

The original documents are located in Box 298, folder “Appointments and Meetings with Non-Media Groups (6)” of the Ron Nessen Papers at the Gerald R. Ford Presidential Library.

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PR People
July 28, '76

RH

THE WHITE HOUSE

WASHINGTON

August 6, 1976

MEMORANDUM FOR:

ROBERT HARTMANN
L. WILLIAM SEIDMAN
RON NESSEN
BILL GOROG
BILL RHATICAN
JIM REICHLEY
DOUG SMITH

FROM:

BIRGE WATKINS *BSW*

SUBJECT:

General Comments from the
Gertz Group Dinner at the
International Club, July 28, 1976

Presidential Image

The group consensus was that the candidates themselves, not the issues, could determine the outcome of the 1976 campaign. Gerald Ford's personal qualities are unmatched--he is natural, relaxed, intelligent, commanding, honest, athletic--and these attributes should be presented as his national image. Also, his roots are in Grand Rapids, he is the President, carries the strength of the incumbency, and his high integrity is unquestioned. All these add up to very good selling points.

Vision

Often mentioned over the course of the evening was the feeling that this country wants a President of genuine vision, a leader who not only deals with the current problems, but who also projects and plans for the future or as one gentleman termed it "the great world to come." President Ford can and should run on his record. However, he must also articulate a vision of where this country is heading. The Presidential Bicentennial speeches that articulated continued hope and optimism, were a strong start in this direction. Suggested reading along these lines are John F. Kennedy's Convention Acceptance Speech and Herman Kahn's new book, The Next 200 years.

Vice Presidential Selection

The selection of the Vice President was discussed, with no candidate being highly favored or strongly opposed by the group.



In view of past elections, those present felt that the Vice Presidential selection does not make a significant difference in the outcome of a general election; the Presidential candidates receive the vote, not the Vice President. It would be in the President's best interest to make an honorable, wise choice for Vice President, free from overriding political considerations. A Vice Presidential candidate compatible with the northern battleground states was suggested.

The Campaign

Currently, the question of whether or not the President should actively campaign is being asked. The general opinion of the group was that the President should go to the people whenever possible as the President, not as a candidate.

The campaign should be run as a Ford campaign. Unfortunately, a Republican campaign brings to mind the previous President and may strengthen Democratic attacks.

It was agreed that the President should continue to remain active and responsive to current events. However, one way to capitalize on the incumbency is to take seven or eight major issues and develop them into events. This is done through personal appearances, photographs, and remarks geared to that particular situation. Many group members thought this would be an effective way to generate public support for a specific position while identifying the President's personal interest and concern for an issue.

Most felt personal interviews have been an effective means of winning support for Administration's positions. In light of this, and since regional audiences tend to trust local T.V. personalities, it was recommended that the President conduct more interviews, both at the White House and on the road, with local reporters, thus, giving Presidential interviews greater impact.

This fall, the President should make every effort to choose the issues, and the cabinet should be fully utilized to project the issues in detail.

A "Stream of Conscience Speech" by the President was a final suggestion. This proposal envisioned a personal discussion between the President and his audience. The issues would not be discussed in detail and no great ideas would be presented. Rather, the President would speak about his vision of the



country and its people, his personal impressions of the last two years in the White House, and a general view of his main concerns for the present and the future.

The Economy

The economy has shown strength and continued improvement during the Ford Administration. The group felt that people respect the Administration's accomplishments but the President has not been given the full credit due. He needs a greater identification with economic figures. One suggestion was to let the President announce the monthly statistics rather than the Assistant Secretary of Commerce.

Inflation is still the overriding public concern. However, when possible, inflation should be referred to as higher prices. The term hits much closer to home.

More people are employed in the United States than ever before-- this should be emphasized! Unemployment obviously concerns the average citizen but it is not their true concern. Job security is more important. The President should continue to stress solid jobs in the private sector, not on government payrolls. This position continues to be effective.

The unfavorable energy picture can be blamed on the same old roadblock---Congress.

The public prefers the market system to improve the quality of life. But when expectations aren't met, like it or not, they look to government to reach a goal. More government regulation is undesirable in the public eye, but assistance is not. The President should encourage voluntary action in the private sector, but also remain an activist President, using the government to improve life when and where he can.

The public is also aware that many Federal programs just don't work. The President should point out that not every problem is susceptible to a Federal solution.

The President should capitalize on his vetoes. Besides saving billions of dollars, the vetoes give the Congress a second chance to create better legislation. This should be emphasized. Rather than appearing to be "negative" steps, the vetoes should be positive. The public wants a strong leader to offset a reckless Congress. The Ford record proves he can do it.



THE WHITE HOUSE

WASHINGTON

July 23, 1976

MEMORANDUM FOR DICK CHENEY
DAVE GERGEN
BOB HARTMANN
RON NESSEN

FROM: BILL SEIDMAN *fwj*

SUBJECT: International Club Dinner -
Wednesday, July 28, 1976

Attached is a list of the participants for the dinner to be held at the International Club on Wednesday, July 28, 1976.

As you know, there will be a small private reception in the Roosevelt Room from 6 - 7:00 P.M. and hopefully, the President will drop by.

Following the reception, we will assemble for dinner at 7:30 P.M. in the Danube Room of the International Club. Discussions will center on the economy and the public's perception of the Administration's efforts. However, as with past dinners, many other subjects will undoubtedly be covered.

See you there.

Attachment



Attendees to Reception and Dinner

EDWARD M. BLOCK	Vice President, Public Relations American Telephone & Telegraph Co.
ANTHONY DeLORENZO	Vice President General Motors Corporation
KALMAN DRUCK	Public Relations Harshe-Rotman & Druck, Inc.
JACK A. GERTZ	News Services Manager American Telephone & Telegraph Co.
HERBERT G. KLEIN	Vice President Metro Media, Inc.
WILLIAM A. LYDGATE	Chairman of the Board Earl Newsom & Company, Inc.
THEODORE H. MECKE, JR.	Vice President, Public Relations Ford Motor Company
CLIFF MILLER	President Braun and Company
ARTHUR NEWMYER	Chairman of the Board Newmyer Associates, Inc.
OSGOOD (Jim) NICHOLS	President Osgood Nichols Associates
JOHN H. PAGE	President International Nickel Company, Inc.
JAMES SHEA	Vice President Southern Pacific Company
THOMAS W. STEPHENSON	Vice President, Public Relations duPont deNemours & Company
ROBERT L. FEGLEY	Staff Executive General Electric Company
EDWARD (Ted) LITTLEJOHN	Vice President, Public Affairs Pfizer, Inc.
STEPHEN STAMAS	Vice President, Public Affairs EXXON





Boys Nation Deleg.
August 3, 1976



AMERICAN LEGION AUXILIARY

WASHINGTON OFFICE · 1608 K STREET, N. W. · WASHINGTON, D. C. — 20006

(202) 393-4811

July 28, 1976

The Honorable Ronald H. Nesson
Press Secretary to the President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

Dear Mr. Nesson:

Today the Bicentennial Joint Session of Boys Nation/Girls Nation held its Election of Officers and the victors have appointed its administrative officials. This enables us to give you the name of the young person appointed to your counterpart office at Boys and Girls Nation this year. That is:

DREW BRITCHER

Enclosed is a biography for conversational background information preparatory to your proteges' appointment to visit your office on Tuesday, August 3, 1976.

We appreciate the plans you have made for receiving this young person and thus helping to make this training in the processes of federal government a memorable experience for each of its participants.

Sincerely,

MRS. ALAN M. SCHANEL
National President

LS/rms
Enclosure - 1



DREW BRITCHER

43 Wyoming Road, Paramus, New Jersey 07652
Son of Dorothy Britcher Age 17

Federalist Party, Senator

Senior at Paramus High School. SCHOOL HONORS: President, Chairman Principal's Advisory Board, Chairman School Structure Committee, Paramus Curriculum Council, Career Education Committee. ATHLETIC ACTIVITIES: Football, Soccer, Track, Basketball, Baseball and Indoor Track. SPECIAL HONORS: Who's Who of American High School Students, Union Carbide Scholarship for Washington Workshops Congressional Seminar and Babe Ruth Athletic of the Year. Plans to attend college and study law education or politics. Sponsored by American Legion Post No.207 at Paramus.



THE WHITE HOUSE
WASHINGTON

7/28/ 76

Connie:

I talked to Mrs. Schanel's office and advised them that Ron would see the person. We set it for 2:30 p.m. on August 3. They will find out today the name of the person and will be sending name and bio. out. Should we not receive it, you can call Jennifer on 393-4811 X61. (I will be on vacation.)

