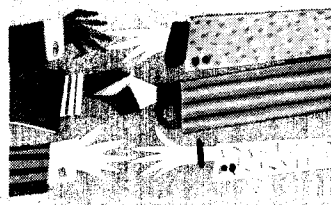


Public Relations



Sears, Roebuck Calls the Doctor

MANY of the larger and better-managed corporations have for a long time had a policy of making important contributions to the advancement of educational, scientific, and charitable programs in local communities as well as nationally. And the more thoughtful and creative of these corporations always seek to provide gifts that have a multiplying effect.

One of the most intriguing of these multiplying efforts is the Community Medical Assistance program of the Sears-Roebuck Foundation, which helps smaller communities throughout the country find physicians. The problem is a serious one for small towns that have been unable to attract medical practitioners.

In 1958 the Sears-Roebuck Foundation began its campaign to attract doctors to rural areas. The foundation, whose funds are donated by Sears, Roebuck and Company, worked out a carefully designed plan. It has resulted in good medical care for thousands who were previously without local medical assistance.

The Sears-Roebuck Foundation went about developing its Community Medical Assistance Program with the kind of planning for which Sears, Roebuck and Company is known in the merchandising field.

In cooperation with the American Medical Association, a step-to-step plan was worked out. It has proved that if enough thought, practical sense, and energy are combined, unusual results can be obtained.

The Community Medical Assistance Program begins with an economic survey, which need involve only 100 families. The survey is usually carried out through a local civic organization such as the Kiwanis Club. Sears provides instructions and manuals.

There are many factors involved in judging whether or not a community is eligible to participate in the program. But the determining one is the likelihood of a gross expenditure of \$25,000 a year on office calls by members of the community. The \$25,000 figure was chosen because the average net income of a general practitioner is \$16,000 a year. (Operating expenses average about 40 per cent.)

The next step is the town meeting.

Here a representative of the foundation explains the program and answers questions. Then the community votes secretly on whether or not it wishes to go ahead. (The foundation provides a leaflet, "A Doctor for Our Community," that contains a ballot.) The attendance at these town meetings has varied from 600 people at Prairie City, Iowa, to ten at Sandstone, Minnesota. Since the townspeople wouldn't be at the meeting unless they wanted the plan, votes are nearly unanimous in all instances. Town leaders are then asked to hold discussions among themselves for a week before notifying the foundation.

The third step embraces organization and fund-raising. Money is needed to build a medical center for the physician. A nonprofit corporation is therefore organized with the help of the foundation by providing pledge cards, information leaflets, certificates for investors, sales talk outlines, and suggested posters showing the community's progress in the fund drive.

Inherent in the plan is the assumption that if one has invested in the fund for the medical center, he will become a client. The loans are interest-free and are repaid through the rent received from the doctor for the center's building, or through the eventual sale of the building to him. In this way the physician has a built-in practice from the start.

The fourth step is the building of the medical center. The foundation provides complete blueprints and specifications for a specially designed center that becomes one of the lures for the general practitioner. The foundation also provides professional help to the community in site selection and acts as the agent

for the community in letting all building contracts.

Then comes the problem of finding a physician. The Sears people feel they have a moral obligation to get a doctor once the community has built its medical center. Here the foundation works closely with the placement service of the American Medical Association. Doctors are brought to the community and if they and the community hit it off, the deal is made.

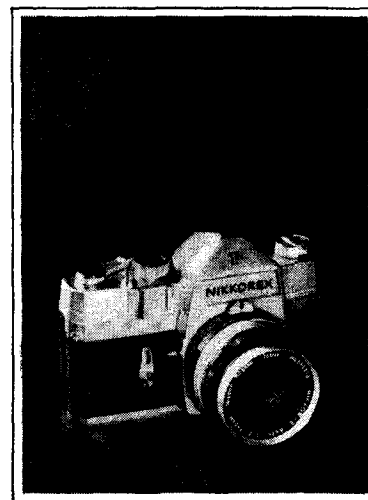
Once a physician is obtained for the community, the foundation provides a professional business consultant to help him in getting local financing. He is also given advice on equipment purchases, along with aid in setting up a sound bookkeeping system.

