16; articles 0510.2, 0514, 0516.5, 0516.7, 0902, 1506.3, and Appendix I.
 c. Reference: NAVAL SECURITY MANUAL FOR
 - CLASSIFIED MATTER, Chapter 11 (classified).
- d. Key Points:
 - 1. Responsibilities of Chief of Information and Director of Naval Intelligence.
 - 2. Responsibilities of Commanding Officers: security at the source.
 - 3. Department of Defense Security Guidance publications.
 - 4. Security review of correspondents' material and articles written by naval personnel.
 - Special cases: atomic energy, biological, chemical, and psychological warfare, new weapons, and foreign bases.
 - 6. The Espionage Act.

Sessions C-31 and C-32

a.,	TODIC:	THE MAYY RECRUITING DERVICE.
b.	Required Reading;	None.
с.	Reference:	Recruiting Service Instructions
		110.1 111.1 156.1.

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- d. Key Points:
 - 1. Organization and mission.
 - 2. The recruiter as the local representative of the Navy.
 - The necessity for truth and good taste in recruiting advertising.
 - Relations with civic groups and educational institutions.
 - 5. Contacts with applicants.
 - Endoctrination of recruits prior to departure for Training Centers.
 - 7. Nevy recruiting publicity.

Sessions C-33 and C-34

£.	Topic:	NAVY CAREERS
b.	Required Reading:	"Regulations Governing the Admission
		of Candidates into the United States
		Naval Academy as Midshipmen,"
		NavPers 15,010 "The Naval Reserve
		Officers Training Corps Bulletin
		of Information."
		U.S. Nevy Occupational Handbook
		for Men.
		U.S. Navy Occupational Handbook
		for Women.
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d. Key Points:

- 1. Selection of candidates for the U.S. Naval Academy.
- 2. The Naval Reserve Officers Training Corps.
- 3. Naval Aviation Cadet Procurement.
- 4. Navy careers for enlisted men and women.

Session C-35

- a. Topic: VISUAL PRESENTATION IN RECRUITING.
- b. Key Points:
 - 1. Instructor demonstrate Hile Damroth Visual Presentation for High School Groups.

Seasions C-36 and C-37

Er =	Topic:	PUBLIC INFORMATION IN WARTIME:
	ning iti	PRESS CENSORSHIP.
D.	Required Reading:	NAVY PUBLIC RELATIONS MANUAL,
		Appendix "K".
d.	Reference:	Public Information Correspondents
		Accompanying Armed Forces of the
		U.S. (OFNAV INST. 5720.6).
		Field Manual for Field Press
		Censors (OPMAV INST. 5530.5).

d. Fey Points:

- 1. Conditions under which consorship may be imposed.
- 2. Objectives of censorship.

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- 3. Authority and responsibility for censorship.
- Relationships between censors, correspondents, and information officers.
- 5. Scope of censorship.
- 6. Censorship in unified commands.
- 7. Procedures.
- 8. Regulations governing ver correspondents.

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AREA D. PUBLIC INFORMATION MEDIA

(43 hours)

Session D-1

a. Topic:

INTRODUCTION TO THE MASS MEDIA.

b. Background: Considerably more than half of the Navy's official communication with the public is earried out through the mass media of newspapers, radio, television, magazines, etc. Even such direct communications as speeches and demonstrations are usually reported by the media to many times the audience toward which they were originally directed. Mass media are the major source of information for the American public.

> Perhaps the most fundamental difference between communicating directly and communicating through public information media lies in the communicator's lack of control over the media. The official who writes a letter or makes a speech has no guarantee that his words will actually convey the meaning he intends them to, but he does have the assurance that they will not be changed. This is not the case with communicating through mass media. The reporter tells the story as he sees it, the editor cuts it or combines it with other coverage of the same event, changing style

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difference between communicating directly and semenuicating through public information makes lies in the communicator's ince of control over the main. Whe official who writes a lotter or suburn a speech has no gurrantes that his words will secondly comvey the manufacts that his words will secondly comhave the passes are their they will not be changed, into a to make the communication to down into a to make the communication the story on he man media. The reporter bells the story on he neum 19, the editor onter it or combines 10 with some 19, the editor onter it or combines 10 with and emphasis as he sees fit. Official news releases are rewritten, statements are paraphrased, and the final emphasis may be quite different from that contemplated by the releasing officer.

This is part of the American tradition of freedom of the press, a phrase that includes radio and all other media, and it is one of the healthy safety valves of democracy. The official whose story does not appear exactly as he conceived it may complain that it has been distorted, but who is to say that the reporter's viewpoint may not have been more impartial than the official's and that his version is not sometimes closer to the facts?

Freedom of the press does not mean freedom to divulge security information. It is the information officer's duty to safeguard such information from the press and from anyone else who has no right to it. But it does mean that there is no official "word" in this country and that the information media are free to report the news as they see it without official restraint.

This is a fact that must be borne in mind by all who deal with the press, for there is nothing that will alienate a reporter more quickly and surely than to try to force an offici 1 version on him, to tell him how to write his story, or to try to influence him to "kill" an unfavorabl 134

and empiricate as he much fit. Official novem released and rownittens, obstanded and parepirement, and the firmi majos and be quite alforent from thet contompleted by the relevalue officer. This is part of the inertown treat-

Vice of freedom of the press, a physics that inmindum radio and all other media, and is is one of the healting melong values and democracy. The afficial shorts abory does not democracy. The connetwed it may complete that is has been distorted, bob who is to any their the separator's viewpoint any not have been more imperial than the official's facing their?

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story based on unclassified facts.

 c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 14.
 d. Reference: PUBLIC OPINION AND PROPAGANDA, Katz, pages 235-242.

e. Key Points:

- 1. The role of publicity in public relations.
- 2. Influence of the mass media on society.

3. What the media expect from the information officer.

Session D-2

- a. Topic: WHAT IS NEWS?
 - b. Background: Many a press release has been ground out by some hardworking information or publicity man, been stuffed in an envelope, and never been seen again. And while the publicist scanned the morning papers in vain looking for his story, he probably was annoyed to see a dozen items with less "news value" (to him, at least) than his.

How can we tell what is "news' about our own organization? There is no formula for this. Almost anything about a military installation, an industrial plant, or any large institution is news to someone. The problem is to collect and verify such information, decide what "publics" it would interest, get it into the ppropriate form and get it to the proper medium while it still is news. For news is the most atory besed on unclassified facts.

- P. Required Reading: Cullipsed Conter, DWICLEY FURIC Conter, Conter, Conter, Conter, Conter, Co.
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c. Required Reading: Warren, MODERN NEWS REPORTING,

Chapter IV.

Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 1, 2 and 15.

- d. Key Points:
 - Characteristics of news: recency, immediacy, importance, etc., from Warren.
 - Three kinds of news: accidental, incidental, and planned.
 - 3. Suggestions for conducting an interview, from Stephenson.
 - 4. Sources of news within the organization.
- e. Suggestions to Instructors:

Assigned reading for this session is largely directed toward business and industrial public relations. In presenting it, stressapplications to the Navy.

