

WRITTEN
COMMUNICATION
AND RESULTS

N. H. ATTHREYA

MMC SCHOOL OF MANAGEMENT
BOMBAY 20

WRITTEN
COMMUNICATION
AND RESULTS

COPYRIGHT 1971 BY MMC SCHOOL OF MANAGEMENT
RIGHTS OF TRANSLATION AND REPRODUCTION RESERVED BY THE PUBLISHERS

FIRST EDITION : OCTOBER 1971

PRICE : RS. 28.00 : \$ 5.00 (OUTSIDE INDIA)

THIS BOOK IS PRESENTED
IN THE "PHRASE READING" FORMAT
TO FACILITATE SPEED OF COMPREHENSION.

PRINTED IN INDIA

BY SATISH N. TAVKAR AT SIGMA PRINTERS PVT LTD, C-40 ROYAL OPTICAL
INDUSTRIAL ESTATE, BOMBAY-31 AND PUBLISHED BY K. VENKATARAMAN,
DIRECTOR, M. M. C. SCHOOL OF MANAGEMENT 3E1, COURT CHAMBERS, NEW
MARINE LINES, BOMBAY 20

To
Dr. Rudolf Flesch
whose writings
initiated me
to a study of the skill.

MMC SCHOOL'S
OTHER PUBLICATIONS

Public Speaking: Committee Meetings (2nd revised edition)

Read Faster Read Better (3rd revised edition)

The You and I in Business: What makes people give their best (2nd revised edition)

Job of the Personal Assistant (2nd revised edition)

How to Select Well: Thought processes, techniques and tools.

The Executive Skill of Persuasive Listening

A Creative Approach to Problems of Discipline

Management by Implications

Organisation & Administration of Research and Development

Law for Factory Executives (A manual of Dos and Don'ts in non-legal language) English and Hindi editions

Effective Report Writing

So the Business System may survive in India: A-10 point programme

How to Develop a Winning Voice, Build Organisation's Image and Make a Sale (3rd revised edition)

Computer Programming with Industrial and Engineering Applications.

PREFACE

In 1955 I did my first study in executive effectiveness. Since then I have observed that the average executive — top level, middle level or junior level — spends sixty per cent or more of his working day in oral or written communication. If the organisation is of some size, I have **further observed**, a good part of his time goes in written communication.

I also noticed that executives bring to their jobs different levels of skills in written communication. The greater the skill, the better the job, both in terms of time and results. Also, the relation between results and this skill is relevant as much to the economist as to the engineer. It is of concern to scientists, social workers, students and **to everyone** who seeks to get results through written communication.

I have observed that most people learn this skill casually, not systematically, not the way a skill should be learnt. In a recent seminar on Written Communication, most of the manager-participants admitted when I questioned them, that they had not read a single book on the subject.

In 1960, two companies invited me to conduct a programme on written communication for their *entire personnel*, yes, for all those that have to get results through the written word.

Typists were not excluded nor the production engineers. The impact of the programme was heart-warming.

One client wrote :

"We are happy to report that our internal communication is moving now faster and smoother."

The other remarked :

"I like the by-product: our understanding within the company has visibly improved."

In 1966, a Director of a leading industrial house pointed out to me that industrial laws are written *by lawyers for lawyers*, and if a junior supervisor fails to observe a provision, there is a minor crisis in the organisation.

He wondered : "Why don't you 'rewrite' the laws for the commoners' consumption?"

My friend Mr. Shukla and I responded with the book : *Law for Factory Executives*.

A manual of Do's and Don'ts in Non-legal Style.

It was written for the men who have to observe the laws; we found it possible to translate legal English into common English.

With the switching over to the regional languages, we all hoped that life would be easier for all of us.

The Official Language Commission's recommendation on coining words specifically was

that "in adopting terminology, clarity, precision, and simplicity should be primarily aimed at.

Doctrinaire insistence on 'language purism' is deprecated."

The situation today is that we have to employ pundits to translate communications from the government!

The trouble obviously does not lie in the languages but in our attitudes and approaches to written communication.

Eighty years ago, according to Dr. Flesch, in a book entitled

"*Some Follies of Language,*"

Dr. Gustav Wustmann wrote of
"Writing-language, ink-German,
or paper-style, as it is sometimes called —
that strange way of expression,
which is never spoken but only written,
and which is a peculiarity of the German language only."
No, Dr. Wustmann, this is not
a peculiarity of the German language only.
It seems true of all **written** languages.

The thought process is the same, whether we communicate
in English or Telugu or Assamese.

**Since the books available in the market have not
given attention to this aspect of the problem,**
I felt my book may help those who have to
get results through written communication.

I have used samples of English writing from India but
I have used more samples from English-speaking countries.
The reader, I assumed, would like to have
a feel of the performance of those in such countries
who have systematically cultivated this skill.

When this book is translated or when similar books
are written in **the various Indian languages,**
it should be possible to give generous samples
from published writings in India.

When you read on, you may recall
other and probably better examples to draw lessons from.
When you do, write to me;
I shall gratefully welcome your communication.

Many years ago, Dr. Rudolf Flesch inducted me
to this skill; that is why I call him my 'Guru'
and dedicate this book to him.

N. H. ATTHREYA

Bombay, 1 September, 1971.

ACKNOWLEDGEMENTS

I am indebted to scores of pioneering researchers and scholars in this area and in particular to Rudolf Flesch, Robert Gunning, E. B. White, F. L. Lucas, Sir Ernest Gowers, John McElroy, Stuart Chase, Theodore M. Bernstein, Francis C. Weeks and Leo Kirschbaum as also late William Strunk Jr. and R. M. Hewitt.

In the scheme I have chosen for this book, brief extracts from many published writings have become necessary. I gratefully acknowledge my debt to the authors and the publishers.

My thanks are also due to Mr. T.S. Venkoba Rao for his great help in selecting writing samples, to Mr. S. Ramasubramanian for his help in looking up references and Mr. P. V. Krishnan for helping at the production stage.

I owe a special word of thanks to Professor Nissim Ezekiel, poet, playwright, teacher and critic for saying 'yes' to my request to peruse the mss and help me with his comments.

N. H. ATTHREYA

CONTENTS

WRITTEN COMMUNICATION A GROWING ACTIVITY

1	Written Communication a Growing Activity	1
2	Why Step up Written Communication Skill?	2
3	Are We Not Now Communicating?	4
4	Grammatically Correct is Not Enough	6
5	The Twin Objectives of Written Communication	10
6	Clarity Central	12
7	Clarity is Possible.	13
	Administration — Art: Painting — Biochemistry — Economics — Education — Modern Physics — Political Economics — Political Science — Religion — Research — The Scientific Method — Supernatural.	
8	Written Communication is a Skill	38

HOW PROFESSIONAL WRITERS GO ABOUT IT: THE NEWSPAPERMEN

9	The Newspapermen at Work	41
10	Newspaperman's Guidelines	51

HOW PROFESSIONAL WRITERS GO ABOUT IT: FULL TIME WRITERS

11	Full time writers	61
12	Representative samples	62
	Mathew Arnold -- John Mason Brown — G. K. Chesterton — Winston Churchill — William Faulkner — John Gunther — E. V. Lucas — J. B. Priestley — Bernard Shaw — W. Somerset Maugham — John Steinbeck — B. G. Verghese — E. B. White — Thornton Wilder.	
13	Some Guidelines	86

HOW PROFESSIONAL WRITERS GO ABOUT IT: THE ADVERTISING MEN

- | | | |
|----|------------------------|-----|
| 14 | The Advertising Men | 96 |
| 15 | Approaches in Practice | 108 |

WRITERS AT WORK PLACES

- | | | |
|----|---------------------------------------------------|-----|
| 16 | The Copywriters | 113 |
| 17 | Written Communication Practices at
Work Places | 120 |

Explaining a product — Announcing a
vacancy — Introducing the organisation —
Writing a procedure — Explaining law to
layman — Explaining benefits — Seeking
employee co-operation -- Informing the
public on regulations — Communication on
controversial issues.

- | | | |
|-----|---------------------------------------|-----|
| 17a | They Plan Their Written Communication | 141 |
|-----|---------------------------------------|-----|

ON THE NATURE OF WRITTEN LANGUAGE

- | | | |
|----|--------------------------------------------------------|-----|
| 18 | On the Nature of Language and
Written Communication | 146 |
| 19 | Readability Research and Yarsticks | 159 |
| | How to use the Readability Formula | 165 |
| | Application Illustrated | 169 |
| | How to find the Fog Index | 172 |
| | A Formula for Predicting Readability | 174 |

APPROACHES TO CLEAR AND PERSUASIVE WRITING

- | | | |
|-------|--------------------------------|-----|
| 20.01 | Be Goal-oriented | 182 |
| 20.02 | Write for a Specific Purpose | 183 |
| 20.03 | What have you to say? | 184 |
| 20.04 | Keep the Guidelines in Balance | 185 |

20.05 Write to a Person	186
20.06 Plan your Design	187
20.07 Be Clear	191
Causes of Obscurity	194
20.08 Written Communication: Limitations	196
20.09 Write as you Talk	198
20.10 Use Personal Words	203
20.11 Write to the Reader	205
20.12 Prefer the Simple to the Complex	208
20.13 Masters Speaking:	210
Albert Einstein — Havelock Ellis —	
Sigmund Freud — M. K. Gandhi —	
William Harvey — William James —	
Jawaharlal Nehru — S. Radhakrishnan	
— C. Rajagopalachari — Bertrand	
Russell — Henry David Thoreau —	
Swami Vivekananda.	
20.14 Use Paragraphs to Facilitate Clarity	231
20.15 Keep your Sentences Straight, Short, Simple	233
20.16 Put Power into your Sentences	239
20.17 Put Sparkle into Phrases	246
20.18 Use Familiar Words	251
20.19 Prefer Simple Words	256
20.20 Make Every Word Work for you	261
20.21 How to Reduce Fat	269
20.22 Use Words the Reader can Picture	278
20.23 Words and Meaning	283
20.24 Use the Precise Word	287
20.25 Build a Climate	291

20.26	Be Reader-centred	294
20.27	Being Clear is an Attitude, a Discipline	297
20.28	Make it Easy for the Reader	299
20.29	Revise and Sharpen	302
21	Possibilities in Rewriting	304
22	Action Plan for an Organisation	308
23	Action Plan for an Individual	310
24	Constant Upgrading	316

APPENDIX

A	Government Agency Case History	318
	Selected Reference and Readings:	329
	Dale List	i to xvi

Written Communication a Growing Activity

*Nothing moves here
without a piece of paper
to guide it.*

Alvin Dodd

In getting things done today,
we have to take to
written communication
more and more.

Organisations are growing.—
there are more people
to communicate to,
internally and externally.
There are many more
geographical areas to cover;
there are many more
cultures to consider;
there are many more
hierarchical levels
to attend to.

If we take
the government units.
virtually the best part
of communication
for getting things done
is through the written word.
Nothing moves
if there is no
paper communication
to guide it.

This is true
of large organisations
everywhere and more so
if they are spread out
geographically.

Again, we have
a knowledge and information
'explosion' today.
The volume of
written communication
is constantly rising.

**Written communication,
then, is a major
and growing activity
of every enterprise today;
it will be more so tomorrow.**

Why Step up Written Communication Skill ?

We think ourselves geniuses if it takes genius to understand us.

Quintillian

Studies of executives and technical men show that a fair part of their **time** goes in writing.

In one major organisation, a team of forty two research engineers were found to spend about twenty per cent of their time on actual projects, and the eighty per cent writing them up.

The studies also point out that very few executives, engineers, accountants, scientists and even public relations men have learned **systematically** how to write effectively.

The result is they **take hours on writing** what should probably take

just minutes, that is, if they have the skill.

What is perhaps equally important, they take **more of the reader's time** than is necessary; they try the **readers' patience**, and readers have to make an effort to understand them.

Results suffer too. Internal **efficiency suffers** because of ineffective communication. **Internal relations suffer** because of avoidable misunderstanding.

Studies further show that organisations **lose heavily on sales, customer relations and public relations** because of ineffective writing.

The customer tends to distrust communications

that he does not understand;
the customer tends
to shift his custom
to a competitor
whose communication is
more acceptable.
This is especially true
in international business.

We saw in the earlier section

how written communication
has become a major means
of getting things done,
of getting results.

Logically speaking,
**the more skilled
we are in this area
the better will be
our ability
to get results.**

Are We Not Now Communicating ?

Many engineers have difficulty in communication because they speak in technological terms that sound strange to, and confuse, the worker.

Wesley Wiksell

Are we not **now** communicating?
We are indeed communicating; but we are communicating as amateurs.

As engineers, chemists, accountants or economists, we are professionals; **but, as writers, we are amateurs.**

We tend to write as we will for our personal purposes.

We write like engineers or economists, say. And this is natural and understandable.

When accountants write to accountants (or when lawyers write to lawyers) there is little difficulty; they understand each other's writing.*

The difficulty arises when engineers (for example) write material that must be interpreted by mechanics, operators, or people **outside their professional group.** When engineers write like engineers, the non-engineers find it difficult to understand what the engineers wish to convey.

So long as engineers and others confine their writing to fellow professionals,

* Even this may not be wholly true. According to Dr. Alan Gregg, the common level of medical and scientific writing in our professional books and journals already contributes the most serious internal limitation to medical education and research.

communication may not be much of a problem.

As it happens, for those who hold responsible, supervisory and managerial positions in industry, business, government, and **other fields of activity, communicating with a general audience is a necessity.**

The audience will include specialists and non-specialists, specialists in their own area and in areas other than theirs.

In a working enterprise, we have a many-reader situation, a many-level situation, a many-background situation.

We have, therefore, to write like professional writers, whose job it is to write for a heterogeneous audience.

It is not enough to write grammatically correct English.

Grammatically Correct is Not Enough

....one can no more write
good English than one can
compose good music
merely by keeping the rules.

Sir Ernest Gowers

To write grammatically
is not enough.

In a particular piece
of written communication,
the grammar may be faultless
and the idiom above reproach.
Still, the meaning
may not be clear;
what is written may
fail to convey
a ready and precise meaning
to the reader.*

Let us examine
a few examples of writing
to see whether
this is true.

The aim is to
make a point
and not to prove

anyone wrong;
the sources are,
therefore, not mentioned;
but the extracts are all
taken from
published writings.

Exhibit 1 is from
a circular to members
of an Association.

It is of interest that the pro-
posed. . .rates were arrived
at independently of inte-
grated rates and it is
coincidental that these
two sets of rates are very
similar. The similarity is not
surprising, however, as it
would be the Association's
intention, if there is no inte-
gration, to give at least a
comparable service to that
which would be expected in
the event of integration.

Exhibit 1

*What applies to the English language applies to any other language. What Rajaji calls "manufactured" language may be grammatically correct but it often does not communicate.

Exhibit 2 is from
an appeal for tolerance.

Racist thinking and scapegoating, the fomenting of divided loyalties, the accepting of stereotypes about supposed hereditary superiorities of groups, are consonant neither with our democratic way of life nor with the scientific findings of our anthropologists and psychologists. As part of a societal attack on the economic and psychological roots of intergroup hostility, intercultural education in the schools can make a contribution.

Exhibit 2

Exhibit 3 is from
a foreword to
an Air Force manual.

Actions pertaining to Warrant officers: Pending full implementation of the warrant officer program resulting from the enactment of the warrant officer Act of 1954 (see AF Bul 6, 1954), certain actions pertaining to warrant officers, formerly prescribed in the Thirty Six series of Air Force Directives, will be phased-out of the officer and warrant officer alliance and integrated into the warrant officer and air-mail alliance.

Exhibit 3

Exhibit 4 relates to
a Company Policy.

The President or any vice president acting jointly with the secretary or any assistant secretary of the corporation is authorized with full power of revocation and substitution, to empower and vest designation with authority to execute in the name and in behalf of this corporation agreements, in forms previously approved by the general counsel, with those employees who are involved in intra and inter-division transfers and with those persons to be employed who will incur re-imbursable travel and moving expenses in relocating at the place of employment, which agreements set forth the conditions of such transfers and reimbursements.

Exhibit 4

Exhibit 5 is from a
Ministry of Labour
leaflet for machinery
attendants

Machinery in motion unless constructed or positioned so that no one is endangered by it must be securely fenced. The only exceptions to this are when specially trained and authorized male persons who have attained the age of 18 (called "machinery at-

tendants") are carrying out certain specified operations which must be done with the machinery in motion. Each machinery attendant must hold a certificate of appointment given to him by his employer.

Exhibit 5

Exhibit 6 is from an article on inflation.

Reflation is an alternative to inflation. When the Central Banks are in the strategic position of manipulating credit it is quite possible — see the action of the Danzig

Kronbank in 1934 —by employing sundry well-known techniques, such as the inversion of the rediscount rate, and the hazardous but conclusive open-market operations, to bring about an upward movement in values which reacts unfavourably on speculative activities, tends to thaw frozen assets in the commodity exchanges, implements astock movements, attracts gold from abroad, revivifies the climate of opinion, and so arrests the vicious spiral.

Exhibit 7 is from a recent central government notification. (*please see p. 9*)

GOVERNMENT OF INDIA
COMMISSION OF INQUIRY ON LARGE INDUSTRIAL
HOUSES

Whereas a Commission of Inquiry consisting of Shri A. K. Sarkar formerly Chief Justice of the Supreme Court of India, has been appointed under the Commissions of Inquiry Act, 1952 (No. LX of 1952) by the Government of India (vide Ministry of Industrial Development, Internal Trade & Company Affairs (Department of Industrial Development Notification No. S. O. 711 dated the 18th February, 1970 published in the Gazette of India Extraordinary, Part II, Section 3, Sub-section (ii), dated the 18th February, 1970), to inquire into and report on and in respect of (i) such instances of irregularities, lapses of improprieties pointed out by the Industrial Licensing Policy Inquiry Committee in its main Report as are mentioned in Schedule 'A' annexed hereto and, in addition such other specific cases of irregularities, lapses or improprieties referred to in that Report as the Commission may deem fit for inquiry; with a view to determining the circumstances in which they occurred and the concerns, institutions or persons responsible therefore; (ii) the financial assistance (by way of loans, underwriting of shares and debentures, purchase of shares or otherwise) given to the Larger Industrial Houses referred to in the Report of the Industrial Licensing Policy Inquiry Committee by certain financial and other Institutions, namely, the Industrial Finance Corporation of India, the Industrial Credit and Investment Corporation of India, the Industrial Development Bank of India, the Life Insurance Corporation of India, the Unit Trust of India and the State Bank of India and its subsidiaries, with a view to determining the circumstances in which such assistance was granted, whether any undue favour was shown or influence exercised in the grant of such assistance or in prescribing the terms thereof and, if so, the concerns, institutions or persons responsible therefor; (iii) the allegations mentioned in Schedule 'B' annexed hereto regarding the concerns which have been included by the Industrial Licensing Policy Inquiry Committee in the Larger Industrial House of Birlas (hereinafter referred to as the Birla Group of concerns) and which were referred to that Committee and in respect whereof that Committee has not been in a position to conduct a full and detailed inquiry; (iv) the allegations mentioned in Schedule 'C' annexed hereto regarding the Birla Group of concerns in respect whereof further investigation needs to be made in the public interest; Provided that the investigation by the Commission into the said allegations (except allegation 5) shall be limited to the period from 1956 to 1968 (both years inclusive) unless the Commission considers it necessary in any case or cases to cover any period prior to 1956; Provided further that in the investigation into allegation 4 of Schedule 'C' the Commission shall have regard to the reports and finding of any special investigations covering periods prior to 1956: (v) the measures whether procedural or otherwise, which in the opinion of the Commission are necessary or desirable in the public interest in order to ensure that such irregularities, lapses or improprieties do not recur in the future.

Exhibit 7

The Twin Objectives of Written Communication

*The difficulty
is not to write
but to write
what you mean,
not to affect
your reader,
but to affect
precisely as you wish.*

R. L. Stevenson

We communicate
for **many purposes**—
we communicate
to instruct a person;
we communicate
to influence a customer;
we communicate
to make a request;
we communicate
to inform a group;
we communicate
to convey a decision;
we communicate
to get a required
course of action;
and we communicate
for a number of
other purposes.

Whatever the purpose of
a specific piece
of communication,
the goal is getting
certain projected results;
**written communication
is for results.**

The two-fold aim
of a writer is, therefore,
the same for **all** types of
written communication—
it is to enable
the reader to grasp
his meaning
readily and precisely;
it is to influence
the reader to respond
favourably.

The common and continuing
aim of writing then is
to write what we mean
and to affect our reader
precisely as we wish to.

When **this two-fold objective**
is kept constantly in view,
when writing is done

in a clear, persuasive way,
in a skilled fashion,
written communication
makes for improved results.

The writing that we learnt
in school and college
had a much simpler purpose,
namely, to show
what we have learnt
to a person who
already knows it.
At best, it was to explain
or to pass on data.

The need to make clear,
the need to convince,
and that too
to a person who may have
little in common with us;
the need to get things done,
to get results,
was not our aim.

**Written communication
for results
is a necessity
in a work situation.**

Clarity Central

*D'abord la clarte',
Puis encore la clarte',
et enfin la clarte'.**

Anatole France

*The first law of writing,
that law to which
all other laws
are subordinate, is this; ..
that the words employed
should be such
as to convey to the reader
the meaning of the writer.*

T B Macaulay

Clarity is central
to written communication.
Our message should be
clear to the reader;
the reader should be
able to readily understand
the message.

If he does not,
he may not respond at all;
or he may respond
in a way
not expected by us.
In an era of
instant communication,

the writer does not get
much chance
to correct himself.

For action, understanding
is an essential condition,
though not
a sufficient one.

Understanding, it is true,
does not invariably
assure action.

If, however, there is
no proper understanding,
the projected action becomes
still more uncertain.

*First, clarity; then again, clarity; and finally, clarity.

Clarity is Possible

*People think that I can
teach them style.*

What stuff it all is.

*Have something to say and
say it as clearly as you can.
That is the only secret ..
of style.*

Matthew Arnold

We all concede
that clarity pays,
and that clarity is
essential to writing.
We may, however wonder:
**Is it possible
to be clear on all subjects?**

Just as it is possible
to write obscurely
on all subjects
It is possible
to write clearly
on all subjects.

**It is possible
to write clearly
on all subjects.**

The accompanying extracts
on subjects commonly held

to be difficult
will prove the point.

Without doubt,
to understand any subject,
we need
the basic ability and
the minimum orientation.
The point that
the accompanying
extracts*
make is
that the masters
in many fields
do make a special effort
to communicate —
to make things
as clear as language
will permit.

* For purposes of illustration, the following subjects have been taken:
Administration, Art, Biochemistry, Economics, Education, Modern
Physics, Political Science, Research, Religion, and Supernatural.

ADMINISTRATION

L. Urwick*

It is impossible to plan in a void, about nothing; the conception of making a plan postulates that it is a plan to do something. There must be an objective. That sounds obvious. But if situations are analysed in detail it is quite extraordinary how many undertakings and parts of undertakings are discovered which are just going along by their own momentum, with only the very vaguest and most hazy idea of where they're trying to go or why.

Sir Ian Hamilton, in a book written just after the last war which is a mine of wisdom on problems of administration, gives one good example of this tendency:

"Even to-day there are people walking about outside Colney Hatch, sitting in a House supposed to be the negation of Colney Hatchism, who discuss and pass Army Estimates without insisting first on being given a list of every unit in the Army, with a marginal statement explaining the precise purpose this most expensive item is intended to serve. I say it is folly to raise a single company, squadron, or battery, before it is known exactly what place it is to take in some definite organisation authorised for some definite purpose."

Many business men to-day, if asked what was their objective, would reply vaguely: "To make a profit, I suppose." But profit can be no more the objective of a business than betting is the objective of racing, making a score the objective of cricket, or eating is the objective of living. Profit is a stimulus to individuals who participate in business activities; sometimes it is an almost exclusive stimulus, just as one meets people who live to eat. But, and more important, it is also a measuring rod, a test, if a rough one,

* From *The Elements of Administration* by L. Urwick (pp. 26-28) Pitman, London, 1963. Reproduced with permission.

of the success with which the real objectives of the business are being attained. One must eat to live. And similarly, one cannot usually continue to conduct a business for long unless one makes a profit. But that stimulus and test cannot be the real objective of a business. To say so is almost equivalent to suggesting that one conducts one's business in order to keep accounts.

Economists have defined money as "the medium of exchange". And the true objective of any business undertaking must be to make or to distribute some product or service which the community needs. The proof that it is doing so is that in exchange the community will give rather more of other products and/or services than, in terms of the medium, money, have gone to producing it. But while "the proof of the pudding is in the eating," the pudding must first be made. And it is this primary objective, the exact nature of the product or service which the business exists to make or render, which is very often most imperfectly apprehended, still less defined.

It is usually this vagueness about objectives which tempts undertakings into the most prolific of all forms of waste, namely, complexity. If a business is making, for instance, sports goods, there is constant pressure on it to add to its range of products. There is the pressure from its own leaders; after all, most commercially-minded people have a dream of some marvellous new line just round the corner which is going to make their fortune. There is pressure from customers; every retailer likes to have something a little special. There is pressure from the public: how satisfying to the pride to have something no one else has got, for the great majority it is the only way to personal distinction.

An order was once placed on a famous glove factory for 100 dozen pairs of first quality ladies' gloves, all one size, and each pair different. Behind that lay a very human story of a small speciality shop behind the Opera in Paris, a very rich but otherwise undistinguished old gentleman and the exacting, if lovely, little gold digger, whose acquisition was the symbol to her master's world that his money was not mere pelf, but a ticket which had really drawn a prize in the lottery.

Abstract painting may be a purer, more quintessential form of pictorial art than the representational kind, but this does not of itself confer quality upon an abstract picture. The ratio of bad abstract painting to good is actually much greater than the ratio of bad to good representational painting. Nonetheless, the very best painting, the major painting, of our age is almost exclusively abstract. Only on the middle and lower levels of quality, on the levels below the first-rate which is, of course, where most of the art that gets produced places itself—only there is the better painting preponderantly representational.

On the plane of culture in general, the special, unique value of abstract art, I repeat, lies in the high degree of detached contemplativeness that its appreciation requires. Contemplativeness is demanded in greater or lesser degree for the appreciation of every kind of art, but abstract art tends to present this requirement in quintessential form, at its purest, least diluted, most immediate. If abstract art—as does happen nowadays—should chance to be the first kind of pictorial art we learn to appreciate, the chances are that when we go to other kinds of pictorial art—to the old masters, say, and I hope we all do go to the old masters eventually—we shall find ourselves all the better able to enjoy them. That is, we shall be able to experience them with less intrusion of irrelevancies, therefore more fully and more intensely.