After all this effort, what have been the results? So far the Community Medical Assistance program has brought ninety physicians to thirty-three communities that previously had no doctors. Sears is currently working with an additional twenty-one communities.

The cost of this program to the foundation runs between \$5,000 and \$7,000 a unit. But what the whole program shows, above all, is that a creative approach can accomplish far more than if the same money were spent without an appreciation of the value of seed money.

—L. L. L. GOLDEN.

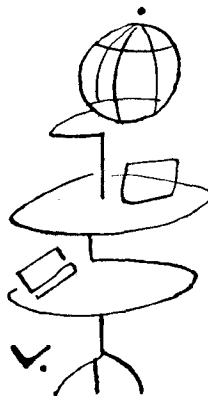
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The Bullpen

Continued from page 68

Freedman; John Dubin, sitting in for picture editor John Radosta; Joseph Herzberg, director of cultural news; Tom Mullaney, financial editor; and Robert Garst, another *Times* veteran and former city editor, now an assistant managing editor.

Scattered about the room in the "out-field" were representatives of WQXR, the paper's radio station; its syndicate; the writer of the news summary; a representative of management (that night it was Harding Bancroft, executive vice president); one man each from promotion and circulation; and Catledge, the executive editor. Only the advertising and production departments are never represented.

The purpose of this conference is to make everyone entrusted with putting the paper together aware of the news going into that edition. The managing editor or his deputy calls on every man at the table to present his news budget for that edition, and it is read or simply reported in quick summary form, like news bulletins on radio. A few comments or questions punctuate the reports.

In thirty-five minutes that night the conference was over. But in that time everyone had heard, among other items, about the paper's elaborate plans to get the Ecumenical Council's texts from Rome into print by cable and jet delivery, about the situation in the Congo and other foreign places in the news; about the Brooklyn Navy Yard and the Bridge; about a Cezanne bought that day in London for \$1,400,000; and about the murder of a wife by her double-amputee husband.

Back in the bullpen after the conference, Jordan had a brief session with a man from the metropolitan desk, which has jurisdiction over all airplane accidents, wherever they occur. There had been a crash in Sweden; no details yet. Then Jordan and Hauck moved into Bernstein's office for a picture conference with William Farrell, assistant picture editor. Photographs of the Narrows bridge were placed in a long rack on one wall while the editors discussed

them and decided which to use and how large to make them.

By this time it was 5 o'clock and the tempo was slowly increasing. For the next hour Jordan and Hauck were busy checking on details, reading more wire-copy duplicates and summaries from the desks, all of which passed in a chain from Jordan to Hauck to Bernstein, along with carbon copies of every headline. The summaries now were of stories. On the *Times*, a reporter turns out a summary of his story for the bullpen before he begins to write it; if he telephones it, someone on the desk writes the summary for him. Pictures are also summarized by the picture desk. The bullpen, consequently, gets in these early hours a capsule impression of everything going into the paper.

At 6:10 comes the moment of truth, when it is time for the front page and split page to be dummied. Jordan and Hauck retired to Bernstein's office to complete the job for which everything else had been a prelude: the face the *New York Times* would present to the world next morning. To an outsider or a non-newspaperman, it would have seemed an absurdly quick, almost casual operation, taking only twenty minutes by the clock. Bernstein sat at his desk, dummied in stories on a layout sheet the size of a typewriter page, carrying on a running dialogue with the others. Where the stories should go, what maps to use, headline sizes, pictures, what stories the other papers might be playing—the decisions were made quickly and without hesitation. But into them went Bernstein's forty years of experience with the *Times*, and fifty years more from Jordan and Hauck combined.