Sessions D-3 nd D-4

-. Topic: NEWSPAPERS AND WIRE SERVICE:

IRES RELATIONS.

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television, and magazines, newspapers remain the chief source of news in the United States. Not only are they considered more important news sources than other media by most people, but they cover the news more completely and in greater detail than is possible for radio and television and more promptly than magazines. An understanding of press relations, how to prepare copy for newspapers, and the effects of newspapers on public opinion is a bare minimum for effective public information performance. Many a good Navy story has been withheld by officers who did not understand or trust the press and who felt that dealing with the newspapers was "dangerous." It can spell trouble to the officer who tries to give out a partial or heavily slanted story, and it can be harmless but very disappointing to the officer who presents his copy at a time or place or in a form that makes it unusable to the press.

c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 15. Stephenson and Pratzner, PUBLICITY FOR PRESTICE AND PROFIT, Chapter 3. NAVY PUBLIC RELATIONS MANUAL, Appendix A, Chapter 3.

d. Key Points:

1. Feltionships between press and publicity sources.

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- 2. Rules for getting along with the press.
- 3. Essentials of publicity copy.
- 4. Internal organization of the newspaper.
- 5. Wire services.

Session D-5

- L. Topic: PRESS COPY: LEAD PARAGRAPHS.
- b. Background: It is not always necessary that a

story be released in press release form, written in newspaper style. There are times when this cannot be done, and there are other times when it is better to invite the reporters in to see or hear the news and write their own versions. A really big story will go if it is written by hand on scratch paper. But since most stories are not big; and in most cases it is the information officer who initiates the story rather than the press, it is helpful to know how editors like copy presented and to try to satisfy their needs. This does not mean that the information officer is doing the reporter's work and it does not guarantee that the story will be printed without editing. But the average city editor receives hundreds of "handouts" every week -- some receive hundreds in a day -- and he has neither the time nor the inclination to rewrite the sloppy ones. Because every Nevy release is competing with a dozen other stories, from serious news through the gamut of human-interest

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yarns to "Cops Nab Two in Love-Nest," the Navy information officer will do well to learn how press copy is written and to write his accordingly.

e. Required Reading: Warren, MODIRN NEWS REPORTING,

Chapter V, VI, and VII.

d. Key Points:

1. The concept of the "inverted pyramid."

2. Essentials of a summary-type news lead: WHO, WHAT, WHERE, WHEN, WHY, and HOW.

e. Suggestions to Instructor:

Refere to Shidle's device of the "peg" in discussing preparation of the news lead.

Session D-6

a. Topic: PRESS COPY: COMPLETING THE PYRAMID.
b. Background: Having constructed a sound base for the "inverted pyramid," the writer must fill out the details of his story, gradually tapering off to the less important aspects so that the editor can cut it to fit his space without extensive rewriting

c. Required Reading: Warren, MODIEN NEWS REPORTING, Chapter VIII. NAVY PUBLIC RELATIONS MANUAL,

Appendix D.

d. Key Points:

 The story usually is not written to fit any particular space but rather to cover a topic. Antiparenting officer will de swill be langer inter

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It is the job of the editor to cut the story to fit his space.

- 2. "Inverted pyramid" style permits cutting least important paragraphs from the end of the story.
- 3. Navy news releases should follow onsistent style. Avoid abbreviations that are not clear to civilian press readers.

Sessions D-7 and D-8

- a. Topic: NEWS RELEASES.
- b. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 7 and 8. NAVY PUBLIC RELATIONS MANUAL,
 - articles 0501-0513 and Appendix D.
- c. Key Points:
 - 1. Form: identification of the source of the release, release date, "slug line" or title, physical layout of the release.
 - Content: telling a good story, briefly, and in newspaper style.
 - 3. Queries and exclusive stories.
 - 4. Press conferences and interviews.

Sessions D-9 and D-10

- a. Topic: NAVY PRESS POLICY.
- b. Background: It is not necessary to memorize the

restrictions on certain types of releases.

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Information officers should know, however, that these restrictions exist and should know where to look for policy guidence. Similarly, the Department of Defense and Navy requirements for accreditation of correspondents and their travel to overseas areas need not be memorized. But the Navy has been emberrassed more than once because of promises made to correspondents by over-zealous information officers who failed to obtain proper authority and sponsorship in advance. While this material is presented under the general subject of press relations, it is equally applicable to informational espects of radio, television, and the other media.

Required Reading: NAVY PUELIC RELATIONS MANUAL, Article 0514-0519 and Chapter 6. Warren, MODERN NEWS REPORTING, Chapter XV.

d. Key Points:

C.

- 1. Definitions of terms.
- 2. General policy on release of information.
- 3. Types of news releases.
- 4. Policy on writing for publication.
- 5. Accreditation procedures.
- 6. Restrictions on certain types of releases.
- 7. Libel and copyright law.

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Session D-11

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- e. Topic: THE EFFECTS OF NEWSPAPER PUBLICITY.
- b. Background: Every information endeavor raises the question of what effect, if any, has been

produced. The story has been printed, but has it been read? If it has been read, was it absorbed and how long will it be remembered? In any particular instance, the answers to these questions can be obtained only through opinion research. But much is known and much has been written about the effects of newspaper coverage on American thought. Required Reading: None.

- d. Reference: Katz, PUBLIC OPINION AND PROPAGAMDA, pages 263-270 and 105-112. Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 317-326.
- e. Key Points:
 - The newspaper has become more than just a vehicle for carrying the news. It provides entertainment and fills emotional needs.
 - 2. Newspaper opinion does not always reflect public opinion. This has been demonstrated conclusively in numerous elections. But editorial policies do affect the smount and type of information made available to the public.
 - 3. The "human interest" story has had a profound effect on American culture and has changed the character of journalism. The human interest

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angle increases a story's chance of being printed. its appeal to the reader, and its effect on opinions.

Session D-12

a. Topic:

INTRODUCTION TO RADIO AND TELEVISION. b. Required Reading: Stephenson and Pratzner, FUELICITY FOR PRESTIGE AND PROFIT, Chapter 10. NAVY PUBLIC RELATIONS MANUAL. Appendix A, Chapter 4; and Chapter 7. Chester and Garrison, RADIO AND TELEVISION, Chapters 2 and 3.

c. Key Points:

- 1. Advantages and disadvantages of radio and television as publicity media.
- Types of programs which can be useful to the Navy. 2.
- 3. Working with station personnel.

