Raymond M. Solomon, the young man whom we honor in these Memorial Lectures, had the qualities that should distinguish journalism and the journalist. He was described by Harry Barnard of the Chicago Daily News as having social responsibility and idealism, possessing a strong social conscience. He believed in freedom of thinking, was interested in full rights for Negroes, fair play for all men. He stood up to be counted. Such men are in short supply, even in journalism.

We desperately need that kind of man, that kind of citizen today. I am reminded of a letter which George Washington received from his emissary, Gouverneur Morris, whom he had sent to confer with Louis the Sixteenth to discover what kind of person he was. Morris informed Washington that "Louis the Sixteenth is a good man, but he inherited a revolution."

Our world, too, is filled with people who have inherited a revolution—or rather, a series of them. Certainly the scientific revolution is in full stride. Ninety per cent of all scientists who ever lived are alive today. In the United States about half of them are now in some war-related industry. When these industries begin closing down we shall have huge amounts of inventive manpower to use in civilian fields.

Our agricultural revolution, moving ahead under the impetus of the founding of the Extension Division in 1914 and in cooperation with Land Grant Colleges, such as the University of Missouri, enabled us to produce an over-abundance of wheat, cotton, milk, butter, oranges, and other farm products. Barbara Ward in an address titled, "Spirit of '76—Why Not Now?" given at
Colonial Williamsburg on June 1, 1963, after discussing the Niagara of wheat production said:

"... if you go to the research stations in West Africa, you will see that there is worse to come. A Niagara of bananas lies ahead--and not only bananas, palm products, coffee, cocoa, pineapples, a cornucopia of tropical plenty... if you take the world population as a whole, overproduction is not evident. Underdistribution is, and we have yet one more example of the wealthy Western third who have and the two-thirds who have not."

We shall soon produce an overabundance of nearly everything except brains, wisdom, insight, the power of analytical and synthetic thinking. We are blessed with lots of good men but they have inherited a revolution which they do not understand and do not know how to handle.

C. P. Snow in his Science and Government speaks very favorably of English professional administrators describing them as

"extremely intelligent, honourable, tough, tolerant, and generous... But they have a deficiency... Their tendency, which is strengthened by the nature of their job, is to live in the short term, to become masters of the short-term solution. Often, as I have seen them conducting their business with an absence of fuss, a concealed force, a refreshing dash of intellectual sophistication, a phrase from one of the old Icelandic sagas kept nagging at my mind. It was: "Snorri was the wisest man in Iceland who had not the gift of foresight." (p. 73)

We see now what we should have done twenty years ago. We had among us "wise men" who lacked foresight. Most of us, unfortunately, are gifted with 20-20 hindsight. I suggest, therefore, that as willing or unwilling participants in a revolutionary society we reflect on what we might do to see that the world moves in the direction we want it to move.

I propose, therefore, a simple goal for communicators--that we provide every man, woman, and child in this world with access to excellence. What are the barriers to achieving this goal--even in the United States?
One of the big barriers is the press. It does not fully understand its new role. It no longer is merely a channel of communications that only supplies information; it is the greatest single source of public education beyond high school and college. It must not only cover the news; it must direct its efforts toward clarifying the problems and the goals of the revolution we have inherited, toward winning the understanding and support of the good men we are blessed with, and toward seeing that the world moves in the direction we want it to move.

In short, the press—and I mean all major news media—can no longer limit itself to thorough, objective coverage of the news, and to the careful backgrounding and interpretation of the news. The press must see that it cannot remain an instrument dedicated solely to the reporting of change; it must also address itself to the task of helping to bring about change.

Is this "managing" or "directing" the news? Of course it is. And it's perfectly proper. For the press in its role as an educator must consider what needs to be accomplished as well as what needs to be reported.

This sets for journalists and journalism schools new and higher goals—goals that put the power of the press to work on long-range objectives that will help us move the world in the direction free men know it should move.