Inside pages are dummied by David Lidman, chief makeup editor, whom the *Times* considers the best in the business. He does it with the aid of summaries from the desks and page dummies from the advertising department.

With the dummied over, the tempo in the bullpen again slowly increased:

6:30—first galley proofs from the composing room.

6:45—dinner delivered, eaten at the desk while working.

7:05—end of dinner.

8:00—Phelps arrives to join the bullpen. He will be late man, staying until 3 A.M., in charge of the late city edition, which goes in at 11:45, and of the final, closing at 2.

8:30—Jordan and Hauck take one of the world's smallest elevators (three people crowd it) from the city room to the composing room, on the fourth floor.

Until now, so smoothly has the giant machine worked that there has been no sense of pressure, but the clock moves relentlessly toward 9:15, deadline for the first edition. In the clattering hurly-burly of the composing room, the climax

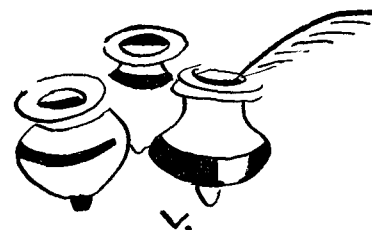
of the nightly steeplechase begins. An electric board bearing numbers, like the call board in the public library, shows the numbers of the pages still on the stone to be closed. A nearby blackboard shows in chalk the number of pages in the edition by signatures and, in a parallel column, the number of pages made up at that moment. Slowly the numbers diminish on the electric board and climb on the blackboard. Page one is not ready to go until 9:10, as Jordan and Hauck, reading proof, continue to make last-minute corrections. At 9:10 it goes and two minutes later it is held for a final correction.

BACK in the city room at 9:15, Jordan and Hauck learn that Roy Howard, the noted publisher of the Scripps-Howard newspapers, has died—missing a deadline at last. That will be a front-page story for the second edition, and Phelps's responsibility.

Meanwhile, there are a few more chores remaining. At 9:25 the bullpen trio goes over page proofs of the financial pages and of the split page. At 9:50 the first edition comes up from the press room and a last conference takes place in Bernstein's office, with Jordan, Hauck, Phelps, Lidman, and Farrell having a final look at what they have created, ordering changes here and there for the second edition.

At 10:15 that conference is over. A few minutes later Bernstein puts on his hat, exchanges a few pleasantries, and goes home. Along executive row, it has been quiet since the 4 o'clock news conference, with nearly everyone else vanished by 6. At 10:30 Jordan and Hauck are ready to leave, and by 10:35 Bob Phelps is in sole charge of the bullpen. Another edition of the *New York Times* is a matter of history.

What has happened since 3 o'clock has been the making of a unique journalistic product, unrivaled anywhere in the world, the end result of a news organization that is the largest and most complete ever known. In the end, the making has come down to the brains and judgment of three men in the bullpen, who pull the strands together and in an incredibly brief time weave the day's news into a pattern which is accepted everywhere, whatever its imperfections may be, as the best that human hands can devise. This, in brief, is the miracle. It happens every night on West 43rd Street.



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BOX K-459

Films

Continued from page 70

good humor that fitted every occasion.

An incident can illustrate its value to the government. In September 1963, several USIA films were shown in an open-air theater in a Central American town, under the sponsorship of a local anti-Communist welfare committee. Word of the showing apparently got out to the local Communists, and as the show began a group of teen-agers appeared waving Cuban flags. All were members of the Friends of the Cuban Revolution, who had recently returned from a visit to Cuba at Castro's expense. The audience ignored the teen-agers until *United in Progress* was shown, upon which the audience broke into cheers and tore the Cuban flags from the demonstrators' hands. Surprisingly, the pro-Cuban group did not leave, but stayed to see the rest of the show. Kennedy, along with production quality, had done the job.