Session D-13

- a. Topic: STATIONS, NETWORKS, and ADVERTISERS.
 - b. Background: The basis on which the broadcasting,

industry is founded is very different from that of the press. While both obtain the bulk of their revenue through the sale of broadcast space, the advertiser has little to say about the content of the average newspaper. This is not true in radio (or television) where the advertiser normally buys a period of time and is relatively free to

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 Adventages and disedvanceges of redim and television as publicity matter

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There are controls on the use of radio, however, for the limits of the broadcast spectrum and the nature of the medium require that broadcasting be regulated to some extent. This session outlines the roles of the federal government, the broadcasting industry itself, and the advertisers and their agents in the control of radio, and provides an over-all view of the broadcasting industry.

 c. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 7 and 8.
 d. Reference: Chester and Garrison, RADIO AND
 TELEVISION, Chapters 6 and 11.

e. Key Points:

- 1. Role of the Federal Communications Commission.
- 2. Organization of the networks and their relations with stations.
- 3. The role of the advertising agency in broadcasting.
- 4. The National Association of Radio and Television Broadcasters.

f. Note:

Since the assigned text went to press, the National Association of Broadcasters, discussed in Chapter 11, has become the National Association of Redio and Television Braodcasters. The NARTB pressont the public stateway which his fungs estime bracket. It is sluckt coposmille for a build state to have as officients policy to the sense that newsponers lave and policien.

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Session D-14

- a. Topic: RADIO STATION ORGANIZATION AND FROGRAMMING.
- b. Required Reading: Chester and Garrison, RADIO AND THLEVISION, Chapters 4, 5 and 14.
- c. Key Points:
 - Types of entertainment programs and opportunities for Navy information tie-ins.
 - 2. Public Service programming.
 - 3. Radio station policies.
 - 4. Typical station organization.
 - 5. The need for the information officer to understand the organization and day-to-day problems of the radio station with which he plans to do business.

Sessions D-15, D-16 and D-17

- a. Topic: PREPARING MATERIAL FOR RADIO SPATION USE.
- b. Background: There are relatively few situations in which an information officer has to write smooth radio copy or face the problems of production. In most cases, the information officer will have an idea that radio can use and will present the idea to professionals, who will write their own copy and work out the details themselves.

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- The need for the influencetor officer to selection.
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Sangters 2-15, 2-16 and D-17

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Occasionally, however, the officer will have an opportunity to do some writing, and he often will use a tape recorder or play host to a station's mobile unit. The information officer's dealings with radio people will be more satisfactory if he has some insight into their problems, knows what they want, and is able to help them get it.

c. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 19, 23 and 24.

d. Key Points:

- 1. Writing material for the ear.
- 2. Spot announcements.
- 3. Radio news.
- 4. Use of the tape recorder.
- 5. Arranging remote broddcasts from the naval installation.

Session D-18

- a. Topic: TELEVISION.
- b. Brekground: A great deal that has been said about radio is also applicable to television.
 For this reason, discussion here is confined to their points of difference, which, of course, lie in television's picture tube.

There is virtually no limit to the opportunities television offers Navy public information. Remotes, though expensive, can cover almost any indoor or outdoor even of interest. dependently, hereway, the offerer will have ap deportunity to de armo writing, west he often will near a tops reaconder or play test to a mention's mobile inits, the foformation affirm's dealings with redio percis will be mere actisfictory if he one must instick into inits (erbitmen, knows and the top week had he wills to help blog got it.

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On more than one occasion, "live" television pick-ups have been made aboard ship. In at least one case, this was done aboard a submerged submarine.

Television has brought the newsreal into the living room. Good motion pictures of newsworthy Nevy events are always welcome, both on network shows and on local stations which produce their own news programs. Millions have seen the NBC-Navy film series, "Victory at Sea," which tells the story of the Navy in World War II. Many other Navy films are also available for loan to television stations (but copyright restrictions on some film footage and background music necessitate careful checking to make sure that the, film loaned has been "cleared" for television).

c. Bequired Reading: Chester and Garrison, RADIO AND TELEVISION, pages 386-388.
d. Reference: Bendick, TELEVISION WORKS LIKE THIS.

c. Ley Points:

- Television production is more difficult, takes more people and space, and is more expensive than radio production.
- 2. In most cases, television coverage is more effective than r dio coverage.
- . Description of television production process.
- 1. Peloyis'on news cover ge.

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 Opportunities for the Navy: "live" events, newsreel footage, and general interest films.

Session D-19

- E. Topic: RADIO, TELEVISION, AND PUBLIC OPINION.
 - b. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 1 and 9.
 c. Reference: Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 337-346.
 Katz, PUBLIC OPINION AND PROPAGANDA, pages 287-291.
 - d. Key Points:
 - 1. Broadcasting is a social force to which most people are exposed for several hours each day.
 - The impact of a radio or television broadcast is often greater than newspaper coverage of the same material. Broadcast media intensify persuasiveness and emotional content.
 - Radio and television have had a profound effect on the American way of life.

Sess ons D-20 and D-21

- a. Topic: THE PHOTOGRAPHIC PROCESS.
- b. Brokground: The information officer need not
 be an accomplished photographer, although a good
 uny information officers are. But just as it is
 good idea for the officer of the deck to be

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able to read semaphore over the quartermaster's shoulder, the information officer who understands the specialty of the men who work for him is in a better position than he who does not. This rapid familiarization with cemeras and the darkroom will not turn out any skilled technicians, but it will help the information officer to know what he may expect from his own photographer and how quickly he may expect it produced.

- c. Required Reading: None.
- d. Key Points:
 - Basic principles of photography: light, lens, shutter, film, and development.
 - 2. Use of the speed graphic camera.
 - 3. Developing and printing.

Sessions D-22 and D-23

a. Topic: PHOTOGRAPHY IN PUBLIC INFORMATION.
b. Background: Pictures are used in virtually every public information medium except radio. They are an integral part of many newspaper and magazine stories, and both still and motion pictures are used on television. In addition, the Navy information officer may find himself producing newsreel material for theatrical rolease, cooperating with commercial theatrical or television film producers on motion pictures based on Navy stories, and producers for the use of Navy training or general

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interest films by local veterans or civic groups. Regulations governing such activities are contained in the Nevy Public Relations Manual. Reading assignments also relate to the use of photography in industrial public relations.

c. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 9 and 11.

NAVY PUELIC RELATIONS MANUAL, Appendix A, Chapter 5; and Chapter 8. MANUAL OF NAVAL PHOTOGRAPHY (classified).

e. Key Points:

d. Reference:

- Selection of subjects and composition of the picture.
- 2. Writing the caption.
- 3. Clearing and releasing Navy photographs.
- Picture agencies and photo departments of newspapers.
- 5. Commercial newsreel compenies.
- 6. Navy-produced newsreels for commercial theater or television release.
- 7. Working with Navy and civilian photogr phers.
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Sessions D-24 and D-25

- A. Topic: MAGAZINES, BOOKS, AND MISCELLAN-EOUS HEDIA.
- b. Required Reading: Stephenson and Pratzner, PUELICITY FOR PRESTIGE AND PROFIT, Chapters 4, 5 and 12.
 NAVY PUELIC RELATIONS MANUAL, Appendix A, Chapter 6; Chapter 9 and Article 2703.
 c. Reference: Lesly, PUELIC RELATIONS HANDBOOK,
 - pages 557-567.
- d. Key Points:
 - While magazines fall into general groupings, no two magazines have exactly the same requirements. The information officer who wants to interest a magazine in covering a Navy story must first familiarize himself with the magazine. Studying the target in advance improves aim.
 - The magazine field is highly competitive. Almost every editor discards a half dozen good stories for every one he selects.
 - 3. Magazine and newspaper articles usually differ in style, content and timeliness. A magazine is usually kept longer by the reader than is a newspaper.
 - 4. Ordinary procedure is to interest the magazine and let the editor assign staff writer to do the story. Nav 1 personnel may not write for personnal profit

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during working hours.