The old masters stand or fall, their pictures succeed or fail, on the same ultimate basis as do those of Mondrian or any other abstract artist. The abstract formal unity of a picture by Titian is more important to its quality than what that picture images. To return to what I said about Rembrandt's

* From *The Case for Abstract Art* by Clement Greenberg in *ADVENTURES OF THE MIND* (First Series), edited by Richard Thruelsen and John Kobler (pp. 278-80), Vintage Books, New York, Reproduced with permission.

portraits, the whatness of what is imaged is not unimportant—far from it—and cannot be separated, really, from the formal qualities that result from the way it is imaged. But it is a fact, in my experience, that representational paintings are essentially and most fully appreciated when the identities of what they represent are only secondarily present to our consciousness. Daudelaire said he could grasp the quality of a painting by Delacroix when he was still too far away from it to make out the image it contained, when it was still only a blur of colors. I think it was really on this kind of evidence that critics and connoisseurs, though they were almost always unaware of it, discriminated between the good and the bad in the past. Put to it, they more or less unconsciously dismissed from their minds the connotations of Rubens' nudes when assessing and experiencing the final worth of his art. They may have remained aware of pinkness as a nude pinkness, but it was a pinkness and a nudity devoid of most of their usual associations.

Abstract paintings do not confront us with such problems. Or at least the frequenting of abstract art can train us to relegate them automatically to their proper place; and in doing this we refine our eyes for the appreciation of non-abstract art. That has been my own experience. That it is still relatively rare can be explained perhaps by the fact that most people continue to come to painting through academic art—the kind of art they see in ads and in magazines—and when and if they discover abstract art it comes as such an over-whelming experience that they tend to forget everything produced before. This is to be deplored, but it does not negate the value, actual or potential, of abstract art as an introduction to the fine arts in general, and as an introduction, too, to habits of disinterested contemplation. In this respect, the value of abstract art will, I hope, prove far greater in the future than it has yet. Not only can it confirm instead of subverting tradition; it can teach us, by example, how valuable so much in life can be made without being invested with ulterior meanings. How many people I know who have hung abstract pictures on their walls and found themselves gazing at them endlessly, and then exclaiming, "I don't know what there is in that painting, but I can't take my eyes off it." This kind of bewilderment is salutary. It does us good not to be able to explain, either to ourselves or to others, what we enjoy or love; it expands our capacity for experience.

Serious mental illness takes various forms, ranging from chronic depression to a complete withdrawal from reality into a world in which some, at least, of the details do not correspond to the way most of us see things. This form of psychosis is usually called "schizophrenia." The word covers such a multitude of disorders that it can no longer be described as a specific disease. About 60 per cent of all the chronic patients in our mental hospitals are diagnosed as schizophrenics.

Shock treatments with insulin or electricity, the brain-cutting operation known as "prefrontal lobotomy" (which reduces the patient to something barely human)—drastic treatments such as these are about all that modern medicine has been able to come up with to make the seriously disturbed schizophrenic tractable. Psychiatry and psychoanalysis have been of little avail, except sometimes in the early stages when a physician is still able to communicate with the patient. But some recent discoveries concerning drugs and the chemistry of the brain have introduced an encouraging note.

The modern counterpart of the euphoric herbs of earlier times (aside from alcohol) is the group of drugs known as the "tranquilizers." As a matter of fact, one of the tranquilizers had long been known in India in the form of a plant called *Rauwolfia serpentinum*. It was from the dried roots of this plant that American chemists in 1952 extracted "reserpine," the first of the currently popular tranquilizing drugs. Several substances with similar effects but simpler chemical structure have since been synthesized.

The tranquilizers are sedatives, but with a difference. They

* From *The Intelligent Man's Guide to the Biological Sciences* by Isaac Asimov (pp. 320-323) Washington Square Press Inc., New York, Reproduced with permission from the copyright holders Basic Books Inc., New York, 1960.

reduce anxiety without appreciably depressing other mental activity. Nevertheless they do tend to make people sleepy, and they may have other undesirable effects. They were at once found to be immensely helpful in relieving and quieting mental patients, including some schizophrenics. They also came into use for reducing blood pressure. But where the tranquilizers had their runaway boom was among the public at large, which apparently seized upon them as a panacea to banish all cares.

Now reserpine turns out to have a tantalizing resemblance to an important substance in the brain. A portion of its complex molecule is rather similar to the substance called "serotonin." Serotonin was discovered in the blood in 1943, and it has greatly intrigued physiologists ever since. It was found to be present in the hypothalamus region of the human brain and proved to be widespread in the brain and nerve tissues of other animals, including invertebrates.

What is more, various other substances that affect the central nervous system have turned out to resemble serotonin closely. One of them is a compound in toad venom called "bufotenin". Another is mescaline, the active drug in mescal buttons. Most dramatic of all is a substance named "lysergic acid diethylamide". In 1943 a Swiss chemist named Albert Hofmann happened to absorb some of this compound in the laboratory and was overcome by strange sensations. A small dose of the drug, investigation later showed, will produce many of the symptoms of schizophrenia.

What can all this mean? Well, serotonin (which is structurally like the amino acid tryptophan) can be broken down by means of an enzyme called "amine oxidase," which occurs in brain cells. Suppose that this enzyme is taken out of action by a competitive substance with a structure like serotonin's — lysergic acid, example. With the breakdown enzyme removed, serotonin will accumulate in the brain cells, and its level may rise too high. This will upset the serotonin balance in the brain and may bring on the schizophrenic state.

All production requires all three — or all four — factors and in this sense all are equally vital. But the importance attached to the different factors has changed remarkably in the last 150 years. At the beginning of the last century — the formative years of modern economics — land seemed peculiarly important. Population was growing. Europe and Asia looked very crowded. The vast fertile spaces of the Americas, Australia and Africa were but slightly appreciated. The effect of modern agricultural techniques on production per acre was, of course, beyond view. Both Ricardo and Malthus, two of the towering figures in the history of economic ideas, concluded that man's fate would be decided largely by the relentless pressure of population on land. Labour being abundant, perhaps excessively so, it seemed far less important than land. Capital, though important, also lacked the life-and-death significance of the land supply.

As the nineteenth century passed, capital rapidly achieved a position of dominance in the trinity. The new world added enormously to the supply of land. The decisive question was its development, and for this ports, steamships, roads, railroads, farmsteads and farm equipment were needed. The land was there; the labour came almost automatically; but the more capital, the greater the pace of progress.

This emphasis on capital was reinforced by the nature of industrial advance during the last century. It consisted not of the invention of a great number of new techniques but the spread of a relatively small number of spectacularly important ones. Thus, textile manufacture became a factory industry. Steam power was applied to manufacturing, transport and mining to replace power from men, animals,

* From *Men and Capital* by J. K. Galbraith in *ADVENTURES OF THE MIND* (Second Series) edited by Richard Thruelsen and John Kobler (pp. 178-181) Vintage Books, New York, 1962. Reproduced with permission.

falling water or wind. Iron and steel became plentiful and cheap and thus available for many new uses.

These inventions resulted, so far as anyone could tell, from a combination of accident, inspiration and genius. Men like James Watt, Benjamin Franklin and Eli Whitney could not be cultivated, and while they could be protected by the patent office, that was about all that could be done to foster technological progress.

But if little could be done to stimulate inventions, much could be done about putting them to use. Saving could be encouraged by exhortations to thrift—and even more by a system of morality and religion which assured the diligent, abstemious and self-denying man esteem in this world and salvation in the next. Investment could be encouraged by stable government and laws which assured investors that profits would be theirs to enjoy. Economists came to measure progress by the proportion of the nation's income that each year was saved and invested.

Investment in physical capital is still a prime measure of progress, but it is an increasingly inadequate one. Progress is coming to depend more and more on the quality rather than the quantity of the capital equipment in use and on the intelligence and skill of those who use it.

There are reasonably good figures to guide us in making this judgment. Between the early '70's of the last century and the decade 1944-53, according to calculations made under the auspices of the National Bureau of Economic Research, the net output of the American economy increased by an average of 3.5 per cent a year. Less than half of this (1.7 per cent) is explained by increases in the supply of capital and labour. The rest was the result of improvements in the working force, including, of course, its leadership and direction. The share in the advance attributable to technological improvement and the improved skill and ability of workers, technicians and managers has been increasing.

But both technological advance and improved skills and abilities are the product of personal development. Machines do not improve themselves; they are the product of improved men.

For nearly twenty years I taught boys, loving and loved in return. When, after twenty-eight years of political work, I returned to education, I might have confined myself to the administrative side, but took part in the actual instruction. This I did because I found happiness in it. Our law-givers of old were wise to ordain that it was the duty of a Brahmana to learn and then to teach, to learn in order to teach and teach in order to learn. Modern conditions do not tolerate caste and its monopolies, and the high calling of the educator is open to all. Blessed are they that enter the profession and feel its joys. Not all are so blessed. The supreme test is, are you unhappy when you can no longer teach? Do you seek opportunities of teaching even when you need not teach? Having learned some things of use and picked up experience in different parts of the world, I feel I should be a despicable miser of knowledge if I passed away without imparting it all to those who could profit by it. Satirists of all ages have sharpened their pen and their tongue on the pedagogue who can never forget that he is a pedagogue, but must scold and labour the obvious even before his equals and superiors. Leave these to their fate. But is not the man blameworthy who, having gathered wisdom from society, fails to return it to society with such addition as may be possible to him? In the long story of our culture men and women have crowded at the feet of sages ripe in years and lore of books and never missed the spiritual sustenance that they sought. Often it was a set discourse which the questions evoked. But quite as often they had informal and scattered talk, but it was no less profitable. An old saw recommends you to resort to learned men at all times. What if they do not deliver prepared lectures? Even their random talk will be rich with learning and guidance.

Two corollaries of this duty must be mentioned in this place.

* From the paper (1942) *What I cherish most* by Rt. Hon. V. S. Srinivasa Sastri.

One is the need of reading and adding to your knowledge. No man's conversation is worth anything if he is not in touch with the events round him and if he does not keep abreast of the movement of thought and opinion. Also let every teacher of the young remember always that they learn largely through imitation, that imitation is unconscious as well as conscious, and that it is, therefore, incumbent on him, for the sake of his pupils as much as for his own, to set a good example in all respects. Among us now, while public life is in the pangs of growth and we are learning the ways of democracy, a model citizen is worth a library of civics. This fact lays an obvious obligation on the schoolmaster and the professor to take an honourable part in the duties of citizenship.

All through my public life, whether as teacher or subsequently as politician, a noble vision has shed its lustre on my path. Pray do not consider this as propaganda or as controversy. It is a sober statement of conviction. The pioneers of the political movement of our country, going back to the days before the National Congress, dreamed of a united India and a united Indian people. Sometimes they called them a nationality but always they conceived of them as one whole. They knew that Asoka and Akbar had dreamed the great dream and hoped that it could be realized under the aegis of Britain. When I was a lad at school, Surendra Nath Banerjea thundered forth the evolution of the Indian nation and made the same of Mazzini, Cavour and Garibaldi familiar to our ears. In the west, Ranade enforced the same lesson from the press and the platform, showing how the different cultures that had been thrown together, Hindu, Muslim, Sikh, Parsi and Christian, were blending gradually to form one rich composite Indian culture, how furthermore this process of amalgamation was going forward to its consummation through peaceful and constitutional means, and how patriots should devote themselves to this great purpose in a spirit of sacrifice and suffering. I taught this doctrine to thousands of students. The thought of two or more Indias makes me mad. I cannot bear to hear of it. Tell me, dear friends, don't you feel elated and buoyed up when you see in your mind's eye the Prime Minister of India, drawing himself up to full height at the Council-table of the Britannic Commonwealth or at that of the future world order and speaking in the name of 390 millions with a voice and authority equal to that of Winston Churchill or Field-Marshal Smuts?

Drop a stone into a pond, and waves will ripple out in all directions. The light that comes from any bright body similarly ripples out in waves, and so does the sound of a vibrating tuning fork. But, whereas the surface waves clearly represent the motion of the particles of water, and the sound waves are known to be the vibration of the air or other materials through which sound is travelling, we are unable to find any material medium that is responsible for carrying light waves. In fact, the space through which light travels with such ease (in contrast to sound) seems to be completely empty!

Since, however, it seems rather illogical to speak about something vibrating when there is nothing to vibrate, physicists had to introduce a new notion, "light-carrying ether," in order to furnish a substantive subject for the verb "to vibrate when attempting to explain the propagation of light. From the purely grammatical point of view, which requires that any verb must necessarily have a subject, the existence of the "light carrying ether" cannot possibly be denied. But—and it is a very large "but"—the rules of grammar do not, and cannot, prescribe to us the physical properties of the substantives that must be introduced in a correctly constructed sentence!

If we say that light consists of waves travelling through the light ether, defining "light ether" as that through which light waves are travelling, we are telling a gospel truth, but also recording a most trivial tautology. It is an entirely different problem to find out what this light ether is and what its physical properties are. Here no grammar (not even Greek)! can help us, and the answer must come from the science of physics.

* From *One Two Three . . . Infinity* by George Gamow (pp. 91-93) Bantam Books, New York, 1963.

As we shall see in the course of the following discussion, the greatest mistake of the physics of the nineteenth century consisted in the assumption that this light ether has properties very similar to those of ordinary physical substances familiar to us. One used to speak about the fluidity, rigidity, various elastic properties and even the internal friction of light ether. Thus, for example, the fact that light ether behaves on the one hand as a vibrating solid when carrying light waves, but on the other hand shows a perfect fluidity and a complete absence of any resistance to the motion of celestial bodies, was interpreted by comparing it with such materials as sealing wax. Sealing wax, and other similar substances, are in fact, known to be quite hard and brittle in respect to forces acting rapidly in a mechanical impact, but will flow like honey under the force of their own weight if left along for a sufficiently long time. Following this analogy, the old physics assumed that light ether, filling all interstellar space, acted as a hard solid in respect to very rapid distortions connected with the propagation of light, but behaved as a good liquid when the planets and stars, moving many thousand times slower than light, were pushing their way through it.

Such an anthropomorphical point of view, so to speak, which tried to ascribe to a completed unknown thing, which so far had nothing but the name, the properties of ordinary material known to us, failed very badly from the very beginning. And, in spite of many attempts, no reasonable mechanical interpretation of the properties of the mysterious carrier of light waves was found possible.

In the light of our present knowledge we can easily see wherein all attempts of that kind erred. In fact we know that all mechanical properties of ordinary substances can be traced back to the interaction between the atoms from which they are built. Thus, for example, the high fluidity of water, the elasticity of rubber, and the hardness of a diamond depend on the fact that water molecules can slide by each other without much friction, that rubber molecules can be easily deformed, and that the atoms of carbon forming a diamond crystal are tightly bound together into a rigid lattice. Thus all common mechanical properties of various substances result from their atomic structure, but this rule makes no sense whatsoever when applied to an absolutely continuous substance such as that which light ether is considered to be.

Thomas R. Malthus, an English clergyman and economist, started the modern discussion of the population problem in 1798 with his *Essay on the Principle of Population, as it Affects the Future Improvement of Society*. Malthus asserts that the increase in population always tends to exceed the increase in the means of subsistence. He believes that a proper balance between population and subsistence is attained through the decimating effects of war, famine, and pestilence, and the debilitating effects of misery and vice among the poorer classes. Malthus later modified this grim picture to suggest that late marriages preceded by strict continence might check population growth, but he had little hope that many people would exercise such restraint.

Malthus wrote his essay to prove that it is impossible to provide for all, so only the fittest survive or live free from or anxiety about their subsistence. Nature, he says, cannot provide for all, so only the fittest survive or live free from misery and want. When Charles Darwin wrote his famous work, *The Origin of Species* (1859), he applied Malthus' idea of "the struggle for existence" to the whole organic world, but did not deal with the problem of human population growth in society.

However, economists such as William Graham Sumner used Darwin's theory of natural selection to justify the competitive economic system of the nineteenth century, with its attendant want and misery. Like Malthus, they hold that there are only so many places at nature's table, and the extra persons—who are competitively less fit—have no moral right to subsist.

The most vigorous and bitter opposition to Malthus and the "social Darwinists" comes from Karl Mark and Friedrich

* From the article *The population Explosion* from the book **GREAT IDEAS FROM THE GREAT BOOKS**, 1951 by Dr. M. J. Adler. By permission of the author.

Engels, the founders of modern communist theory. They hold Malthus' theory to be a vicious and inhumane defense of the iniquities of capitalism. Marx calls it "this repulsive blasphemy against man and nature." They also consider Malthus' "eternal" law of nature—which says that population always outruns subsistence—to be utterly unfounded and unproved.

Marx and Engels ascribe the misery and want of their time to an ineffective and outmoded economic system, not to overpopulation. Men, unlike animals, are producers as well as consumers, they say. More mouths also mean more hands. Marx and Engels seek the remedy for human want and misery in a better system of production and distribution, not in restricting population growth. In a primitive economy, even one person to the square mile may be too much, while in a modern industrial economy the same area may support 1,000 persons without strain.

The principles stated by Malthus and Marx-Engels still dominate the discussion of the population problem today. A decreasing death rate accompanied by an intensive birth rate in countries like India and China and a merely moderate increase in food production, has given new life to the Malthusian fears. Social and biological scientists have again raised the spectre of too little food for too many mouths. Unlike Malthus, however, they look to a decreased birth rate, not to an increased death rate for the solution. Unlike Malthus, they do not seek to make life harder and shorter for the poor; but they seek to make it healthier and more dignified.

Present day anti-Malthusians still look for the solution in better organization of production, more equitable distribution, and intensive utilization of natural resources. But they are usually not Marxists, oppose communism, and want to work within the existing system of ownership. They include people who for religious reasons oppose the artificial restriction of births. Some anti-Malthusians agree with Malthus' suggestion of delayed marriages preceded by strict continence, especially for countries like India.

Many persons now advocate a middle position between the extreme Malthusian and anti-Malthusian arguments. They want to combine more efficient production and distribution with limitations on birth, but they differ among themselves on the proper method of birth limitation.

A foreign official appears to have asked Sri Kamaraj what he understood to be socialism for which he along with other Congressmen stood. Kamaraj is reported to have replied that socialism meant that everyone must have bread, that is, adequate food. Food is the essential for life and everyone should have it in adequate measure, and this is socialism, said Kamaraj.

Not only Kamaraj but most people who like him campaign for socialism understand socialism the same way. They do not realize that this is not what socialists in particular want but what every political party aims, at achieving. A goal is one thing and the means to attain it another. It is the means and not the goal that is matter of controversy. It is matter of controversy. Socialism in politics means a package of a governmental policies that are believed to produce the result of every man having adequate food, shelter and clothing—the basic necessities of life. There are other things included in the political policy known as socialism, such as equality and absence of disparity among citizens, all to be reached by the State exercising authority to the maximum though reducing in effect the freedom of the citizen to the minimum.

If one asks a Hindu, "What is your religion?", his answer is not "My religion is *moksha*," but the means conceived in Hinduism for attaining *moksha*. Similarly socialism is not bread for every one, but what government policies, positive and negative, are conceived as likely to produce bread for everyone. The point is not what is wanted but how to attain it. It is this confusion of understanding between aims and means that enables socialists to get votes from political illiterates. Votes are begged for the aim but used for the practice of ineffective and harmful means conceived to attain that aim.

* From the article *What is Socialism?* by C. Rajagopalachari in SWARAJYA of 7 Dec. 1968. Reproduced with permission.

The question therefore about socialism is whether the means associated with that policy by socialist politicians are likely to produce the results desired. Nationalization of industries is one of the socialist policies. Experience has shown that Government management, which socialists prefer to private management, has miserably failed. The failure is not mere misfortune but the natural consequence of inevitable defects in nationalization of those industries which should not be nationalized. Nationalization is the main slogan of socialism though it has been amply demonstrated that it is not likely to produce the results aimed at by socialists.

If everyone must have adequate bread, shelter and clothing, it does not mean that food, shelter and clothing should be obtained by all men from the State gratis and that citizens should be pensioners under socialism. Socialism, on the contrary, implies that everyone should have a job in which he works hard and *earns* his food, shelter and clothing not that some unknown others should somehow produce these and supply them free for distribution among the happy citizens.

The question is how we can bring into being jobs in plenty so as to enable everyone to work productive industries and by installing efficient and interested managements to take charge of them, reserving for bureaucratic State management only those services which are essential for all industries and which are, or should be, a non-profit making concern, like Post and Telegraph, Railways, Roads etc. To convert these public services into profit making concerns would increase the cost of private and corporate production and do no good.

Efficient management of productive concerns results best from the personnel involved having a direct interest in good management. Bureaucratic management fails for lack of this personal interest even when, as rarely happens, the men managing are competent for the special tasks which the productive concerns involve.

Corporate production demands not only efficient management and personal interest in the managers; what comes out of efficient management as profits should all be spent off on dividends and taxes, but a good part of it should be reserved for being ploughed back for improvement and expansion of the concern.

The philosophy of our time is divided into two main schools of thought, the analytic and the existentialist. The former tries to analyze logical and linguistic forms which are always used and which underlie all scientific research. One may compare them with the painters who dissolve the natural forms of bodies into cubes, planes and lines; or which those architects who want the structural "bones" of their buildings to be conspicuously visible and not hidden by covering features. This self-restriction produces the almost monastic poverty and seriousness of this philosophy. It is religious—without any contact with religion in its method—by exercising the humility of "learned ignorance."

In contrast to this school, the existentialist philosophers have much to say about the problems of human existence. They bring into rational concepts what the writers and poets say material. What they express is the human predicament in time and space, in anxiety and guilt and the feeling of meaninglessness. From Pascal in the seventeenth century to Heidegger and Sartre in our time, philosophers have emphasized the contrast between human dignity and human misery. And by doing so, they have raised the religious question. Some have tried to answer the question they have asked. But if they did so, they turned back to past traditions and offered to our time that which does not fit our time. Is it possible for our time to receive answers which are born out of our time?

Answers given today are in danger of strengthening the present situation and with it the questions to which they are supposed to be the answers

In many cases the increase of church membership and in-

* From *The Lost Dimension in Religion* by Paul Tillich in ADVENTURES OF THE MIND (First Series) edited by Richard Thruelsen and John Kobler (pp. 59-62). Vintage Books, New York 1963. Reproduced with Permission.

terest in religious activities does not mean much more than the religious consecration of a state of things in which the religious dimension has been lost. It is the desire to participate in activities which are socially strongly approved and give internal and a certain amount of external security. This is not necessarily bad, but it certainly is not an answer to the religious question of our period.

Is there an answer? There is always an answer, but the answer may not be available to us. We may be too deeply steeped in the predicament out of which the question arises to be able to answer it. To acknowledge this is certainly a better way toward a real answer than to bar the way to it by deceptive answers. And it may be that in this attitude the real answer (within available limits) is given. The real answer to the question of how to regain the dimension of depth is not given by increased church membership or church attendance, nor by conversion or healing experiences. But it is given by the awareness that we have lost the decisive dimension of life, the dimension or depth, and that there is no easy way of getting it back. Such awareness is in itself a state of being grasped by that which is symbolized in the terms, dimension and depth. He who realizes that he is separated from the ultimate source of meaning shows by this realization that he is not only separated but also reunited. And this is just our situation. What we need above all—and partly have—is the radical realization of our predicament, without trying to cover it up by secular or religious ideologies. The revival of religious interest would be a creative power in our culture if it would develop into a movement of search for the lost dimension of depth.

This does not mean that the traditional religious symbols should be dismissed. They certainly have lost their meaning in the literalistic form into which they have been distorted, thus producing the critical reaction against them. But they have not lost their genuine meaning—namely, of answering the question which is implied in man's very existence in powerful, revealing and saving symbols. If the resurgence of religion would produce a new understanding of the symbols of the past and their relevance for our situation, instead of premature and deceptive answers, it would become a creative factor in our culture and a saving factor for many who live in estrangement, anxiety, and despair. The religious answer has always the character of "in spite of."

What is basic research? Charles E. Wilson, the former Secretary of Defence, defined it as what you do "when you don't know what you're doing," a sarcasm presumably intended to justify the inadequacy of financial support for basic research. More commonly, basic research is thought of as the opposite of "practical" research, the kind that can be immediately applied. This suggests its disassociation from man's everyday problems. The development of weapons, television sets or vaccines is obviously practical. Studies of the inner temperature of distant stars, of the habits of infinitely small living beings, of the laws governing the inheritable coloration of flowers, all seemed eminently impractical—at least when first undertaken. They were viewed as sophisticated pastimes, pursued by intelligent but somewhat eccentric, maladjusted people, whose otherwise excellent minds had been sidetracked by a queer interest in the farfetched and useless.

I remember my own reaction in school when I was taught how to estimate the inner temperature of distant stars. Cunning, I thought, but why should anybody want to know? When Louis Pasteur reported that germs might transmit diseases, he was ridiculed. Fancy a grown man worrying about being attacked by bugs so small no one could see them! When the Austrian monk, Gregor Johann Mendel, amused himself by observing the results of crossbreeding red with white-flowering peas in the monastery garden, even his most farsighted contemporaries failed to imagine the momentous implications.

Yet, without basic knowledge of the behavior of distant stars, we would not be placing satellites in orbits today;

* From *What Makes Basic Research Basic* by Hans Selye in *ADVENTURES OF THE MIND* (First Series) edited by Richard Thruelsen and John Kobler (pp. 146-148). Vintage Books, New York. Reproduced with permission.

without knowledge about bacteria, there would be no vaccines and antibiotics; and without those observations on the inheritance of colour in peas, modern genetics—with its importance to agriculture and medicine—could never have developed.

Such considerations must arouse public interest in basic research. They are bound to make people realize that the more manifestly sensible and practical a research project, the closer it is to the commonplace we already know. Thus, paradoxically, knowledge about the seemingly most farfetched, impractical phenomena may prove the likeliest to yield novel basic information, and lead us to new heights of discovery.

Some insist that basic research must proceed in the same spirit as “art for art’s sake,” and should not be appraised by its practical applicability. Yet, in defending this view they usually argue that even the most abstruse research may eventually yield practical results. It is odd that the study of the impractical should have to be justified by its potential usefulness.

Others maintain that not even potential usefulness should enter into our assessment of important basic research. It was the eminent English chemist and physicist, Michael Faraday, who, more than a century ago, made the remark so often quoted by these ultra purists—“What is the use of a new born baby?” But not everything important to us need be useful in the accepted sense of the word. At the same time, utility is inseparable from man’s assessment of what is important. Perhaps in this still unprejudiced, pliable core of a human being we sense a possible future helpful friend. In any case, a baby is useful because we can lavish our love on it—and without love there can be no happiness. Pure art—great painting, a piece of music—is useful, since, it lifts us beyond the preoccupations of everyday life, bringing us peace and serenity. Bearing these facts in mind, I am inclined to define basic research as the study of natural laws for their own sake, irrespective of immediate practical applicability—with emphasis on the qualification “immediate.”