Mary



THE WHITE HOUSE
WASHINGTON

JUL 1 1976

June 30, 1976

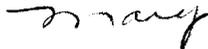
NOTE FOR SANDRA WISNIEWSKI

Sandra -

This is a request for a meeting with Mr. Nessen for his "counterpart" who will be elected after the young people participating in this program come to Washington for their Sessions.

This is a very worthwhile program and, while I do not know specifically about this year, I do know that in the past (this is an annual event) they have asked officials, like Mr. Nessen, other Assistants to the President, Cabinet Members, etc. to meet with the young person who is elected as their counterpart.

Note a copy of our chrono where they have asked to see the President.



Mary Rawlins
(Bill Nicholson's Office)

2:30



THE WHITE HOUSE
WASHINGTON

Date: 6/29

TO: Bill Nicholson

GUIDANCE REQUESTED _____

~~FYI~~ _____
~~ACTION~~ _____

T/D _____

SCHEDULE BD. _____

DATE RECEIVED

JUN 30 1976

MESSAGE _____

SPEAKERS BUREAU _____

OTHER _____



~~APPOINTMENT OFFICE~~ SANDRA WISNIEWSKI
ROOM 161
EXT. 2890

JUN 29



AMERICAN LEGION AUXILIARY

WASHINGTON OFFICE • 1608 K STREET, N. W. • WASHINGTON, D. C. - 20006

(202) 393-4811 X 61

June 24, 1976

The Honorable Ronald H. Nesson
Press Secretary to the President
The White House
Washington, D.C. 20500

Dear Mr. Nesson:

Among the 297 young men and women who will participate in the Bicentennial Joint Session of Boys Nation and Girls Nation this summer will be **one appointed to an office comparable to yours in federal government**. On behalf of The American Legion's National Commander, Harry G. Wiles, and myself, I am writing to ask if, as a climax to this program, you would be willing to **receive this young person for a few minutes on Tuesday afternoon, August 3rd, and then perhaps assign a member of your staff to show him or her around your headquarters and explain how some of the more important and interesting of its functions are carried out**. Our objective is to make this a "living experience" in the processes of federal government and your contribution could be a truly memorable experience for your counterpart.

In a program of this complexity, I regret that we are unable to offer you a choice of dates for this appointment, but we can offer you a choice of hours. For example, we can deliver your counterpart to you at 2:00 p.m., or at 2:30 p.m., or at 3:00 p.m., whichever best suits your schedule. In the event that you simply cannot be available that afternoon, then we ask that you appoint a personal representative to act in your behalf.

I have asked my secretary, Mrs. Rita Schneiders at this address, to provide you with the name, address and short biography of your counterpart as soon as the Boys/Girls Nation election is held and appointments are completed in the week preceding the date of this office visit. I thank you in advance for your help and interest and would be glad to hear from you at your earliest convenience. A brief fact sheet and history of this program is enclosed for your complete information and files.

Sincerely,

MRS. ALAN M. SCHANEL
National President

LS/rms
Enclosure - Fact Sheet



THE AMERICAN LEGION



AMERICAN LEGION AUXILIARY

BOYS AND GIRLS NATION

In observance of the nation's Bicentennial Celebration, The American Legion and the American Legion Auxiliary have pooled resources to present, in 1976, the first Joint Session of Boys Nation and Girls Nation. Larger than any in the past, this session will bring citizenship training in the processes of federal government to 297 high school juniors and seniors (147 boys and 150 girls) composed of one "Senator" and two "Representatives" from each Boys or Girls State held earlier this summer. Convening on the campus of The American University as in the past, this Bicentennial Session will be lengthened from the usual week to 18 days (July 21 to August 7) and will include field trips to Annapolis, Colonial Williamsburg, Philadelphia and Valley Forge. Five years of planning and one quarter million dollars have been invested in this program by the two national organizations.

Delegates to Boys State and Girls State are chosen, with the help of high school principals, for qualities of potential leadership, to represent their schools in sessions held each June or July in state capitals or on centrally located campuses in each of the 50 states and in the District of Columbia. There they set up their own city, county and state governments and learn to operate them according to the rules and procedures set by actual state and local law. They learn by "doing it". Each session selects its own Congressional Delegations and approves them with proposed bills to be enacted at Boys and Girls Nation.

This year the delegations will convene on the campus of The American University as a miniature Congress, complete with a Senate and a House of Representatives. Through committee action and twelve Congressional Sessions, they will deal with this proposed legislation.

Once their legislative sessions are launched, they will organize their political parties called the "Federalists" and the "Nationalists", stage national conventions for the adoption of platforms and selection of candidates. They will be climaxed with campaigns and finally an election and inauguration.

The winning candidates will then form their administration with each citizen appointed to some office in the executive or judicial branches of government. These exercises will be illustrated with field trips to the actual sites of government activity including orientation briefings at the White House, the Departments of State and Defense and on Capitol Hill. Guest speakers also will address them on campus. Finally each "official" will have the opportunity to visit the office of his or her own actual counterpart in the federal government.

Throughout the coming year, these youthful citizens will share with their schoolmates, families and friends what they have learned at Boys or Girls State and in their 1976 Bicentennial Joint Session of Boys and Girls Nation.

BRIEF HISTORY OF BOYS AND GIRLS NATION

Back in the depression ridden days of the early 1930's, The American Legion grew concerned over public statements to the effect that Democracy was "on the skids". How, it wondered, could America train its young people in the processes of self government as effectively as Fascist Italy and Nazi Germany seemed to be training their youth in the promulgation of totalitarian forms of government? Deciding that the best way to learn something was by practicing it, American Legionnaires in Illinois began, in 1935, to gather teenage representatives of high schools together for a few days each summer in a citizenship training program on the processes of city, county and state government. They called this program "Boys State".

As this program succeeded and spread throughout the United States, the American Legion Auxiliary began providing similar opportunities for girls of high school age. Thus "Girls State" was founded. The first Girls States were conducted in 1938 and since 1948 have been a regular part of the Auxiliary's better citizenship program. In 1976, Girls State sessions are being held in each of the 50 states as well as in the District of Columbia. Boys State is held in all of these except Hawaii.

Boys Nation, an equivalent exercise in the processes of FEDERAL government, was founded in 1946, Girls Nation in 1947. Convening in the nation's capital in late July or early August, each is peopled by two "Senators" from each of the Boys or Girls State programs held earlier in the summer.

Boys and Girls State are staffed by Legionnaires and American Legion Auxiliary members who volunteer their time and effort to these enterprises. The administrative costs are defrayed by their Department (state) organizations. All costs for Boys and Girls Nation, including national transportation, are financed by The American Legion and American Legion Auxiliary national organizations.

Delegates to Boys and Girls State are selected with the help of high school principals on the basis of potential leadership qualities. Most are between their Junior and Senior years in high school. Through these programs, it is estimated that each summer The American Legion and its Auxiliary are adding 28,000 boys and 19,000 girls trained in the processes of government to a group that by the end of 1975 totaled well over one million.

Both Boys Nation and Girls Nation have received top Americana Awards from the Freedoms Foundation at Valley Forge. The National Association of Secondary School Principals has placed both programs on its Advisory Lists of National Contests and Activities for 1975-76, and for 1976-77.

AMERICAN LEGION AUXILIARY

1608 K STREET, N. W.

WASHINGTON, D. C. 20006



The Honorable Ronald H. Nesson
Press Secretary to the President
The White House
Washington, D.C. 20500

February 28, 1976

Dear Mr. Hauck:

On behalf of the President, I wish to acknowledge your letter of February 24 asking him to meet with the Boys Nation and Girls Nation when they come to The White House for a tour which has been tentatively scheduled for Tuesday morning, August 3.

We will carry your request forward for careful consideration as the President's schedule for early August is under advisement, and have noted that your National Director of Public Relations, Mr. James C. Watkins, is to be contacted about the Boys Nation and Girls Nation visit.

In the meantime, please know that your interest in contacting the President on behalf of these young people is most appreciated by the President and that you have his best wishes.

Sincerely,

William W. Nicholson
Director
Scheduling Office

Mr. William F. Hauck
National Adjutant
The American Legion
1608 K Street, NW.
Washington, D. C. 20006

cc: 2 cys Nancy Gemmell

WWN:mhr:jlc



cc and incmg to Mary Widner for
Aug. 3 cal. cons.
cc and copy inc. to Mr. Farrell,
Visitors Office



COLLEGE EDITORS
Aug. 10, 1976

August 10, 1976

Memorandum for THE PRESIDENT

From: Bill Rhatigan

Subject: Your meeting today with College Editors

You have agreed to meet at 3:00p.m. today with 38 editors of college newspaper editors from around the country. A list is attached. The group is in Washington at the request of HEW in an effort to provide HEW with some insight into the needs of college newspapers and radio stations around the country.