 The information officer should render all possible assistance to magazine writers and to authors writing books on naval subjects.

Sessions D-26 through D-31

a. Topic: FLEET HOME TOWN NEWS PROGRAM.
b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapter 10. HANDBOOK FOR FLEET HOME TOWN NEWS CENTER, pages 5-26 and illustrations on pages 27-48.

c. Key Points:

- 1. The concept of "grass roots" public relations.
- 2. Preparation of the home town news release.
- 3. Photographs for home town release.
- 4. Recording the home town interview.
- 5. Facilities and operating procedures of the Fleet Home Town News Center.

d. Suggestions to Instructors:

This subject can be covered in part by lecture. A field trip to Fleet Home Town News Center, in which student officers can become familiar with the procedures of the Center and possibly spend some time on the copy desk, is recommended. .n-movid gallippow spalwark

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Sessions D-32, D-33 and D-34

a. Topic: FIELD TRIP TO A SMALL CITY DAILY NEWSPAPER.

b. Suggestions to Instructors:

Arrange an afternoon trip to the Waukegan News Sun, Kenosha Evening News, or another relatively small newspaper in the immediate vicinity of Great Lakes.

Sessions D-35 through D-40

Topic: FIELD TRIP TO A METROPOLITAN
 DAILY NEWSPAPER, A TELEVISION
 STATION, AND A RADIO STATION.

b. Suggestions to Instructors:

Arrange an all-day trip to Chicago, to include tours through a radio station, a television station, and a newspaper.

Sessions D-41 through D-43

Ð.	opic:	SPEECH WRITING AND PUBLIC SPLAKING.
b.	Required Reading:	NAVY PUBLIC RELATIONS MANUAL,
		Appendix J.
		SPIAKERS GUIDE FOR SERVICE SPOKES-
		MFM, (Currently Effective Edition)
		Department of Defense.
		NAVY SPIZEERS GUIDE.
		UOTABLE NAVY CUOTES FOR 1954.
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c. Reference:

- d. Key Points:
 - 1. The importance of public speaking as a medium of public information.
 - Desirability of having the speaker write his own speech.
 - 3. The information officer as a source of suggestions and background material rather than a "ghost writer."
 - 4. Determining the subject and purpose of the speech.
 - 5. Analyzing the audience.
 - 6. Organizing, outlining, and supporting main points.
 - 7. Writing the speech.
 - 8. Guides to effective speaking.
 - 9. Where to go for Navy speech material.
 - 10. Security and policy review.

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- 6. Edy Pointe:
- The importants of public spectrug as a modium of public information;
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AREA E. CASE STUDIES AND PROBLEMS

(20 hours)

Sessions I-1 and K-2

a. Topic: REVIEW OF PUBLIC INFORMATION DIRECTIVES.

b. Background: It is not possible to memorize all the directives affecting Navy information, and if it were possible it would be undesirable. For directives are subject to change and must be referred to regularly if the information officer is to stay within policy limitations. The purpose of this review is to insure that student officers know that there are directives covering most aspects of Navy information, and that they know where to find these directives when they need them.

c. Reference: NAVY PUBLIC RELATIONS MANUAL. PUBLIC RELATIONS INSTRUCTIONS, U.S. ATLANTIC FLEET. PACIFIC FLEET PUBLIC RELATIONS INSTRUCTIONS. CHINFO NOTICE 5720 -- Public Information Reference Index (currently effective edition). ANDALAS (ALL DALES AND FRANKS

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a. lopic:

b. Reference: NAVY PU

ARRANGING A PRESS CONFERENCE OR BRIEFING.

NAVY PUBLIC RELATIONS MANUAL,

Article 0511-0512.

Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, pages 92-95.

c. Suggestions to Instructor:

Present an imaginary situation in which a high ranking neval official has scheduled a press conference to reveal an important piece of Navy news. In the two hour period, let students discuss all arrangements and draw up necessary plans, orders, etc. Reserve the last fifteen or twenty minutes for a critique. Point out any exigencies which they have not planned for in advance.

Sessions E-5 and E-6

4.	Topic:	ARRANGING A	QUEST CRUISL.
ъ.	Reference:	NAVY PURLIC	RELATIONS MANUAL,
		Chapter 12.	

c. suggestions to Instructor:

Present a situation in which a ship makes space available for a number of civilian guests. Divide students into terms, one to handle shipboard arrangements, one to prepare invitations, one to coordinate. Using the MAVY FUELIC RELATIONS MANUAL

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Sessions I-7. E-8 and E-9

a. Topic: COMMUNITY RELATIONS PROBLEM.
b. Reference: Cutlip and Center, EFFECHIVE PUBLIC RELATIONS, Chapter 12.
Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 16 and 17.

Lundborg, PUBLIC RELATIONS IN THE LOCAL COMMUNITY.

c. Suggestions to Instructor:

Present a community relations problem, dividing the class into two teams to work out separate solutions. Allow about 10 minutes for each team chairman to present his group's solution and another fifteen or twenty minutes for discussion.

Les ions -10, 7-11 and E-12

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		FLEET EXERCISE.	
b.	Required Reading:	NAVY PUPLIC RELATIONS MANUAL,	
		Ch pter 11.	

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PACIFIC FLEET FUELIC RELATIONS MANUAL, Chapter III. FUELIC RELATIONS INSTRUCTIONS, U.S. ATLANTIC FLEET, Chapter 7.

d. Suggestions to Instructor:

Present basic plans for a major fleet exercise. On the basis of required reading and references, develop a complete public information annex, including provisions for a combat information bureau and embarkation of correspondents.

Sessions E-13, E-14 and E-15

- e. Topic: PUBLIC RELATIONS AT AN ACCIDENT OR DISASTER.
- b. Required Reading: Stephenson and Pratanor, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 10. NAVY PUBLIC RELATIONS MANUAL, Appendix N.
- c. Reference: Case Study, USS LLYTE DISASTER.

d. Beckground: When the Nevy is involved in a news-

worthy accident, the public is interested for three reasons: (1) The public has sons, husbands and brothers on the ships or on the shore bases involved, (2) The public owns the Navy and wants to know of damage to its property, and (3) The public is always interested in the human-interest side of accident or disaster news.

The Navy has the following duties at such times: (1) To safeguard security of

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The Mong land blac following dubles the second second classified information and material, (2) To avoid releasing information that will aid or comfort a real or potential enemy, (3) To notify the next of kin of dead and injured as soon as possible, (4) To withhold names of casualties, if practicable, until next of kin have been notified, (5) To release information and cooperate with news media representatives to the extent permitted by the above factors and good taste, and (6) To try to wrap up the story as soon as possible and get it out of the headlines in order to minimize possible damage to public confidence in the Navy, possible bad effects on recruiting, and possible deleterious effects on the morale of naval personnel and their dependents.