The complexities of, say, Nuclear Physics, which bewilder ordinary folks, are caused by the vast accumulation of data and the enormous glossary of nuclear terms but the facts have been arrived at step by step in much the same way as Rutherford arrived at the first picture of the atom. And as for nomenclature, it is not so very terrifying if one remembers, for example, that he called it "alpha particle" from the Greek letter "A" just because he found that in the radiation from uranium (first recognized by Becquere) there were two different kinds. So he called them "A" and "B". The "B" or "beta" rays are electrons, but they are fired off by uranium with much greater force than they are by the heated filament of a radio tube. The relative force might be grasped in the comparison between soot rising from a fire which would smudge your face and the grains of cordite from a cartridge which would pit your face with indelible tattoo marks.

Science has been defined as a body of knowledge. But that means about as much as saying that you can find all the works of Shakespeare in the dictionary, because all the words are there. One of the things which blocked scientific progress for nearly two thousand years was the idea that the Greeks had had the last word for it, that the knowledge existed. And such knowledge, untested by experiment, could be adapted or interpreted to suit the beliefs of the times, or to conform to doctrine. A "body of knowledge" unchallenged and unreplenished goes sick and may become itself superstition—like astrology, which started off as that exercise of observation and reason which we call astronomy, the charting of the stars in their courses. No, science is not just knowledge; it is knowledge working for its living, correcting itself, and adding to itself.

* From *Science in our lives* by Ritchie Calder. The New American Library, New York, 1962. (pp 34-36)

Science, therefore, is a process. But how did it begin? It began when Man began to observe and make a note of his observations. In the Stone Age, Man lived on the flesh of the animals he could slay. Primitive men were creatures of superstition and probably, like the practitioners of voodoo who make wax models of their enemies and stick pins in them, they made drawings of these animals in the act of being slain in the hope that the wish would be fulfilled. So we have representations of bison in the cavern of Maux, in the south of France, which are faithful anatomical studies, with the arrow penetrating exactly where the heart would be. This, apart from any superstition, showed a useful "know-how" in killing animals.

Then men noticed that the grains in certain grasses were specially good to eat; that from seed they could grow new grasses, that if they chose a suitable bit of ground they could grow lots of such grasses; and that if they scraped the ground, the plants would root better. So they became tillers, applying the science of their observations.

But agriculture depends on the seasons (another observation of the early scientists), and they needed a calendar to help them to sow and reap. They noticed that certain stars had a fixed relationship to the sun, which corresponded with their seasons of growth. And their preoccupation with the stars for this simple purpose of living led them to more—shall we say—academic observations. Five thousand years ago, before, or about the time when Bishop Usher would have us believe Abraham left Ur of the Chaldees, astronomers there could predict an eclipse as recurring at an interval of eighteen years and eleven days. Complete records extending over 360 years have been found at Ur and in them the evidence that a Chaldean, without help of the accurate instruments now at our disposal, had worked out the length of the year as 365 days 6 hours 15 minutes and 41 seconds, only 26 minutes and 26 seconds too long.

Such calendar-making was characteristic of most cultures—the Mayan and Aztec calendars are half a world apart from those of the Middle East, but are just as remarkable in their observations.

Life in man depends upon his spirit, and this spirit is extinguished when he dies. Man's spirit (ch'i, or energy) comes from his blood, and when man's blood runs out after he dies, the spirit or energy is exhausted. Then the body decomposes and becomes dust. What would the spirit depend on to become a ghost? We sometimes compare a deaf or blind man to ordinary vegetation which cannot see or hear. Now when the spirit leaves a man, it is something more serious than the mere loss of vision or hearing....

Since the universe began, millions of people have died at different ages. The number of living people today is much smaller than those who have died in the past. If, therefore, the dead become ghosts, then we should meet a ghost at every step. When a man sees ghosts at his deathbed, he should see millions of them filling all the streets, alleys, hallways and courtyards, and not see just one or two ghosts.....

It is in the nature of things that a new fire can be started, but there is not an extinguished fire which starts burning again. New human beings are born, but it is impossible to have a dead man come alive again. If it were possible to restart an already extinguished fire, then I might be inclined to accept the supposition that dead men might receive shape and form again. By the analogy of the extinguished fire, it is clear that dead men cannot come alive again as ghosts.

What we mean by ghosts is that they are the spirits of dead men. But if this is correct, then when one sees a ghost, he should see the naked spirit alone, and not dressed in a gown and girdle. For the clothing is not made of spirit; when it is buried, it decomposes along with the dead man's body. It is unreasonable to assume that it remains for the

* From *The Importance of Understanding* by Lin Yutang, Heinemann, London. 1961. (pp. 444-446) Reproduced with permission.

ghost to wear it. It is possible to argue that a man's spirit depends upon his blood energy, and that this blood energy goes with the decomposing body but the spirit survives it to become a ghost. But clearly a man's clothing, which is made of cotton or silk, is not infused with that blood energy the way a body is. How then shall the clothing retain its shape and form? Therefore, if we admit that when one sees a ghost's clothing it comes from one's imagination, so we must also say that when one sees the form of a ghost, it comes also from one's imagination. Therefore that which is imagined is not the spirit of a dead man....

Form comes from association with the spirit, but the spirit also becomes conscious by association with material form. As there is no fire which burns by itself, so how shall there be a conscious spirit without a body? When people talk and do things by the side of a person who is asleep, the man who is asleep is not aware of it. Likewise when people do good or bad things in the presence of a coffin, the dead cannot be aware of it. If, therefore, a man who is merely asleep with his bodily form intact cannot be aware of what is taking place, how shall it be possible when the bodily form is already decomposed?

When a man is hit and hurt by someone, he makes a complaint to the officer and tells people about it because he has consciousness. Sometimes a man is murdered and no one knows who was the murderer, or sometimes one even does not know the whereabouts of the corpus delicti. If the dead victim had consciousness, he would certainly be angry with the murderer and would consequently be able to make a complaint to the authorities and give them the name of the murderer; or he would be able to go home and tell his family where his body is. Since the dead does not do that, we can conclude that he has no consciousness....

A man in good health has a collected mind, but when he falls ill, his mind becomes confused because his spirit has been disturbed. Death is, as it were, the extreme of sickness. If a man's mind is already confused and incoherent when he is sick, it must be still more so when he is dead. When the spirit is disturbed, the mind loses its power of recognition; it must be still more true when the spirit is dispersed. A man dies as a fire is extinguished. An extinguished fire does not give out light, and a dead man cannot have consciousness. The two cases are strictly comparable....

Written Communication is a Skill

*A skill once acquired,
for example,
the power to speak
and write
is less easily lost,
more quickly recovered,
than mere accumulation
of facts.*

F. L. Lucas

Studies of effective writing show that written communication is a skill.

Those who are adept at this skill have consciously or unconsciously taken **systematic steps** to develop this skill.

They have realised that this skill **has to be developed** and that it can be developed.

They have **understood the principles** underlying this skill of written communication.

They have **developed mastery** over the many techniques

that stem out of these principles.

They have **integrated the techniques** into a habit of effective writing.

Like good students of art, they have been taking conscious efforts. **to constantly enhance their skill.**

We saw earlier that we are amateurs in writing. If we study in some detail **how professionals go about it,** we may get an idea of the approaches to clear and persuasive writing.

In the next three sections, we will examine several samples of writing by those who write **with a purpose,** so that we may get an insight into how the professional writers go about it.

PART II

HOW PROFESSIONAL WRITERS GO ABOUT IT

If we want to find out something
about any art or skill,
we must analyze
the work of leading performers,
and then laboriously imitate
their seemingly effortless performance.
There's no guarantee
that we'll ever become champions this way,
but atleast we can try.

HOW PROFESSIONAL WRITERS GO ABOUT IT :
THE NEWSPAPER MEN

“This is all very well,” you may say,
“but I don’t intend to become
a newspaper reporter”.

It doesn’t matter.

The elements of newspaper style can be
applied beneficially to
almost any kind of writing
business letters, reports,
memorandums, magazine articles,
speeches, public relations and
even social correspondence.

Remember, writing is communication.
Any method that furthers this cause
is worth trying.

M. L. Stein

The Newspapermen at Work

If it is impossible to separate writing from reporting: it is also impossible to separate reporting from observation. News writing, Whether you study it for style, clarity, punch or completeness, is only as good as the power of observation which is behind it.

Carl Lindstrom

let us examine a few samples of published newspaper reporting* a writing that calls for great skill, since at a compelling and phenomenal speed messages will have to be presented to a readership that is 'heterogenous, fickle, and exacting'.

High among the professional writers come the newspaper men. Their writing at its best has been described as "a model of crispness, clarity, conciseness and immense readability." How do they achieve this effect? What guidelines do they use?

Before we cite any at some length,

*Since the idea is to consider only clear **and** fast field writing, editorials and feature articles have not been included. Also, the samples given under separate headings illustrate more than a single point.

OTTAWA-PEKING TIES

Canada's action hailed

By M. V. KAMATH

The establishment of diplomatic relations between Canada and China after two protracted years of secret negotiations in Stockholm has been hailed in Ottawa by almost all parties.

This is by no means a surprise development. Canadians, whatever their political persuasions, have long held the view along with many west European countries that China, with its 750 million people, is a nation to be reckoned with, not merely as a political power, but as an important and steadily growing consumer market.

China buys two million tons of Canadian wheat a year and even now a Canadian Wheat Board mission is busy in Peking negotiating a new contract. Unlike Americans, the Canadians are more pragmatic in these matters and place business interests above ideological considerations.

The Americans, no doubt, will like very much to do the same, but their past political dispute with China, their pre-

sent anticommunist stance and above all, their big power complex, do not permit an easy switch-over from a policy of confrontation with Peking to one of graceful cooperation.

No inhibitions

Ottawa, happily, has no such hangovers and inhibitions. It can smoothly set about recognising the communist government without seeming to eat its own words. That is a privilege denied to Washington, which must be regretting it deeply in private.

But while the Canadian Prime Minister, Mr. Pirere Elliott Trudeau, is receiving encomiums even from his worst critics (like Toronto's *Globe and Mail*) he has received only frosty frowns from administration sources in Washington. The feeling here is that Canada has made a mistake and that, as one of the establishment's most local champions. Mr. George Meany, the A.F.L.C.I.O. president, has said, it will only

give the Chinese an opportunity to "infiltrate" Canada and turn their Embassy into "the headquarters of a spy system". Presumably this is what Mr. Meany considers to be the function of all embassies — whether Chinese, American or British.

Mr. Meany, of course, does not speak on behalf of the administration, but in this case he may as well have been doing so. This is not to say that Washington still speaks the language of the cold war. On the contrary, the United States regularly puts on air of injured innocence whenever it is asked why it cannot improve its relations with Peking. "Given Peking's mental framework..." goes the familiar refrain, and one is allowed to infer that but for the cussedness of the Chinese leaders, Washington and Peking could be much closer together than they, in fact, are now.

Taiwan bases

But Peking "mental framework" does not seem quite so strange in the light of the information made available to the sub-committee on foreign commitments of the Senate Foreign Relations Committee, some time ago. It was revealed by the U.S. Ambassador to Taiwan, Mr. Walter McConoughy, for example, that the government of Chiang-kai-shek had been building air bases on Taiwan capable of handling B-52 bom-

bers and that there had been a great many Nationalist Chinese raids on mainland China. Throughout the 200 pages of testimony on U.S. commitments in Taiwan, there were frequent complaints from sub-committee members that such activities as "joint exercises" and "incur-sions" into the mainland seemed inconsistent with the Nixon Administration's avowed goal of reducing tensions between the U.S. and communist China.

Canada obviously wants to break away from the U.S. policy of public peace and private war with Peking, even at the cost of annoying Washington. In a sense this is its way of asserting its independence of United States — and it comes as the culmination of many other incidents.

Canada and the United States are at odds on the question of offshore limits, especially in the Arctic waters. The United States has served notice that it will not recognise Canada's jurisdiction outside the three-mile limit when Ottawa is already considering legislation under which it would enforce anti-pollution regulations in the sea up to 100 nautical miles from its northern shores. Similarly, the United States has cut its imports of Canadian oil drastically, a measure which has dealt the Canadian economy a body blow.

The Sino-Canadian agreement on extending diplomatic recognition to each other must therefore be seen in the context of

continuing U.S.-Canada squabbles. But will Canada benefit in any substantial and meaningful way from its new move? This largely remains to be seen.

Peking is even more pragmatic in these matters than Ottawa. China, for example, has no compunction in trading with Australia which has troops fighting in Viet Nam and has made no moves, overt or covert to recognise Peking. What is even more interesting, Australia's exports of wheat to China last year were 200,000 tons more than Canada's two million tons. The Chinese leaders, unlike their American counterparts, do not let small things like ideological principles affect their national interests. Peking sells as happily to the racist Union of South Africa as it buys from Australia or France.

According to experts here, it is China which has come out best in the present agreement by getting a reference to Peking's claim to Taiwan included in the joint communique announcing the establishment of relations with Canada. The Canadians, of course, understandably enter the disclaimer that the Chinese claim has only been "noted", not necessarily accepted. But it is an improvement on the agreement China had with France in 1964. Peking then merely asked, and persuaded, France to break off relations with Taipeh. There was no mention of Peking's sovereignty over Taiwan in announcements of the French recognition. Times have changed.

Canada's gain..

But financially, it is Canada which is the gainer. Last year Canadian exports to mainland China amounted to \$122 million while imports from China were only \$27 million, giving Canada an exchange surplus of \$95 million in these days of a wheat glut. Canada's chief imports from China were \$46 million worth of green peanuts and \$2.5 million worth of shelled or roasted walnuts. China now wants to sell something more than nuts, like manufactured goods, but whether Canada is ready for that remains to be seen. The first efforts of the diplomatic missions stationed in Ottawa and Peking are apparently to be confined to arranging an exchange of cultural missions; Canadian universities are to establish chairs of Chinese studies and already a number of Canadian universities have informed the External Affairs Ministry of their interest in getting Chinese professors.

How will this effect Canadian-American relation? Canada does not seem particularly concerned about Washington's sentiments or worried over prospects of American retaliation. But can the Ottawa-Peking pipeline provide a new channel of information to Washington? *The Wall Street Journal* advises that "United States diplomats should forget any sense of wounded pride and give the Canadians whatever encouragement they can offer to draw the Red Chi-

nese into closer world". The Journal says that the United States had made some costly mistakes" in Asia since the second world war, in part because it did not sufficiently understand Chinese political processes. "The need to improve that understanding," the paper adds, "purely as a matter of self-interests, over-rides any question of what Americans might think of Chairman Mao or the Red Chinese in general".

Realistic advice

The paper warns that it will be a mistake for Washington to react "too negatively" to the new link between Ottawa and Peking. It is the kind of realistic advice that the Nixon Administration has been receiving from knowledgeable quarters and perhaps Mr. Trudeau's independence may push Washington into a fresh assessment of what its true interests vis-a-vis China are, and how best they can be served. When General de Gaulle made his peace with Peking, with evident relish, it was a great blow to Washington's pride, not to speak of its even then outdated China policy. Mr. Trudeau's move, six years later, is a greater blow — and felt much closer to the bone.

Times of India
of October 25, 1970.

MEDICINE

First there was sugar, squeezed from sugar cane and white beets. Dentists blame it for damaging the teeth; it makes people gain weight, and some cardiologists now suspect that its excess use may be a factor in heart-artery diseases. Then, 90 years ago, chemists hit upon saccharin, which is 500 times as sweet as sugar and does not add calories to the diet. But saccharin has the disadvantage of leaving a bitter aftertaste in many people's mouths, and it cannot be widely used in cooking because it breaks down under heat. When a doctoral chemistry student, Michael Sveda, accidentally discovered cyclamate sodium (TIME June 5, 1950), it looked as if the ideal sweetener for people who do not want to get fat had been found: it is 30 times as sweet as sugar, leaves little aftertaste and survives the heat of cooking. In the years since, cyclamates have become the basis of a \$1 billion-a-year business.

Last week the Food and Drug Administration condemned cyclamates as possibly dangerous to health and effectively banned their widespread use in the U.S. Robert Finch, Secretary of Health, Education and Welfare,

ordered that all foods and drinks containing the artificial sweetener be removed from grocers' shelves and soft-drink vending channels no later than Feb. 1. In the case of products containing the largest proportions of cyclamates the deadline is Jan. 1. The effects of this abrupt order on food and drink manufacturing, processing, distribution and marketing will be enormous (see BUSINESS).

Metabolic Variation. As the reason for his ban, Finch cited new evidence that cyclamates cause cancer in animals. At the same time, he emphasized that there is as yet "no evidence that they have indeed caused cancer in humans." HEW, he said, was being prudent, and will now check other food additives to see whether they may be harmful to human health.

The trouble with cyclamates (besides the sodium compound, there is a calcium combination for patients on lowsalt diets) is that they do not behave predictably in the human body—unlike sugar, which is completely and naturally metabolized. Cyclamates break down in the body, forming chemicals, notably cyclohexylamine (CHA). This, in large doses (upwards of 50 times the probable human dose of cyc-

lamate), is known to cause bladder cancer in rats. Because of the emergence of CHA, cyclamates injected into incubating eggs cause grotesque deformities in many of the chicks and kill others in the shell.

Many human beings convert only 1% of their cyclamate intake to CHA, and so minute a quantity might well be harmless. But for unknown reasons other, equally "normal" people convert as much as 40% to CHA; if they are heavy users of cyclamates, the resulting high dose of CHA might cause cancer or other diseases. Like countless other chemicals, cyclamates also cause breaks in the chromosomes of both men and animals, but the genetic significance of these breaks is not yet known.

It is impossible to single out the high-risk, high-CHA converters, or to regulate the cyclamate intake of free-living human beings. So Finch saw no safe middle course and concluded that he had to impose a flat ban. Exceptions will be made for diabetics and those on reducing diets under doctor's care, for whom cyclamates will be available on prescription. For the rest, it will be back to sugar or saccharin.

New Style 'Memory' of Computers

An important new development for computer memories is on the brink of commercial success. At least one company in Europe, International Computers, has almost decided to use the technique called plated wire, in its new range of computers.

In America, a manufacturer is already putting it into commercial machines and in a more specialised application another Company is using it for Missile systems.

Plated wire is designed for use in the real heart of a computer the memory store. Almost all the world's computers, have used tiny magnetic rings called ferrite cores. These can be magnetised and demagnetised by electric current carried in a complicated system of wires threaded through the centres of the rings. This magnetic sign-writing stores the information inside the computer and millions are needed in even medium sized computer.

Ferrite cores have been developed so that they are highly sophisticated and reliable but they have limits. Their speed of response, which is important for determining the efficiency and speed of the computer depends to a great extent on getting them as small as possible, and

the limits of smallness and speed for ferrites are now being approached.

Delicate

There is also the problem of assembling them and threading the wires through the cores which, Plessey, a substantial manufacturer of memories, does in factories in Malta and Portugal where it can benefit among other things from a longer tradition of delicate lace making work.

Plated wire is one of two important alternative ways of getting speeds up and probably costs down. Instead of having millions of tiny threaded cores, magnetic film is plated on to a long wire in a simple and elegant process. Many wires are then led parallel and across at right angles by another series of current wires so that from above it looks like a fine mesh.

Every point on the mesh where the wires cross can be separately magnetised and demagnetised and can thus store information. The technique is both faster and simpler than ferrite core storage. The speeds of writing information being produced are measured in

fractions of a millionth of a second.

A rival and faster process uses integrated circuits, each of which has the equivalent of thousands of electronic components on a tiny strip. There has been a debate about which is best but Plessey, which has developed and is trying hard to sell plated wire, believes that integrated circuits have several years of development to go before they are cheap and reliable enough for use in memories.

Plated wire is seen as an important market until the middle of the decade at least when micro circuits might become more efficient.

Even then, if plated wire were widely adopted in the next couple of years, it would still have years of sales left because computer series do not disappear overnight. The same applies to ferrite cores, which though rather old fashioned now, may never disappear because of their cheapness and reliability.

Problem

One serious problem that integrate circuits here is that if power is completely switched off, the memory is wiped clean and this does not happen with wire and cases.

The Guardian (London)
of June, 4, 1970.

IN THE BOOK

The post office today issued new stamps commemorating the centenary of Charles Dickens death and the bi-centenary of William Wordsworth's birth.

It is another example of the recent upsurge of interest in our literary tradition. Britain has a rich literary heritage, one that is worthy investing in.

"It is an excellent investment field if you can get good material", said Mrs. Hinda Rose, manager of the autograph and document department of the London rare-book dealers Maggs Bros. These days important literary material is getting ever more scarce and expensive.

Among the materials being collected are first editions of books and what the trade calls 'ephmera' notes, jottings, letters, and book inscriptions in the author's handwriting.

But the biggest demand — because of their rarity — is for author's manuscripts.

George Lawson, a director of Rare-Books dealers Bertram Rota, explained that students and universities want manuscripts as research material. "One man's scraps can provide another man's Ph.D", he said.

American Universities — particularly those of Texas, Iowa and Philadelphia — and institutional libraries are keen buyers, helping prices up.

Just over a year ago a collection of Kingsley Amis manuscripts sold to America for \$2560.

Daily Mail of June 3, 1970.

High Marks in the Teaching Business

These are rough times for the longtouted "knowledge" market, which lured so many diversification-bent companies a few years ago.

Raytheon has sold off a subsidiary that makes language laboratories and other electronic teaching equipment. Philco-Ford has discontinued its computer-assisted instruction operations. General Learning Corp., the joint venture of Time, Inc., and General Electric Co., is struggling after nearly drowning in red ink. The time is past when makers of textbooks, film strips, training programs, test booklets, and instructional computers sold for 40 times earnings on Wall Street.

Federal funds that were expected to generate the anticipated boom in education materials have been substantially reduced. And too many educational companies were put together out of idealistic dreaming and very little hard business sense.

Another struggling company, but one whose potential is considered especially bright, is Westinghouse Learning Corp., New York-based subsidiary of Westinghouse Electric Corp. It was founded in 1967 by Donald McGannon, now president of the

broadcasting, learning, and leisure-time unit of Westinghouse Electric. "We thought we had resources in business and technical skills that were not available to the universities," he says.

Modest size. After three years, Westinghouse Learning, with an annual volume of about \$20-million, ranks about 20th in size behind the education subsidiaries of such companies as RCA Corp., and Xerox Corp. Westinghouse runs Job Corps training centres, teaches factory workers how to weld, grades high school tests by computer, helps design high school buildings, and sells a computer-managed education program called Project PLAN.

Despite its modest ranking most industry sources say Westinghouse's education concepts are about the most promising in the business.

But it takes more to be a success in the business, and the same men who developed the company's brilliant ideas are struggling in hard, day-to-day management.

"To form Westinghouse Learning," says Verne Atwater, president and chief executive officer, "we tried to combine

the worlds of scholarship, social action, and business. We got the good things from these disciplines but we also got the bad." Business types, Atwater says, tend to want to rush products to market, social-action types tend to worry too much about ethical problems, and scholars sometimes take too long in developing ideas.

Partly as a result, the company is in the red and will probably not break even this year. Spending by school system (the main market) will not increase soon. Not only has federal aid to schools slackened, but the voters are continuing to defeat school bond issues. "The next 18 to 24 months are going to be a real drought period," says Atwater—though he contends that the money squeeze will press the taxpayers to demand a better quality of education for each dollar spent. And this demand is the basis for most of the company's commercial hopes.

Business week of May 2, 1970.

Your Guide to Cream Which Cream is Which ?

In your shops and supermarkets during Produce Fortnight, you will see displays of creams in many varieties — single, double, sterilised, long, keeping or clotted and they can be delivered by your milkman. Here is your guide to them. Single cream is for pouring. It cannot be whipped, but it left a fortnight in the fridge. This is the cream to put over fruit, cereals, puddings, coffee, hot chocolate or soups.

Double cream is ideal for shipping — to make sure it is really cold. Use a deep, chilled bowl and whisk first. Then whip lightly and slowly and away from the heat. As soon as the cream sticks to the whisk, stop — otherwise you will end up with butter.

SCONES

Sterilise, long-keeping and ultra-heat treated cream can be kept for several weeks without refrigeration.

Clotted cream is a speciality, of the West Country where it is used on scones and that high-berry jam. It is now available in all parts of the country and it tastes equally delicious on fruit, trifles or hot pudding.

When buying cream watch out for the real dairy cream symbol.

This is your protection against the second-rate and the substitute.

Daily Mail 9 June, page 8.

Newspaperman's Guidelines

*In writing, the purpose
is to communicate.*

*In news writing,
the purpose is
to communicate rapidly —
and this also means
easily.*

Theodore M Bernstein

What the newsmen write
is crisp, clear, and readable.
How do they achieve
this effect?

What guidelines
do they use?

FOCUS ON READER

The first guideline
they use is:

**Have a fair idea
of your reader
and accept him as he is.**

**And what is
the newspaper reader like?**

The newspaper reader
comes in "all sizes" —
there are the young

and the old,
the conservative,
and the ultramodern.

The average reader
is **not** an expert
on most subjects.
He is busy
and probably "lazy" —
he has no patience
or time to explore
and grasp the meaning.

The newspaper men
concede all these and more.
They further concede
that news is growing
more complex.
They therefore make it
their **purpose** to communicate
rapidly **and** lucidly —
to kids as well as grownups.
Their continuing goal is:
The reader must never have
to go back
and re-read a sentence
to grasp its meaning;
he must be enabled
to comprehend it at once.

Is a newspaper 'story' easily read: that is held the one true test of its success.

Clear writing and care are therefore the watchwords of a newspaper writer.

ORGANISED TO ACHIEVE

The newspaper setup itself is such as to facilitate the observance of these watchwords.

They have a team of two — the newspaper reporter and the copy editor*. The news reporter is the field man; and he works in a distracting environment and with insistent deadlines. He needs desk support — with all that it implies, such as reference checking and this support is provided by the copy editor.

The copy editor's function includes checking and double-checking the accuracy of information, detecting inconsistencies or unanswered questions,

removing libellous or unobjective statements, making the writing adhere to standards of good English usage and good taste, seeing to it that stories are clearly and logically organised, and bringing the spelling, punctuation, capitalization, and typography into conformity with the newspaper's style rules.

DEADLINES ALL THE TIME

In a newspaper office, time is a daily tyrant. Things have to be done **well and fast** — this means skill of a high order, **the skill of expressing oneself clearly the first time.** A study of newspaper writing gives us an idea of the components of this skill.

THE DEVELOPMENT

The news reporter asks himself what it is he is writing about, what the news really means, what he wishes to convey

* The other terms used are 'deskman' and 'Sub-editor'.

Once he has answered these questions satisfactorily to himself, his next concern is with the manner of making the news easily understood by a lucid lead, by interpretation, and definition, by answering every question that might arise in the reader's mind, by reaching for the concrete instead of being satisfied with the abstract, and by relating the news to human beings.

THE NEWSPAPER MEN START WITH A LEAD

The lead or beginning statement is brief and lucid: and it seizes upon the core meaning of the story. A good lead is found to have the following qualities:

1. Answers all the questions that a reader wants to have answered when reading of a particular incident. These include the cause and result (the **how** or **why** and the **what**), the **who** and the **when**.