Ron Nessen, Dave Gergen and I will meet with them prior to your meeting. Our thrust is that we learned last night that the students were in Washington and felt that they could provide the same information to us as they have been providing HEW. We will then take their recommendations and pass them along to other domestic departments in the Executive branch.

These students were selected by HEW to cover as much of the country as possible. They are being paid as consultants (\$30 per day) during their two day visit.

Their major concerns are in the field of obtaining accurate, timely information from the federal government; learning more about the various federal programs for student financial assistance; HEW activities in the area of University Affirmative Action programs for women and blacks on faculties.



THE WHITE HOUSE
WASHINGTON

August 10

TO: CONNIE

FROM: Peggy

Attached is the list of Students
and their universities and the
agenda they are working from.

Per our telephone conversation
the Roosevelt Room has been
reserved for 2:00 p.m. Ron
is scheduled for 2:15.

Thanks much!



1. Yale University
Yale Daily News
David Zweig
H- 203-624-2311
New Haven, Conn.
2. University of Penn.
Martin Siegel
Daily Pennsylvanian
Wk-215-L07-4000
Philadelphia, Penn.
3. ~~SUNY at Buffalo
The Spectrum
Richard Norman
716-831-9000
Buffalo, New York~~
4. Ohio Wesleyan
The Transcript
Ted Daniels
Wk-216-523-4500*
H-419-683-4834
Cleveland, Ohio
5. Morgan State University
The Spokesman
Blaine T. Bentley
301-893-3464
Baltimore, Maryland
6. Nassau Community College
Vignette
Vincent Papsidero
H-516-My4-5246
Garden City, New York
7. George Washington U.
The Hatchet
Joye Brown
H-829-8162
Wk-331-0900
Washington, D.C.
8. University of Texas
The Daily Texan
Mary Walsh
512-471-4591
Austin, Texas
9. University of Alabama
Crimson White
Hoke Perkins **MARK CHILDRESS**
205-348-6144
10. University of NC
Daily Tar Heel
Alan Murray
615-756-1234
Chapel Hill, NC
11. ~~Texas Southern University
TSU Herald
Diane Schliche
713-527-7318*
Houston, Texas~~
12. Miami-Dade Community Coll
Falcon Times
Cheri du Mee
Wk- 305-757-3735
H-305-596-1211
Miami, Florida
13. Clemson University
The Tiger
Steve Ellis
H-803-654-6889
Clemson, South Carolina
14. University of Indiana
Indiana Daily Student
Craig Webb
812-337-9031
Bloomington, Indiana
15. Northwestern University
The Daily Northwestern
Alan R. Gold
H-201-778-2582
Chicago, Illinois
16. University of Minn.
Statesman
Angelo Gentile
H-218-724-5887
Duluth, Minnesota
17. University of Notre Dame
The Observer
Thomas O'Neil
H-219-288-8417*
Notre Dame, Indiana
18. ~~Concordia College
The Concordian
Sally Eyridge
605-892-3622*
Moorehead, Minnesota~~
19. Cuyahoga Comm. College
The Commuter
Joe Schwartz
216-932-9287
Cleveland, Ohio
20. Pima College
Campus News
Dorothy Gutierrez
H-602-622-2984
Tuscon, Arizona
21. Rio Hondo College
El Paisano
~~Bruce Doming~~ **MARY GAYMAN**
213-692-0921 (PA)*
Whittier, California
22. De Anza College
La Voz
Jim Carson'
408-257-5550 x 438
H- 408-984-7530
Cupertino, California
23. University of Calif. Berkl
Daily Californian
Jeffrey L. Rabin
H- 415-845-2629
Wk-415-548-8300
Berkeley, California
24. Stanford University
The Stanford Daily
John Freed
H-415-321-6084
Stanford, California
25. New Mexico State Universit
The Round Up
Tim Parker
H-505-524-8333
University Park, New Mexico
26. Seattle Community College
City Collegian
Michele Lee Tombari
206-322-0748
Seartle, Washington



27. Clackamas Community College
Cougar Print
James Rogers
503-655-4381
Oregon City, Oregon

~~28. Ricks College
Scroll
Corette Casper
H- 208-523-4368
Pexbuy, Idaho~~

29. South Dakota State U.
Carla Carlson
605-688-6164
Brookings, South Dakota

30. Columbia University
WKCR
David Friende **AMANDA KISSIN**
212-280-5223 **PETER LON**
NYC, NY

31. Northwestern University
WNUR
John Scheinfeld
312-492-7101
Evanston, Illinois

32. University of Georgia
WUOG
Pete Lamb
404-542-6888
Athens, Georgia

33. University of Missouri
KCOU
David Schultz
314-442-0780
Columbia, Missouri

34. University of Calif (Berkeley)
KALX
Gary Lavender
415-542-1111
Berkeley, California

35. National Student Association
Curt Koehler
265-9890
Washington, D.C.

36. College Press Service
Carol O'Connor
Wk-303-297-1638
H-303-322-0071
Denver, Colorado

37. National Student Education Fund
Layton Olsen
785-1856
Washington, D.C.

**DUKE UNIVERSITY
HOWARD GOLDBERG
DURHAM, N.C.**

**EAST ST LOUIS COMM COLLEGE
DONNA RICHARDS
EAST ST LOUIS, ILLINOIS**

**GRAMBLING STATE UNIV.
CONSUELLA WILEY
GRAMBLING, LOUISIANA**



I. Money crunch in higher education (Room 5051)

- | | |
|--------------------|-------------------------|
| 1. Martin Siegel | Chuck Bunting, HEW |
| 2. Consuella Wiley | Mark Dexter, HEW Intern |
| 3. Donna Richards | |
| 4. Joe Schwartz | |
| 5. Thomas O'Neil | |
| 6. Ted Daniels | |
| 7. Michele Tombari | |
| 8. Karla Carlson | |

II. The Privacy Act (Room 5051)

- | | |
|----------------------|------------------------|
| 1. John Scheinfeld | Ed Gleiman, HEW |
| 2. Carol O'Connor | John Plunk, HEW Intern |
| 3. Pete Lamb | John Shock, HEW Intern |
| 4. David Friend | |
| 5. Jim Rogers | |
| 6. John Freed | |
| 7. Tim Parker | |
| 8. Dorothy Gutierrez | |

III. College affirmative action requirements (Room 5169)

- | | |
|----------------------|----------------------------|
| 1. Alan Gold | Joan Brackett, HEW |
| 2. Alan Murray | Barry Anderson, HEW |
| 3. Howard Goldberg | Bertha Holiday, HEW Intern |
| 4. Vincent Papsidero | Melissa Oliver, HEW Intern |
| 5. Cheri du Mee | |
| 6. David Zweig | |
| 7. Amanda Kissin | |
| 8. Peter Low | |
| 9. Steve Ellis | |
| 10. Gary Lavender | |

IV. Student financial aid (Room 5169)

- | | |
|-------------------|-----------------------------|
| 1. Mark Childress | Steve Blair, HEW |
| 2. Jim Carson | Sylvester Jones, HEW Intern |
| 3. Mary Gayman | |
| 4. Blaine Bently | |
| 5. Heff Rabin | |
| 6. David Schultz | |
| 7. Craig Webb | |
| 8. Angelo Gentile | |
| 9. Joye Brown | |



COLLEGE MEDIA SEMINAR

Agenda

August 9, 10

August 9, Monday

- 8:45 a.m. Stand-up get acquainted session. Snow Room (5051), HEW North Building. Coffee and Rolls.
- 9:15 a.m. Short welcome and introduction. Susan Wing.
- 9:30 a.m. Overview of the Department. Under Secretary.
- 10:00 a.m. Five concurrent workshops. Discussion by agency public affairs officers and college editors of current information activities in five Department areas:
Education
Health
Civil Rights
Social Security
Consumer Affairs
- 10:50 a.m. Break.
- 11:00 a.m. Five concurrent workshops (re-grouped from previous sessions, so that each workshop includes at least one participant from each previous session). Discussion by college editors of public affairs strategies the Department should consider to meet the needs of:
Large colleges (15,000+)
Medium colleges (7,500-15,000)
Smaller schools (7,500 and below)
Community Colleges
Radio stations
Each workshop will select a spokesperson to participate in the afternoon panel.
- 12:30 p.m. Lunch.
- 2:00 p.m. Panel of college editors will present recommendations and suggestions from the morning sessions to other editors and HEW public affairs officers. This session is designed not only to acquaint public affairs officers with the needs of college editors, but also as an idea swapping-post among the various participants.
- 4:00 p.m. Adjourn for the day.