It is obvious that some of these aims conflict with each other. When disaster strikes, the information officer and his commander must make a decision based on local conditions and must resolve conflicts as they occur. This is not easy, for under such circumstances the press is likely to be demanding and there is always a temptation to be arbitrary in refusing their demands or to go to extremes to satisfy them.

An accident or disaster demands judgment on the part of the information officer, as well as on the part of those in charge of fire fighting, resuue, investigation, and other military tasks.

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e. Suggestions to Instructor:

Prepare a problem based on a fire, collision, aircraft accident, or other serious accident or disaster. Present it in sequence as events take place, calling on the class to make decisions as required while the situation develops.

Sessions E-16 through E-20

a.	Topie:	PLANNING SPECIAL EVENTS.	
Ъ.	Reference:	NAVY PUBLIC RELATIONS MANUAL,	
		Chapter 13; Appendix A, Chapter 7;	
		Appendix F.	

c. Suggestions to Instructor:

Present a problem of planning a special event of major importance, such as an Armed Forces Day observance, involving open house, parade units, speakers, aircraft participation, and media coverage. Divide class into tesms to handle specific phases of planning. Allow ample time for each to draw up and present plans, and for discussion and critique. e. Mutencions to Instructors

Propert a problem brand on a fire, collision, sireral another, or dimer emicon another or Alsoner, creant it is acquirance as avanta who place, colling on the alson to mice designed as provired while the simetion derelogue.

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AREA F. SEMINAR: REVIEW AND EVALUATION

OF THE COURSE

(3 hours)

Sessions F-1, F-2 and F-3

a. Topic: SEMINAR: REVIEW AND EVALUATION OF THE COURSE.

b. Required Reading: MILITARY PUBLIC RELATIONS, an address by Admiral Robert B. Carney, USN, before the Public Relations Society of America, May 5, 1954.

c. Suggestions to Instructor:

Devote about one hour to a lecture reviewing the aims of the course and the main topics covered. In the remaining two hours, ask each student to comment on what he considers the most important aspects of the course and what he has personally gained from the course, and to offer any criticisms he may wish to express. ADDA P. SEMIROR: REVIEW ALD LYALLA LLON

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II. Materials to be issued on a non-accountable basis.

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354	Why Quit Learning?
386	Peece for the Long Haul - Treaty with Japan
391	India - Oriental "Third Porce"?
	U.N A Look at the Record
422	The Serviceman Goes to Town
437	Inter-American Defense
433	The War in Indo-China
	Europe Uniting
	Civilian Employees of the Armed Forces
14.7	Rumor Has It
453	The Situation in South Hast Asia
454	What is Aggression?
455	Is the United States Self-Sufficient?
457	Now Our Foreign Policy is Made
463	How to Meesure a Nation's Strength
	Talk It Over
469	Why We Serve in the Far East
471	NATO

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- 1. Information Materials
- 2. Our Department of Defense
- 5. The Reserve: Why and How
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APPENDIX D

ARTICLES FROM THE PROPOSED SYLLABUS WHICH WERE DELETED AS REQUIRED READING AND FURNISHED SEPARATELY TO THE SCHOOL AS LECTURE MATERIAL AND FOR DUPLICATION AND DISTRIBUTION TO STUDENTS

- 1. The Nature of Opinions and Attitudes: An Introduction to Public Opinion Theory.
- 2. An Introduction to Semantics.

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THE NATURE AND CHARACTERISTICS OF OPINIONS AND ATTITUDES¹⁶

Psychologists do not agree completely on why we act as we do. There are a variety of theories about the exact processes involved. But they generally agree on the existence of four factors in any human action. These are the stimulus, intervening situational variables, variables of individual personality, and the response.

The <u>stimulus</u> is the thing that causes the action. It may be the smell of coffee, the sound of a boatswain's pipe, or the sight of a pretty girl. Or it may be written or spoken words.

The <u>response</u> is what we do, how we react to the stimulus. A response may be overt, that is, it may be expressed in language or in actions that others can notice. It may take place completely within the individual and not be noticeable at all. Even if the stimulus causes nothing but a passing thought, it has produced a response.

The nature of the response that a given stimulus will produce in a given individual depends upon the other two factors.

Lecture material (originally intended as required reading) for Dession B-9, Introduction to Public Opinion Theory.

THE RATURE AND DEVILOTERISTICS OF CENTRES.

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The notice of the response that a given stimulus will produce in a given individual depende upon the other two factors.

Leeur meeriel (reinnig in note a require reading) for exist -9, Introduction to Fubite Coinica Theory. <u>Personality variables</u> are all the influences of heredity and environment--personal characteristics that we have inherited (such as native intelligence, good or bad eyesight or hearing) plus all the influences we have been subjected to all our lives. Except for such built-in drives as hunger, sex, self-preservation, and so forth, most stimuli have acquired meanings for each of through these associations and influences. Even the built-in drives are influenced by environment. Snails, caviar, and ancient eggs are not the stimulus to most Americans that they are to the Frenchman, Russian, or Chinese.

<u>Situational variables</u> refer to the conditions under which the individual is exposed to the stimulus.

More simply, people's reactions to any stimulus depend upon what kind of people they are and what they are doing at the time the stimulus occurs.

It hardly needs to be said that this is an oversimplification of a complex process. There are an infinity of variables, some strong factors, some less strong, in the make-up of every personality. And there are temporary personality factors, such as how much sleep we had last night, whether or not we over-ate this evening, and whether or not we happen to be in love. These all affect the extent to which we perceive and react to any stimulus. And outside of the laboratory where events can be carefully controlled, it often is difficult to isolate the factors with any degree of certainty. In a real-life situation, where one stimulus follows another closely and the individual is subject to a Parsonal't vericies are all the influences of hereity and environment--personal characteristics that we have interited (such as native interiment, good or balestatist or hearing) plus all the influence, we have been subjected to all our lives. Except for even outjects drives as banger, say, self-preservation, and so form, not stimult have secuired sends a for each of three re stimult have secuired sends a for each of three re influenced of environment. Such the wallt-in drives are influenced of environment. Security, and socient environment are not the stimula to mast heritand with any are to the are not the stimula to mast heritand with any are to the

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Attitudes and Responses

One of the internal personality factors that affects the individual's response is his attitude toward the stimulus and toward things closely related to it. If a stimulus designed to produce the response of signing shipping articles involves something toward which the prospective recruit has an unfavorable attitude -- offering a timid stay-at-home the prospect of travel and adventure, for instance -- the chances are that our lad won't sign. If we send a distinguished officer to tell the local veterans' post why the Navy deserves public support, he may fail to convince the disgruntled ex-G.I. who just plain hates brass". In both cases our stimulus failed to produce the response which we had logically expected. In both cases, we were stymied by an attitude which someone held toward something. In both cases, this something was only related to the point we were trying to put across. Neither individual really disliked the Navy. But one (who might

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pro t any is locates to one they, it is not then possible to tell which at halms as assessed which responde. To further complicate address the individual's company to an autoin stimulus any then!! Income the stimulus for another response this chain one go on indefinitely. But for our surpose it is sufficient to some definitely. But for our surpose it and to accept us an anion that the individual's response to a submitted with depend an parsonality forture, roughly when the stimulus will depend an parsonality forture the stimulus of the the stimulus and come to seek to bin, and situation factors, the stimulus has come to near to bin, and situation if the the stimulus are the some to bin, and situation if the the.