2. Plays up the features of the story if there is one.
3. Is attractive and induces the reader to continue with the rest of the story.

THEY USE RECAPS

It is based on the principle that no newspaper should ever underestimate its reader's intelligence. It should not overestimate its reader's knowledge either. Newsmen do not assume that the reader knows "the story so far".

In fact, they assume that he may not know. The reporter and the copy editor take the responsibility of spotting questions every story raises and to answer them. For example, one item reads:

The story was about LIFCO. Don't know what LIFCO is? All right: "LIFCO (Last In-First Out) is a method of valuing inventories. It works in favour of the taxpayer in periods of rising prices. It assumes that goods sold by a business were the last items it added to its inventory, and prices them accordingly. If the goods, actually were bought earlier at cheaper prices, that profit is eli-

minated for income tax purposes."

THEY EXPAND AND EXPLAIN

The reader may or may not know a specialized situation; he may or may not be familiar with technical terms. Instead of taking chances, the newspaper men explain. Even those in specialised journals like *Wall Street Journal* explain.

For example, a lead in *Wall Street Journal* reads as follows :

The Federal Reserve Board lowered margin requirements on stock purchases and short sales from 75% to 50% effective at once. The move means buyers of stocks now have to put up only 50 cents for each \$ 1 of stock bought, whereas before the board's action they had to put up 75 cents. The broker extends credit for the difference between what the customer puts up and the price of the stock.

THEY EXPLAIN TECHNICAL TERMS

For example, an *International Herald Tribune* News story reads :
Wall Street sources, however,

who wished to remain anonymous, insisted that IBM transfers were taking as long as ten days.

Federal Reserve rules state that a stock transfer must be accomplished within five days. A transfer takes place when the change of ownership is recorded in the books of the corporation.

THEY USE THE QUESTION AND ANSWER FORMULA

They use the formula to give life and vigour and clarity to the presentation.

THEY TAKE THE READER FROM THE KNOWN TO THE UNKNOWN

They use the analogy to make something unfamiliar familiar. They compare the unfamiliar with something (idea, person or place) familiar and thereby hold the attention of the reader. One example clarifies the working of the fusion bomb:

The process is analogous to the lighting of a cigarette in a high wind when one has only one match.

It is not enough
to light the match—
one must be able to shield it
against the wind long enough
for the cigarettee to
to be lighted.

**They illustrate
a complicated point
through examples
and metaphor.**

They show the idea
in action
and thereby make it
vivid and concrete.
They use metaphor —
fresh ones —
like 'the money
lay in his pocket
like a restless cat' or
'it was as easy as accepting
a rich uncle's inheritance'.

MIDDLE EAST

Bid to Oust Cartels

Russia has come into direct conflict for the first time with a Western oil consortium by signing a £30,000,000 agreement to exploit Iraq's north Rumeila oilfield. The consortium is the Iraq Petroleum Company (IPC), which claims the concession area.

Northern Rumeila is one of the richest undeveloped oilfields in the world. Drilling has shown its capacity to be about 1,000 million tons. The hard-pressed Iraqis aim to earn about £5,000,000 from an annual off-take of about 20,000,000 tons.

Centre of Controversy. The field has been a centre of political controversy since 1961, when it was expropriated, together with virtually all IPC's unexploited concessions, by the Leftist Iraqi regime of General Kassem. Subsequently, it was handed over to an Iraqi Government body, the Iraq National Oil Company (INOC). It remained unexploited, however, because the Iraqis lacked money, machinery and experts to get the field into production.

The continuing dispute with IPC almost meant that there was no way of selling the oil in world markets.

The latest Soviet agreement gets round all these problems. The Soviet Union will bear the full cost of development, supplying experts and machinery. Repayments will be made in Crude oil, shortly one year after production.

It is obvious that the commercial advantages to the Russians will only be seen in the long run. The Soviet Union is already an exporter of oil. She can meet her own needs and those of Eastern Europe, where she is fighting to retain her monopoly until well into the 1970s.

The deal is obviously political and strategic. The immediate effect will be to increase Soviet influence in Iraq. This could have an important bearing on efforts by the IPC to solve outstanding disputes with the Iraqis, who may be encouraged to be more rigid. This would effect the whole future of the Western oil operation in Iraq.

Enlite (Baroda) of 16 Aug. 1969.

Peru Orders Troops to Shoot Looters in Earthquake Zones

LIMA June 7

Gen. Armando Artola, interior minister of the military government, has ordered troops in the earthquake disaster zone, to shoot on sight any looters, whom he called "human vultures."

Injured evacuees have reported that some have already been shot at in Huaraz and in the Central town of Casma. It was doubtful whether troops and police would make a distinction between looters and food scavengers.

Some 800,000 Peruvians were homeless in the Andes Valley

of Huaylas and along a fringes of the northern coast in the nations worst recorded earthquake, which claimed an estimated 40,000 to 50,000 lives. Despite a multimillion dollar international relief effort, one week after the May 31 earthquake hundreds of thousands of persons were without sufficient food. Groups remained near their destroyed towns without even blankets to protect them from the cold mountain nights.

All the road into the valley were blocked by slides and a single air strip was serving the rescue workers.

How to Come by the Best Apparatus

by R. A. Hoarse

Consider for a moment the last example in our list—the standard experiment with the flywheel. We enter a laboratory just as teacher and taught cross swords:—

Mr. Swarf: And this is all you have done so far, Jones? After three quarter of an hour—if you concentrated more on your experiment and less on distracting your neighbours, you'd be nearly finished by now.

Jones: Well I don't think it's very interesting really, sir, I wish I could see some use in it. I mean what does this flywheel do.

Mr. Swarf: It's specially made for this experiment to make it easy to carry out experiment and to check your value for the moment of inertia—as I hope you will do - by applying the formula for a thick disc.

Jones: No, Sir what I mean is—why would any one want to know moments of inertia? And if they did, the formula tell them, wouldn't it?

Mr. Swarf: Oh come, Jones, you ought to remember what I said last week about flywheel storing energy, and how a car engine must have one...

Jones: But sir, why can't we use a car flywheel? Peter says his

father has a Lotus Cortina and it has a special flywheel and will accelerate to 60 miles per hour.

Mr. Swarf: Look, a car flywheel needs a shaft to mount it, and then bearings to hold the shaft, and wall brackets to hold the bearings...

Jones: Sir, do you think they do this sort of experiment with racing car flywheels.

And here we leave them. Mr. Swarf is of course correct in seeing the practical difficulties — but what he may not know is that bearings, brackets and so on are obtainable as standard hardware. A visit to a car breaker will result in a flywheel and a crankshaft being obtained quite cheaply: the total cost of the "applications" apparatus will be much less than that of the ready-made version, and the labour and time involved not excessive. The tidy minded teacher may regret the lack of a "formula" check on the results, though a rough value could still be estimated. Instead, a value of expected error can be calculated. By reference to published data on the car for which the flywheel was designed the effect on the acceleration figure, could be estimated.

MYSTIFIED MOTORISTS

Buyers of Auto Tires
Can Expect Little Help
From Federal Testing!

Critics say safety check
Ignore Important Factors,
Offer No Guide to Brands
The Industry Lags on Recalls

By RALPH E. WINTER, Staff Reporter of *The Wall Street Journal*.

Every time Frank Vecchiotti pulls his cadillac Eldorado onto the highway these warm days he gets a cold, clammy feeling. He's scared stiff one of his tires will blow out the way one did last summer, causing him to narrowly miss having an accident. "I'd like to feel that when I put tires on an \$ 8,000 automobile, I can expect to arrive at my destination safely, but that's just not the case," says Mr. Vecchiotti, the president of a plastics concern in Bergenfield N.J.

"Every salesman tells you his

tires are the finest — and then another report comes out of Washington saying that some of that Company's tires were tested and found to be unsafe".

Mr. Vecchiotti's confusion about tire safety claims is shared by a growing number of consumers. They read about thousands of tires being recalled due to possible safety defects —and at the same time they read that the tire makers insist their products are perfectly safe for ordinary highway use.

Who's to be believed? Apparently the answer is nobody.

* *Wall Street Journal* of June 4, 1970.

PART III

HOW PROFESSIONALS GO ABOUT IT : FULL TIME WRITERS

We are not compiling
an anthology of good writings.
Samples of writing have been included
to make a point re : the theme of the book.
That is why, except where necessary to make
sense,
entire passages have not been quoted
Perhaps for a good reason,
some of the Indian authors we approached
could not give us permission
to reprint extracts from their writings,
and hence the seeming omission.
For reasons of foreign exchange,
we were not able
to include more British authors.

How professionals go about it :

Full time writers

*My objective now
is to broaden the horizons
of my readers.
I say this
with the utmost humility
though it may not
sound very humble.*

John Crosby

Full time authors
and freelance journalists
form a growing community
of professional writers.
Numberwise, they are
a smaller group
than those of
the newspaper men
we studied; and their
working environment
is more leisurely.

To this group,
clear, acceptable writing
is a matter of
bread and butter.

They have to develop
writing skill of a high order
and keep it
in constant trim.

The newsmen write
to inform.

These writers
write to inform,
persuade or entertain.

By studying the ways
they go about it
we can gain
additional insights
into effective writing.

One way to study it
is to look at
a sample
of their writings.
A few representative ones
follow*

* Because of the nature of the book, non-fiction material has been emphasised here.

Mathew Arnold

THE State,—but what is *the State*? cry many. The state is properly called just what Burke called it: *the nation in its collective and corporate character*. The State is the representative acting-power of the nation; the action of the State is the representative action of the nation. It is common to hear the depreciators of State-action run through a string of Ministers' names, and then say: 'Here is really your *State*; would you accept the action of these men as your own representative action? In what respect is their judgement on national affairs likely to be any better than that the rest of the world?' In the first place I answer: Even supposing them to be originally no better or wiser than the rest of the world, they have two great advantages from their position; access to almost boundless means of information, and the enlargement of mind which the habit of dealing with great affairs tends to produce. Their position itself, therefore, if they are men of only average honesty and capacity, tends to give them a fitness for acting on behalf of the nation superior to that of other men of equal honesty and capacity who are not in the same position. This fitness may be yet further increased by treating them as persons on whom, indeed, a very grave responsibility has fallen, and from whom very much will be expected;—nothing less than the representing, each of them in his own department, under the control of Parliament, and aided by the suggestions of public opinion, the collective energy and intel-

From *The Prose Writings of Mathew Arnold* edited by William E. Buckler, Published by Vision Press Ltd., London, 1963.

ligence of his nation. By treating them as men on whom all this devolves to do, to their honour if they do it well, to their shame if they do it ill, one probably augments their faculty of well-doing; as it is excellently said: 'to treat men as if they were better than they are, is the surest way to make them better than they are.' But to treat them as if they had been shuffled into their places by lucky accident, were most likely soon to be shuffled out of them again, and meanwhile ought to magnify themselves and their office as little as possible; to treat them as if they and their functions could without much inconvenience be quite dispensed with, and they ought perpetually to be admiring their own inconceivable good fortune in being permitted to discharge them;—this is the way to paralyse all high effort in the executive government, to extinguish all lofty sense of responsibility; to make its members either merely solicitous for the gross advantages, the emolument and self-importance, which they derive from their offices, or else timid, apologetic, and self-mistrustful in filling them; in either case, formal and inefficient.

But in the second place I answer: If the executive government is really in the hands of man no wiser than the bulk of mankind, of men whose action an intelligent man would be unwilling to accept as representative of this own action, whose fault is that? It is the fault of the nation itself, which not being in the hands of a despot or of an oligarchy, being free to control the choice of those who are to sum up and concentrate its action, controls it in such a manner, that it allows to be chosen, agents so little in its confidence, or so mediocre, or so incompetent, that it thinks the best thing that can be done with them is to reduce their action as nearly as possible to a nullity. Hesitating, blundering, unintelligent, inefficacious, the action of the State may be; but, such as it is, it is the collective action of the nation itself, and the nation is responsible for it. It is our own action which we suffer to be thus unsatisfactory. Nothing can free us from this responsibility. The conduct of our affairs is in our own power. To carry on into its executive proceedings the indecision, conflict, and disorder of its parliamentary debates, may be a natural defect of a free nation, but it is certainly a defect, it is a dangerous error to call it, as some do, a perfection. The want of concert, reason, and organisation in the State, is the want of concert, reason, and organisation in the collective nation.

For four and a half years now, mine has been the privilege, hence the pleasant agony of filling these pages each week, or almost every week. I say pleasant agony because I know of no other words with which to describe what writing is to me.

I claim no singularity in this. There may be, there must be, writers to whom writing comes as effortlessly as breathing. There may even be (though I doubt it) writers whose happiness is complete while they are actually writing. But most of us who live by putting words together are not so fortunate. We are tortured while we write and would be tortured were we not allowed to do so. Although when we are done we feel "delivered," as Sainte-Beuve put it, this delirium of delivery is not accomplished without labour pains for which medicine has, as yet, provided no soothing drugs. If all attempts to coerce words into doing what we would have them do are at best painful pleasures, the pains and pleasures of summoning the right words to meet a weekly deadline are of a special kind.

Beerbohm ascribed his disrelish for the act of writing to "the acute literary conscience" with which he had been cursed. It was this conscience, he maintained, which kept his pen from ever running away with him. I know what he means. Unblessed with any of his gifts, I am none the less cursed with something of his conscience. Beerbohm insisted that "to seem to write with ease and delight it one of the duties which a writer owes to his readers." If he worked hard at his sentences, it was because Beerbohm hoped they would read easily. In other words, he was in complete agreement with Sheridan's easy writing's vile hard reading." One statement of Beerbohm's I could truthfully apply to my own efforts for the SRL. It runs, "I may often have failed in my articles here, to disguise labour. But the effort to disguise it has always been loyally made."

From *Pleasant Agony* in *The Saturday Review of Literature*, June 25, 1949. Copyright 1949 by Saturday Review Associates, Inc. Reprinted by permission.

One of the modern world's luckier occurrences was what happened at Harrow when a boy named Winston Churchill was being "Menaced with Education." Three times, he tells us in "A Roving Commission," his backwardness as a classical scholar forced him to remain in the same form and hence repeat the same elementary course in English. "Thus," writes he (and who can question him?), "I got into my bones the essential structure of the ordinary British sentence—which is a noble thing. . . . Naturally I am biased in favor of boys learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honour, and Greek as a treat. But the only thing I would whip them hard for that." One trembles to think how many of us whose profession is writing would be flogged today if lapses in English or American, were whippable offenses.

Later on in that same grand book, Churchill has his more precise say on the subtleties, intricacies, and possibilities of the writer's craft. It is his opinion, and one worth heeding, that, "just as the sentence contains one idea in all its fullness, so the paragraph should embrace a distinct episode; and as sentences should follow one another in harmonious sequence, so the paragraphs must fit on to one another like the automatic couplings of railway carriages."

I quote Churchill and those others belonging to the peerage of prose-writers because, for any author with a memory, one of the disheartening and humbling aspects of writing is the recollection, as his own pen moves, of how those whom he admires have faced and solved identical problems. The recollection of what has been done, this sensing of what could and should be done, this awareness of what one hopes to do regardless of whether one can or cannot do it—these are parts of that literary conscience, mentioned by Beerbohm, which keeps a writer's pen from running away with him. I know they are factors in retarding my own pen (meaning my typewriter, pencil, or dictation) even on those happy days when a subject seems to write itself, when sentences come easily, and one paragraph gives way to another.

Style is a strange and mysterious thing. Some contemporary writers appear to get along without it and to want to do so, and most of us rightly disparage it when it shows the effort that has gone into it. Few of us, for example, can read Pater today without being irritated and put off by the

deliberate intricacies and involutions of his sentences. His style, once held to be a model, remains a model, although as we see it is one to be avoided rather than followed. Pater could not bring himself to say a simple thing simply. His orchestration is so elaborate that the melody of his thought is lost.

Hazlitt comes closer to present-day tastes. More than being the enemy of the gaudy and "Occult" schools of writing, Hazlitt was not only a champion but at his best a matchless practitioner of "The Familiar Style." Although he had the art to make a long sentence seem short, he knew the value of short sentence. "I hate anything," wrote he, "that occupies more than it is worth. I hate to see a load of band-boxes go along the street, and I hate to see a parcel of big words without any meaning in them." The perpetual challenge of writing, the challenge presented by each new sentence is to say exactly what one wants to any exactly as one wants to say it. This is where the anguish of composition mixes with the delights. This is where, too, style, as I see it, comes into the picture. Style is merely the means, chosen or instinctive (doubtless both), by which a writer has his precise say.

Certainly, style is not affectation. Conscious though it may be, when self-conscious it is an obstruction. Its purpose, to my way of thinking, is to give the reader pleasure by sparing him the work which the writer is duty-bound to have done for him. Writers, notwithstanding their hopes or ambitions, may or may not be artists. But there is no excuse for their not being artisans. The style is the man, we are told, true in the final and spiritual sense as this is, style is more than that. It is the writing man in print. It is, so to speak. His written voice and, if it is truly his voice, even in print it should be his and his alone. The closer it comes to the illusion of speech, perhaps the better. Yet the closeness of the written word to the spoken can, and in fact should, never be more than an illusion. For the point of the written word is planning, as surely as the charm of the spoken one is its lack of it.

Without shame I confess that, regardless of how unsatisfactory the results may be, I labour when writing these weekly pieces to lighten the labour of those who may read them. That I fail again and again I know to my own chagrin, but I can honestly say I try. I not only write often rewrite and rewrite again.

Somebody writes complaining of something I said about progress. I have forgotten what I said, but I am quite certain that it was (like a certain Mr. Douglas in a poem which I have also forgotten) tender and true. In any case, what I say now is this. Human history is so rich and complicated that you can make out a case for any course of improvement or retrogression. I could make out that the world has been growing more democratic, for the English franchise has certainly grown more democratic. I could also make out that the world has been growing more aristocratic, for the English Public Schools have certainly grown more aristocratic. I could prove the decline of militarism by the decline of flogging; I could prove the increase of militarism by the increase of standing armies and conscription. But I can prove anything in this way. I can prove that the world has always been growing greener. Only lately men have invented absinthe and the *Westminster Gazette*. I could prove the world has grown less green. There are no more Robin Hood foresters, and fields are being covered with houses. I could show that the world was less red with khaki or more red with the new penny stamps. But in all cases progress means progress only in some particular thing. Have you ever noticed that strange line of Tennyson, in which he confesses, half consciously, how very conventional progress is?

Let the great
world spin for ever down
the ringing grooves of change.

Even in praising change, he takes for a simile the most unchanging thing. He calls our modern change a groove. And it is a groove; perhaps there was never anything so groovy.

Nothing would induct me in so idle a monologue as this to discuss adequately a great political matter like the question of the military punishments in Egypt. But I may suggest one broad reality to be observed by both sides, and which is, gene-

rally speaking, observed by neither. Whatever else is right, it is utterly wrong to employ the argument that we Europeans must do to savages and Asiatics whatever savages and Asiatics do to us. I have even seen some controversialists use the metaphor: 'We must fight them with their own weapons'. Very well; let those controversialists take their metaphor, and take it literally. Let us fight the Sudanese with their own weapons. Their own weapons are large, very clumsy knives, with an occasional old-fashioned gun. Their own weapons are also torture and slavery. If we fight them with torture and slavery, we shall be fighting badly, precisely as if we fought them with clumsy knives and old guns. That is the whole strength of our Christian civilization, that it does fight with its own weapons and not with other people's. It is not true that superiority suggests a tit for tat. It is not true that if a small hooligan puts his tongue out at the Lord Chief Justice, the Lord Chief Justice immediately realizes that his only chance of maintaining his position is to put his tongue out at the little hooligan. The hooligan may or may not have any respect at all for the Lord Chief Justice: that is a matter which we may contentedly leave as a solemn psychological mystery. But if the hooligan has any respect at all for the Lord Chief Justice, that respect is certainly extended to the Lord Chief Justice entirely because he does not put his tongue out.

Winston Churchill

A heavy blow now impended. Within six days a crisis burst upon us. The Allied decision to strike hard from Aachen in the north as well as through Alsace in the south had left our centre very weak. In the Ardennes sector a single corps, the VIIIth American, of four divisions, held a front of seventy-five miles. The risk was foreseen and deliberately accepted, but the consequences were grave and might have been graver. By a remarkable feat the enemy gathered about seventy divisions on their Western Front, of which fifteen were armoured. Many were under strength and needed rest and re-equipment, but one formation, the Sixth Panzer Army, was known

From *The Second World War* by Winston Churchill Cassell & Co., London 1964. Reproduced with permission.

to be strong and in good fettle. This potential spear-head had been carefully watched while it lay in reserve east of Aachen. When the fighting on that front died down in early December it vanished for a while from the ken of our Intelligence, and bad flying weather hindered our efforts to trace it. Eisenhower suspected that something was afoot, though its scope and violence came as a surprise.

The Germans had indeed a major plan. Rundstedt assembled two Panzer armies, the Fifth and Sixth, and the Seventh Army, a total of ten Panzer and fourteen infantry divisions. This great force, led by its armour, was intended to break through our weak centre in the Ardennes to the river Meuse, swing north and north-west, cut the Allied line in two, seize the port of Antwerp, and sever the life-line of our northern armies. This bold bid was planned by Hitler, who would brook no changes in it on the part of his doubting generals. In its support the remnants of the German Air Force were assembled for a final effort, while paratroops, saboteurs, and agents in Allied Uniforms were all given parts to play.

The attack began on December 16 under a heavy artillery barrage. At its northern flank the Sixth Panzer Army ran into the right of the First U.S. Army in the act of advancing towards the Roer dams. After a swaying battle the enemy were held. Farther south the German broke through on a narrow front, but the determined defence of St. Vith, where the 7th U.S. Armoured Division specially distinguished itself, hindered them for several critical days. The Sixth Panzer Army launched a new spear-head to strike west and then northwards at the Meuse above Liege. The Fifth Panzer Army meanwhile drove through the centre of the VIIIth U.S. Corps, by-passed St. Vith and Bastogne, and penetrated deeply to Marche and towards the Meuse at Dinant.

Although the time and weight of the attack surprised the Allied High Command its importance and purpose were quickly recognised. They resolved to strengthen the 'shoulders' of the breakthrough, hold the Meuse crossings both east and south of Namur, and mass mobile troops to crush the salient from north and south. Eisenhower acted speedily. He stopped all Allied attacks in progress and brought up four American divisions from reserve, and six more from the south. The airborne divisions, one of them the 6th British, came from England. North of the salient the British XXXth Corps, of four divisions, which had just come out of the line on the

river Roer, was concentrated between Liege and Louvain behind the American First and Ninth Armies. These later threw in all their reserves to extend a defensive flank westwards from Malmedy.

By severing the front of General Bradley's Twelfth Army Group the Germans had made it impossible for him to exercise effective command from his headquarters in Luxembourg over his two armies north of the bulge. General Eisenhower therefore very wisely placed Montgomery in temporary command of all Allied troops in the north, while Bradley retained the Third U.S. Army and was charged with holding and counter-attacking the enemy from the south. Corresponding arrangements were made for the tactical air forces.

William Faulkner

It is easy enough to say glibly, 'If I were a Negro, I would do this or that.' But a white man can only imagine himself for the moment a Negro; he cannot be that man of another race and griefs and problems. So there are some questions he can put to himself but cannot answer, for instance: Q. Would you lower your sights on your life's goals and reduce your aspirations for reasons of realism? A. No, I would impose flexibility on the methods. Q. Would this apply to your children? A. I would teach them both the aspirations and the flexibility. But here is hope, since life itself is hope in simply being alive since living is change and change must be either advancement or death. Q. How would you conduct yourself so as to avoid controversy and hostility and make friends for your people instead of enemies? A. By decency, dignity, moral and social responsibility. Q. How would you pray to God for human justice and racial salvation? A. I don't believe man prays to God for human justice and racial salvation. I believe he affirms to God that immortal individual human dignity which has always outlasted injustice and before which families and clans and tribes talking of themselves as a race of

From the essay "If I were a Negro" in William Faulkner's *Essays, Speeches and Public Letters*, edited by James B. Meriweather, Random House, New York. Reproduced with permission.

men and not the race of Man, rise and pass and vanish like so much dust. He merely affirms his own belief in the grace and dignity and immortality of individual man, as Dostoevsky's Ivan did when he repudiated any heaven whose order was founded on the anguished cry of one single child. Q. Surrounded by antagonistic white people, would you find it hard not to hate them? A. I would repeat to myself Booker T. Washington's words when he said: 'I will let no man, no matter what his colour, ever make me hate him'.

So if I were a Negro, I would say to my people: 'Let us be always unflaggingly and inflexibly flexible. But always decently, quietly, courteously, with dignity and without violence. And above all, with patience. The white man has devoted three hundred years to teaching us to be patient; that is one thing at least in which we are his superiors. Let us turn it into a weapon against him. Let us use this patience not as a passive quality, but as an active weapon. But always, let us practise cleanliness and decency and courtesy and dignity in our contacts with him. He has already taught us to be more patient and courteous with him than he is with us; let us be his superior in the others too.'

John Gunther

De Gaulle is impervious to all except the closest of personal relationships, such as to his family, but he does have friends of course—old comrades in the Resistance, or men whose intellect he genuinely respects, like Andre Malraux, the author and art critic, who fought with the Loyalists in Spain twentyfive years ago, and who is his Minister of Cultural Expansion, and Louis Joxe, a former ambassador to Moscow and Minister of Education, who became Minister of State for Algerian Affairs. But the President seldom unbends to anybody; his relation to his associates is almost that of a monarch, a somewhat arrogant monarch at that. Almost never does he take advice, and only seldom does he communicate his intentions to subordinates. Nobody has influence on him. "The only

From *Inside Europe Today* copyright (c) 1961 by John Gunther: Hamish Hamilton, London. Reproduced with permission.

trouble with the General," one of his cabinet officers is reputed to have said on one occasion, "is that he is not a human being." A principal minister was once asked what French policy on a certain issue was. He replied, "I know what it was half an hour ago, when I left the General. I do not know what it is now."

De Gaulle is almost totally inaccessible to outsiders. Adenauer, a gregarious man at heart, will see almost anybody; so will Khrushchev, if it will serve a purpose; but de Gaulle is probably the head of state hardest to meet on the continent, with the possible exception of Dr. Salazar in Portugal. It is wrong, however, to assume that he despises people. It is simply, as one observer who has studied him closely for years put it to me, that he has a somewhat pessimistic view of human values. He hesitates to share himself, because he feels that humanity is weak, that it is the nature of man to be frail, and that even the best of men cannot be expected to live up to their promise. Therefore it is better not to trust human nature fully, not to give members of his entourage his unqualified confidence. This deeply ingrained characteristic in de Gaulle, which also serves to make him magnanimous when somebody does fail him, is probably the principal reason why nobody—not a soul—is in discernible view as his successor. Nobody is being trained to take on his responsibilities. There are some heads of state who persistently avoid having first-class men around them because of fear of being overshadowed; they are jealous of the man just outside the door, or enjoy playing one aspirant for power off against another. Stalin and Hitler were prime cases in point. This is not at all the reason for de Gaulle's diffidence. He has no jealousy of anybody, no fear of anybody else rising to the succession; what he does fear is that potential candidates for power do not have the necessary status or capacity. Quite recently a deputy to the National Assembly asked him point-blank what the future was going to be. De Gaulle replied calmly, "Well, you will have to find another de Gaulle."