August 10, Tuesday

- 9:00 a.m. Opening remarks and introduction of the morning's topic: opening the Department to public comment on policy formulation.
- 10:00 a.m. Five concurrent workshops on HEW policy formulation:
The money crunch in higher education
The Privacy Act
Affirmative action for colleges
Student financial aid
Section 504 (handicapped discrimination)
- 11:30 a.m. Lunch.
- 1:00 p.m. Introduction of the afternoon's agenda:
The Working Reporter in Washington
- 1:05 p.m. The Freedom of Information Act--a how-to session for a college newspaper. Maurice McDonald (OPA) and Mary Goggins (Office of the General Counsel)
- 2:00 p.m. Panel presentation by members of the working press (from major newspapers, wire services and education press) who regularly cover the federal agencies.
- 3:30 p.m. Break.
- 3:45 p.m. "I. F. Stone's Weekly," a film about government reporting.
- 4:30 p.m. Adjourn.





American University
Sept 10, 1976

Washington, ,D.C.



A Place To Learn

THE AMERICAN UNIVERSITY

Washington, District of Columbia 20016

COLLEGE OF ARTS AND SCIENCES
Gray Hall

Mrs. Myra Sklarew

OFFICE OF THE DEAN
202-686-2446

September 15th, 1976

Mr. Ronald Nessen, Press Secretary
to The President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20050

Dear Mr. Nessen,

Although a rather wet , sleepy-eyed representation of our course at The American University was before you at the family theatre on Friday, September 10th, your talk certainly revived us all. And, for that we thank you. As you could surmise from the questions that were put to you, the students are vitally interested in the work you do and in your special relationship to the president of The United States.

It was most generous of you to take time out of your busy schedule for us. We greatly appreciated this.

Should your time permit we would be delighted to have you stop in at our office for a cup of coffee any time you find yourself near the campus.

Sincerely,

Mrs. Myra Sklarew

P.S. I particularly liked the way you answered the question about your change in view-point upon moving from a career in journalism to a career in The White House. You shared with the students the process of your own maturing view of events.





EXECUTIVE PROTECTIVE SERVICE

To: Officer-in-charge
Appointments Center
Room 060, OEOB

Please admit the following appointments on September 24 (Friday), 1976
for RON NESSEN of White House
(Name of person to be visited) (Agency)

Senator Duroolpho Landeros

Press Secretary to the President of Mexico

Miguel Gujardo

Aide to the Press Secretary to the President
of Mexico

Jack Caulkins



MEETING LOCATION

Building West Wing

Requested by Connie Gerrard

Room No. _____

Room No. _____ Telephone 2100

Time of Meeting 2:00 pm

Date of request Sept 24, 1976

Additions and/or changes made by telephone should be limited to three (3) names or less.

DO NOT DUPLICATE THIS FORM.

APPOINTMENTS CENTER: SIG/OEOB - 395-6046 or WHITE HOUSE - 456-6742



IRS INVESTIGATORS
Oct. 19, 1976

THE WHITE HOUSE

WASHINGTON

October 13, 1976

MEMORANDUM FOR THE FILE

FROM: WILLIAM F. RHATICAN

SUBJECT: AL GOLATO PHONE CALL TODAY
OCTOBER 13, 1976, 3:30 P. M.

Al Golato, the public affairs officer for the Internal Revenue Service, called me today and told me that the Internal Revenue Service was investigating the leaks out of the IRS concerning the Woodward and Bernstein story in the Washington Post on the President's tax audits which have appeared in print in recent days. Golato's stated purpose for the call was to ask me how the IRS inspectors should get in touch with Ron Nessen because the Inspector apparently wants to question Nessen concerning the leaks. According to Golato the Inspector wants to talk to Nessen because Nessen was quoted in a Woodward and Bernstein story as saying the IRS or somebody should investigate this leak as a violation of the President's right to privacy. I informed Al that the easiest way that I knew for the Inspector to interview Nessen was to pick up the phone and call him but that since Nessen was travelling today with the President (they are in New York and New Jersey today) I would tell Nessen when he returned from the trip this evening that the Inspector was going to call Ron tomorrow, October 14 and set up an interview. According to Golato the Inspector's name is Janczyk. After providing that information to Golato I ask him whether this was a normal procedure for the IRS Inspection Division to go to the IRS public affairs office asking for guidance or help in setting up or arranging an interview by the Inspector. Golato pointed out that is was not normal procedure but that the Inspector thought that perhaps because of the public affairs tie between the IRS public affairs office and Nessen as public affairs office for the White House that Golato could clear the way for the Inspector. I expressed surprise that this procedure was being established in this particular case but then just dropped the subject.



THE WHITE HOUSE
WASHINGTON

Date 10/19

TO: Connie Gerrard

FROM: BARRY ROTH *BR*

ACTION:

- _____ Approval/Signature
- _____ Comments/Recommendations
- _____ For Your Information

REMARKS:

As we discussed.



October 8, 1976

MEMORANDUM FOR:

BILL RHATIGAN

FROM:

BARRY ROTH *BR*

Recent activities by Democrats in Congress represent a misuse of legislative power for partisan political purposes, which you may wish to elaborate on in some form. It is just as wrong for Congress to abuse the legislative process to investigate various matters when their goal appears to be designed almost solely to embarrass or harass the opposing party and its candidates. The following are examples of such activities although I do not necessarily suggest we reference all of them:

(1) Congressman Pile's misuse of the investigation of the CIA to enhance his chances for getting the Senatorial nomination in New York.

(2) The investigation of Bo Calloway and the release of conclusions which admittedly were based "solely" on circumstantial evidence.

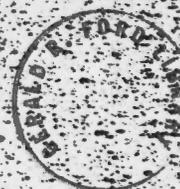
(3) Release of the Mayaguez report immediately prior to the debate. I understand GAO has taken the position that they did not release it but that Congressman Fascell (D-Fla.) released it.

(4) Both Senator Kennedy and Congressman John Moss have publicly attacked and are investigating Elizabeth Dole's "leave of absence" from the FTC.

(5) Deliberate falsification of a hearing record to support the Congressional \$56 billion appropriation for Labor-HEW.

These are examples that come to my mind immediately. I am sure that others have more examples if you believe that this approach should be pursued. It is personally repugnant to me that people who constantly elude to abuses of the past have been able to perpetrate abuses equally as obvious as those which they criticize, and yet are not themselves criticized for their actions.

bcc: Schmitt
Shuman







DEPARTMENT OF DEFENSE
NATIONAL DEFENSE UNIVERSITY
WASHINGTON, D.C. 20319

22 NOV 1976

Mr. Ronald Nessen
Press Secretary
The White House
Washington, D.C. 20500

Dear Mr. Nessen:

We are delighted that you will be able to have lunch with us on 2 December 1976 prior to your lecture in connection with our course on "The Media and U.S. National Security Policy Formulation." The lunch will be at my quarters, number 7, at Fort McNair. I hope it will be convenient for you to arrive by 1200 noon so you will have time to talk informally with representatives of the University and its constituent Colleges who will join us for lunch.

Please accept my best wishes for a Happy Thanksgiving.

Respectfully,

A handwritten signature in black ink, appearing to read "M.G. Bayne", with a long horizontal flourish extending to the right.

M.G. BAYNE
Vice Admiral, U.S.Navy
President

643-8321





NATIONAL DEFENSE UNIVERSITY
THE NATIONAL WAR COLLEGE
WASHINGTON, D.C. 20319

30 August 1976

Mr. Ronald Nessen
Press Secretary
The White House
Washington, D.C. 20500

Dear Mr. Nessen:

Thank you for accepting our invitation to participate in our elective course, "The Media and U.S. National Security Policy Formulation" scheduled for 1:30 P.M. Thursday, 2 December 1976.

A copy of the syllabus for this course is enclosed. We would appreciate your forwarding a copy of your current biography so that we may acquaint the student audience with your extensive experience and background.

We look forward to welcoming you to the College on 2 December.

Sincerely,

A handwritten signature in cursive script that reads "Reginald T. Lombard, Jr.".

REGINALD T. LOMBARD, JR.
Colonel, USA
Chief of Staff

Enclosure
as



THE WHITE HOUSE
WASHINGTON

8/31/76

NOTE FOR: Connie G.