SOME films are made specifically for a certain area, such as Latin America, and others are aimed for more general showing. James Blue, an able young maker of documentaries, turned out a little classic in *The School at Rincon Santo*, which showed Colombians building themselves a schoolhouse. The film demonstrated how the Alliance for Progress could improve conditions in a locality, but did it dramatically instead of through a heavily scored message. The film had been made to be shown mainly in Latin America, but it was found surprisingly useful in almost all underdeveloped countries around the world. No matter how subtly made, it is nevertheless mandatory that each film must carry its "freight," as older hands at USIA say, meaning the message. But indirection is a useful method, too. John G. Fuller, for instance, produced and directed a government film called *The Making of a Champion*. It dealt with a visit to this country of thirty-two athletes from smaller countries, all here to improve their track and field performances in American schools and under American coaching. The point of the film was not, however, the better times that were recorded on stop-watches, but race relations. *The March*, another excellent documentary by James Blue, wasn't made to show that racial turbulence exists in this country, but to illustrate dramatically our use of our rights of peaceful assembly and protest. *Born a Man*, on the other hand, showed an American electrician blinded on the job, recuperating, rehabilitating himself with community help, and resuming his trade. It was made to be shown in Latin America, but it was also found useful in

Africa. And, meanwhile, the film was evocative enough and human enough to do a good deal more than carry its "freight" about the value of individual and community action.

The films made by USIA are seen, all in all, in more than 100 countries, and sometimes require as many as fifty different foreign soundtracks. Many of the English tracks have been narrated by important Hollywood stars, among them Charlton Heston, Paul Newman, and Edward G. Robinson, who contributed their services free. The subjects are extremely varied, ranging from documentaries that rove over the entire American scene to coverage of the state visits of foreign dignitaries. Because the trips made abroad by President Kennedy were so thoroughly covered by USIA photographers, a valuable store of historic film about him now exists.

George Stevens, Jr., has conceived training programs through which he hopes to discover talented new filmmakers for the Motion Picture Service. He split up one \$30,000 film budget into six \$5,000 parts. Six would-be filmmakers at American universities were selected to make ten-minute films on subjects that would be useful to the USIA program. The best of these was called *Student Engineer* and was shown widely abroad. Stevens calls this kind of thing his "intern" project, and this year's project involves giving similar budget sums to five film-makers of promise who work outside the universities.

THIS stimulation of interest in the government's film program is necessary, for the fact of the matter is that those who make films for USIA become discouraged after a time by the lack of recognition in their home country. They achieve, but nothing is known of it, and their professional careers do not advance as inevitably as they would otherwise. Many more, including important Hollywood directors, would probably be attracted to the program if the barrier to United States exhibition did not exist. Creative film people don't generally like to work in what sometimes appears to them as a vacuum—although of course what they do is immensely valuable abroad. For the foreign version of USIA (it is called USIS abroad) makes sure that no exhibition possibility is overlooked. The films are shown in theaters and over television; they are screened continually at USIS posts, and several hundred mobile vans with projection equipment thread through rural areas to set up film programs. It is expected that *John F. Kennedy: Years of Lightning, Day of Drums* will far exceed the audience figures for any other USIA film made, and it can be assumed that it will carry a great deal of freight all over the world.

Antidotes

Continued from page 22

the password to permanent adolescence.

Much has been said—and for sound reasons—about the need to build a solid wall of separation between the Central Intelligence Agency and both the operational and policy-making agencies. For very similar reasons, such a separation of our statistical competence from the standard-setting, law-making, and educational leadership seems to me essential. Unless this separation can be enforced, the standards of competence will decline and the changes of society will be adjusted, unchecked, to the pressures of mass behavior and mass attitudes. And since such behavior and attitudes are today, more than at any previous time, exposed to the influences of the mass media (including the mass medium of professional education), the dangers are monstrously magnified.