This egoism is rocklike, unswerving from first to last, and almost sublimely absolute. Once, during his retirement, he was looking back to an early episode in his career and said, with perfect seriousness, "Ah! That was when I was France!" As recently as January, 1961, when one of his friends suggested that he should thank those who had voted for him in the Algeria vote just concluded, he replied, "How can France thank France?"

With his incomparable arrogance goes a marvelously sensitive touch. In September, 1961, right-wing conspirators attempted to blow up his car when the President was en route to his home at Colombey-les-Deux Eglises, but this plot to assassinate him failed. Who but de Gaulle would have brushed off the incident with five words—"Une plaisanterie de mauvais gout!"—"A joke in bad taste?"

E. V. Lucas

It requires a sense of superiority, assurance and self confidence, to write about bores at all, except as one of them. But since your true bore is always unconscious of his borishness, and indeed usually thinks of himself as the most companionable of men, to write as one of them is to acquit oneself of the stigma.

None the less, at some time, I fear, everybody is a bore, because everybody now and again has a fixed idea to impart, and the fixed ideas of the few are the boredom of the many. Also, even the least self-centred of men can now and then have a personal experience sufficiently odd to lose its true proportions and force him to inflict it over much on others. But bores as a rule are bores always, for egotism is beyond question the bore's foundation stone; his belief being that what interests him and involves himself as a central figure must interest you. Since he lives all the time, and all the time something is happening in which he is the central figure, he has always something new to discourse upon, himself, his house, his garden, himself, his wife, his children, himself, his car, his handicap, himself, his health, his ancestry, himself, the strange way in which, without inviting them to, all kinds of people confide in him and ask his advice, his humorous way with waiters, his immunity from influenza, his travels, the instinct which always leads him to the best restaurants, his clothes, his dentist, his freedom from shibboleths, he being one of those men who look upon the open air as the best church, his possible ignorance of the arts but

From *Selected Essays* by E. V. Lucas Reproduced with permission of Methuen & Co. Ltd., London.

certitude as to what he himself likes, his triumphs over the income-tax people. These are the happy men, these world's axle-trees.

(I have been referring to bores exclusively as men. Whether that is quite just, I am not sure; but I shall leave it there.)

Bores are happy largely because they have so much to tell and come so well out of it; but chiefly because they can find people to tell it to. The tragedy is, they can always find their listeners, me almost first. And why can they? Why can even notorious bores always be sure of an audience? The answer is, the ineradicable kindness of human nature. Few men are strong enough to say, 'For Heaven's sake, go away, you weary me.' Bores make cowards of us all, and we are left either to listen and endure or to take refuge in craven flight. We see them in the distance and turn down side streets or hasten from the room. One man I know has a compact with a page-boy, whose duty it is, whenever my friend is attacked by a certain bore in the club, to hasten up and say he is wanted on the telephone. An ingenious device, but it must not be worked too often; because my friend, though he can stoop to deceit and subterfuge, would not for anything let the bore think that he was avoiding him; would not bring grief to that complacent candid face. For it is one of the bore's greatest assets that he has a simplicity that disarms. Astute, crafty men are seldom bores; very busy men are seldom bores.

Of all bores the most repellent specimen is the one who comes close up; the buttonholding bore. This is the kind described by a friend of mine with a vivid sense of phrase as the man who spreads birdlime all over you.' A bore who keeps a reasonable way off can be dealt with; but when they lean on you, you are done. It is worst when they fix your eyes, only a foot away, and tell a funny story that isn't funny. Nothing is so humiliating as to have to counterfeit laughter at the bidding of a bore; but we do it. The incurable weakness and benignancy of human nature once again!

There is the bore who begins a funny story, and although you tell him you have heard it, doesn't stop. What should be done with him? Another of the worst types of bore is the man who says, 'Where should we be without sense of humour?' He is even capable of saying, 'Nothing but my unflinching sense of humour saved me.' There is also the man who says, "Live and let live," as my poor dear father used to say.'

We are now suffering not only from Asian 'flu but also from a much more serious disease—' satellitis'. Ever since the Soviet scientists launched their tiny metal moon, the world's temperature has shot up, there have been signs of delirium everywhere, and dangerous nonsense in the Press has broken out like a rash.

Fifty years ago, I was very fond of reading the various boys' papers. Now I seem to be back with them again, except that they are no longer the innocent periodicals they were in my youth. They are now elderly, sinister, menacing. They represent not a progressive but a regressive spirit. What was once a nice mixture of fun and adventure and invention has turned into something very different, not at all nice. Let us consider what has happened.

In the first place, satellitis has done nothing to decrease world tensions, it has increased them. Everything now must be speeded up to bring Doomsday nearer.

Priority Number One is now more and bigger rockets, so that we can have at least as many blue satellitis streaking across the sky as there are red ones. And badly needed to make life on this earth a little pleasanter will be spent on blowing things out of it.

Russians who have never had a room of their own, who may never have used a water closet, will be compelled to contribute still more for bigger and better rockets and satellites. Americans, bitterly ashamed because they have not yet put a tin football into space, will be asked to think about nothing else now but conquering the sky and crowing over the Russians.

And somewhere tagging along behind, will be the wretched seven-per-cent British, who, if they are to compete in this idiots' race, will soon have to beggar themselves completely. We shall all have to give up more and more for this game of

From *Out of People* by J. B. Priestley (1941) Harper & Row, New York.
Reproduced with permission of Peters & Co., London.

world power-politics, this game that nobody wants to play (unless some people are lying) and nobody knows how to stop.

Delirious from satellitis, we are now to be rushed faster than ever down the wrong road, leading to nothing that sensible people want. I do not blame the men who enjoy making these fantastic gadgets—though most of them, I think, would equally enjoy making other complicated things—but I do blame our society for giving these types all the money and authority they need, and for allowing itself to be hypnotised by their fanatical opinions, their shallow philosophy.

Bernard Shaw

No external incentive is needed to make first-rate workers do the best work they can: their trouble is that they can seldom make a living by it. First-rate work is done at present under the greatest discouragement. There is the impossibility of getting paid as much for it as for second-rate work. When it is not paid for at all, there is the difficulty of finding leisure for it whilst earning a living at common work. People seldom refuse a higher employment which they feel capable of undertaking. When they do, it is because the higher employment is so much worse paid or so unsuitable to their social position that they cannot afford to take it. A typical case is that of a non-commissioned officer in the army refusing a commission. If the quartermaster-sergeant's earnings and expenses came to no more than those of the officer, and both men were of the same class, no inducement in the way of extra money would be needed to make any soldier accept promotion to the highest rank in which he felt he could do himself credit. When he refuses, as he sometimes does, it is because he would be poorer and less at home in the higher than in the lower rank.

But what about the dirty work? We are so accustomed to

From *The Intelligent Woman's Guide to Socialism, Capitalism, Sovietism and Fascism* by Bernard Shaw. Reproduced with permission of the Society of Authors, London.

see dirty work done by dirty and poorly paid people that we have come to think that it is disgraceful to do it, and that unless a dirty and disgraced class existed it would not be done at all. This is nonsense. Some of the dirtiest work in the world is done by titled surgeons and physicians who are highly educated, highly paid, and move in the best society. The nurses who assist them are often their equals in general education, and sometimes their superiors in rank. Nobody dreams of paying nurses less or respecting them less than typists in city offices, whose work is much cleaner. Laboratory work and anatomical work, which involves dissecting dead bodies, and analysing the secretions and excretions of live ones, is sometimes revoltingly dirty from the point of view of a tidy housekeeper; yet it has to be done by gentlemen and ladies of the professional class. And every tidy housekeeper knows that houses cannot be kept clean without dirty work. The bearing and nursing of children are by no means elegant drawingroom amusements; but nobody dares suggest that they are not in the highest degree honourable, nor do the most fastidiously refined women shirk their turn when it comes.

W. Somerset Maugham

I do not believe that genius is an entirely different thing from talent. I am not even sure that it depend on any great difference in the artist's natural gifts. For example, I do not think that Cervantes had an exceptional gift for writing; few people would deny him genius. Nor would it be easy in English literature to find a poet with a happier gift than Herrick and yet no one would claim that he had more than a delightful talent. It seems to me that what makes genius is the combination of natural gifts for creation with an idiosyncrasy that enables its possessor to see the world personally in the highest degree, and yet with such catholicity that his appeal is not to this type of man or to that type, but to all men. His private world is that of com-

From *The Summing Up* by Somerset Maugham Reproduced with permission of The Literary Executor of W. Somerset Maugham and William Heinoman Ltd., London.

mon men, but ampler and more pithy. His communication is universal, and though men may not be able to tell exactly what it signifies they feel that it is important. He is supremely normal. By a happy accident of nature seeing life with immense vivacity, as it were at concert pitch, he sees it, with its infinite diversity, in the healthy way that mankind at large sees it. In Matthew Arnold's phrase he sees it steadily and sees it whole. But genius arises once or twice in a century. The lesson of anatomy applies: there is nothing so rare as the normal. It is foolish to do as many do now and call a man a genius because he has written half a dozen clever plays or painted a score of good pictures. It is very well to have talent ; few people have. With talent the artist will only reach the second class, but that need not disturb him, for it contains the names of many whose works have uncommon merit. When you think it has produced such novels as *Le Rouge et le noir*, such poems as *The Shropshire Lad*, such paintings as those of Watteau, there is not much to be ashamed of. Talent cannot reach the utmost heights, but it can show you many an unexpected and delicious view, an unfrequented dell, a bubbling brook, or a romantic cavern, on the way that leads to them. The forwardness of human nature is such that it falters sometimes when it is bidden to take the broadest of all surveys of human nature. It will shrink from the splendour of Tolstoi's *War and Peace* to turn with complacency to Voltaire's *Candide*. It would be hard to live always with Michelangelo's ceiling in the Sistine Chapel, but anyone could do with one of Constable's pictures of Salisbury Cathedral.

John Steinbeck

The concrete highway was edged with a mat of tangled, broken, dry grass, and the grass heads were heavy with oat beards to catch on a dog's coat, and fox-tails to tangle in a horse's fetlocks, and clover burrs to fasten in sheep's wool; sleeping life waiting to be spread and dispersed, every seed armed with an appliance of dispersal, twisting darts and parachutes for the wind, little spears and balls of tiny thorns,

From *The Grapes of Wrath* by John Steinbeck. Copyright 1939 by John Steinbeck. Reprinted with permission of The Viking Press, Inc. New York.

and all waiting for animals and for the wind, for a man's trouser cuff or the hem of a women's skirt, all passive but armed with appliances of activity, still, but each possessed of the anlage of movement.

The sun lay on the grass and warmed it, and in the shade under the insects moved, ants and ant lions to set traps for them, grasshoppers to jump into the air and flick their yellow wings for a second, sow bugs like little armadillos, plodding restlessly on many tender feet. And over the grass at the roadside a land turtle crawled, turning aside for nothing, dragging his high-domed shell over the grass. His hard legs and yellow-nailed feet threshed slowly through the grass, not really walking, but boosting and dragging his shell along. The barley beards slid off his shell, and the clover burrs fell on him and rolled to the ground. His horny beak was partly open, and his fierce, humorous eyes, under brows like fingernails, stared straight ahead. He came over the grass leaving a beaten trail behind him, and the hill, which was the highway embankment, reared up ahead of him. For a moment he stopped, his head held high. He blinked and looked up and down. At last he started to climb the embankment. Front clawed feet reached forward but did not touch. The hind feet kicked his shell along, and it scraped on the grass, and on the gravel. As the embankment grew steeper and steeper, the more frantic were the efforts of the land turtle. Pushing hind legs strained and slipped, boosting the shell along, and the horny head protruded as far as the neck could stretch. Little by little the shell slid up the embankment until at last a parapet cut straight across its line of march, the shoulder of the road, a concrete wall four inches high. As though they worked independently the hind legs pushed the shell against the wall. The head upraised and peered over the wall to the broad smooth plain of cement. Now the hands, braced on top of the wall, strained and lifted, and the shell, came slowly up and rested its front end on the wall. For a moment the turtle rested. A red ant ran into the shell, into the soft skin inside the shell, and suddenly head and legs snapped in, and the armoured tail clamped in sideways. The red ant was crushed between body and legs. And one head of wild oats was clamped into the shell by a front leg. For a long moment the turtle lay still, and then the neck crept out and old humorous frowning eyes looked about and the legs and tail came out. The back legs went to work, straining like elephant legs, and the shell tipped to an angle so that the front legs could not reach the level cement plain. But higher and higher the hind legs

boosted it, until at last the center of balance was reached, the front tipped down, the front legs scratched at the pavement, and it was up. But the head of wild oats was held by its stem around the front legs.

Now the going was easy, and all the legs worked, and the shell boosted along, wagging from side to side. A sedan driven by a forty-year old woman approached. She saw the turtle and swung to the right, off the highway, the wheels screamed and a cloud of dust boiled up. Two wheels lifted for a moment and then settled. The car skidded back on to the road, and went on, but more slowly. The turtle had jerked into its shell, but now it hurried on, for the highway was burning hot.

And now a light truck approached, and as it came near, the driver saw the turtle and swerved to hit it. His front wheel struck the edge of the shell, flipped the turtle like a tiddly-wink, spun it like a coin, and rolled it off the highway. The truck went back to its course along the right side. Lying on its back, the turtle was tight in its shell for a long time. But at last its legs waved in the air, reaching for something to pull it over. Its front foot caught a piece of quartz and little by little the shell pulled over and flopped unright. The wild oat head fell out and three of the spearhead seeds struck in the ground. And as the turtle crawled on down the embankment, its shell dragged dirt over the seeds. The turtle entered a dust road and jerked itself along, drawing a wavy shallow trench in the dust with its shell. The old humorous eyes looked ahead, and the horny beak opened a little. His yellow toe nails slogged a fraction in the dust.....

B. G. Verghese

“IT’S a shame”, Sardar Ajaib Singh warmly declared, “that India should be importing millions of tons of wheat from abroad when, given the facilities, Punjab could feed the country”. The entire village community of Hassanpur in Ludhiana district nodded approval. The sturdy farmers

From *Design for Tomorrow* by B. G. Verghese, Times of India Press, Bombay. Reproduced with permission.

gathered there meant it and they were supremely confident that they could do it too.

Hassanpur is a progressive and prosperous village and the spirit of its people is typical of Punjab. They are quick to learn and unafraid to work. What they want is opportunity. They are beginning to get it. The crops in the field stand high, poultry farming is fast spreading and many homes possess fine kitchen gardens.

Sardar Ajaib Singh readily admits that he has learnt a great deal from the "agriculture college and the block". The "college" is the Punjab Agricultural University located in Ludhiana and the "block" today means the Intensive Agricultural District (or Package) Programme.

Sardar Ajaib Singh was spokesman for the village in listing the most pressing felt needs. Fertiliser prices he said should be reduced from Rs. 30 per quintal (224 lbs.) as at present to Rs. 20 per quintal. There was urgent need for cheap power-tillers or small tractors suitable for cultivating holdings of three to fifteen acres. This alone would ensure timely agricultural operations, so relevant to increasing yields, and save fodder lands for other crops. The rates for diesel oil and electricity for agricultural uses were very high and must be reduced. Likewise co-operative credit at seven to nine per cent (taccavi five per cent.) was too expensive. There was not enough medium term credit available and very often short term loans were taken for medium term purposes such as purchase of bullocks. If small scale industry received 10 year credits at 2.5 per cent interest, if urban building was encouraged with 20 to 30 year loans, and if industry got protection and export subsidies, why should the farmer be discriminated against? The cost of cultivation had gone up and so wheat prices should be raised. The farmer usually received the floor price of Rs. 13 per maund (82 lbs) from his immediate post-harvest sales. But the margin between this and the consumer price of Rs. 22 per maund went to the trader. It was therefore necessary to increase the floor price to Rs. 18 per maund. Prices should be announced before sowing and maintained for at least two to three years. Finally, if agricultural production was really to be increased farmers must be associated with agricultural planning.

At the moment farmers in Ludhiana district are involved in the formulation and execution of individual farm production

plans which constitute the core of the package programme. The cultivators are being persuaded to adopt scientific crop patterns backed up with a "package" of simple good farming practices for which the necessary supplies and credit as computed in the farm plans are sought to be made available. About half the 40,680 cultivating families in the district have adopted farm planning so far and the movement is fast gaining ground. The "packages" have not been sold by more sales talk but by demonstrations. About 3,000 composite demonstrations are being laid annually in the district and these are the "blackboards" on which the lessons of better farming are taught and learnt.

E. B. White

New York has changed in tempo and in temper during the years I have known it. There is greater tension, increased irritability. You encounter it in many places, in many faces. The normal frustrations of modern life are here multiplied and amplified—a single run of a crosstown bus contains, for the driver, enough frustration and annoyance to carry him over the edge of sanity: the light that changes always an instant too soon, the passenger that bangs on the shut door, the truck that blocks the only openings, the coin that slips to the floor, the question asked at the wrong moment. There is greater tension and there is greater speed. Taxis roll faster than they rolled ten years ago—and they were rolling fast then. Hackmen used to drive with verve, now they sometimes seem to drive with desperation, toward the ultimate tip. On the West Side Highway, approaching the city, the motorist is swept along in a trance—a sort of fever of inescapable motion, goaded from behind, hemmed in on either side, a mere chip in a millrace.

The city has never been so uncomfortable, so crowded, so tense. Money has been plentiful and New York has responded. Restaurants are hard to get into; businessmen stand in

From *Here is New York* by E. B. White. Copyright 1949 by The Curtis Publishing Company. Originally published in *Holiday*, April 1949. Reproduced with permission.

line for a Schrafft's luncheon as meekly as idle men used to stand in soup lines. (Prosperity creates its bread lines, the same as depression.) The lunch hour in Manhattan has been shoved ahead half an hour, to 12:00 or 12:30, in the hopes of beating the crowd to a table. Everyone is a little emptier at quitting time than he used to be. Apartments are festooned with No Vacancy Signs. There is standing-room-only in Fifth Avenue buses, which once reserved a seat for every paying guest. The old doubledeckers are disappearing—people don't ride just for fun of it any more.

At certain hours on certain days it is almost impossible to find an empty taxi and there is a great deal of chasing around after them. You grab a handle and open the door, and find that some other citizen is entering from the other side. Doormen grow rich blowing their whistles for cabs; and some doormen belong to no door at all—merely wander about through the streets, opening cabs for people as they happen to find them. By comparison with other less hectic days, the city is uncomfortable and inconvenient but New Yorkers temperamentally do not crave comfort and convenience—if they did they would live elsewhere.

The subtlest change in New York is something people don't speak much about but that is in everyone's mind. The city, for the first time in its long history, is destructible. A single flight of planes no bigger than a wedge of geese can quickly end this island fantasy, burn the towers, crumble the bridges, turn the underground passages into lethal chambers, cremate the millions. The intimation of mortality is part of New York now: in the sound of jets overhead, in the black headlines of the latest edition.

All dwellers in cities must live with the stubborn fact of annihilation; in New York the fact is somewhat more concentrated because of the concentration of the city itself, and because, of all targets, New York has a certain clear priority. In the mind of whatever perverted dreamer might loose the lighting, New York must hold a steady, irresistible charm.

The first charge against these young people is apathy. They do not fling themselves into causes; they are not easily moved to enthusiasm; the expression on their faces is impassive, is "dead pan."

But I know where they learned this impassivity. They learned it at home, as adolescents, guarding themselves against their parents. Guardedness is not apathy. In all my reading I have discovered no age in which there was so great a gulf between parent and child. A seismic disturbance has taken place in the home. Within forty years America has ceased to be a patriarchy; it is moving toward a matriarchy but has not yet recognized and confirmed it. There is nothing wrong with a matriarchy; it does not connote any emasculation of men; it is merely a shift of balance. What is woeful for all parties is the time of transition. These young people grew up in the fluctuating tides of indeterminate authority. A father was no longer held to be, *ex officio*, wise and unanswerable. The mother had not yet learned the rules of supporting and circumscribing her new authority. Father, mother, and children have had daily to improvise their roles. This led to a constant emotional racket in the air. The child either learned a silent self-containment or fell into neurosis.

The second charge is that they "aim low"—they want a good secure job. The article in *Time* says that, as far as their domestic life is concerned, they look forward to a "suburban idyll."

What they want, at all cost, is not to find themselves in "false situations." Life is full of false situations, especially American life today. The most frequent and glaring of them is incompetence in high places. My generation saw a great deal of this in government, in the Army, and in education. We exercised our wit upon it, but we have ourselves (not yet free of patriarchal influence) still vaguely respectful of rank, office and status. This generation is

From *The Silent Generation* in Harper's Magazine, April 1953, Copyright 1953 by the Yale Daily News. Reproduced with permission.

not impressed by any vested authority whatever. And their freedom to judge authority is accompanied by their willingness to be judged. Their caution reposes upon their unwillingness to exercise any authority or responsibility for which they do not feel themselves to be solidly prepared and adequate. They hate the false and they shrink from those conspicuous roles which all but inevitably require a certain amount of it. I find this trait very promising. Plato was the first to say that high place is best in the hands of those who are reluctant to assume it.

I have said that the Silent Generation is fashioning the Twentieth Century Man. It is not only suffering and bearing forward a time of transition, it is figuring forth a new mentality.

In the first place, these young people will be the first truly international men and women. *At last it has ceased to be a mere phrase that the world is one.* Compared to them my generation was parochial. Their experience and their reading—their newspapers as well as their textbooks—have impressed upon them that the things which all men hold in common are more important and more productive than the things which separate them. In the Twenties and Thirties one felt oneself to be one among millions; these young people feel themselves to be one among billions. They know it not as a fact learned, but as a self-evident condition; they know it in their bones. On the one hand the individual has shrunk; on the other, the individual has been driven to probe more deeply within himself to find the basis for a legitimate assertion of the claim of self. This conviction is new and its consequences are far-reaching in international relations, in religion, in social reform, in art, and in the personal life.

Some Guidelines

*Then I'd tell him
(the beginning writer)
that the two most
difficult things
a writer must learn are
stamina and self-discipline.*

Pramela Frankau

As we study these samples,
and more,
we will notice,
among others,
the following approaches
being adopted by
the writers quoted:

They consciously aim
at readability.
They are reader-centred,
not self-centred,
not even subject-centred.

They talk to readers —
and in terms of people,
if not
of the readers themselves.

They organise their ideas
on the subject
and they express them
according to a pattern.

They proceed from
topic to topic
or from one sub-topic
to another
by means of well-placed
and distinct transitions.

The subject of
every paragraph
is clear,
whether it is announced
by a topical sentence
or by some kind
of transitional sentence
or both.

They keep
the subject-verb relationship
clear and they tend
to limit the number
of modifiers
that any element may have.

They rule out pompous
and polysyllabic words
where one-syllable words
would do as well.

They generally go in
for short sentences
not because

the sentences are short
but because
they find such
a grammatical structure
makes for clarity and tempo.

They use common words
which everybody understands
and avoid rare words
which only
a lexicographer knows.

THE THOUGHT PROCESS

How a professional writer
goes about it
is graphically stated
by Stuart Chase
in the following
extract.

TOOLS FOR WRITERS

Here is your author at his desk, with a tray of sharp pencils and a pad of ruled paper before him, the hills of Connecticut out the window. He is about to start writing an article on "the welfare state" for a magazine called *THE NATION'S BUSINESS*. The year is 1950. A reader who cares to watch him at his work may understand better how to use the tools described earlier. This yellow pad, the hand which holds the pencil, the brain which directs the hand, all illustrate applied communication theory. To be sure, he might write an article under this title even if he had never heard of semantics, linguistics, or the culture concept, but it is safe he would write it very differently.

To go back a little, the editor had invited me to take the affirmative in a debate by defending the "welfare state", while a distinguished conservative economist was to attack it. The invitation had two drawbacks from my point of view. First, it offered no factual basis for discussion, but called for abstractions of a high order. Second, it was specifically to be a debate.

I thanked the editor and told him that since taking up semantics I had renounced debating. The practice was, I said, a two-valued verbal combat with the effect of over-

From The Power of Words by Stuart Chase, Phoenix, London. Reproduced with Permission of the author.

simplifying and distorting questions which were usually many-valued. Nevertheless, I said, I should be glad to discuss the welfare state from the semantic point of view, if that would interest the editor.

He seemed disappointed, but told me to go ahead. There would be no formal debate, but each of us would define and discuss the term. Thus, before even putting pencil to paper, I used a semantic tool to help make a decision. I sit here at my desk, thinking about the term "welfare State", somewhat the way we thought about the term "communication" as a verbal tent to cover a large and active circus. I take up one of the sharp pencils and, in the first paragraph which I write, assert that no such thing as a "welfare State" exists anywhere but in our heads. No camera can find it, no radar screen pick it up; it is an abstraction with very limited usefulness.

After thus locating the term in the stratosphere, I proceed down the abstraction ladder to the solid earth. What are the referents for "welfare state,"; what tangible administrative bodies and government organizations can legitimately be called welfare agencies? The American Constitution aims to provide for the "general welfare," and a great deal of legislation in the last 150 years falls under the welfare clause. How far down the ladder must I go before finding something I can take a picture of?

I jot down a few notes from memory, then swing around to the reference shelves beside my desk and consult the Congressional Directory, the World Almanac, and various other sources. After a period of fact-finding I come up with a list of nearly 100 activities which are clearly concerned with welfare and supply at collective expense needs which individuals cannot, or do not, meet for themselves. It turns out to be quite a comprehensive and interesting list, including :

The public school system	School lunch programs
The Homestead Act	Old-age pensions
Land Grant Colleges	Unemployment insurance
The GI Bill of Rights	The W.P.A. of the 1930's
The Public Health Service	Public Housing
Pure Food and Drug Inspection	Subsidy to the merchant marine
The Red Cross	Subsidy to potato farmers
The Child Labor Law	Federal insurance of bank deposits
Community chests	Soil Conservation Service
Taft-Hartley labor law	Public credit agencies

This is only a sample, but enough to show what is going on under the label of "welfare state." These services are paid for by direct or indirect taxation or by voluntary contributions. Here are agencies of the utmost value to the community, and here are others, like the subsidy to potato growers, of very questionable value. Some, like the public schools, have been with us for a century or more; others, like the W.P.A., were created hit-and-miss to meet an unemployment crisis, and have been discontinued. Some, like the school lunch program, created to meet an emergency, have survived, and may or may not be needed in prosperous times. Every item demands careful scrutiny on its merits. Was it necessary when set up? Is it necessary today? Is it nice to have but too costly? What is the effect on recipients?