FROM: ~~MARY BOURKE~~

Ron asks that this be brought to his attention at the end of NOVEMBER.

Ron -
Do you want
to start working
on this speech now?
c. c.



THE WHITE HOUSE
WASHINGTON

9/1/76

NOTE FOR: *Mary B*

FROM: **RON NESSEN**

*Bring back to
me the last
week of Nov.*



RHN



DEPARTMENT OF DEFENSE
NATIONAL DEFENSE UNIVERSITY
WASHINGTON, D.C. 20319

NDU-P

1 SEP 1976

Mr. Ronald Nessen
Press Secretary
The White House
Washington, D.C. 20500

Dear Mr. Nessen:

We are pleased to learn that you will be able to address students of The National War College Elective Course, "The Media and U.S. National Security Policy Formulation" on Thursday, 2 December 1976 at 1:30 P.M. on the subject, "Impact of Mass Media on U.S. National Security." This elective will be open to students of The National War College and the Industrial College of the Armed Forces; the Colleges of the National Defense University.

We attach great importance to your lecture and are confident that our students will gain much. The aim is to achieve maximum discussion.

Customarily, lecture periods run about 45 minutes, followed by a coffee break and question and answer period. This pattern, of course, can be altered as you wish, with perhaps a shorter lecture and more time for questions.

Lectures and the question and answer period normally are not recorded or transcribed at the University and never without the expressed wish of the speaker. This practice is dictated both by operational economics and by our long-established and strict policy of non-attribution which assures the confidentiality of the entire session. Another relevant consideration is that recordings or transcriptions, if made, may be subject to the public disclosure provision of the Freedom of Information Act. We are, however, entirely flexible in this matter and are willing to be guided by your preference as to the release or publication of your remarks.

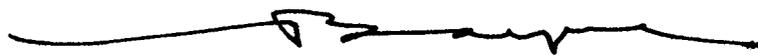
In the event that you desire additional information, please do not hesitate to call me or Mr. William H. Davis, the course director; as the faculty member most familiar with the scope and purpose of your topic. His telephone number is: 693-8383.



Should your schedule that day permit, I should be honored if you can accept lunch at my quarters at Fort McNair, along with representatives of the University and its constituent Colleges.

We look forward to the pleasure and honor of welcoming you to the University on 2 December.

Sincerely,



M.G. BAYNE
Vice Admiral, U.S. Navy
President



August 31, 1976

Dear Colonel Lombard:

In accordance with your request of August 30th to Mr. Nessen, I am enclosing a copy of his biography for your use.

He looks forward to seeing you on December 2.

Sincerely,

Mary C. Bourke
Secretary to
Ron Nessen

Colonel Reginald T. Lombard, Jr. USA
Chief of Staff
National Defense University
The National War College
Washington, D. C. 20019

Encl.



NATIONAL WAR COLLEGE

1:15 pm Depart White House

When you arrive at gate of Ft. McNair
driver should ask for the National
War College building.

^{Wm.}
Mr. Davis will be in front to meet you.

Course Director



Syllabus

512

National War College
Elective Course

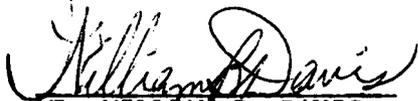
**The Media and
US National Security
Policy Formulation**



National Defense University 1976-77

ELECTIVE COURSE 512

THE MEDIA AND U.S. NATIONAL SECURITY POLICY FORMULATION


MR. WILLIAM B. DAVIS
Course Director

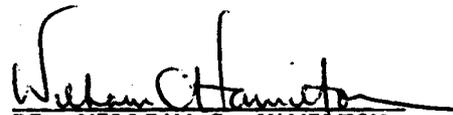

DR. WILLIAM C. HAMILTON
Chairman, DIS



TABLE OF CONTENTS

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B - ORGANIZATION OF THE COURSE	iii
C - DETAILED PROGRAM	1

ELECTIVE COURSE

* * * * *

THE MEDIA AND U.S. NATIONAL SECURITY POLICY FORMULATION

* * * * *

A - SCOPE OF THE COURSE

1. Purpose

This course is intended to provide a better understanding of what the media are and how they affect public opinion and national security. Planned around structured lectures and seminars, the students are brought into direct discussions with outstanding and well-known columnists, lecturers and experts in the field of mass communication. Is it what you believe that really matters? What is the genesis of public opinion? Is there a "sensible" balance between government secrecy and the free flow of information? These are but a few of the many points to ponder in this course.

2. Scope

Attention will be given to both the print and the electronic media with opportunities for columnists, reporters, editors, broadcasters and government information officials to present their points of view.

3. Procedures

There will be fourteen sessions. The Course Director will introduce the course at the first session. Guest speakers will lecture at ten of the meetings. Two sessions will be reserved for group discussions--one at the mid-point of the course and the other at the end as a review of the entire course. One session will be devoted to a visit to the Foreign Press Center in the National Press Building where participants may meet and talk informally with foreign correspondents from such countries as Lebanon, Poland, South Africa, France, England, the Soviet Union, and Germany, to determine how they view the media in America.

The meetings will be held on Thursday afternoons. Time and place of meetings will be announced.

Topical readings of 50 pages or less will be assigned for each weekly session. The course will begin with a definition and historical perspective of the different types of media. Subsequently, we will discuss how public opinion is formed; the regulatory aspects of mass media; the impact of reporters, columnists and editors; and the effect, if any, that advertising revenues have on the social or political posture of print and electronic media managers.

The students will also discuss the role of the U.S. Government in mass media at home and abroad and will consider the relationship of government to mass media in selected foreign countries.

In the final session, three previously selected students will sit as a panel to discuss some of the most pertinent issues raised during the course. They will be expected to respond to questions from the other students. Although there may be no "textbook answers" to those questions, a thorough discussion of the issues should be informative and intellectually stimulating.

If the majority of the students express a desire to do so, we may arrange for them to visit the studios of the Voice of America which broadcasts worldwide in 36 languages. This installation is operated by USIA. The visit would be an organized extracurricular activity.

Two reading lists are provided. One is required. The other identifies optional readings which will help participants to gain a broader insight into the subject matter. The required reading relates to specific course topics and offers pertinent background information on which specific questions may be discussed in a particular session.

B - ORGANIZATION OF THE COURSE

<u>Topic No.</u>	<u>Date</u>	<u>Title</u>
1	2 September	The Media: Definition, Historical Perspective and Current Status
2	9 September	The Genesis of Public Opinion
3	16 September	Objective Reporting, Information and Misinformation
4	23 September	The Media and the Military: An Adversary Relationship?
5	30 September	Regulatory Aspects of Electronic Media
6	7 October	Electronic Media: Its Social and Political Impact
7	14 October	Print Media: Management from a Publisher's View
8	21 October	Mass Media in Selected Democratic Countries
9	28 October	The Department of State: Press Relations and Public Affairs
10	4 November	The U.S. Information Agency
11	11 November	Mass Media in the USSR: A National Security Tool?
12	18 November	The Foreign Correspondent's View of Mass Media in America
13	2 December	Impact of Mass Media on U.S. National Security
14	9 December	Pertinent Issues in National Security Policy Formulation

C - DETAILED PROGRAM

TOPIC 1

* * * *

THE MEDIA: DEFINITION, HISTORICAL PERSPECTIVE AND CURRENT STATUS (An introduction to the course)

Overview

Since mass media pervades the lives of so many people throughout the world, it behooves us to pause momentarily to clearly define media; to determine how it has been developed; how it affects us individually; to what extent it shapes public opinion; and to anticipate how it is likely to affect society in the coming decades. Other questions we shall address are: Should the "news managers" be left to "do their own things?", or should they be "guided" in their chosen profession? Does "guidance" constitute censorship and an abridgement of freedom of the press? Who, if anyone, should do the "guiding?" Who is actually in control of the electronic media today, the broadcasters or the advertisers? Is our social development being fashioned today by clever writers for television shows who provide the role models for us and our children to emulate? These provocative questions should evoke stimulating discussion from apt observers of the contemporary scene.

Required Readings

a. Schramm, Wilbur. "Who is Responsible for the Quality of Mass Communications?" In The Responsibility of the Press, pp. 348-361. Edited by Gerald Gross. New York: Fleet Publishing Corp., 1966.

Optional Readings

a. Merrill, John C., and Lowenstein, Ralph L. Media, Messages and Men. New York: David McKay Co., 1971, pp. 18-32.