This means more specialists educated for key roles in the journalistic corps. It means less surface, day-to-day coverage of the news and more emphasis on stories and series of stories that persuade. It means less emphasis on mass circulation and more on critical circulation—on readers who can influence people and decisions.

As I discuss the problems we face in providing every man, woman and child with access to excellence, please keep in mind my suggestion that the press has great power to educate. Some of our people cannot tap this fund of
excellence because they are physically unfit. They don't get enough of the right things to eat, they lack adequate medical care. It is likely that the present campaign against physical poverty will succeed but the campaign to eliminate poverty of mind and spirit is not so easily won--it has qualities that will require a new dimension in our communication processes.

Let's suppose, therefore, that we began to use our tools and processes of communication in a fight against ignorance, prejudice, misinformation, lack of education. What does it entail? First, we would need a new definition of communication. I would define it as "the sharing of ideas and feelings in a mood of mutuality." Note the terms "sharing" and "in a mood of mutuality."

Far too much of our communication fails to hit the target because it is one-way communication without adequate feedback, a typical weakness of the massive mass media. Agricultural communication has succeeded so admirably because it was a sharing process, because there was continuing feedback regarding the results. It exemplified mutuality.

To understand the communication process better let us see it as including three aspects: reading and writing, speaking and listening, and visualizing and observing. You will note that reading, speaking and visualizing are the producing or sending phases of communication, and that writing, listening, and observing are the consuming or receiving phases. Let us examine each of these three sets of processes in turn and see how they relate to increasing the access to excellence.

In this country there are one hundred million adults twenty-five years of age and over. Of these about 15% have completed only six years of schooling. About 40% have completed only eight years of schooling. 41% have finished four years of high school or more. 16% have some college and about 7 1/2% have
finished four years of college. The median school years completed in 1960 was 10.6 grades. The typical white adult is an eleventh grader, the typical Negro adult is an eighth-grader.

What do these figures mean as far as the reading ability required for reading quality magazines is concerned? Two-thirds or more of the readers of Newsweek, Fortune, Harper's, Time, Atlantic and The Reporter have attended college. These quality magazines thus have little or no direct impact on half of our adult population. Time and Newsweek are at the tenth and eleventh grade reading levels, and are read chiefly by persons at or above this grade level.

James Conant, former president of Harvard, once suggested that the junior high school student should be able to read the front page of a newspaper. However, the key front page news items dealing with International Affairs, Economics, State News and Space are at grades eleven and twelve, according to a study which we have made using the Dale-Chall readability formula. To give people access to the excellent and serious ideas of the world we must do two things: put more of the serious news into interesting, palatable, and digestible form and work hard to raise the critical reading abilities of the junior and senior high school student.

What are the possibilities of methods other than reading as ways of getting access to excellence? What about speaking and listening as a way of getting in touch with big ideas? Some radio news is prepared at a simpler level than the same dispatch in print. This might enable less well educated people to get access to important ideas through this medium. In theory, too, adult discussion groups and face-to-face personal conversation could provide this access to excellence. However, adult education classes are likely to be attended by the more able persons. Those who have education want more of it.

The Fund for Adult Education supported some interesting experiments in
California using a combination of radio and the press. Talk-back programs on radio are popular.

Rich possibilities arise out of the area of communication described as visualizing and observing. Under observation I would include the viewing of television, motion pictures, attending museums, demonstrations, dramas, spectacles, pageants, state expositions, world fairs, religious celebrations, etc., all kinds of experiences involving showing and telling.

Because of the heavy viewing of television programs we have here an effective method of bringing excellence to the viewer. It is possible, too, to put meaningful content into a dramatic form which can attract large audiences many with limited education. I am thinking here of television programs such as those during the days of the President's assassination and funeral, programs such as Today, Mr. Novak, The Defenders, East Side West Side, and news programs which make intensive use of documentary films.