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have signed up for "security") was afraid of travel and adventure while the other (who might have been convinced by a chief boatswain's mete) hated officers. In both cases, our otherwise acceptable pro-Navy pitch was somehow made unattractive to the listener.

Since attitudes can be such strong barriers to communication, it might be wise to take a closer look at them.

What Is an Attitude?

An attitude is something inside the individual. It cannot be seen and it cannot be measured directly. In the language of the psychologist, it is an "inferential variable," which means that its existence and characteristics must be inferred from observation of behavior rather than by looking at the attitude itself.

Attitudes are not inborn in people. We acquire them, with or without the benefit of reason and logic. Often they are not based on sound reasoning, but rather on an individual's personal emotional needs.

An attitude is held toward something specific. Like a preposition, it must have an object. "I don't like your attitude!" implies your attitude toward me. Even the grouch who hates everyone and everything does not have <u>an</u> unfavorable attitude. He has a million attitudes and they are all unfavorable.

AN ATTITUDE IS AN ACQUIRED INTERNAL STATE OF READINESS TO RESPOND IN A GIVEN WAY TOWARD A PARTICULAR PERSON OR THING.

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AN ATTITUDE IS AN ACQUIRED INTERNAL STATE OF READERS. TO RESPOND IN A GIVEN WAY TOWARD A SARTICOLAR PERSON OR THING.

Characteristics of Attitudes

We have said that an attitude cannot be measured directly It can be measured indirectly, and with a surprising degree of accuracy. In order to do this, four characteristics or dimensions of an attitude have been defined. They are: direction, degree, intensity, and saliency.

The idea of <u>direction</u> comes from the statement that an attitude must be held with regard to some specific thing. An attitude must be favorable, unfavorable, or neutral (or undecided) toward the subject. The characteristic of being for, against, or neutral is what is meant by the direction of an attitude.

All people who are favorable toward something are not for it to the same extent. Some people will be very favorable, others somewhat favorable, still others only slightly favorable. This dimension is the <u>degree</u> of the attitude. It is always measured and expressed in connection with direction.

The third dimension, <u>intensity</u>, relates to how strongly the subject feels the particular attitude, the degree of emotion contained in the attitude. Generally speaking, intense attitudes are likely to be found near the extreme ends of the degree scale; a very favorable attitude is more likely to be intense than a slightly favorable one. Two attitudes which are identical in direction and degree may vary in intensity. If two people are both characterized as very favorable toward a subject while one holds his attitude very intensely (i.e. with strong emotion) while the other does

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The final characteristic, <u>saliency</u>, has to do with how easily the attitude can be aroused, how near it is to the surface of the individual's consciousness. Saliency is not the same as intensity, but there seems to be a fairly close correlation between the two dimensions. An intensely held (emotional) attitude is likely to be fairly easily aroused.

Saliency is an important characteristic, one that is often overlooked. A strongly favorable attitude of relatively low saliency is not likely to be expressed frequently, and therefore may not be as important to the organization or person toward which it is held as a less strongly favorable but more salient attitude might be. An unfavorable attitude of low saliency is rarely expressed, and thus is less damaging than an unfavorable attitude which is foremost in someone's mind.

Information is likely to affect saliency of an attitude before it affects other characteristics, since it is first necessary to convince the audience that the subject is worth thinking about before attitudes can be changed in intensity, degree, or direction. Almost any information campaign will increase the saliency of a subject. But some do nothing more. If public opinion is generally favorable but not particularly salient, almost any good" publicity will increase saliency of friendly attitudes and thus be beneficial. One should think twice before attacking a situation where direction is unfavorable but saliency slight, however, for there is always not, the person with the love internet withhads is more likely to or effects by following the strength in a thick of a

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Intervention is likely to artest sultancy of an attitude before it attests other characteristics, since 15 is first anonezony to convious the multiplet can be obscient in intensity, shinking acoust before attitudes can be obscient in intensity, acgress, or direction, black any information compolyn will increase the solitoney of a subject, but more do nothing nore. If public opinion is constraily reversible but non previousing of trianity solitonics and true of subject. But more solitony and tends, almost real good publicity still increase atticuty of trianity solitonics and true of subject. One should increase information a structure of subjects of the should antiferendic out californy allocks another allocation in antiferendic out californy allocks and there allocation in the danger that direction and degree may remain unchanged while the unfriendly attitude becomes more salient--more readily expressed, more on people's minds--than before. There is less danger of this boomerang effect when an unfavorable attitude is already salient. In this case, the situation cannot get much worse.

Measurement of Attitudes

There are three types of behavior from which a person's attitude may be inferred: oral responses, written responses, and actions. None of these is of itself a more valid or reliable index than the others. There are certain circumstances in which one is more convenient than the other. You cannot get written responses from an illiterate. Written responses may be more valid than oral responses or actions when speech or action might be dangerous or embarrassing. A recruit is more likely to give an honest appraisal of his company commander in a secret questionnaire than at his graduation review.

It is impossible here to present a detailed discussion of attitude measurement. We will hear more on this later. It whould be sufficient now to say that there is no one tool which can measure all attitudes. The measuring instrument, be it an oral interview, a written questionnaire, or a series of behavior observations, must be constructed carefully by persons trained in this skill. It must take into account the exact attitudes to be measured, the types of behavior or responses which are considered to characterize the attitude,

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There are blows types of behavior from which a persons's aptibule and so inferred oral responses, written responses, and actions. Mone of these is of thesit a more valid or reliable index than the others. There are servate other. Tou stands in which one is more sourcement than to other. Tou cannot get written responses from an filterate, written when apadeb or action might be tangerous or soliens. A response and how illosizes that out responses of action and apadeb or action wight be tangerous or estated be are volter than out responses of a black when apadeb or action wight be tangerous or estated a responses at a secret questionalize than at his gradeted.

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Formal and Informal Measurement

It should be noted in passing, however, that there is such a thing as informal measurement of attitudes. When two people meet and chat for a few minutes, especially if the subjects discussed are important to them, each is informally 'measuring' the attitudes of the other. If either knows something about the nature of opinions, this need not be a glaringly inaccurate process. Since the Navy does not engage in interviewing or polling the public, this informal measurement is likely to be the only kind most PIO's will have occasion to use. Estimates based on such impressions will be more accurate if they are made consciously and with some serious thought at the time. This is a worthwhile skill which every information officer should seek to acquire.

In addition, much valuable information can be obtained from published survey results such as the Gallup, Roper, and Crossley polls. Many of their releases contain findings of direct interest to the Navy.