TOPIC 2

* * * *

THE GENESIS OF PUBLIC OPINION

Overview

Recognizing that we are all born with very limited innate abilities, practically everything we do has to be learned. What we learn is based on information, observation and experience. What we believe may be different from what we learn. How our beliefs are shaped may be due in great part to the blitz of electronic media and the traditionally heavy credence given to the printed word.

Some questions which might be discussed could be the following: Are "instant indignation" and "spontaneous support" based on pre-disposition? Is pre-disposition based on programmed propaganda? How much public opinion is really influenced by published opinion polls? Does the news editor provide editorials to vent his own spleen or to influence others? How much, if any, "public opinion" begins in an editor's typewriter? To what extent do movies depict reality rather than manipulate the minds of the viewers? Did the cowboys really win that often? Did the Indians actually lose so many times? Did any of this provide non-Indians with supercilious attitudes (or public opinions) about Indians?

Similar questions may be raised about attitudes (or public opinions) on numerous other facets of life in America and abroad. If the sources of public opinion can be pinpointed and held up to unmitigating scrutiny, would they be likely to produce different results?

Required Readings

- a. Bogardus, Emory S. The Making of Public Opinion. New York: Association Press, 1951, pp. 3-16.
- b. Markel, Lester. What You Don't Know Can Hurt You. Washington, D.C.: Public Affairs Press, 1972, pp. 7-10.
- c. Robinson, Michael J. "Public Affairs Television and the Growth of Political Malaise: The Case of 'The Selling of the Pentagon.'" American Political Science Review, June 1976, pp. 409-432.

Optional Readings

a. Bogardus, Emory S. The Making of Public Opinion. New York: Association Press, 1951, pp. 17-27.

b. Small, Melvin, ed. Public Opinion and Historians. Detroit: Wayne State University Press, 1970, pp. 13-32.

TOPIC 3

* * * *

OBJECTIVE REPORTING, INFORMATION AND MISINFORMATION

Overview

How much public interest can be sustained solely through "objective" reporting? After a reporter has done some "objective" note-taking during an interview, he usually selects what he will report in his article and what he will leave out. At this point, is the reporter being more "subjective" than "objective"? Can the editor of an article be completely objective without regard to what is likely to sell more newspapers?

Inasmuch as sensationalism appears to be craved by so many people, does the reporter seek or devise an "angle" in a story which tends to provide it with more importance than normally would be accorded it? How appealing is pure objectivity to either the reporter or the reader? A serious argument might be made to advance the theory that many citizens do not want to be merely informed, but actually demand to have their passions primed or their biases buttressed. When these persons "communicate" with publishers through their purses at the news stands, can the publishers be expected to ignore them?

Journalists gain reputations as "tough interviewers." Presidents and other statesmen around the world demonstrate their adroitness by replying to questions without answering them. Selected leaks of information are carried out to force a hidden issue into the open. "Trial balloons" are sent up in the form of speculative news to test public reaction. A "senior foreign policy advisor" who is not further identified, but who is nevertheless well-known, is quoted about some aspect of delicate international negotiations. A news story may quote someone out of context and provide an impression not intended by the person being quoted. How much of any of this is information or misinformation?

Rumors, innuendos and gossip are found in articles by syndicated columnists across the country. Just how important is the role of this type of reporting in domestic politics, foreign affairs or in national security? To what extent are syndicated columnists utilized by high government officials to communicate information which those officials find awkward to reveal along more traditional lines? These and similar questions may be discussed during the session on Topic 3.

Required Readings

- a. Cater, Douglass. The Fourth Branch of Government. Boston: Houghton Mifflin Co., 1959, pp. 170-177.
- b. McGaffin, William, and Knoll, Erwin. Anything But the Truth. New York: G. P. Putnam's Sons, 1968, pp. 174-184.
- c. Zubkoff, Harry M. "News or Views?" Strategic Review, Summer 1976, pp. 104-110.

Optional Readings

- a. Daniel, Clifton. "Responsibilities of the Reporter and the Editor." In The Responsibility of the Press, pp. 146-156. Edited by Gerald Gross. New York: Fleet Publishing Corp., 1966.
- b. Fulbright, J. William. "Fulbright on the Press." Columbia Journalism Review, November-December 1975, pp. 39-45.
- c. Jones, Jenkins Lloyd. "The Inexact Science of Truth-telling." In The Responsibility of the Press, pp. 157-168. Edited by Gerald Gross. New York: Fleet Publishing Corp., 1966.
- d. Kriehbaum, Hillier. Pressures on the Press. New York: Thomas Y. Crowell Co., 1972, pp. 217-238.
- e. McGaffin, William, and Knoll, Erwin. Anything But the Truth. New York: G. P. Putnam's Sons, 1968, pp. 106-123, 124-143.
- f. Peterson, Theodore. "Social Responsibility -- Theory and Practice." In The Responsibility of the Press, pp. 33-49. Edited by Gerald Gross. New York: Fleet Publishing Corp., 1966.
- g. Roberts, Roy A. "The Responsibility of Newspapers." In The Responsibility of the Press, pp. 83-90. Edited by Gerald Gross. New York: Fleet Publishing Corp., 1966.

TOPIC 4

* * * *

THE MEDIA AND THE MILITARY: AN ADVERSARY RELATIONSHIP?

Overview

Is there an adversary relationship between the media and the military? Or, is there a basic misunderstanding because too few people have ever tried to establish a basic understanding between them? Have tradition and precedent helped to preserve preconceived notions or served as a basis for mutual enlightenment or mutual distrust?

Obviously, news reporters seek news. Just as obviously, the military selectively withholds information when it is believed to be in the interest of national security to do so. Many of the students at NWC might be in command positions after they graduate. Will they be able to develop a better relationship between themselves and the media than their predecessors were able to achieve? How? What basic ground rules might be established which would cause the representatives of the media and the military to achieve a greater mutual respect for the wishes and requirements of the other?

Does America need legislation similar to the British Official Secrets Act? What options are open to the military? What parameters, if any, can the U.S. Government set on the media in peacetime without violating the basic right of Freedom of the Press?

These and many other questions are bound to be raised and discussed on this topic.

Required Readings

- a. Davis, Franklin M. "The Military and the Media: A Proposal for a Cease-Fire." Army, September 1974, pp. 16-20.
- b. Small, William J. Political Power and the Press. New York: W. W. Norton and Co., 1972, pp. 219-249.
- c. Williams, John Duncan. "Interaction: The Military and the Media." Air University Review, November-December 1974, pp. 54-58.

Optional Readings

- a. Small, William J. Political Power and the Press. New York: W. W. Norton and Co., 1972, pp. 298-339.

TOPIC 5

* * * *

REGULATORY ASPECTS OF ELECTRONIC MEDIA

Overview

There are over 5 million Citizen Band radio operators licensed by the FCC in the United States today. The FCC receives 500,000 applications for Citizen Band licenses each month. Additionally, the United States already has more than 7,400 commercial radio stations and some 720 commercial television stations as well as 238 educational television stations. Ninety-six percent of American households have television sets. Twenty-nine percent of those households have two or more television sets.

Obviously, the electronic media are available to all Americans who care to use them. Just how independent should commercial broadcasters be? How much regulation may be imposed without violating the Constitutional rights of the broadcasters? Where does control for the general good of the citizenry end and censorship to satisfy the whims of the censors begin?

In a national emergency, how could the five million CB operators be organized to render assistance? Should one or more of the usual 23 channels on CB radios be set aside for use in such emergencies? Should the CB operators be organized to provide assistance in a national emergency? Who should do the organizing? What obligations could be imposed on the operators and what rights would they have to disavow any other impositions?

Required Readings

a. Lefever, Ernest W. TV and National Defense. Boston, Va.: Institute for American Strategy Press, 1974, pp. 158-161.

b. Sarnoff, Robert W. "Television Journalism: The Shackled Giant." In The Responsibility of the Press, pp. 276-287. Edited by Gerald Gross. New York: Fleet Publishing Co., 1966.

c. "Editing the Radio Stations." (Editorial). The Washington Star, June 21, 1976, p. A-14.

Optional Readings

a. Lefever, Ernest W. TV and National Defense. Boston, Va.: Institute for American Strategy, 1974, pp. 197-200. (Appendix II - "FCC Fairness Doctrine -- Complaint Procedure").

b. "It's Sweeping the Nation, Good Buddy." The Washington Post, June 19, 1976, p. C-7.

TOPIC 6

* * * *

ELECTRONIC MEDIA: ITS SOCIAL AND POLITICAL IMPACT

Overview

Millions of Americans watch television daily. They have the luxury of choosing programs from a wider selection of channels than any other people in the world. Yet, because of the quality of some of the programming, many Americans readily refer to the television set as "the idiot box."