The use of television is certainly a new dimension in journalism. We have not yet thought through what its role shall be. Its excellent points are its immediacy, the use of words and pictures which can be understood at a much wider range of abilities than reading material. Its weakness lies in the fact that you can't re-view as you can re-read. You must take it as it comes and at the pace it comes. News and magazine media complement and supplement what is received through television. We need to capitalize on the strengths of both.

Now let me return to the problem of the continuing revolution in which we find ourselves. Change is in the saddle. We like it in the annual models of our cars but are not yet adjusted to the changes which will occur in our jobs, our leisure activities, our plans for the future. This future is unpredictable, unbelievable, and sometimes unimaginable.
There is no good in deploring this, of looking to the past nostalgically. Change must be accepted or, as the sociologists put it, institutionalized. This means an important task for journalists. They have a responsibility for keeping their readers, their viewers and listeners up-to-date. It means, too, that the pressure is on them to be as up-to-date as their readers and listeners and viewers want them to be.

What do schools and colleges do to prepare students for an unpredictable world? We must teach students to learn how to learn and to develop a taste for learning. Or, putting it in the terms that I have just talked about, we must teach them to become more skillful in sending and receiving messages by reading and writing, by speaking and listening, by viewing and observing.

But there is more than a how-to-do-it to this educational program. Students must learn to evaluate the incoming messages and colleges must teach discriminating reading, looking and listening.

One of the hazards we face in all communication is the assumption that we can learn to use communication as a means without committing ourselves to ends. Certainly in learning to learn and in developing a taste for learning, the means, the processes, the methods are important.

But they are not all-important because process, means, and methods are for something beyond themselves, tools with which to carry out some kind of activity. It is, therefore, a legitimate question in all communication to ask: What is all this writing, this speaking, this visualizing for? What ends does it serve? Does it move our revolution in the right direction?

I cite the importance of ends and values because great critical decisions are being made which will affect this nation and all other nations for a long time to come. I would like, therefore, to discuss the critical importance
of the press in international affairs, its roles in developing wisdom in its readers, viewers, and listeners.

First of all, we must shed the notion that everyone can or should be well-informed about international affairs. We can expect little understanding of foreign affairs from one-third of our population reading at the eighth grade level or below, those who do not even read the major magazines. Obviously there will be exceptions. One study showed that 47% of those responding read "just the headlines of national and international news," 6% claimed to read both kinds of news "very carefully." V. O. Key points out in *Public Opinion and American Democracy* (p. 353) that "day in and day out the odds are that less than 10 per cent of the adult population could be regarded as careful readers of the political news." (Bernard C. Cohen - *The Press and Foreign Policy*, p. 257)

Mr. Cohen then asks who these careful readers are and points out that "Readership of foreign affairs news increases with age, education and economic status; with an increase in these variables, the newspaper is used increasingly for information and decreasingly for entertainment; more men than women read such news; the larger the community (counting suburbs as part of metropolitan areas), the higher the interest in and readership of international events. Basically, however, it is educational level and socio-economic status that seem to be the best predictors of newspaper readership of foreign affairs." (p. 258)

Would it help if foreign news were presented more attractively, more simply, with more human interest, more pictures? Cohen does not think so. What would help basically would be to change people's life patterns, their educational and economic status--no short-time task.

Further, careful attention to foreign affairs throughout the entire high school and college curriculum would develop a sharply increased interest in these matters.
When we deal with foreign affairs in the press—and again I use the term to include all mass media—certainly we do not want to cut anyone off from ideas that he can absorb. The press must inform citizens regarding the choices they must make. More critical, however, is that of informing those who are closest to the major decisions. Lowell Mellett, who was my chief in the Office of War Information, told me that one big reason he decided to do a column following World War II was that its appearance in the Washington Star insured its being read by high-level decision-makers.