Opinions and Attitudes

Throughout this discussion, we have avoided the word 'opinion" and have confined ourselves to a study of 'attitudes'. Some psychologists and socialogists use the terms interchangeably. Others make a distinction between the two. The distinction, when made, is that attitudes generally relate and hoo variations of coimvior or manage andl or acolad to severate direction. Secret, intensity and shifteney of the Straight.

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Throughout this disconsion, we have avaided the word "opinion and have confined ourselves to a shudy of "stributes". Lose payehologists and nooislogists was the terms interchangeably. Otherw must a distinction between the two. The distinction, when must, is that other statewill relate to specific, often temporary, issues. Attitudes often affect opinions, and attitudes toward a person or organization are often expressed as opinions on specific issues. A basically friendly attitude toward the Navy might be expressed as an opinion in favor of inviting a Navy speaker to address the Rotary Club, or of building more aircraft carriers or submarines, or of increasing pay scales for all services. And yet, a person who has a basically friendly attitude can have an unfavorable opinion on a specific issue. Our Navy supporter above might feel that servicemen were paid enough or that the country could not afford to build more ships, but still he might have a strong affection for the Navy.

Such distinctions are easy to make in theory but rather hard to measure. Since an attitude can be measured only by assigning certain meanings to certain responses, it is not always possible to tell whether a basic attitude or a specific opinion has been isolated and measured. As a general rule of thumb, a questionnaire consisting of one or two questions probably taps nothing more than specific opinions. If it attacks the same basic attitude from a number of different angles, asking a number of questions on different specific issues relating to the same organization or situation, it probably is measuring a basic attitude.

It may be a recognition of this limitation that leads to the general use of the less inclusive of the two words in the terms public Opinion and opinion research . 175

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INTRODUCTION TO SEMANTICS 17

Simple language is not always simple. What is clear to a speaker or writer may seem equally clear to his audience --but it may have a different meaning to each of his readers or listeners. And it is precisely because each member of the audience is sure that he understood the message correctly that confusion arises. "Half the misunderstandings in this world," argued Elihu Root in the early 1900's, "come from the fact that the words that are spoken or written are conditioned in the mind that gives them forth by one set of thoughts and ideas, and they are conditioned in the mind of the hearer or reader by another set of thoughts or ideas."

Why is this so often true?

One Word - Many Meanings

Language must consist of a finite number of words. Yet the human mind is capable of conceiving virtually an infinite number of thoughts. It is inevitable that every word must do double or triple duty if all these thoughts are to be expressed. If any word could be exactly defined and limited to one and only one meaning, it could be used only once, or only when the thing or condition it described were to occur

¹⁷Lecture material (originally intended as required reading) for sessions B-16 and B-17. Based largely on "Language Habits in Human Affairs," by Irving J. Lee, Harper Brothers, 1941, chapters II to IX.

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More interesting in the situate which is clear to a speaker of writer my norm equily clour to his custome --back it may norm a different counting to each of his resource or listerests. And it is precisely because and member of the Autienes is sum that he referenced the establish correctly short compation arises. Their the early 1900's, came from marks, argued liting Sect is the early 1900's, came from difficult in the sind that gives them forth or one set of difficult in the sind that gives them forth or one set of the start or reader to they are conditioned in the mind of bhe heave or reader to another set of thoughts or illows.

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in exactly the same form or circumstances as when the word was originally coined. It would be necessary to coin a new word to describe each new set of similar but not identical circumstances.

To get an idea of what this would be like, consider the language of the Laplanders, who have twenty words for different types of ice and forty-one words for different types of snow, but no generic words for just plain ice or just plain snow. To apply such rules to a language for as complicated a civilization as ours--for our lives are infinitely more complex than those of the Lapps--would be to make communication impossible.

So while our inexact language has its disadvantages, it is obviously better than too precise a language or no language at all. Since we cannot get along with language and do not seem to be able to perfect it, it would be well to examine some of the ways it functions.

This is the study of semantics.

Signs and Things

The basic element of communication is the sign. A sign is something that has meaning apart from its own essence or characteristics. . green light in the lobby of an office building is a sign that the elevator is about to go up. A piece of metal with an arrow painted on it is a sign that the highway is going to turn. The five o'clock whistle is a sign that it is time to go home. A boatswain's call is a sign that chow is down for the watch. To the sailor, the in emotion the same form or circumstances in when the word wan originally estimate. It shall be accessery to outman new word to describe geat has see of shall a but not identical sircumstances.

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Interpreters and Contexts

Signs can be either verbal or non-verbal and may mean different things to different people. They may also mean different things to the same person under different conditions. A green light on a street corner does not mean that this is the next elevator to the Top of the Mark. A green light on the starboard side of a ship is not a signal to automobiles. "Chow" means food to the sailor aboard his ship, but if he has ever been bitten by one he may still wince at the word.

The idea of a sign presupposes two other ideas, that of an interpreter and that of context. The interpreter is the person for whom a particular sign has a certain meaning. The context is the situation or set of circumstances in which the sign has that meaning for the particular person.

There are four elements in the behavior of signs-another way of saying there are four elements to language: the sign, the "thing" (semanticists call it the "designatum," meaning "that which is designated by the sign"), the interpreter, and the context.

The Sign is Not the Thing

The highway marker is not the curve in the road. The light is not the elevator. The sailor cannot eat the word "chow." It is obvious that the sign and the thing it designotes are not identical. There is no connection between them except that by custom and conditioning the one has come word clow in a sign for countring to wat.

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Alforem things be differential or con-verbal and my mean different things be different mould. They may also seen different things to the one person under different could blow. A green light on entrate corner does not near that this is the case elevator to the Top of the Bark. A green light on the starocord aids of a mill in not a signal to subprobiles. "Chese reams food to the mailor accard his abup, but if he has were been bitten by one he my suil since at the work been bitten by one he my suil athes the the work been bitten by one he my suil athes the work been bitten by one he my suil

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The big any survey is and the course in the need. The light is not the elevator. The suffer county and the word "choos" It is contone that the sign and the thing is designacted are not identical. There is no counseties between them energy that by charte and tenditicing the one may now to signify the other. Yet there are other signs, usually abstract words like equality, "freedom," "good manners, "security, and "economy," where the thing referred to is not clearly definable. On this level, people often lose sight of the fact that the word is merely a sign. They react to the word, not to its meaning, just as the once-bitten sailor reacts to the word, "chow.

There is no guarantee that all people, or even all readers of a particular newspaper, will react the same way to the same word. It is especially unlikely that they will do so when the "thing" is not clearly defined. We all declare for liberty, said Abraham Lincoln, "but in using the same word we do not all mean the same thing. With some the word liberty may mean for each man to do as he pleases with himself and the product of his labors; while with others the same word may mean for some men to do as they please with other men and the product of other men's labors."