Who is really responsible for the selection of programs seen by viewers daily in this country? Are the "Soap Operas" presented for pure entertainment? Is any intellectual enlightenment ever intended in any of the episodes? Aside from financial considerations, just what are the motivations of the writers? Do they try to reflect contemporary life styles or attempt to provide ideas that are likely to lead to social innovations? Is our society being subtly manipulated by script writers?

In 1973, the reported gross television broadcast revenues were \$4,107,000,000. Of that amount, \$4,002,000,000 came from sales to advertisers. Can we reasonably believe that advertisers do not play an important role in the selection of television shows? To what extent does the conservative or liberal posture of a company dictate the type of information or entertainment Americans will receive from television? Are many excellent programs kept off the air while mediocre substitutes are shown because advertisers are willing to pay for the mediocre ones and the stations are financially unable to "sustain" the excellent ones?

In 1973, the reported gross revenues of commercial radio stations were \$1,672,000,000. Of that amount, \$1,655,000,000 came from sales to advertisers. Is programming on radio in the United States planned and executed in a manner similar to that on television and for the same reasons?

Undoubtedly, this topic will spark some lively controversy.

Required Readings

a. Epstein, Edward Jay. "The Strange Tilted World of TV Network News." The Reader's Digest, February 1974, pp.142-146.

b. Lefever, Ernest W. TV and National Defense. Boston, Va.: Institute for American Strategy Press, 1974, pp. 12-15.

c. Friendly, Fred W. "The Responsibility of TV Journalism." In The Responsibility of the Press, pp. 309-313. Edited by Gerald Gross. New York: Fleet Publishing Corp., 1966.

Optional Readings

a. Lefever, Ernest W. TV and National Defense. Boston, Va.: Institute for American Strategy Press, 1974, pp. 73-98.

b. Merrill, John C., and Lowenstein, Ralph L. Media, Messages and Men. New York: David McKay Co., 1971, pp. 63-78, 79-88.

c. U.S. Department of Health, Education and Welfare. Health Services and Mental Health Administration. Television and Growing Up: The Impact of Televised Violence: Report to the Surgeon General, United States Public Health Service. Rockville, Md.: National Institute of Mental Health, 1971, pp. 61-76.

TOPIC 7

PRINT MEDIA: MANAGEMENT FROM A PUBLISHER'S VIEW

Overview

Today, we have more than 1,750 daily newspapers with a total circulation of over 61,877,000. These daily newspapers along with their Sunday editions bring in a total of \$7,908,000,000 of which \$5,600,000,000 is from advertising. To what extent, if any, does the level of advertising revenue actually affect the political or social posture of newspapers? Is the situation with news magazines similar?

What does the publisher say to this? How far and how long may the publisher go against the expressed wishes of advertisers and remain in business?

To what extent do publishers uphold traditions or take initiatives in the social development in a society? Should they follow established trends or lead in new ones?

Often, publishers as well as broadcasters withhold information on kidnappings at the request of police authorities in an effort to either help them with their investigation or to avoid publicity which might endanger the life of a victim. Should the same type of "gentlemen's agreement" be sought between the press and the military, for example, where the Department of Defense decides that it is in the interest of national security to avoid publication of certain information? If the publisher agrees, should this be considered "self-imposed censorship" by the publisher or "gagging the reporter" who perhaps dug up the information in the first place? What recourse does (or should) the reporter have?

Required Readings

- a. Bagdikian, Ben H. The Effete Conspiracy. New York: Harper and Row, 1972, pp. 3-17.
- b. Minor, Dale. The Information War. New York: Hawthorn Books, 1970, pp. 174-180, 197-201.
- c. "Advertising: The Master's Voice." Newsweek, June 28, 1976, p. 56.
- d. "Sponsorship in the Press: 'An Invitation to Corruption.'" The Washington Post, June 19, 1976, pp. B-1, B-4.

Optional Readings

- a. Bagdikian, Ben H. The Effete Conspiracy. New York: Harper and Row, 1972, pp. 18-26.
- b. Reston, James. The Artillery of the Press. New York: Harper and Row, 1966, pp. 13-22, 63-76, 102-108.
- c. Schorr, Daniel. "The C.I.A. Cloud Over the Press." The New York Times, July 20, 1976, p. C-31.
- d. "Freedom of the Press in 1976." (Editorial). The Washington Post, July 3, 1976, p. A-12.
- e. "News from the Courtroom." (Editorial). The Washington Star, July 2, 1976, p. A-12.

TOPIC 8

* * * *

MASS MEDIA IN SELECTED DEMOCRATIC COUNTRIES

Overview

Are there more similarities than differences between the media in the United States and the media in other democratic countries? How much influence have the media in the United States had on the media in other democratic countries and vice versa? What problems have confronted the media in other countries and how have they been overcome? To what extent can the media of other countries be justifiably called "tools" of the governments of those countries?

These and other questions will be considered by five previously chosen students who will each make a 15-minute presentation on the media in a selected democratic country. This will be followed by group discussion in which all students will participate.

Required Readings

a. Cormier, Jean G. "Knights in Tarnished Armor." Vital Speeches of the Day, July 15, 1976, pp. 583-586.

b. Merrill, John C.; Bryan, Carter R.; and Alisky, Marvin. The Foreign Press. Baton Rouge: Louisiana State University Press, 1970, pp. 59-74, 85-94.

c. Read, William H. "Multinational Media." Foreign Policy, Spring 1975, pp. 155-167.

TOPIC 9

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THE DEPARTMENT OF STATE: PRESS RELATIONS AND PUBLIC AFFAIRS

Overview

Unlike many agencies of government, the Department of State has both an Office of Press Relations headed by a Special Assistant to the Secretary of State, and a Bureau of Public Affairs headed by an Assistant Secretary of State. The head of the Office of Press Relations is the spokesman of the Department. He handles the day-to-day, fast-breaking news reports with the mass media representatives. The Bureau of Public Affairs handles speech review, public opinion analyses, historical studies, public correspondence, conferences and seminars and a number of other activities.

What are the advantages or disadvantages of separating press relations from the other primary public affairs functions? Does the Department of State offer a model which other government agencies might follow? Or, is the Department's example unique and tailored to a specific need? What type of interaction is there among the State Department, the DOD and the White House media elements with regard to national security matters? These and other questions will be discussed in Topic 9.

Required Readings

- a. Chittick, William O. State Department, Press, and Pressure Groups: A Role Analysis. New York: Wiley-Interscience, 1970, pp. 141-178.
- b. Manning, Robert J. "Journalism and Foreign Affairs." In The Responsibility of the Press, pp. 184-198. Edited by Gerald Gross. New York: Fleet Publishing Co., 1966.
- c. McGaffin, William, and Knoll, Erwin. Anything But the Truth. New York: G.P. Putnam's Sons, 1968, pp. 64-78.

TOPIC 10

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THE UNITED STATES INFORMATION AGENCY

Overview

Overseas, the U.S. Information Agency is the official public relations arm of the U.S. Government. Known abroad as the U.S. Information Service, (USIS), it disseminates information to foreigners about the United States, advises the President of the United States and provides our ambassadors with research and advice on foreign reactions to American policies. USIS also administers the Educational and Cultural Exchange Program overseas for the Department of State.

USIA's Voice of America broadcasts throughout the world in 36 languages. Its wireless file carries news items and texts of speeches by the President or other high-ranking U.S. Government officials to 126 overseas posts daily. USIA also maintains or supports libraries in 253 centers, reading rooms and binational centers in 95 countries.

Certain people have recommended that USIA, which reports directly to the President, be placed under the Department of State or be dismantled with part of it going to the Department of State and the remainder being reorganized under a different name with a different charter. Opposed to this are many USIA employees who feel that they are not only successful in carrying out the mission of USIA currently, but who believe they would become less effective if they were to become part of the State Department bureaucracy. What is the future of USIA?

Is there a basic difference in the orientations of a State Department Foreign Service Officer (FSO) and a USIA Foreign Service Information Officer (FSIO)?

Some people have suggested that the job that USIA is currently doing in disseminating news abroad should be left to the private news media. What would be the likely effect if this is done?

Most countries around the world have the equivalent of a "Ministry of Information." The United States does not and the USIA is not permitted to distribute its products in this country. Would the interests of the U.S. Government be better served if there were a "Department of Public Information" where all official news would be coordinated before being distributed either at home or abroad? What effect would this have on U.S. Government

credibility at home and abroad? Despite the particular placement of the government media bureaucrats, should the U.S. Government speak with one voice or with multiple voices both at home and abroad?