Nobody in his senses would object to every agency; nobody in his senses would embrace them all. Anyone in his senses, furthermore, would agree that even the most essential agencies could stand improvement in structure, or administration, or both. Nobody, except a few howling dervishes, is against the American public school system as such, but what one of us is not convinced that it needs considerable overhauling?

The list demonstrates one of the sharpest tools in the whole kit: *find the referent*. Neglecting to find it, one takes his stand "for" or "against" the "welfare state" as an entity, and presently begins to suffer from a mild form of "unsanity", to use Korzaybski's term. Yet in a recent season, the scholastic debating teams of the nation went into battle on a thousand platforms, "Resolved: That the American People Should Reject the Welfare State." They might equally well have marched into the fray, "Resolved: That the American People Should Reject the Man in the Moon."

David Lilienthal, while he was Chairman of the Atomic Energy Commission, received a letter from a young student which went something like this:

Dear Sir:

Our school is debating the atom. I am taking the negative. Please send me some information.

Yours,
Johnnie.

Formal debates of public questions can provide entertainment and amusement, but seldom enlightenment. We cannot hope to grasp a multivalued event with a two-valued tool. "Welfare State" has at least a hundred sides, each to be considered on its merits, and it is dubious whether the term has now any utility beyond an instrument of political abuse.

On the Town Meeting radio program, to which millions of Americans listen every week, the moderator holds up a ball and asks the studio audience what colour they see. They answer "white". Then he turns the ball around and asks again. The answer is "black." He explains that every question has two sides, and what one sees depends on the direction from which one is looking. But Leo Cherne points quite another moral. The two-coloured ball, he says, illustrates the distortion which ruins most radio and television debates. The world's big issues are no longer black or white if indeed they ever were.

But the debates that are staged for the living rooms of America tend by their format and emphasis to reduce all of our problems to two colours. There is almost never a gray, an expressed doubt, seldom a concession that there are elements of truth in contrasting points of view. There is nothing wrong with entertainment *per se*. What is dangerous is the acceptance of entertainment as news, the assumption that we have been informed when we have only been amused.

My article for *The Nation's Business* concludes with a proposal to liquidate certain agencies—like the inequitable potato subsidy, to amend others like the Taft-Hartley law, turn others from government to private hands, and generally clean up the welfare clause. I end it on the note that we would do well to stop loose, emotional talk about "welfare states," and concentrate on improving or abolishing specific welfare agencies, in line with technological changes and popular necessity.

By the time the article is sent off to the editor, I have picked up and used quite a variety of communication tools. Let us lay them out, including those already identified. I have:

1. Avoided a meaningless debate
2. Distinguished between levels of abstraction

3. Kept in mind that the word is not the thing
4. Looked for referents—and found 100 of them
5. Prepared an operational definition
6. Made allowance for dates, and for the necessary shift of evaluation through time.
7. Regarded the U.S. economy as a developing process, rather than an entity governed by absolute laws, moral or economics
8. Tried to think in terms of relationships
9. Drawn the distinction between facts, inferences, and value judgments

If the reader believes that I keep a list of tools pasted on my blotter, he is mistaken. To use the tools efficiently one must build new habits in one's nervous system. In acquiring their use, a good deal of effort is required—as in learning the multiplication table, though the material is a good deal more interesting. Eventually the user reaches for these tools the way a carpenter reaches for his hammer.

Choosing one's words

There are other tools which I find useful in writing an article. One is a lively consideration of the reader and his "perception field". To whom am I writing? What is his probable feeling about this topic? How can I get him to read objectively? What is our area of agreement?

It is not difficult to imagine the feeling of an average reader of *The Nation's Business*, organ of the United States Chamber of Commerce, toward the "welfare state." He will consider it an entity and be against it. I have a problem, accordingly, but I may be able to solve it by careful attention to the words I use. The American business executive, to judge by the many I know, is a thoroughly decent, fair-minded, and intelligent citizen. He recognizes a fact when he sees one. If I can keep away from terms which irritate him, and can pose the problem in terms similar to the assets and liabilities on the balance sheet of his firm, he will be willing to take a good, hard look at it. I do not want to convert him to anything, I want him to consider referents rather than stereotypes.

Again, in writing the article, I will try to use short, Anglo-Saxon words in preference to long, Latin polysyllables; and use short sentences and paragraphs when possible. I do not

follow, however, any rigorous system in this connection. The longer word is sometimes the better one. I will break up the page with side headings to catch the eye; indeed, I will give the reader whatever typographical substitutes are available for the kinetics of oral speech. Thus I do not subscribe to the doctrine of my Puritan ancestors that the more painful the effort, the better one learns. It contradicts nearly everything we know about conditioned reflexes.

Other tools could be named, but perhaps I have described enough to give the reader a general idea of what is happening on that yellow pad, marked by that pencil, guided by that particular brain. This is my usual course in writing an article, the chapter of a book, the outline of a lecture.

Can these communication tools be used by any normal person? Yes, I am positive they can, that they will give him a new and better grip on reality. Can he then write articles which editors will be glad to print, and even pay for? Now we are getting into deeper waters. I know of no dependable research telling us why people become good writers, or painters, or composers—which may be just as well for those of us who are writers, painters and composers.

We can say with some confidence, however, that the tools described will make a "born" writer a better communicator, and warn him of the limitations of his craft. They promise an aspiring writer a better chance of avoiding rejection slips; but they carry no money-back guarantee.

Piers to reality

We recall Alexander Leighton's happy simile of sending down piers of fact to solid earth, lest the bridge of theory collapse. After a life time of writing nonfiction, I have learned that locating authentic cases to support generalizations is hard, grueling work. It means halting the rhythm of writing, and ransacking memory files or library shelves, usually both, to find specific examples which honestly illustrate the point. To make them up would be cheating. The easy way is to continue writing abstractions and not to bother about referents at all. The easy way is to assume that the reader will supply his own cases. The easy way is to coin a few high-sounding terms to cover up the obvious lack of a specific illustration.

We nonfiction writers need to be constantly jerked back to reality, lest we stray into that misty land of "nonsense fortified with technicalities", where so many promising academicians have been lost. The casework, furthermore, is not alone for the edification of the reader but also for the clarification of the writer. The reader receives a dividend, as it were, from the writer's hard-won earning. Time and again, especially in writing economics, I have been forced to discard an inviting generalization because I could find no dependable facts to support it. If you want a case for this generalization, try wrestling with the Malthusian law, in which population *always* outruns the food supply. The law seems to apply in India at the present time, but not in the United States.

Straight reporting and case work follow the order demanded by science—first the facts, then the generalizations from them. Too much writing in the social sciences reverses this—first the bunch, then frantic search for any stray fact which can be pummeled into supporting it. The *Economist*, observing an author in this travail, called it proceeding from an unwarranted assumption to a foregone conclusion. It is a procedure which beckons every writer as the sirens beckoned Ulysses, and, like Ulysses, we must tie ourselves to the mast. Since looking into semantics I have tied firmer knots—though it is improbable that I have never struggled out of one.

In a famous essay about the writer's craft, Somerset Maugham says: "All experience, even the most ordinary and insignificant, is grist to his mill. He should not sit around and wait for experience to come to him, he should go in search of it."

The better the writer, the larger the proportion of ordinary experience he can utilize. A poet like Keats seems to absorb enough in childhood to distil into a rich stream of lovely cadences. The rest of us have a harder time, especially if we are trying to convey information. I could "write" saying until I was past thirty. The things I wanted to write about—social problems—took years of personal contact with social and economic facts in all manner of situations, before I stored enough material to know what I was talking about. I could regurgitate generalizations at twenty, but it took another dozen years to know if a generalization would stand up.

I always try to go and *look* at what I propose to write about, regardless of how much documentary matter may be available. The looking, the hearing, the touching, get into the nervous system in fresh, new experience. When the time comes to write, the experience cannot fail to kindle the prose. This again is hard work. It is so much easier to sit at a desk and take notes from other people's observations than to get on a train, or a plane, go a thousand miles to look at the factory, or the power dam, or the welfare agency. But following our familiar thingumbob principle, that is what the writer must do.

Northwest by West

There is a final point I should like to make while in this confessional mood. No matter how numerous the trips of inspection, how voluminous the notes, how well rehearsed the ideas, the final form of an article on the welfare state, or on anything else, cannot be known in advance. Something happens in the actual writing which deepens it, stretches it, often changes its path. Novelists report that characters sometimes turn independent and go off in the most contrary directions. The writer prepares to proceed due north, but as he writes he finds himself, willy-nilly, being pulled northwest by west. Struggle as he may, he cannot return to due north—unless, of course, he is willing to turn out a hack job.

I would venture the hypothesis, based on a good many years of experience, that this strong, sometimes violent pull is the result of fresh thinking which grows out of the actual putting down of words on paper. By writing in the formal structures of one's language, one enriches and clarifies his original thoughts. The original thoughts were verbal too, of course, but scattered. When the time comes to write, they must be co-ordinated into an orderly structure, often unforeseen. All this gives further support to the conclusion that without language one cannot think—at least beyond what an intelligent cat can do.

In whatever way this unfolding process may be explained, I am at a loss to know what a writer would do without it. It gives to the craft of letters part of its fascination and unending adventure.

HOW PROFESSIONALS GO ABOUT IT :
THE ADVERTISING MEN

Advertising
in the final analysis
should be news.
If it is not news,
it is worthless.

Adolph Simon Ochs

It is a mistake to use
highfaluting language
when you advertise
to uneducated people.
I once used the word
'obsolete' in a headline,
only to discover that
I didn't know
what it meant myself.

David Ogilvy

How Professionals go About it : The Advertising Men

*He who wants to persuade
should put his trust,
not in the right argument,
but in the right word.
The power of sound
has always been greater
than the power of sense.*

Joseph Conrad

To persuade the prospects,
to persuade them to believe,
to persuade them
to act now:
that is the general **objective**
of this group of writers.

Their written communication
has to live and achieve
in a competitive world.
A press advertisement,
for example,
has to compete for attention
against editorial matter,
headlines, illustrations and,
of course, other equally
purposive advertisements.

For purposes of our study,
we can take up

the **Direct Mail**
advertisement writers
and see in some detail
how they go about their work.

Their written communication—
the Direct Mail —
has many handicaps:
uninvited, it “invades”
the privacy of
the home or office;
its reader is an “unknown”,
certainly
an uncontrollable quantity;
it is even likely
that he has developed
an allergy to direct mail.

Even if a reader
opens the mail,
there is no certainty
that he will read it through.

If the opening sentence
does not gain his attention,
he may read no further;
if the next para does not
awaken his interest
he may stop reading

at that stage;
if the writer does not
lead him from interest
to desire, the reader may miss
the implication;
and if the writer
does not convert
the reader's desire
into action
he was written in vain.
No wonder,
the Direct Mail writers
spend hours at each stage —
the planning stage,
the copy stage and
the follow up.

At the planning stage,
they spell out for themselves
in writing

1 **The aim** —
what they are setting out
to accomplish;

2 **The audience** —
the type or types of people
to whom they are appealing;

3 **The offer** —
what have they
to give the reader.

This preparation takes
time and effort —
but they find it worthwhile.

Without it, they know
the results will be poor.

**They try to reduce
their objective**

to one big idea —
they avoid having
too many little objectives.

What do we want
a circular letter to do?

* To get an order?

* To seek an appointment?

* To get the reader
into a shop?

* To get him send
for something?

* To raise a laughter
and register the name
of a brand?

**They describe
their typical prospect
on paper.**

Are they physicians
or mechanics?

If they are doctors,
are they GPs or specialists?

**They analyse their product
or service or idea:**

How will it benefit
the prospect?

How is our product
superior to our competitor's?

Have we some well-known
people among our customers?

Are there other
major or minor
sales arguments?

**They list
the selling points
in order of importance.**

**WHAT WILL APPEAL
TO THE PROSPECT ?**

Once they have done
this preliminary thinking,
**they are able to ask
the first set of
valid questions:**
Which of our selling points
will appeal to the prospects?
What is it
the prospect wants that
our proposition can satisfy?
How can we process
our selling points
into appeals
that will move
the prospect to do.

**Depending upon
the prospect or the reader,
they appeal to one or more
of the self interest appeals*.**
They consider carefully
the appeal most likely
to induce the reader to do

what they want him to do —
may be, the bargain-appeal,
the band wagon appeal,
get-ahead appeal,
or keep-up-with
the Joneses appeal —
and then the secondary
appeal.

THE STRATEGY :

How to convert it all,
the objective, the offer,
the sales points,
and the major
and secondary appeals
into a strategy
is the next stage.

Before we see the steps
they normally take,
let us look at
a few samples
of Direct Mail
advertisement copy
that brought
expected results.
These, of course, are
the end-products of,
a lot of 'home-work'.

*The self-interest appeals would include :

Security
Saving
Profit
Health
Appetite

Culture
Fashion
Emulation
Enjoyment
Comfort

Convenience
Compassion
Affection
Love
Religion

NAYLOR CORPORATION
CHICAGO

Gentlemen:

Did you ever drop a stone over the edge of a cliff and wait for the echoing sound to come back to you?

If you heard nothing at all, then your curiosity really was aroused and you wanted to find out what was at the bottom of the cliff, and how deep it was.

We are in the same position today, but the stones we dropped were the samples of our Tap-A-Way set and Cash Register. They were dropped in your direction last July, and since then we have heard—nothing. Frankly, the samples were sent to you to arouse interest in our line. If they have accomplished that purpose, we are human enough to want you to tell us so; and at the same time, to tell us what the chances are of your buying some of these items. The enclosed literature tells the story of Naylor toys, and we invite you to read it, keeping in mind that these toys offer you a real merchandising opportunity. Hundreds of other department stores are arranging for Tap-A-Way demonstrations, and for promotion on the Earl Toy Register sales.

Now that a second stone has been dropped your way, we will listen intently for the echo. When can we count on getting your order?

Yours truly,

From *The Sales Manager's Letter Book* by L. E. Frailey, Prentice Hall Inc., New Jersey. (1964). Reproduced with permission.

Henry Field Inc

SHENANDOAH

IOWA

Friend Jones:

I admit it is a temptation for you to go ahead and buy cheaper alfalfa seed than I have offered you. I used to be tempted to pay less and be able to sell for less myself.

But when I look over the wholesale offerings of cheap seed, my temptation is all gone. I would never have the nerve to sell it to my friends and customers. Mostly, it is a sorry lot of seed. Generally dull and small and wrinkled. None too clean. And nobody knows for sure how many weeds are in the lot.

Our alfalfa seed is big, plump seed. It has a bright, healthy colour that you will recognize as fresh and full of vitality. It is cleaned, mighty carefully cleaned. All the chaffy stuff and all the light, small seeds are removed. They wouldn't grow, anyway. And it is absolutely free of noxious weeds.

In order to get the good heavy stand of alfalfa you want, you will have to sow 15 per cent more cheap seed than quality seed like ours. And you will have to take the weeds as they come whether you like them or not.

Now, just figure it out for yourself. My price is higher. It ought to be. But when you figure it out you will need enough less of my quality seed to make up the difference and then some.

Goodness knows, I like to see every man save money, but I never heard of one who saved any by planting seed because it was cheap.

That is pretty straight talk but I believe you will appreciate it. Get good, honest seed, whether you send your order to me or to someone else.

If you like my kind of quality seed at a fair price, send your order along in the enclosed envelope. You will never regret it and I will be glad to get your order and see another farmer on the right road.

Very truly yours,

From *The Sales Manager's Letter Book* by L. E. Frailey, Prentice Hall Inc., New Jersey. (1964). Reproduced with permission.

**THE ATLAS DIESEL COMPANY LTD.
COMPRESSED AIR ENGINEERS**

**HEAD OFFICE AND WORKS:
BERSFORD AVENUE, WEMBLY, MIDDLESEX**

The Mine Manager,
Quarter Colliery,
Hamilton,
Lanarks.

Dear Sir,

Is *air cost a problem?*

Then an Atlas Portable Compressor is probably the solution. Low power consumption — special fuel-economy devices — light and rigid construction giving maximum mobility (and, therefore maximum use for cost) and minimum repair and maintenance overheads ... these are just some of the reasons why an Atlas Compressor means lower air costs.

Is *first cost a problem?*

Then why not look into our hire service for all pneumatic plant and equipment? See and test them at our Wembley factory or one of our 10 local sales and service depots. Then order what you need — for immediate use. Our advisory service is at your disposal in any matters concerning the use of compressed air. We have a hundred ways of helping you towards the more economic and efficient use of the compressor in your field of work.

Have you sent for a set of our literature? The enclosed reply-card brings it by return.

Yours very truly,
THE ATLAS DIESEL COMPANY LTD.
Sd/- (E. W. Devenish)
Sales Department

From *How To Sell Successfully by Direct Mail* by J. W. W. Cassels and reprinted with permission of Business books, Publishers, London.

HART, SCHNAFFNER AND MARX
CHICAGO

Gentlemen:

You know how it is in business, there are a lot of people that you'd like to sell goods to who don't trade with you. Quite likely you can name a dozen men, right now, just your kind of fellows, who don't come to you. You wish they would; you believe, honestly, that it would pay them to do so; and you'd like to know why they don't.

That's the way we feel about the good clothing men who don't buy our goods. We don't expect to sell everybody in the business; it wouldn't be a good thing if we did.

But your concern, somehow, seems to be our kind; we feel that, with a town like yours, and a trade like yours, and business sense like yours, we ought to be working together to build up a fine trade for both of us.

Now, you know us; you know our goods. There's probably some reason why you're not buying them, and you know what it is. We wish you'd tell us what it is, very candidly. If we're "in wrong" we ought to be told, and if there's something here that's a good thing for you, then you ought to know about it.

Let's write a few letters to each other and see if we haven't some common ground of advantage.

Yours truly

From *The Sales Manager's Letter Book* by L. E. Frailey, Prentice Hall Inc., New Jersey. (1964). Reproduced with permission.

HART, SCHNAFFNER AND MARX
CHICAGO

Gentlemen:

You had a letter from us the other day; it wasn't a "circular letter" either; it was "personal"; so is this one.

In that letter, which used up quite a good many words, we really asked just one simple question — Why don't you handle our goods? We put it much more delicately than that, but that's really what it amounts to.

Now we can't decently insist on your answering that question; but we'd like very much to have you answer it. You may have so good a reason for not selling Hart, Schaffner & Marx Novelties that when we know what it is we'll say "You're right", and that will be the end of it.

But we're not going to be quite satisfied until you tell us. For fear you haven't our stamped return envelope handy, we enclose another. Tell us very plainly.

Very truly yours,

From *The Sales Manager's Letter Book* by L. E. Frailey, Prentice Hall Inc., New Jersey. (1964). Reproduced with permission.

HART, SCHNAFFNER AND MARX
CHICAGO

Gentlemen:

The fact is, we really want to know, and you haven't told us yet — Why don't you handle HART, SCHAFFNER & MARX goods? Is there a good reason? May be you don't like the goods; may be you don't like us.

You needn't feel that you are committing yourselves to anything by answering our question; but we don't feel that we're being fair to ourselves unless we know why so good a concern as ours, are not on closer terms.

We don't want to bother you with calls; letters are really more convenient for both of us. But letters don't get anybody anywhere unless the other fellow answers them. Drop us a line and tell us.

Yours truly,

From *The Sales Manager's Letter Book* by L. E. Frailey, Prentice Hall Inc., New Jersey. (1964). Reproduced with permission.

HOME ELECTRICALS LTD.

94 High Street, Peckley

Can You Mend A Fuse?

Dear Sir:

Of course you can! But if — like most people — your practical knowledge of electricity ends there, then it's good to know of an electrical service you can trust, right round the corner from you.

So, next time there's an emergency, do call on us. Our engineers are expert in everything electrical — whether it's lighting, radio, TV, the cooker, or the hundred other uses for electricity in the home. We'll be glad to give you an estimate and you can be sure the work will be honestly and expertly done.

And not repairs alone, of course. That new iron with the thermostat that your wife has been wanting — we have it. That extension loud-speaker to your radio — we can supply and fit it — and for that matter, any other piece of electrical equipment you need, from a TV set to a 3-amp plug! Why not look in at our well stocked show room tomorrow? There's sure to be something to interest you.

Yours very truly,

From *How To Sell Successfully by Direct Mail* by J. W. W. Cassels and reprinted with permission of Business books, Publishers, London.

GARDENING ILLUSTRATED

Tower House, Southampton Street, London W.C. 2

The lovely flower, the lily, has many devotees in all parts of the world. It has been cultivated with particular success in the gardens of America and Britain, and a number of beautiful new varieties have been developed in both countries.

Detailed information of recent advances in lily breeding in Britain and on the European continent appears regularly in our leading monthly, GARDENING ILLUSTRATED. For example, the 1948*winner of the Lyttel Idly Cup, Dr. Maurice Amsler, will be giving his views on the best trumpet lilies in the January 1949 issue.

This authoritative journal covers every aspect of horticulture, and includes contributions by some of the most distinguished plantmen in the world. It is lavishly illustrated with photographs of interesting blooms and gardens.

We feel sure that GARDENING ILLUSTRATED will be of the utmost interest to you and we look forward to adding your name to our growing list of American subscribers.

Further details of the publication will be found in the enclosed folder, which includes an Order Form for your convenience.

Yours sincerely,
C. Bradley

A good example of how direct mail can pinpoint a very narrow category of prospects. Notice that although the final paragraph is couched in gentle terms it is none the less a "clincher".

*From *How to Sell Successfully by Direct Mail* by J. W. W. Cassels and reprinted with permission of Business Books, Publishers, London.

Approaches in practice

*"Facts speak for themselves."
This is nonsense;
facts don't talk at all;
they have
no meaning whatsoever
until they're arranged,
analyzed or interpreted.*

— Leo Rosten

The job these writers assign themselves is one of making their proposition clear, pleasing, and desirable.

To get the best effect possible, these writers, rewrite the copy two, three or many more times. In doing so, they are found to give special attention to:

- a. the flow of language
- b. the choice of words
- c. the emphasis on key words, phrases or sentences

- d. the 'you' attitude
- e. the presentation and
- f. the total effect.

They are also found to use:

- a. the present tense when possible
- b. the active instead of the passive voice
- c. short, simple, sentence-constructions
- d. "connectors" that keep the copy moving
- e. short paragraphs
- f. sub-heads and indented paragraphs.

Written communication in such situations is very much a results-oriented activity.

The goal is that the reader should say 'yes' to the suggestion. Whatever will help achieve this goal is given systematic attention.

† "Connectors" are transitional sentences or phrases that either end one paragraph or begin the next. Examples are: "But that is not all". "And in addition." "So that is why...." "Moreover you will see..." "But there is just on thing".

Whatever is likely
to come in the way
and is avoidable
is thought of
and provided for.
No detail is
too small a detail.

Our approach here
is not to learn extensively
about Direct Mail.
We highlight here
only the approaches
to written communication
of this class
of professional writers.

Even so, two aspects deserve
a little more attention —
both are important
to get results.

**One is enthusiasm
for the proposition
the writer develops.**

He sells it
to himself first
and then alone to others.

**The other is the empathy
he develops for the reader;**
he looks at the proposition
from the viewpoint of
how it will benefit
the reader.

The second aspect refers
to the action-getting
attitudes and approaches.
The writer makes

every effort
to make it easy
for the recipient to do
what is requested.
For example,
if it is a questionnaire,
it requires only
a few ticks to be made.
If it is an order-form,
it is attractive
and easy to fill.
The self-addressed,
stamped envelope
is handy.

In preparing
such Direct Mail material
these writers adopt
a **pattern** appropriate
to a particular context.

A TESTED PATTERN

One such pattern
consists of
the following steps:

- 1 Promise a benefit
in your headline
or first paragraph —
your most important
benefit.
(This attracts attention).
- 2 Enlarge upon
your most important
benefit.
(This builds up
interest).

3 Tell the reader specifically what he is going to get. (This serves to create desire).

4 Back up your statements with *proof* and endorsements. (This serves to reduce objections).

5 Tell the reader what he might lose if he doesn't act. (This is to counteract inertia).

6 Rephrase your prominent benefits in your closing offer. (This is to facilitate decision).

7 Incite immediate action. For example, they set a time limit for responding or, they use the P.S to re-emphasise the strongest appeal. For an illustration of this pattern, please see what follows.

Dear friend :

Most prominent benefit

If one of your children or loved ones should ever become crippled ... *don't become panicky*. There is help and hope for you — *right here in Elgin*.

Enlarging upon benefit

Yes, contributions to the annual Easter Seal Campaign will be made available to you ... *when you need help most*. And you can confidently and rightfully expect any or all of the following services.

Telling reader specifically what he is going to get

1. Hospitalization
2. Convalescent care
3. Transportation to clinics and hospitals
4. Artificial appliances
5. Speech therapy.

To a child or grown-up it is difficult, yes almost impossible to realize what it means to have these services, which are available regardless of race, creed or circumstances.

In this area alone there are 112 children and 16 adults who could tell you what this society did for them last year. But these are mere numbers. We deal with human beings, children and grown-ups who crave love and affection ... *as you and I.*

Let me tell you about little Harvey. He could just as well have been your little boy or mine. Harvey came to us just three years ago pitifully crippled by cerebral palsy. The full facilities of our society were made available for this pathetic little youngster.

Patiently, skillfully, our doctors, or nurses worked with Harvey. And through the wonders of physical therapy, expert training in the use of braces .. *today — Harvey can walk.* You know what he said when he took his first step ...

... "Look Mummy — I can walk — just like other kids!"

Tell the prospect what he will lose if he does not act

It tears at your heart strings when you see a youngster grateful for what you and I take for granted. But think how great the tragedy would be should a crippling disease strike one near and dear to us.

And even worse, at a time when we were financially disabled. And no where to go for help!

But we need have no fear in our community. For as long as folks in this area give generously to our annual Easter Seal Campaign ... *we shall care for you or anyone else who may need our aid.*

Rephrasing prominent benefits in closing offer

Yes, the sheet of Easter Seals enclosed is our pledge, your pledge that the crippled in this area shall not be turned away. And when you contribute you guarantee help for those you love. No finer contribution can be made — whatever the cause.

Inciting action now

But there is just one thing. The funds we need to aid this community in the coming year .. *are yet to come.* And to send more than this one announcement would take funds which would ordinarily be used for the crippled of this community.

Therefore, will you please mail your contribution now ... while you have it in mind. This will be your assurance help will be available for your loved one — should they ever need it.

Very sincerely,

P.S.

Should you be one of the few unfortunates in our community who are financially unable to contribute, will you please use the Easter Seals on your cards and letters anyhow? We want everyone in this community to know help is available.

From Successful Direct Mail Advertising and Selling by Robert Stone, Prentice Hall Inc, New Jersey, 1964. Reproduced with permission.

The Copywriters

A good advertisement is one which sells the product without drawing attention to itself.

David Ogilvy

Newspaper space is expensive.

The copywriter should move the people by saying whatever he wishes to say in a limited newspaper space.