Mr. Cohen indicates the vital importance of the press in this particular and also notes that the press helps set priorities for officials. The newspapers say in effect to the legislators and high government officials—"This is important. Get on with it." Furthermore, what appears in the morning paper is likely to stimulate questions from one's superiors, from reporters, and congressmen. Mr. Cohen believes that the newspapers need much abler reporters to prepare this kind of material. He characterizes foreign policy coverage as "spasmodic, piecemeal, impressionistic, and oversimplified, sometimes inaccurate or garbled, and generally failing to deal with policy issues until they have become matters of public record." (p. 267)

Here we need to differentiate between the popular media and the quality media. James N. Rosenau in a paperback book published by Random House titled, Public Opinion and Foreign Policy, says on this point:

"... by virtue of their different modes of handling foreign-policy issues, the popular media contribute to both the passivity and superficial moods of the mass public, whereas the quality media foster active concern and structured opinion on the part of the other two publics. ..." (p. 82)
Gabriel Almond says in *Public Opinion and National Security* that quality media "take an active part in the structuring of issues. They participate in foreign policy discussion continually. They reach into the formal governmental agencies and among the non-governmental opinion leaders. They help create a kind of laboratory atmosphere in which foreign policy ideas can be tested out through the use of responsible speculation and imagination. They constitute a "feedback" on the consequences of policy decisions, and furnish the necessary basis for the constant process of modifying and adapting decisions which have already been made." (p. 374)

Are the schools of journalism preparing the quality reporters for the quality media? Where is the young Walter Lippmann, Edward Murrow, Eric Sevareid, James Reston, John Gunther, Keyes Beech getting his undergraduate and graduate education? In our schools of journalism? In our social science departments? Social science divisions in the liberal arts college might well team up with strong journalism departments to develop the quality reporters we so desperately need. Is this cooperation now possible?

Unfortunately, the stereotyped concept of the journalist dies hard. He is supposed to write in *journalalese*, defined by Webster III as "writing marked by simple, informal, and usually loose sentence structure, the frequent use of clichés, sensationalism in the presentation of material, and superficiality of thought and reasoning." Anyone writing this way on any newspaper I know well would lose his job. He couldn't be a reporter on the *Ohio State Lantern*, our student newspaper.

The other day I chatted with a managing editor of a publication which employs about twenty-five editors. He prefers those who have majored in journalism because, he says, "they are better writers than those who have had typical courses in college English."

To achieve new dimensions in communication, the school of journalism must raise its standards, do more rigorous work in radio and television,
concern itself with developing specialized communicators in varied fields. We must work with graduate and post-graduate students in professional fields and help them become more effective communicators.

Just as we need high school and college students who are prepared for social change by learning how to learn, so we need journalists who are intellectually and professionally ambidextrous. The world is unpredictable for journalists, too, and as modes of communication change, the journalist must be ready to accept and use them.

If the press is to do the responsible job which a revolutionary society requires, we must rethink our concept of the news. We often say that the news breaks and then the reporter covers it. But the good reporter also uncovers the news and then covers it.

We may say that news is what happens. But news is also what does not happen, the failure of an expected event to occur. Sometimes, too, we contrast objectivity in news reporting with subjectivity. We say: "Give me the facts and let me draw my own conclusions." But what are the facts?

When a physician examines a person who may have had a heart attack he is interested not only in the electro-cardiagram and other "facts" about the patient but also in the history of the patient. Anything relevant to the health of the patient is "news" to the doctor. We have tended to define news as the overt event and we separate this final act from its relevant antecedents. Pulling the trigger is thus seen as news but how the gun got cocked is sometimes considered a subjective interpretation and not hard news. The background is news as well as the foreground, otherwise the reporter is dealing with a disembodied event in the thin slice of the present.
Not only must we have better reporters but the press needs a better understanding of its role. I am surprised at the failure of the press to study its customers, to do the kind of market research that most major businesses do. True there are readership studies, but these are usually at a simple quantitative level.