Required Readings

a. Keogh, James. "Information, Culture and Modern Diplomacy " Foreign Service Journal, July 1974, pp. 13-16.

b. "How a Troubled America Puts Best Foot Forward Abroad; Interview with James Keogh, Director, United States Information Agency." U.S. News & World Report, September 30, 1974, pp. 37-40.

c. "Some Dissents From the Stanton Report." USIA World, Vol. 8, No. 8, April 1975, pp. 1, 5.

d. Keogh, James. "A Critique of the Stanton Report on Information Education and Cultural Relations." Washington, D.C.: U.S. Information Agency, 1975. 16 pp. (One per student distribution by Course Director).

Optional Readings

a. "Statement by James Keogh, Director, United States Information Agency Before the Subcommittee on International Operations, Committee on International Relations, House of Representatives, May 4, 1976." 11 pp. (Typewritten)

b. "International Information Education and Cultural Relations-- Recommendations for the Future." Report of the Stanton Committee, Center for Strategic and International Studies, Georgetown University, Washington, D.C., 1975. (Sections III, IV, V, and VI, pp. 21-57) (Mimeographed)

c. "Statement by James Keogh, Director, United States Information Agency, on Recommendations for Reorganization of CIA, September 30, 1975." 13 pp. (Typewritten)

TOPIC 11

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MASS MEDIA IN THE USSR: A NATIONAL SECURITY TOOL

Overview

In the USSR, there is a deliberate effort to restrict the type and amount of foreign news received by the public. On the other hand, throughout the day, Soviet citizens are inundated with propaganda condemning capitalism and extolling the virtues of socialism and communism. With little access to foreign publications, Soviet citizens lack much of an opportunity to compare their social and economic systems with those of capitalist countries. To openly question the press which is run by the party and the government, is to run the risk of being arrested as an anti-Soviet dissident.

For the most part, what is published in the USSR is "approved" news or information. Since nothing can be published officially to the contrary, Soviet citizens are, in a sense, told what to believe. By depriving its citizens of free access to information and news, Soviet bureaucrats can cover up many of their own mistakes and shortcomings. At the same time, they are able to use the mass media to instill in their people a great sense of patriotism or pride through misinformation.

Soviet citizens often get the news of important events inside the USSR from foreign radio broadcasts before any announcement is made in the Soviet media. Does the knowledge that their government deliberately suppresses information seriously jeopardize the confidence those citizens have in their government? Is there a limit to how much propaganda Soviet citizens can accept as truth before becoming "immune" to practically anything their government says?

Does the suppression of information in the USSR create more fear than respect for the Soviet Government? More suspicion than confidence? More indifference than concern? How are the media used in the USSR to "keep the people in line?" Who actually controls the media in the USSR? Who "guards the purity of the party" in the Soviet Union? What role does the KGB (Soviet secret police) have in the mass media?

Answers to these and other questions may provide a penetrating insight into the behavior of the average Soviet citizen who is affected by mass media in that country.

Required Readings

a. Cater, Douglass. The Fourth Branch of Government. Boston: Houghton Mifflin Co., 1959, pp. 178-194.

b. Smith, Hedrick. The Russians. New York: New York Times Book Co., 1976, pp. 344-374.

Optional Readings

a. Hopkins, Mark W. Mass Media in the Soviet Union. New York: Pegasus, 1970, pp. 19-52, 296-340.

b. Kaiser, Robert O. Russia. New York: Atheneum, 1976, pp. 213-243.

TOPIC 12

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THE FOREIGN CORRESPONDENT'S VIEW OF MASS MEDIA IN AMERICA

Overview

How others see us may be more enlightening than we think. Often, others do not perceive us in the manner we wish to portray ourselves. A good journalist can be expected to see the warts beneath our cosmetics. How he reports his findings and thus helps to shape the opinions of others about us might depend a great deal upon one simple, but important factor: credibility. Indeed, credibility may be the strongest weapon we have in our propaganda arsenal. It might be said that if we wish to be believed, we must first be believable. While this may call for untarnished candor, does it necessarily mean that everything known about a particular matter must be divulged or held up to public scrutiny? Do we tell too much?

Are our public figures "fair game" whose private lives may be reported on in detail? In view of the number of unofficial leaks of information on sensitive matters, how much can foreign governments be expected to trust us with statements they make to our officials in confidence? With such a plethora of daily information available to them, how do foreign correspondents select the news they report back home and which subject areas interest them most? Students will have the opportunity to speak directly to foreign correspondents during a visit to the Foreign Press Center in Washington.

Required Readings

a. Littlefield, Thomas B. "Exploring the Mysterious West, or, How the Foreign Press Corps Sees America." Saturday Review, April 15, 1972, pp. 23-27.

b. Mowlana, Hamid. "Typewriter-Ambassadors: Explaining America to The World." Intellect, September-October 1975, pp. 119-122.

c. Servan-Schreiber, Jean Louis. The Power to Inform; Media: The Information Business. New York: McGraw-Hill Book Co., 1974, pp.212-223, 227-242, 274-285.

Optional Readings

a. Mowlana, Hamid. "Who Covers America"? Journal of Communication, Summer 1975, pp. 86-91.

b. Nam, Sunwoo. "Editorial Decision-Making in the United States: A Comparison with the Japanese and Korean Papers." Gazette, Vol. 22, No. 2, 1976, pp. 90-105.

TOPIC 13

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IMPACT OF MASS MEDIA ON U.S. NATIONAL SECURITY

Overview

In recent years, mass media in the United States played decisive roles in events resulting in unexpected changes and revelations affecting the history and possibly the future of this country. The "Pentagon Papers", Watergate, and the publication of a report on the CIA in the Village Voice immediately come to mind.

In the heat of the Watergate inquiry, the term, "national security" became a euphemism -- at least to some people -- for "cover up". The actual basis for secrecy in the Pentagon Papers became suspect. The publication of a report on the CIA in the Village Voice created loud controversy and led to a nationally known journalist being relieved of his duties.

Each case had its protagonists and antagonists. The more widespread the controversy, the less secure was additional information still under the cloak of national security. In the name of "Freedom of the Press," some persons felt it was proper to publish the previously secret information.

Does a free press endanger national security? How much can a free press do to keep legislators and government bureaucrats "honest"? Assuming that retractions are less believable than initially published stories, what protection do the legislators or bureaucrats have against unscrupulous reporters and editors?

To what extent are national security decisions based on known attitudes of the general public in the United States? Do the makers of national security decisions affecting our policy toward a foreign country weigh the attitudes of the masses of citizens in that country against the political opportunism or expediency of its leaders? How far should we go in advocating one view against another through mass media? If a foreign country's leadership is sovereign, but corrupt, and we either help it or do nothing to hurt it, the masses will accuse us of upholding the regime. If we support the masses, the leaders will accuse us of meddling in the internal affairs of an independent nation. What are our most reasonable alternatives?

Required Readings

- a. Cater, Douglass. The Fourth Branch of Government. Boston: Houghton Mifflin Co., 1959, pp. 112-127.
- b. Kraft, Joseph. "Dropping the Schorr Case." The Washington Post, July 22, 1976, pp. A-15.
- c. Luskin, John. Lippmann, Liberty, and the Press. University: University of Alabama Press, 1972, pp. 118-151.
- d. "Leaks, Ethnics and Daniel Schorr." (Editorial). The Washington Post, July 21, 1976, pp. A-14.

Optional Readings

- a. Clarke, Arthur C. "Beyond Babal: The Century of the Communications Satellite." In The Process and Effects of Mass Communication, pp. 952-965. Rev. ed. Edited by Wilbur Schramm and Donald F. Roberts. Urbana: University of Illinois Press, 1971.
- b. Merrill, John C., and Lowenstein, Ralph L. Media, Messages and Man. New York: David McKay Co., 1971, pp. 257-264.
- c. Reston, James. The Artillery of the Press. New York: Harper and Row, 1966, pp. 63-73.
- d. Reston, James. "Reporters as U.S. Agents." The New York Times, April 28, 1976, p. M-39.

TOPIC 14

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PERTINENT ISSUES IN NATIONAL SECURITY POLICY FORMULATION

Overview

This session will review some of the pertinent issues covered by the course. Earlier in the course, three students will be chosen to sit as a panel for this final session to discuss these issues. They will draw upon their total experience during the course relying upon their readings, lecture notes and any other resources available to them. After each student has given a 20-minute presentation, all three will field questions from the other students.

Required Reading:

None assigned.

Optional Reading:

Selective Review.