A third priority is to teach increasing numbers of children, adolescents, and adults the ability to consider the consequences of their actions and attitudes. If I had to settle for one single aim of education, this is the one I would pick. It is most likely to protect us, to paraphrase John Gardner, against a society so defective in competence that neither the ideas of its philosophers nor the pipes of its plumbers will hold water. It also offers the greatest measure of safety against the oversimplification of demagogues. Who could, after considering the consequences, maintain that the poor be held responsible for their poverty or that unequal rights of citizenship be considered anything less than a national concern?

Ideally, of course, it ought to be self-evident that the study of man's progress must teach this concern with the consequences for each individual's actions. In practice, it is open to question whether the most has been made of this opportunity. If the sterility of many available textbooks is any yardstick, the answer is that it has not. The excuses are familiar, too. To teach man's history honestly invites attacks by those who would substitute indoctrination. This is why there is a greater demand for docile rather than competent teachers of the humanities and social sciences.

Fortunately, today, we can turn to science and the teaching of science for some of the answers about how to combine competence and courage in the teaching of man's past and future. It is among the scientists that the questioning of the consequences of their actions has been most evident. It is among scientists—even among the lesser practitioners—that the relationship between competence and success and between competence and status has been made

most explicit. And among the greatest of the scientists—because their competence has brought about the most world-shaking changes—the compassion for generations on the razor's edge of disaster has been most outspoken.

Competence, consequences, and compassion—these ought to be the keys. They join pragmatism and humanity. They make the technician human and the humanist accountable to contemporary life.

Nothing I have said applies exclusively to our time or is new in itself. What makes the contemporary scene so different in degree from the past, however, is the enormity of the powers lodged in man today. The power of destruction at the top of the human pyramid is too obvious for discussion. But the power of the individual to get in his neighbor's hair is closer to home and less readily recognized. From the noisy transistor radio on a bus to the destructive force of a recklessly driven car or the message by a commercial on a children's program, the immense powers of the people in a crowded, urban civilization are staggering.

It is for this reason that modern teaching—in direct contrast to much of the current practice—requires stress on the importance of voluntary restraints and self-discipline as a balancing force to the vital protection of individual freedom. The self-indulgent slogan-question, "It's a free country, isn't it?"—usually asked to justify the desire for instant gratification—increasingly requires the answer: "Not if you think you can do as you please." Never before has it been so important to apply the checks-and-balances concept of American institutions to the American individual's freedoms and restraints.

Finally, I should like to register a strong, personal dissent from those economists and educators who, because of anticipated changes as a result of automation, believe that the answer must be sought in a dramatic reduction in everybody's working hours and days. They see the human solution in massive education in the use of leisure time. I believe that this approach to the changing scene will be self-defeating. The economic consequence, already demonstrated in many short-hour fields, is simply to encourage people to look for a second job. But, more important, the hope that leisure can, if it becomes a major part of an active adult's waking hours, be productive, creative, and satisfying seems to me an illusion. The Sunday sailor is more likely to turn into a part-time commercial fisherman. Three or four days of golfing will change relaxation into a chore. Give the mass media the equivalent of their present peak hours on an almost continuing basis, and the saturation of the

airwaves with violence and vulgarity may well become total. No, I am convinced that the no-work predictions are both wrong and unduly defeatist. As I indicated earlier, I am not convinced that there is really an irreversible need for the disappearance of certain jobs that at present are disappearing. I am not at all convinced that there is universal agreement about the desirability of abolishing manned elevators. I have yet to meet a single person who considers the substitution of a central televised security system in apartment house lobbies and elevators preferable to the presence of a reliable face.

BUT this is a minor aspect of my disagreement with the prediction that we are running out of work and must therefore put up with a redundancy of idle people. I see around me neighborhoods that need tearing down and rebuilding. I see, in these slums, a vast reservoir of humanity that also must be reclaimed. And even if the task may at times seem nearly hopeless so far as the older people are concerned, surely we know that there is hope for the children. I see schools that, by being doubled or tripled in size, and staffed with armies of competent and compassionate teachers, could do all the tasks in which we now know we fall short. I see hospitals lacking in beds, nurses, and doctors. I see vast stretches of once beautiful countryside and shoreline crying out for beauty to return.