Even this limited newspaper space most of them do not fully use—
and for a purpose.

Their writing is clear, concise and compelling. A perusal of even a few copy items would give us an idea of the elements of powerful writing. These may be re-read when the principles

of written communication are studied in some detail in a later section.

"We came to fish, and got hooked."

"Eight years ago, I decided to combine business and pleasure. I was seeking a site for a new manufacturing facility for our electronic instruments company. So, on a trip to Colorado I brought Louise and the boys along to do some fishing and sight seeing as well as site seeking.

"Our whole family was fascinated by western Colorado.

"Well, one year later, we located our new plant in a city of about 40,000 people, nestled in a scenic valley of the Colorado River. It's strategically located on an excellent

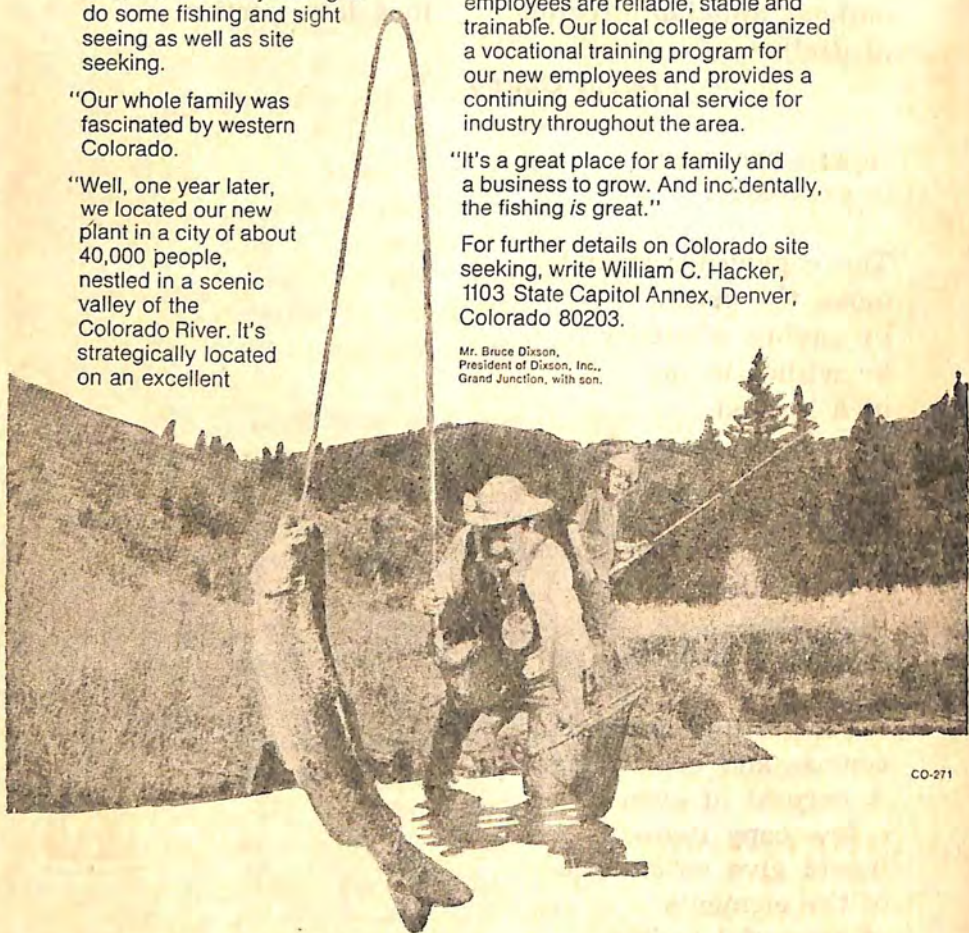
air, rail and all-weather highway transportation network which provides efficient distribution to all our national markets.

"Now we employ over 300. And, the people here are great. Our local employees are reliable, stable and trainable. Our local college organized a vocational training program for our new employees and provides a continuing educational service for industry throughout the area.

"It's a great place for a family and a business to grow. And incidentally, the fishing is great."

For further details on Colorado site seeking, write William C. Hacker, 1103 State Capitol Annex, Denver, Colorado 80203.

Mr. Bruce Dixon,
President of Dixon, Inc.,
Grand Junction, with son.



CO-271

COLORADO... *where there's room to live and breathe.*

The Divided Man



A time to slow,
or
a time to grow?

Business slowdowns separate the men from the boys. To the bold and the energetic, it is a time to steal a march on competition.

Could you capture customers by offering a better finance plan? Could you snap up bargains in equipment that would help you deliver your product or service at a lower price?

Granted it takes money-power, but it could be power you don't realize you already have. Our business is really helping our customers find and apply their hidden money-power . . . then providing the funds to make growth possible. And we have been doing it for more than 60 years.

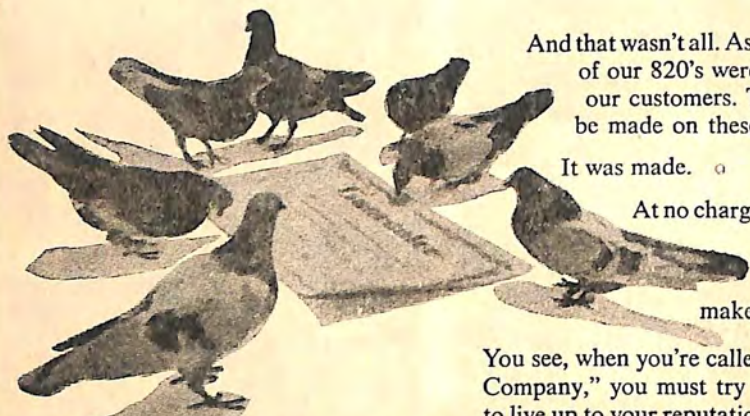
Call us. Until you do, you will have left a stone unturned. Or write H. F. Post, Ass't V.P., C.I.T. Corporation, 650 Madison Avenue, New York, New York 10022.



Installment Purchasing • Equipment and Vehicle Fleet Leasing • Capital Loans • Accounts Receivable and Inventory Financing • Factoring • Sale and Leaseback • Rediscouinting

Atlanta, Ga. (404) 523-0482 • Baltimore, Md. (301) 821-8500 • Boston, Mass. (617) 462-6100 • Chicago, Ill. (312) 726-8580 • Cleveland, Ohio (216) 696-0900 • Dallas, Tex. (214) 748-0381 • Denver, Colo. (303) 388-4531 • Detroit, Mich. (313) 962-4444 • Houston, Tex. (713) 748-2030 • Jacksonville, Fla. (904) 398-4504 • Kansas City, Mo. (816) 221-5628 • Los Angeles, Cal. (213) 624-4061 • Memphis, Tenn. (901) 525-8553 • Milwaukee, Wisc. (414) 271-7420 • Minneapolis, Minn. (612) 500-8450 • New Orleans, La. (504) 525-0841 • New York, N.Y. (212) 572-6911 • Oklahoma City, Okla. (405) 238-0431 • Philadelphia, Pa. (215) 568-1050 • Phoenix, Ariz. (602) 264-5321 • Pittsburgh, Pa. (412) 261-1090 • Portland, Ore. (503) 222-9721 • Richmond, Va. (703) 353-8940 • San Francisco, Cal. (415) 981-4747 • Seattle, Wash. (206) 624-6700 • St. Louis, Mo. (314) 438-4141

Written guarantees? Sometimes they are strictly for the birds.



Sure, Monroe offers a written guarantee with every machine sold.

Doesn't everybody?

Except we don't always stick to ours.

Like in the case of our 820 Electronic Calculators. After hearing nothing but praise from thousands of users all over the country, we discovered that there was still room for improvement.

We got word from our laboratory technicians (a restless breed) that a modification of the display tube would make answers easier to read.

So we told our production people to make the change promptly. They did.

And that wasn't all. As we said, thousands of our 820's were already in use by our customers. The change had to be made on these machines, too.

It was made. ◊

At no charge to our customers.

After all, it was us who wanted to make the improvement.

You see, when you're called "The Calculator Company," you must try (again and again) to live up to your reputation. And with 3,300 salesmen and servicemen in 350 offices across the nation we can do just that. Act quickly. Be flexible.

Stay in touch with our customers.

Long after the sale is made.

And long after our written guarantee expires.

Monroe. The Calculator Company.

A Division of Litton Industries

WHEN YOU PUT YOUR MONEY INTO MAGAZINE ADVERTISING, THIS IS WHAT YOU GET:



You get a personal relationship. Because readers are deeply, personally, observably related to the magazines they read. That's why they're angry when *their* magazine is late, or *their* magazine has been borrowed; why they "save" and "quote" and "send" and "lend" *their* magazines.

Magazines give you an insight into the person, into the consumer's character. Depending on which magazine is tucked under an individual's arm, you can bet he or she is a sports enthusiast, hobbyist, investor, outdoorsman or concerned voter.

When you approach a person through his or her favorite magazine, it's like being introduced by a relative. You're approaching through a vehicle of trust, of respect and credibility. And familiarity. A magazine is like an old friend, a reliable source of advice or entertainment or information or just amusement. An old friend who happens to be selling your product.

You're getting a kind of involvement with the consumer that no other medium can match. *Involvement*. From purchasing the magazine, to carrying it, to reading it, to subscribing to it, to quoting it, the magazine is the medium of involvement. People save magazines, even save parts of them. Can any other medium match that kind of personal and lasting attachment?

No.

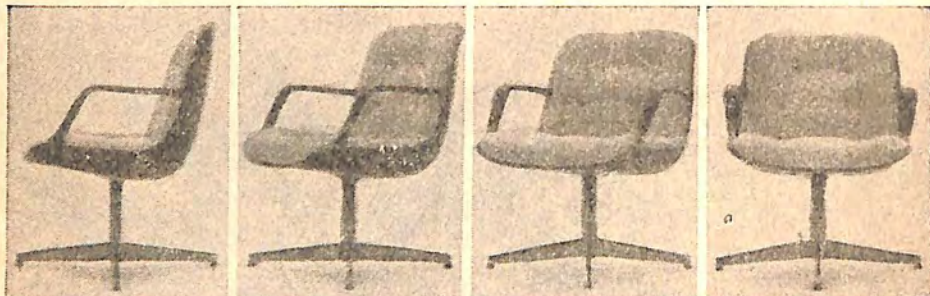
Plenty of media can give you the consumer's eye or ear. Magazines offer a little more. Like his attention, belief, and, sometimes, even loyalty. Doesn't that sound like a lot to get for your money?

CrownZellerbach
Printing Paper Division



Spokesman for the intelligent use of print media.

WHEN YOU PUT
YOUR MONEY INTO
MAGAZINE ADVERTISING
THIS IS WHAT
YOU GET:



A chair that works, for people who work

If you're like most of us, you spend about a third of your life sitting behind a desk, working. And so do the people who work with you.

So, each of you needs a chair that is comfortable, good looking and well priced, yet is built to help you get your job done.

Our new Double-Shell chair is that kind of chair.

It helps you work better.

It's good looking, very comfortable, well priced, and has some terrific engineering features that no other chair has.

For example, the Double-Shell construction lets us fasten cushions and covers so they

can't come loose or bunch up.

This helps you work better.

The Double-Shell idea also gives an incredibly strong and stable fastening point for the chair base. It won't wobble.

This also helps you work better.

And, a unique trim channel on the outer shell protects both chair and desk from getting all nicked up, and saves you from aggravation.

This has to help you work better.

It has many other good ideas, all built into eight models that swivel, tilt, roll or telescope according to your particular needs.

See them now at your Steelcase dealer showroom. Steelcase Double-Shell chairs, the general office chairs of the 70's.

Showrooms and Offices:
New York - Chicago - Grand Rapids
San Francisco - Philadelphia
Boston - Cleveland - Dallas
St. Louis - Atlanta - Detroit
Los Angeles - Portland, Oregon
Toronto - Montreal.

Steelcase

Furniture That Works
For People Who Work.

We are grateful to the following organisations for permitting us to reproduce their advertisements: Colorado State (p. 114) CIT Corporation (p. 115) Litton Industries (p. 116) Crown Zellerbach (p. 117) Steelcase (p. 118) all of U. S. A.

WRITERS AT WORK PLACES

In 1912, Gandhiji had Gokhale as his guest on Tolstoy Farm. Gokhale had to write a letter, and Gandhiji thought he was in an undue hurry about it and read him a little homily.

"I will not do

even the least little thing in a hurry.

I will think about it

and consider the central idea.

I will next deliberate on the language suited to the subject,

and then sit down to write.

If everyone did as I do,

what a huge saving of time there would be!

And the nation would be saved

from the avalanche of half-baked ideas

which now threatens to overwhelm her."

In his Foreword to *Golden Book on Writing* by David Lambuth (1923),

S Heagam Bayles wrote :

The lack of good writing is perhaps one of the most costly wastes in business.

Obviously, foggy writing

causes more and more inefficiency

as organisations grow bigger and bigger.

Bad writing eats up the reading time of highly paid executives,

creates misunderstanding and errors,

and often makes it necessary

to do the job twice

at more than twice the cost.

Written Communication Practices at Work Places

*Easy writing
makes hard reading.*

Ernest Hemingway

We saw how
full time professional writers
go about it.
The ways of
the professional writers
have been researched
by Dr. Rudolf Flesch,
Robert Gunning,
Ernest Gowers,
and others
and the findings
made available to
the well-meaning public
in a palatable form.

Those who are not
professional writers
but who have to get results
through written
communication
have adapted and adopted

some of the professional's
approaches.

Their writing, they find,
should not be far different
from that of
the professional writers.
Their writing too
should be clear
and persuasive.

If ever there is
any difference, it is
only in an added sense —
their writing has
to be **more purposeful**,
their writing has
to be **results-oriented**,
their writing has
to build **enduring goodwill**.

In the accompanying pages
we find samples
of skilled writing. *

*Relatively speaking, writing to an individual (a letter or a report) is easy. Writing to a group of people to get understanding and response is difficult. Samples are given relating to some of the more difficult work situations. Also, Reports and Letters have been discussed at length in the companion volumes to this book.

PUTTING A MOUNTAIN THROUGH A SIEVE

Portland cement is the key ingredient of concrete — the most widely used building material in the world. On the pound-for-pound basis, almost twice as much concrete is used in the United States in a single year as all the wood, structural steel, brick tile, aluminium, building glass and other structural materials combined.

Contrast marks the manufacture of portland cement. Production starts with literally mountains of raw materials. These are processed by the largest moving machinery used in any industry. Production ends with a finished product so fine that its dimensions can only be measured in microns — units of about $1/25,000$ of an inch. The mountain that supplies the raw materials for portland cement is ground to a powder so fine that nearly all of it will pass through a sieve with 40,000 opening to the inch — a sieve that will hold water.

At many stages of the process, laboratory tests make certain that the finished product meets exacting specifications. Despite the huge quantities of materials involved, the manufacture of portland cement is controlled with much the same exactness as laboratory operations.

Courtesy : Portland Cement Association

Announcing a Vacancy



I want integrity.

A bias for figures and economics.

My first choice will be a First Class degree, but I may be interested in you if you have a very good second.

I do not want side-burns and beards and glib talk and phoney sophistication.

I want you to be no more than 35 years old.

In addition to your brain, I want character and discipline and loyalty.

And if you look like this

I need you and I assure you

You will never regret coming to me.

I will give you your fair market value and the opportunity to work abroad.

I do not want you to use influence to get close to me.

For if you do, we shall never meet.

Will you kindly come and see me on the last Friday of any month at 10.30 a.m. on the 4th floor of the Bank of India Building, Bombay.

Your travel arrangements will be your responsibility.

Commercial Director
Air-India.

Courtesy : Air India.

IT IS A PLEASURE

*to welcome you as a new member of
United States Plywood Corporation.*

This booklet is given to you as a part of your introduction to our Company. We hope that it will answer many questions which are probably in your mind as you start your new job. Should you have any questions after you have read it completely, please discuss them with your supervisor.

Present employees who are receiving this booklet for the first time^a will find it helpful as a restatement of our Company's policies and practices.

United States Plywood Corporation is the leader in its field and the world's largest plywood organization. A very large portion of the credit for this achievement belongs to the thousands of men and women employed here. The fact that you have been hired indicates our belief that you have the right qualifications. We are confident that you will do a good job and will work with us effectively and constructively.

In my opinion, future opportunities in the Company will be as great or greater than in the past. These opportunities will be open to you and to every other United States Plywood employee who is willing and able to take advantage of them. Promotions are made solely on merit, with due consideration for experience. Supervisory and managerial jobs are almost invariably filled from within our Organization.

Welcome to our Company; may your service with us be long, fruitful, and full of satisfaction.

Courtesy : United States Plywood Corporation.

REBUILDING A PROCEDURE

INSTRUCTIONS: To improve a procedure, first take it apart.

Find out what's in it. To analyze the returnable containers procedure do the job in 5 steps:

1. Find the systems cycle that this procedure covers.
2. Identify each actor.
3. Extract and list each individual action that takes place.

4. Name the articles that are covered.

5. Identify and list the forms that people use to carry information through the systems channel.

After you have taken the procedure apart, you can then put the elements together again in *PLAYSCRIPT* form.

Here is an illustration

Subject: *Responsibility for Returnable Containers*

It has been determined advisable to establish a procedure to delineate the manner by which the Company shall insure that internal organizational units accept and discharge the responsibility for controlling drums, reels, crates, carboys, part-boxes and/or other species of similar containers for which the company is deemed responsible. To indemnify the Company and/or the vendor(s) from any subsequent forfeiture of such equipment is the Company's objective and to further implement such objective this procedure is established to facilitate reimbursement for minor discrepancies as such may occur between the book and physical inventories.

Departments that bear the aforementioned responsibility include Purchasing, Material, Shipping, Using Departments, Internal Transportation, Accounting and Salvage and Disposal. The containers shall be sorted by vendor after transporting from department out areas to the Salvage and Disposal yard in the north end of the building until determination has been made that

A procedure tells how to proceed to an objective, a sale or shipping or selecting personnel, say. It tells this to a number of people so they fit into a team play. A novel method (Playscript procedure) has been developed by the U.S. educator Leslie Matthies and the above is a sample.

Reproduced with special permission. Copyright: Leslie Matthies

lapsed time and/or quantity accumulation indicates that shipment of the containers should be made? Shipping Instructions forwarded to the Shipping Department.

It shall be incumbent upon the user to determine first the need for the material that must be furnished in subject containers and later, that there is always attached to each empty returnable container, a Delivery Tag Form 227, with each container. When empty the container shall be removed to an out pick up area. Employees shall be admonished not to cause container(s) to become irreclaimable or to re-employ such for their original purpose.

The potentially contingent liability nature of a returnable container should be recognized and identified as a situation in which the Company has made a contractual agreement and which may or may not be the property of the vendor(s) but precludes restitution should such objects become irreclaimable, lost, damaged, nonidentifiable, or otherwise mis-handled.

It is mandatory that all concerned to adhere to the explicit instructions given in DSPP 452 Issuance of Shipping Order. Upon returning empty returnable containers to the supplier, three copies of Packing Sheets shall be forwarded to General Accounting pertaining to any returnable items. If any Change Order information has been issued, it also shall appear on all Packing Sheets.

The control records for returnable containers and charges, as well as Company purchase of these containers to which title has passed to the Company (and which can be resold to vendor (s)), shall be maintained by General Accounting which shall submit Debit Memos or Invoices to cover related transactions.

On all Purchase Requisitions and on all Purchase Orders, the amount of the charge or deposit of returnable containers, or purchase price (in cases where the container is a part of the total purchase price) shall be set out as a separate item on these papers including any empty gas cylinders. Further, these provisions shall apply to any subsequent Purchase Order changes. Include on such papers the return shipping address. In all cases, each returnable container shall have affixed firmly to it, a stencil or Tag, Form 227, which shall contain information attesting to the returnability of the item, giving the vendor's name, the vendor's return shipping address, the Purchase Order number, the contract or Company material number, the quantity capacity (in gallons, weight, size, pounds, feet, etc.).

It shall be compulsory to notify Purchasing and General Accounting should the vendor's Packing Sheets indicate returnable containers without Purchase Order agreement upon receipt of such containers.

Step 1-Finding The Exact Systems Cycle. Spell out the cycle. Include all steps.

1. STARTS when the user decides he needs materials that will come in a container that is to be returned.
2. Tell how these items are to be bought, and who is to record them.
 - 2a. Consider the variation that will take place if somebody changes the purchase order.
3. Tell how the containers are to be handled within the plant.
4. Cover the sequence of returning the containers to their owners.
5. ENDS with the adjustment of charges or credits.

Logically your systems cycle starts with the discovery of the need and with the decision to buy.

Step 2 - The Actors. By combing through the procedure example, you'll find (expressed or implied) the following actors :

Purchasing	Using Department
Material	Salvage & Disposal
Shipping	Employees
Transporation	Receiving
(Internal)	Vendor
General Accounting	

Step 3 - The Actions. The individual actions you can find include:

1. Deciding that the materials are needed.
2. Buying the materials in returnable containers.
3. Receiving the materials.
4. How containers are to be handled in the department.

5. Moving the containers.
6. Keeping records on the containers.
7. Sorting containers by vendors.
8. Returning containers to vendors.
9. Collecting a deposit.
10. Issuing debit memos or invoices as needed.
11. Not using containers for other purposes.
12. Not damaging containers.
13. Checking containers for identification tags.
14. Identifying the containers.

In the original procedure example we found no logical time sequence. These actions were scattered. Some of the earlier actions are given after later actions. This confusing "flash-back" technique that some procedure writers use, makes it hard for the reader to find the real-time sequence of action.

Step 4 - Subjects Of The Procedure. The general subject (returnable containers) includes such items as:

Drums	Reels	Gas Cylinders
Crates	Carboys	Parts Boxes
Barrels	Engine Boxes	

Step 5 - The Forms Used. By combing through the procedure example, we can identify these different forms:

Purchase Order	Purchase Order Changes
Requisitions	Stencil
Packing Sheets	Tag
Credit Memos	Delivery Tag
Invoices	Shipping Instructions.

So much for analysis. Now let's put that procedure together, this time using the *exact PLAYSCRIPT* rules. Here is the result offered by one procedures writer who has standardized on *PLAYSCRIPT*.

SUBJECT: HANDLING RETURNABLE CONTAINERS

The department responsible and action to be taken by each department is shown below.

Using Department

1. When material needed comes in a returnable container, notes this fact on the Purchase Requisition.
2. Sends approved requisition to Purchasing.

Purchasing Department

3. Shows any returnable containers as a separate item on the Purchase Order.
4. Includes the amount of charge or deposit and the vendor's return shipping address on each order involving returnable containers.
 - 4a. If, after issuing the Purchase Order, changes are necessary, shows any returnable containers as separate items on the Purchase Order Change Form.

Receiving Department—

5. Upon receipt of any material in a returnable container, attaches a tag or uses a stencil to identify the container.
 - 5a. If the vendor's packing sheet shows returnable containers, but the Purchase Order did not, advise Purchasing at once.
6. Sends returnable containers to using department.

Using Department—

7. Uses material.
 - 7a. During the time the container is in the using department, supervisors see that employees don't use the containers, remove them, or damage them.
8. When container is empty, fills out and attaches Delivery Tag, Form 227.
9. Places container in "pick-up area" adjacent to the department.

Internal Transportation—

10. Moves containers to the Salvage and Disposal Yard.

Salvage and Disposal—

11. Sorts containers by owners, following instructions on Salvage Department's copy of Purchase Order.
12. When elapsed time limit shown on Purchase Order has been reached, or when the quantity of the containers is large enough to justify shipment, prepares Shipping Instructions, Form 442.
13. Places containers, with Shipping Instructions, with the weather proof envelope attached, in the "ship out" area.

Internal Transportation—

14. Moves containers, with Shipping Instructions, to the Shipping Department—
15. Includes the original Purchase Order number (or any Purchase Change Number) on the Packing Sheet, Form 86.
16. Returns containers to vendor.
17. Sends two copies of the Packing Sheet to General Accounting.

General Accounting—

18. Keeps up-to-date control records on all returnable containers and on charges & deposits relating to these containers.
19. Uses Purchase Orders, Receiving Reports, Purchase Order Changes, Packing Sheets, and Shipping Instructions as data for up-dating records.
20. Issues any required debit memos or invoices.

Explaining Law to Layman

If any proceeding is pending before an authority

- a. do not alter the conditions of service in regard to the particular matter under dispute;
- b. do not terminate the services of or otherwise punish any workman for any misconduct without obtaining express permission in writing of the authority before whom the dispute is pending.

With regard to any matter not connected with the dispute you may

- a. change the service conditions in conformity with the standing orders or the contract of service;
- b. terminate the service of a workman for any misconduct by paying one month's wages as notice pay and simultaneously applying to the authority concerned for approval;
- c. punish a workman in any reasonable manner.

On pages 129-130 the same information is expressed in conventional language. This brief extract is from Law for Factory executives by N. H. Athreya and C. M. Shukla MMC School of Management Bombay

The Industrial Disputes Act, 1947 With the Industrial Disputes (Bombay Rules, 1957) 1966

33.

Conditions of service, etc., to remain unchanged under certain circumstances during pendency of proceedings.

(1) During the pendency of any conciliation proceeding before a conciliation officer or a Board or of any proceeding before (an arbitrator or) a Labour Court or Tribunal or National Tribunal in respect of an industrial dispute, no employer shall—

(a) in regard to any matter connected with the dispute, alter, to the prejudice of the workmen concerned in such dispute, the conditions of service applicable to them immediately before the commencement of such proceeding; or

(b) for any misconduct connected with the dispute, discharge or punish, whether by dismissal or otherwise, any workmen concerned in such dispute, save with the express permission in writing of the authority before which the proceeding is pending.

(2) During the pendency of any such proceeding in respect of an industrial dispute, the employer may, in accordance with the standing orders applicable to a workman concerned in such dispute (or, where there are no such standing orders, in accordance with the terms of the contract, whether express or implied, between him and the workman.)

(a) alter, in regard to any matter not connected with the dispute, the conditions of service applicable to that workman immediately before the commencement of such proceeding; or

(b) for any misconduct not connected with the dispute, discharge or punish, whether by dismissal or otherwise, the workman:

Provided that no such workman shall be discharged or dismissed, unless he has been paid wages for one month and an application has been made by the employer to the authority before which the proceeding is pending for approval of the action taken by the employer.

(3) Notwithstanding anything contained in sub-section (2) no employer shall, during the pendency of any such proceeding in respect of an industrial dispute, take any action against any protected workman concerned in such dispute—

(a) by altering, to the prejudice of such protected workman, the conditions of service applicable to him immediately before the commencement of such proceedings; or

(b) by discharging or punishing, whether by dismissal or otherwise, such protected workman,

save with the express permission in writing of the authority before which the proceeding is pending.

RETIREMENT BENEFITS

There are three methods by which you can retire and receive a regular monthly income from the Plan :

1. Normal Retirement at or after age 65
2. Early Retirement at or after age 60 but before age 65
3. Permanent and Total Disability Retirement^c prior to age 65.