The press needs to spend much more on research than it now does. It is common to hear statements about the power of the press. Where is it powerful and where is it weak? What kind of impact does it have on what kind of people under what circumstances?

How credible do customers find the newspaper and the magazine as contrasted with radio and television? How readable are the various stories in the newspaper? Can the amount of readership be increased by more skillful writing?

Can the press develop better ways to communicate solid information to the less able readers? I see no difficulty in writing stories on cancer, tuberculosis, conservation of wild life, crime and rehabilitation, city planning, highway safety so that the reader at the sixth or seventh grade level could understand them. Many health agencies do it; it is being done by many of the best family encyclopedias.
The importance of the news lies in its context, its relation to the past and its implications for the future. This requires reporters who are either specialists in a field such as political science, medicine, dentistry, or physics, and who have learned the art of communicating, or the journalist who studies such special fields and becomes competent in them.

In the United States we can now have what we want to have. The ancient barriers of scarcity no longer hold. If we have a tough scientific problem to solve, we have the scientists and the engineers to solve it. We have already solved our food production problems and our chief difficulty now is where to store the surplus, or better still, how to distribute it. If we can produce all the wheat, butter, meat and more that we can use, why can't we produce all the brains and more than we need? We can. We simply have not developed the necessary consensus for doing it. Our shortage is one of will, of imagination, of applied creativity.

We have a shortage in journalism, in teaching, and other fields of what I shall call "the abrasive man." He is obviously a controversial figure. He disturbs the peace of the affluent suburb and the apathetic city. He doesn't fit in. He creates ripples when we prefer calm water. Once the well-rounded man was the well-educated man. Now we are likely to think of him as a smooth, unabrasive fellow, a nice guy. He revolves in a nice little circle, in a nice suburb, where nice people live, "our kind of people", you know.

It's a good life with one fatal weakness. It often puts these nice people out of touch with the disturbing problems of the city and the rest of the world. To communicate is to share ideas and feelings in a mood of mutuality. We cannot escape the moral and social consequences of noncommunication, of self-isolation from the troubles of the world. In the long run, walling one's self off
from our fellow man deadens the personality, makes it insensitive to the
aspirations, the pain, the rich pleasure of other people.

In asking the press to meet its responsibilities as an educator, don't
think I'm unmindful of cost. But I do believe that advertisers as well as critical
readers not only will approve but also will support the press in its role as an
educator as well as a communicator.

Let me give you just one example of what I'm talking about. What
organized effort has been made by the press to develop a thorough, long-range
program to meet the integration problems? What pooling has there been of
reporting know-how? What massive efforts have been made to develop a program
that will bring together the best brains in the press and the social sciences to
develop such a program? Who has even analyzed fully the responsibility of the
press in this situation?

How should the power of the press be used to shed extensive light during
the great debate in Washington and throughout the country? Scattered editorials,
indignant columns, historical background, interpretative analysis? Are these
enough? Or should organized publishers and editors take a position, explain
their position, support their position?

If the press doesn't take a hand, who is to educate today's thought
leaders and help them influence the people they want to reach? Events move
swiftly. Swift action must be taken. Classroom educators lack the skill and
media for swift action on key issues of our revolution. Journalistic educators
have both. Together we can move our revolution in the direction we want it to
move.
We do not have a choice of the kind of world we like to live in. It is here. We live in a revolutionary age and the journalist, the communicator, the press itself ignores this at peril to itself and the society which it serves. Our choice is whether we want to help all men gain access to excellence or whether we shall huddle for a little longer around our little treasures in fear that someone will take them from us. The tranquility of evasion is illusory and the attempt to secure it is futile.

The journalist, young or old, can take either one of two attitudes.

He may say with Hamlet: The time is out of joint, O cursed spite That ever I was born to set it right.

or with Wordsworth who also lived in a revolutionary time:

Bliss was it in that dawn to be alive And to be young was very heaven.
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