Surely we could all extend this list of unfinished business. We could add to it the poverty and backwardness of a major portion of the world beyond our own borders and the challenge of making this earth a place where nations and races not only coexist but even rejoice in each other's differences.

In teaching young people about man's place in the world, the fusion of competence and compassion is more urgent than ever. The battle against sham and fraud in public, private, professional, and business life is imperative. But most important, higher education must help us free ourselves from the strait-jacketing myths that prevent us from seeing that, although the job descriptions and the required skills will change and some will disappear altogether, we have not run out of unfinished business. The United States that created the Land Grant colleges when the agricultural and mechanical revolution called for it should have little difficulty creating new institutions for new tasks. The real test is not one of detail but of attitudes. If higher education can give us confidence in strength born of the marriage of competence and compassion, then we should not doubt that we—and not some vague statistical change in mass mores—can shape our destiny.

First Things First

Continued from page 25

authoritarian movements. There is one chief difficulty. It doesn't work.

No, I believe the solutions must rest upon the cumulative efforts of millions of individuals. It was not, after all, the Emancipation Proclamation that ended the institution of slavery in the United States. It was the evolution, in the minds of millions of Americans, of the idea that slavery was wrong. Without that commitment on the part of the citizens of the North, it is doubtful whether Mr. Lincoln's proclamation would have survived as anything but a public relations gesture that sounded good but in the end proved little.

So it will be, I believe, with our other problems. They will not be solved by the Congress of the United States, or by the directives of any government agency. They will be solved by small groups of intelligent men and women thinking about them, discussing them, and gradually distilling, in their intellects and their imaginations, the approaches that will ultimately yield success.

This is not the easy way. There is no easy way. But it is a way that at least promises success, and I know of no other that does. And so, when we ask the question of what the humanities have to contribute, it would seem that there are two answers.

The first is the improvement of communication. It is easy to belittle this field. But the fact is that effective communication is an extremely difficult matter, complicated by all sorts of subtleties. Educators have a great responsibility in this area, for communication between human beings is as much their province as the mechanical means for transmitting the human word is the province of the physical scientist. This is no slight mission. The future of the world may well hinge upon our success.

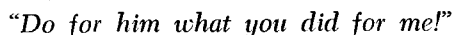
The second thing the humanities have to contribute is no less important. It is to arouse the minds of the millions of men and women with the intellectual capacity to do something about the world's problems. There are some of these people who are not giving our civilization the benefit of their intelligence, who are ignoring anything not related to their immediate concerns. We have in them a tremendous natural resource. I think one of the first goals of educators should be to lead young men and women to realize the necessity for them to interest themselves in the world's problems, to equip themselves to contribute something to their solutions.

As the Chinese philosopher Lao-tse said in approximately 550 B.C., the journey of a thousand miles begins with the first step.

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Surely we have here one of the ironies of modern times. We try to minimize it, to be sure, by dragging executives, whether from business or government, off to remote and frequently mountainous places to meditate on the great books, after they have tried to read them on the plane on the way out to the meeting. Even this is difficult now that the

But no matter how complex the machines, how human, we will always be able to say with e. e. cummings, "The single secret will still be man." When we are reduced to enforced contemplation of this secret that is man, we shall then find ourselves face to face with the problems that concerned the Greeks and Hebrews in the days when there were, according to our lights, practically no machines. But these ancients with leisure at their disposal (because they had slaves to do the chores, as we have machines) wrestled with the problems of the ultimate nature of man, his relationship to the universe and to God or the gods, however conceived. The machines may ultimately force us into this happy encounter with our being again. Who knows what that struggle will produce?



(Continued on page 80)

CLASSIFIED

(Continued from page 79)

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(Continued from page 81)

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