The Sign Does Not Represent the Whole Thing

Fortunately for man, his perception is incomplete. This is to say that when he sees or hears, he unconsciously selects and concentrates on certain sights and sounds to the exclusion of others. From all of the stimuli to which he is being exposed every moment of the day, he abstracts those which are especially meaningful and ignores the rest.

The ability to abstract or simplify makes it possible for man to think. But when he forgets that his thought is based on abstraction, this habit of simplification may lead 179

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The molithy to charge to or simplify addee it possible for man to think. But woon of formers that his thought is based on appointion, this backs of simplification may land him astray. For since our perception of things is incomplete it follows that our memory of them and the language we use to describe them is also incomplete. To say 'the Pentagon is a large building is to abstract one attribute of the building while completely ignoring the fact that it is also an air conditioned building, a government building, an office building, a five-story building, and that it has other characteristics too numerous to mention. There is nothing wrong with such description, as long as the speaker and his listener recognize its incompleteness. But if either assumes that the statement is a complete description, confusion is likely to result.

Korzybski uses the term "non-allness" to describe this incompleteness of language. He urges speakers and listeners to remain aware of the "non-allness" of descriptions, and to evoid the misunderstanding that can arise from assumptions that any description is a really complete representation of the 'thing.

Description and Inference

We have seen that perceptions necessarily are abstractions and that verbal descriptions of objects or facts are further simplifications. It follows that inference based on such limited perception and incomplete description has similar limitations. How often do we pass judgment based on "the facts, assuming that our knowledge of these facts is complete?

Inference is a higher order abstraction than description,

bin askery. The share our perception of chings is incurdent, it follows that our senary of thes and the language we use to describe them is size inconducts. To say "the isotages is a large building is to contract the constitute of the building suile areal taly isotating the fact that it is also as all conditions building, a covernment building, in office building, a five-work building, and that it for other do not the size too accordents to mention. Four is the state with such description, as long as the species in working when the statement is a samplete description, some size in the the statement is a samplete description, some size in the size in statement is a samplete description, some size in the size in statement is a samplete description, some size in the tale result.

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which is to say that it is a further simplification of something that has already been simplified and only partially preserved. How many misunderstandings are occasioned by inferences based on description where the fact of "nonallness has been forgotten?

The "When" Dimension

Another characteristic of language, to borrow again from Korzybski, is its "time-binding" capacity. Pavlov's famous dogs did not take too long to learn that the sound of a bell was a sign of food. But if Pavlov's dogs had any puppies, the new generation had to go through the same process of conditioning as their parents. Animals cannot pass knowledge from generation to generation. People, however, preserve knowledge in language. It is not necessary for every new generation of men to re-discover fire and electricity.

But this time-binding" characteristic can lead to false assumptions. For the world is not static. It is constantly changing. What was said of a person or thing may have been true at the time it was said, but it may not always remain true. Turkey was an ally of Germany, and thus an enemy of the United States, in World War I. Twenty-five years later, Turkey's position was in doubt. Now she is one of our staunchest allies. Germany was our enemy in two World Wars. Now the free half of Germany is considered a friendly nation. Clearly, a statement about United States relations with Germany or Turkey, or even about Germany's relations which is to say that its a further simplified and will parscretching that has closed provide staplified and well partially preserved. Now all simularized and well parby inferences based on teachington where the first of 'd.g. Allages has pressingles?

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Another characteristic of lenguage, to horrow and n For surrybold, is the time-inding ontocity. Havley's forout dege 616 not vake too long to loarn that the suund of a bell was a sign of food. But if ferior's dege bad any puppies, the sem constrains had to do through the sume process of store presention had to do through the sume process of strong the set of the present. Intering connot preserve denditioning as these parents. Intering connot preserve the second the internation. Fooder, hereinst for overy non knowledge in internation to present it is not hereinst for overy non generation of each to present it is not hereinster for overy non knowledge in internation to re-discover firm and streduciety.

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To guard against confusion by changes in the 'facts' without an accompanying change in language, Korzybski urges that we mentally date or index" our statements.

All of us are changing every day, for every experience becomes part of our environment and affects us in some way. Aren't you different in some respects from the person you were two weeks ago?

We must take into account the "when" dimension, and recognize that things and people, as well as words, have contexts.

The Individual and the Group

The mental process of indexing also helps to differentiate the individual from the group. We know the sight of one drunken sailor does not mean that all blue jackets or all servicemen are disreputable people. But how often do we make such generalizations in other areas of experience?

Indexing will remind us that what is true of one person need not be true of an entire group. The group characteristics may not hold true for all group members.

Is and Is

One of the simplest words in the English language is the verb be. In searching for a word that is absolute and cannot lead to confusion, one might expect to put some with whethory, many be dathed if it is to make any menading at all an an an an any menading at all and the second

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confidence in this one. But a closer look shows that "is is one of the most abused words in the language.

There are two completely justifiable uses for this word. They are:

1. As a tense auxiliary with another verb: "He is running," Dinner is being served."

2. To indicate existence: "The first President was Wishington," "This is the Navy Mr. Smith.

There is little opportunity for misunderstanding here. But when we use this verb to mean "may be classified as, or to indicate that two different entities are identical, when, in fact, we mean that the two have certain characteristics in common, we may be heading for confusion. It is one thing to say "John is a drunk," and still another to say 'John frequently drinks more than he should. In the first sentence, 'is is equivalent to equals. John has been written off as a rummy and nothing more. In the second, there is room to add that when John is sober he is a good father, a careful driver, a capable executive, and a host of other things covered by Korzybski's "etc." There may well be situations in which the fact that John frequently drinks will be sufficient to rule him out as undesirable, but if John is to be judged he should be judged in the light of the facts, not in the light of assumptions inherent in the 'is of attribution.

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Application

People who do not make themselves clear in their speech or writing are not clearly understood--they are not accurately and fully communicating their thoughts and ideas to others. A working knowledge of semantics is invaluable to the information officer. The study of semantics in itself, however, does not provide the complete solution to clear speech and writing. The study of semantics coupled with a consciousness of human habits of perception can result in effective speaking and writing.

Summery

Words, like billboards, are signs. They signify certain things to people who have learned to interpret them as signs of those "things." The circumstances under which a sign signifies a certain "thing" comprise the context of that sign.

There is no guarantee that a sign will signify the same "thing" to the same person in different contexts or that it will have the same meaning for different interpreters in the same context.

Words are like road maps. They represent something. They are not the thing itself any more than a line on a map is the road.

Words are based on observations or perceptions which necessarily are incomplete. Every observation is an abstraction (simplification). It records salient features

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Hords are buied on chargestions of perceptions which necessaredly and incomplete. Every chargesized is an enof the "thing" and ignores features which are not important in the particular context.

Inference based on verbal description is reliable only when it takes into account the 'non-allness' of the description. In drawing conclusions, it must be remembered that "facts" are only partial and that every description contains an implied "etc."

The changing nature of most "facts" and the difference between characteristics of the group and of individual members can be emphasized by the mental habit of indexing.

Because the reader or listener does not evaluate critically, the communicator must do this for him. A writer or speaker who is conscious of these pitfalls of language can help his audience avoid them. 185

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