Most employees will retire under Normal Retirement; however, if you should become sick or disabled in the Company's service and cannot work in your later years, it is good to know that there are provisions for you under the Plan.

Let's discuss the three methods of retirement briefly and see what the comparative benefits are. But to understand your benefits, you must first know what is meant by Credited Service, so we'll pause, to tell you how your Credited Service is figured. . . .

CREDITED SERVICE

Credited Service means the number of years of employment you are entitled to count toward your retirement benefits. There are three steps in figuring your Credited Service :

First, calculate your Past Service.

Second, estimate your Future Service.

Finally, add the two for your total Credited Service.

This is how to figure your Past and Future Service .

From a booklet *Your Retirement Income Plan and How it Works*.

Educating employees on civic affairs

When the 1960 census was being taken, a census worker in West Virginia approached an old woman leaning on a hoe. "What do you want with me?" the old woman demanded.

"Every ten years," the enumerator explained, "the government tries to find out how many people there are in the United States."

"Lordy,^o honey, I sure don't know," the woman replied.

Most of us are a good deal more sophisticated than the West Virginia woman; we know that the federal government sends people around every decade to make a head count. But do we know the purposes of the census, and aren't some of us, like the old woman, just a little bit suspicious of the census taker's "prying questions"?

The Census Bureau apparently feels that most of us would answer (a) very little, and (b) yes. So, in preparation for taking the 1970 census, the bureau is making an extra effort to publicize the reasons for taking it and to persuade people to cooperate cheerfully and without undue suspicion.

The actual taking of the census will be done a bit differently. Formerly, most of us

were interviewed by an enumerator, usually a middle-aged housewife working on a temporary basis. This year the only census taker most of us see will be the postman. We'll receive the questionnaire in the mail, probably around April 1, and simply fill it out and mail it back. The bureau calls it a "do-it-yourself census."

The census was provided for in the U.S. Constitution to determine each state's proportionate representation in the House of Representatives, and the first census was taken in 1790. The process is repeated every 10 years to allow for reappointment according to population shifts. It is also used to determine seats in our state legislature. So, it's important that we be counted (the Census Bureau estimates that it missed 5.5 million people in 1960) so we get both the state and federal representation we're entitled to.

But census figures have many other uses. Indeed, they are the principal source of information about our nation. They reveal not only basic demographic trends, such as population growth, internal redistribution, urbanization, and changes in the age and sex structure, but also give us information about

From Detroit Edison House Journal *Around the System*.

changes in the nation's occupational and industrial composition, in levels of living, education, and employment.

Above all, census data help us to make educated guesses about future trends, and are therefore essential to all kinds of planning: national, local, public and private. They are needed to estimate future military and economic manpower potentials, future consumer needs, future school needs, future growth in metropolitan areas, potential costs of Social Security measures, future requirements for highways, utilities, parks, water, energy and health services.

Federal spending is tied to the census. Approximately \$140 billion in federal funds are destined for the state during the 1970s, and in many cases the allocation of these funds is based, by law, on census data for income, education, housing, languages, employment, migration and other characteristics. If these essential data were not available—or not reliable—hundreds of federal-state programs would be hampered.

Federal law provides that all information must be held in confidence by the Census Bureau and may be used only for statistical purposes. There is only one instance in which items of personal information may be disclosed. After a census form has been processed, the original is destroyed and a single microfilm copy is sent

with the respondent's name and address to the Census Bureau's Personal Service Branch in Pittsburg, Kansas. There it is stored against the time when the respondent, personally or through his legal representative, may need it to prove some aspect of his identity. No one else may obtain any information from the microfilm.

Within a recent two-year period the Bureau searched these microfilm records to help 1.5 million people establish their ages (for Social Security), their places of birth (for citizenship), their family relationship (for inheritance), and related facts.

The average person will answer 32 questions, one less than he did in 1960, though there are some new questions on the 1970 census. These include: what were you doing five years ago; whether you own a second or vacation home; whether you are of Spanish descent, and whether you have a dishwasher (a question that interests Con Edison; see box).

In most large cities the Census Bureau will announce a telephone number that people may call to get help in answering the questions. The bureau will telephone most people who mail in incomplete or incorrect questionnaires, although in some at the home to straighten out cases a census taker will call the matter. Census takers will also call on people who fail to return the census forms.

DON'T BE A LOSER !

Every SBF employee can help solve the stock shortage problem

One of the biggest problem that department stores face today is stock shortage. Stix, Baer & Fuller is no exception. Our shortage results for last year and for this past spring were very bad, and if we are going to reduce our losses we are going to have to have the cooperation of every Associate.

Last year the shortage cost us more than a million dollars in profit. Based on this spring's inventory, the loss for this year will equal or this exceed last year's figure.

Losses like these affect every employee! Reduced profits mean that less money is available for salary increases and for expanded fringe benefits.

What is stock shortage? It is the difference between what our records say we should have in stock and what we actually count at inventory time. There are two major reasons for stock-shortage: one, theft, both among employees and customers; two, errors made by employees from the time merchandise is received in the store until it is sold to a customer.

As a result of this stock shortage problem, a committee has been formed to find ways to help reduce our stock losses. Philip Marlo, SBE's treasurer, heads this committee, made up of 22 SBF executives from all four stores and from all areas.

The publicity group of the committee has produced a series of posters that will be placed throughout all four stores to remind employees of the stock shortage problem.

Courtesy: *The Associate.*

"Perry Paper-error" points out the losses that come about through mistakes made in paper work by employees. These include things like mathematical errors on sales checks, illegibility in writing sales checks, errors in marking merchandise, incorrect extensions of invoices, and errors in accounting for the receipt of merchandise.

Other posters that will follow cover other problems that affect stock shortage.

In the next few months, every SBF employee will be asked to attend a meeting at which a member of the Operating Committee will discuss the stock shortage problem. Merchandise managers and department managers will also be conducting similar meetings.

**STOCK SHORTAGE IS EVERYONE'S PROBLEM!
LET'S ALL WORK TOGETHER TO HELP SOLVE THAT
PROBLEM.**

Registration of Foreign - Made Articles

REGISTRATION PRIOR TO TRIP ABROAD

All merchandise imported into the United States is subject to a customs duty unless it has been specifically exempt from duty by law. Travellers planning to take foreign-made articles with them on a trip abroad may establish free customs entry for these articles when they return by registering them with United States Customs.

Hint for travellers

When a resident of the United States plans to travel to a foreign country and intends to take with him articles produced in foreign countries, such as cameras, watches, jewellery, etc., he register these articles at any customs office in the United States before leaving.

You, or someone acting for you, must take the articles to be registered with Form 4455 to a customs office for identification. Customs has no facilities for handling

these transactions by mail and cannot be responsible for the return of articles not brought in personally for identification.

If a person makes frequent trips abroad, foreign articles bearing permanent identification numbers or marks may be registered permanently.

Proof required

If you have means of proving to Customs when you return that you possessed the foreign-made articles in this coun-

try before you left, the registration is an unnecessary precaution. Customs officers will consider reasonable evidence, such as a bill of sale, or receipts for purchase, repair, or cleaning offered to establish proof that the article was possessed by the resident before his departure from the United States.

However, if you do not have means of proving possession before your departure from

the country, you may wish to register the article to speed its free customs clearance when you return.

Personal and Household effects

As explained in CUSTOMS HINTS, personal or household effects, professional books or tools of trade or occupation taken abroad with you are entitled to be returned by you duty-free.

Steel Wage Negotiations are Underway.....and you are Involved

Leaders of the United Steelworkers of America and representatives of the steel companies are sitting down to begin wage negotiations. Because the outcome of their talks will affect you, we want you to know the position of the steel companies. What is the issue, And how does it involve you and your family ?

The issue is simply this: the union leaders have asked for substantially higher wages and other benefits. The companies believe that higher employment costs mean more inflation. Here are the facts .

1. "WAGE-PUSH" CAUSES INFLATION. As a result of inflation, our dollar has lost more than half its value. It now costs you \$2.07 to buy what a dollar bought in 1940. The major cause of this inflation has been the steady rise in employment costs. More inflation involves *you!*
2. EMPLOYMENT COSTS HAVE OUTSTRIPPED SHIPMENTS PER MAN-HOUR. In the steel industry alone, employment costs over the past 18 years have risen almost ten times faster than shipments per man-hour worked. Thus steel prices have been forced up. If prices had not gone up, the industry would have been bankrupt. High prices involve *you!*

From *Management Communication on Controversial Issues*. Copyright 1965 by The Bureau of National Affairs, Inc., Washington, D. C. Reproduced with permission.

3. THE STEELWORKER IS NOW HIGHLY PAID. The present average hourly earnings of steelworkers are far above the average for all industry. In January of this year it was already \$3.03 per hour—84 cents more than the average of all U.S. manufacturing.
4. STEEL FACES INCREASING COMPETITION. Because the costs of producing American steel have risen so high, it is becoming increasingly difficult for American steel companies to meet competition both here and abroad. This trend to foreign products or substitute materials has resulted in serious unemployment. Unemployment involves *you!*
5. ADEQUATE PROFITS ARE ESSENTIAL TO PROGRESS. Profit dollars are as important to employees as to employers. They are paid out to buy land, buildings, equipment for building and modernizing plants and for creating jobs. Over the past ten years steel profits have been too low. The increase in employments costs has far exceeded the increase in total profits earned.

The steelworkers are fine employees, and we are proud of them. They are furthermore, already at the top of the industrial wage scale.

Their present well-being justifies our position that the best solution for everyone — steelworkers included — is to hold the line in '59.

THE STEEL COMPANIES COORDINATION COMMITTEE
375 LEXINGTON AVENUE — NEW YORK 17.

They Plan Their Written Communications

*The written word
should be handled
with the greatest caution
since so many people assign
unrealistic value to it,
frequently far greater
than intended 'by the author.
An idle thought,
reduced to print,
is no longer idle.
To some it becomes
another chapter and verse
in the Bible.*

Frank Clifford

Let us briefly review
the home work that
normally goes on behind
such end-products.

They plan their written
communications.

They start with the aim.

What is the aim? They ask.
Is it to explain a new policy?
Is it to explain a procedure
to a new employee?
Is it to justify the purchase
of a new equipment?
Is it to obtain certain
statistical information?

Is it to turn down
a request?
Is it to report
progress of a project?
Is it to serve as
a reference for future action?

They state the aim
in so many words —
to keep the message
in focus.

They visualise the reader.

The aim is that
“they” should become
informed,
gain understanding,
or be moved to
take a certain action.
And who are “they”?
An individual? A group?
Homogeneous group?
Heterogeneous one?

They get a mental
picture of the reader —
they visualise his problems,
his knowledge of the subject,
his interests,
his hopes and fears
(assuming it is
a single reader).

This exercise enables them to empathise with the reader.

They make an outline of their communication.

They make an outline of the ideas they wish to express.

They express each idea in a word or phrase and then they arrange them in the most effective order.

This they do on paper until they develop the skill to do it mentally.

Even later, if a particular communication calls for it, they outline their ideas on paper.

Outlining helps them, they find, to organise their thought, to get the logical order, to get in all the facts, and to concentrate their energies on developing one idea at a time.

While outlining ideas they decide to tell the reader right at the beginning what the communication is about.

They consider this good manners and good sense.

They "talk" to the readers on paper.

Remembering the limitations of written communication, remembering it is communication with a person, they "talk" on paper.

THEY CHECK THEIR WRITING AGAINST CERTAIN STANDARDS.

They check their writing against certain standards, and the more common ones are outlined here.

Is the communication complete?

Does the written piece give all the information necessary to accomplish its purpose?

Does it answer all questions the reader may have in mind? For example, when they communicate to men in the field, they may ask themselves the questions :

May I put myself in the place of the men in the field? What do these people

already know about the subject?
What more do they need to know?
What have they to do?
What problems will they face in doing it?
What other questions are likely to occur to them?

In the work situation, correspondence plays a major part in getting things done. Where this yardstick is not given due attention, they report, results get avoidably delayed and diluted.

Is it concise?
Does it contain only essential facts?

Are we burdening the reader with not-so-relevant ideas?

Because we know the subject so well, do we tell all that we know rather than what the reader needs to know?

Are we saying anything that does not have to be said *here*?

Will what we say divert the reader's attention from the *important* idea?

Does it include only essential words and phrases?

Are we thrifty with words?
Or are we liberal?
Do we keep the writing crisp and moving with a certain tempo?
Do we say things directly or in a round-about way?

Is it clear?

- a. Are the ideas presented in the most effective order?
- b. Are the paragraphs in a logical and coherent order?
- c. Does each paragraph contain only one main thought?
- d. Is the sentence structure clear?
Would our writing leave the reader guessing?
Is our sentence structure long and involved?
Can we not prefer short sentences?
Can we not prefer the direct, active voice?
- e. Do the words exactly express the thought?

Have we chosen words
that will
convey our meaning?
Are they
concrete enough,
specific enough?
f. Is the language adapted
to the readers;
are the words
the simplest
that convey the thought?

Are we addressing people
in our group
or people outside our group?
If outside our group,
should we use
specialized words?
Can our readers
understand us easily
and quickly?
We are, of course,
familiar with the ideas
we are expressing.
How familiar are our readers
with those ideas?

Is it appropriate in tone?

The yardsticks so far used
apply to: what we say.
This one applies
to **how we say it**.
How will this sound
to the reader
Friendly? Formal?
Impersonal? Stiff?

Is it inviting reading?
Or dull?

Will it make friends?
Is the tone controlled
and disciplined?
Is the writing
free from words
that may arouse antagonism?
Is it considerate?
Will the tone bring
the desired response?

How effective is it as a whole?

Is it satisfactory for the purpose?

Does it get the ideas across?
Will it get the response?
Or is it just passable —
good enough to get by
in view of the pressure
of work?
or is it unsatisfactory,
and calls positively
for revision?

Is it correct?

Is the information accurate?
Do the statements conform,
for example, with policy?

Have we checked on
the accuracy of our
statements?
Does what we write tie-in
with the latest policy, say?
Is the writing correct
in terms of grammar,
spelling and punctuation?

On the Nature of Language and Written Communication

ON THE NATURE OF WRITTEN LANGUAGE

A language is therefore not just the sounds and the spellings, but more importantly the whole repertory of semantic reactions which the sounds and spellings produce in those who speak and understand the language.

S. I. Hayakawa

On the Nature of Language and Written Communication*

What distinguishes man from chimpanzee is language skill: a chimpanzee cannot 'grow' because it does not have the language-skill potential.

To appreciate such a statement, we would do well to get some insights into the way man gains knowledge.

HOW DOES KNOWING TAKE PLACE?

Knowing takes place in the mind — just how, no one has yet explained; but it seems clear that relations detected by the senses leave some mark in the nervous system.

Psychologists call such a mark 'an engram'.

An engram is a little-understood electro-chemical event. So considered, one is like another, but it is easier to think about them if we sort them by the senses that dominate in causing them to appear in the nervous system.

- Some engrams are visual — like our mind's picture of a dog. Some are aural — like the sound of a jet aircraft in flight.

Some are tactile — like the feel of a tight shoe. Many, however, are composites with no apt name

* This Chapter is based on *Keys to Readable Writing*, a monograph by John McElroy. Used with the author's special permission.

like the remembered
sensations of rapid descent
in a runaway wheel.

No matter how
we classify them
the engrams are
the mind's way
of keeping track
of bits of experience;
they are the mind's way
of recording relationships
between things and events.

WORDS AS SYMBOLS

Often, an experience
that the mind records
takes place
while words are being spoken.
The words become a part
of the experience and
are included in the engram
through which
the mind records
the experience.
Then, in some way,
not yet understood,
the word-part of the engram
comes to stand for
the whole experience.
In effect, **words become
symbols of the engram;**
they become a handle
by which the mind
can grasp and manipulate
the original experience.

Often, of course,
the mind abstracts

a part of an engram
other than the word-part
and lets the abstracted part
symbolize the whole.

That is the source of
the kind of symbols
an artist works with.
But most of the symbols
with which the mind works
are words.

Because it reaches the mind
through many paths,
a word can have any
or all of these aspects;
a sound component —
the way the word sounds
when we pronounce it;
a sight component —
the way the word looks
in print or script;
a kinesthetic component —
the way our
speech organs feel
when we pronounce the word.

Words, and all other symbols,
are devices the mind uses
to call up and rearrange
bits of experience.

LANGUAGE & THOUGHT

When we think, symbols —
most symbols are words —
emerge from storage
in the mind
and *arrange themselves*
into patterns.

We tend to think of language as made of words.

Actually, it is made of sentences — patterns of words.

A word itself performs this function :

it stands for an "idea" — a composite of elements common to the experiences symbolized by the word.

The arrangements of words in a sentence,

the word-pattern, performs a second function: it shows how the separate ideas in the sentence relate to each other.

The term "word-pattern" may suggest that when the mind thinks, it works neatly and with precision.

That isn't true.

Thinking is rearrangement of mental furniture.

It's much like the experimenting that goes on in many homes at house-cleaning time when the housewife tries out the furniture in new arrangements.

When one thinks in words, those that first emerge from storage may not be the most suitable

nor are they likely to fall into the best patterns. Before thought can become clear and logical it has to be examined and edited.

One aspect of thinking then, is a sort of rearrangement of mental furniture.

THE THOUGHT TRANSFER PROCESS

The flow of thought from one mind to another *has to happen* through the medium of signals.

Through signals one mind stimulates another to produce a thought.

When the thought produced in the second mind is closely **similar** to the one in the first mind, we say that effective communication has taken place.

Two blocks come in the way of effective communication.

One is that each mind creates its own symbols.

Every man gathers his own meanings for words and from his own experience.

The result is
**words cannot have
identical meanings
for two people;
at best, they have
similar meanings.**

The other block is
**complexity of
symbol patterns**

If the symbols
are too numerous,
a mind cannot fix on them
long enough to perceive
how the symbols
relate to each other.

Further,
where the pattern of symbols
is intricate or unusual,
a mind has difficulty
tracing out the network
of relationships
that the pattern should show.
Consider, for example,
the difficulty of
reading words printed
vertically,
as on over-sidewalk signs.

SPOKEN LANGUAGE vs WRITTEN LANGUAGE

When there is
a face-to-face conversation
between two persons,
the speaker and the listener
can work together
to clarify the spoken words
and thereby

sharpen communication.
What they jointly accomplish
is **editing and translation.**

Here is an example
of the editing and translating
that take place
during conversation:

Boss: Gupta, I need a copy
of that big sheet of figures
we sent with
that long letter last week.

Gupta: The one to Vaidya?

Boss: No, earlier than that.
The one to Mehta.

Gupta: We sent two sheets
of figures to Mehta. One was
about sick leave and the
other

Boss: The one I want is about
automatic promotions.

Gupta: I don't remember any
like that.

Boss: The title on it was:
"Promotions after probation-
ary period."

Gupta: There's an extra copy
of that in the file.

Boss: We can't use that copy;
we have to have a typed copy
for Management Control.

When that conversation started,
the boss's thought wasn't completely developed. The conversation rounded out the thought, and translated it into words that held like meanings for both the boss and Gupta. The thought finally communicated might have been stated this way:

Boss: Gupta, please get the figures we sent to Mehta last week and type a new copy of the sheet headed "Promotions after probationary period."

Even when a listener says nothing in reply, he keeps throwing cues back to the speaker. When the listener looks puzzled, the speaker knows he must repeat his thought in different words or different word-arrangements. When the listener nods approval the speaker knows that he at least thinks he understands — although some later cue may show that he doesn't really understand.

In other words, face to face communication gives us the advantage of feedback and correction.

Such cues, which help spoken communication to succeed, are absent when we write. We need substitute tools.

EDITING THOUGHT : FOCUSING

When one thinks in words the words that first emerge may or may not be the most suitable. Nor are they likely to fall into the best possible pattern.

In other words, since thought, to start with, is often foggy—it cannot become clear until it is examined and edited. The editing requires, first of all, a focusing process. And what does focusing do?

Focusing probes into the mind to find "the right words" — ones that "precisely" **denote the things and events involved in the thinking.** For relatively, unimportant

thinking, ill-fitting words may suffice; but for purposeful thinking we must reach for words that snugly fit the ideas our mind is knitting together.

Here is an example of focusing; the unedited and edited (focused) versions of a thought.

1 Unavailability of rodent-proof storage put him at a serious disadvantage in marketing his crop.

2 Absence of rat-proof storage prevented him from selling his corn at a profit.

Though we are not quite conscious of it, all of us do "focus" when we do it a little more consciously and a little more systematically, We find our "editing" improves and so does our communication effectiveness.

WHAT DOES FOCUSING DO?

Positively speaking, it gets the sharp outline, the precise word

or one near it. Negatively, it gets rid of words that are too vague not near enough the meaning in mind.

The first editing process is one that rummages through the mind to find words that focus sharply on the ideas the thinker is working with. It does away with words that are general that denote a whole class of ideas, instead of the precise one the reader has in mind. It also tosses out words that add nothing to the meaning. Its whole concern is with what words to use,

The second editing process is concerned with how to put words together. Its aim is to put words into packages small enough for the mind to inspect, and into arrangements that let the mind see how each part of a complex thought relates to the others.

Words, we saw, get their meaning

mostly from their link
with direct experience.

It follows that
during the focusing process,
the mind can find
precise words
only in its own storehouse.
The more words
a man knows,
the easier it is for him
to find words
that put his ideas
into sharp focus.
(In this lies
one of the virtues
of a large vocabulary).

SPAN OF ATTENTION

When we think,
each word appears
in the mind
and then fades out.
When our mind has created
the start of a sentence
and is struggling
for the right end,
we have to keep
mentally repeating the start
or its words get away
from us.

People may differ
in their ability
to hold words in mind —
but in general,
a person can hold
in his mind

just about as many words
as he can speak
in one breath.
If a man puts
more words into a sentence
than his mind can span,
the defects in his thinking
will escape his notice.
Some will be
defects of order,
or there will be gaps
where parts of the meaning
are missing.

VERB LINKS

Because the essence of
knowledge
is relationships,
the function of thought
it to discover
and present relationships.
When one thinks in words,
the device used to capture
any major relationship
is a verb.

As we have seen,
a word symbolises an idea.
When, in addition,
the word links
other ideas together,
it is called a verb.

In the sentence
'Cashier counts money',
there are three ideas —
the idea "Cashier",
the idea "counting"

and the idea "money".
The main relationship
between the idea 'Cashier'
and the idea 'money'
is shown by a verb —
'counts'

In effect, then,
a verb is an idea
with hooks on each end.
The hooks fasten
into other ideas,
and the resulting
ideas-linked-together
constitute a thought.

CONSISTENT DIRECTION

Also, the thought
we develop should move
in one direction.

To be clear,
a thought expressed in words
should proceed
step by step —
from little to big
or from big to little ;
from first to last
or from last to first;
from here to there
or from to here.

To see how this step
helps clarity,
let us compare
the following
sentences A & B

A

*An increase in an employee's
rate of pay will not become
effective prior to the date
on which the employee has
completed a minimum of 13
weeks actual work at his
regular occupational classi-
fication.*

B

*After an employee has
received a pay increase, he
must work at least 13 weeks
at his regular job before he
can have a new increase.*

TRANSLATING: COMMUNICATING WORDS

So far we examined
the words formed
in the writer's mind.
What happen to them
when they reach
the reader's mind?

In most respects,
the reader's mind works
with words,
like the writer's,
but there are differences.
**It is the differences
that we must reckon with—
it is the differences
that affect effectiveness.**

The main differences are :
The reader's mind works
with its own stock of
meanings for words.
It also works
with its own phrasings
and inflections.

**In order to translate
the words we think with
into words that
our reader can think with,
we must be able to judge
what words
our reader knows —
and the sense in which
he knows them
and the sense
he attaches to them.**

We have our thinking-words.
These words may
or may not be 'known'
to the reader.

If they are not known,
we have to find words
'known' to him —
in other words,
we have to use
communicating-words.

Translating thinking-words
into communicating-words
is not difficult.

Only we should remember
to do it.

With a little awareness
and some sustained effort
we will be able
to develop this as a habit.

CONCRETE AND ABSTRACT WORDS

To judge accurately
what words mean
to other people,
we must hark back to
a basic concept:
what anyone knows
is always a relationship.
When a person speaks
words in our presence,
words that refer
to things or actions
that our own senses
can detect,
we can see
the relationship
between the words
and those things.
Thus we get to 'know'
what the words mean
to the speaker.

Words that refer to things
our senses can detect
are **concrete.**

When a person speaks
words in our presence
referring to concepts
our senses cannot detect,
we get no clue
to the meanings
the words hold for him.
Such words are **abstract.**

**It follows then,
that experience
is a good guide**

to what words mean
to other people,
but it is trustworthy
only when
the words used are concrete.

If, for example,
some one says
in our presence,
"I'll put on my hat and go,"
and then suits the action
to the words,
he lets us know
what the words mean to him.
This is not at all true
if he speaks a sentence
like this in our presence:
"In international relations,
abnegation is the exception
rather than the rule."

When we are dealing
with abstract subject matter,
we should use examples
that are as concrete
as the subject matter permits.
Such examples
help communication
by telling the reader
the kinds of things
the abstractions refer to.
They help define
the areas within which
the abstractions operate.
For example,
the abstract thought
referred to
in the last para
can be clarified

in this fashion:
"In international relations,
abnegation is the exception
rather than the rule.
Before promising
to help another,
each nation will ask,
'What's in it for me?'"

WORDS THE READER KNOWS

To test the suitability
of a word
as a communicating word,
we should ask ourselves
this question:
Is it likely
that the person to whom
I am writing would use
this word in talking to me?..

Take the word 'transmit',
for example.
If the answer is 'no',
we should find
a substitute for the word,
(say 'send')
or we should
build up the context
to explain the meaning
we want the reader to get.

WORD ORDER

Just as a complete thought
can exist only as a sentence,
so communication can
take place only in sentences—

or in words, or phrases
that stand for sentences.
Accordingly,
there are certain points
about putting words together
that a writer
should have in mind
when he is translating
thinking-words into
communicating-words.

We have already seen
that language uses verbs
to express
major relationships.
Almost equally important
as a device for showing
how ideas relate
to each other is **word-order**

From long experience
with language,
everybody has acquired
some skill
in handling word-order,
but almost nobody
can define the elements
that make up that skill.
It is a skill like walking;
you can't tell
how you do it,
but you succeed at it.

The principles of word-order
that we all unconsciously
seek to apply are these :
Put each word close
to the word it affects.
Recognize that

most English words throw
their modifying influence
ahead of themselves.

From long experience
with language,
everybody also has
some skill in
detecting faults of word-order
and every body knows
more or less
how to correct them.
The correcting devices
we regularly use are
phrasing and inflection —
but they work well
only for spoken language.

PHRASING AND INFLECTION

When the mind thinks
in words,
it thinks with
phrasing and inflections.
When a defect of word-order
occurs early in a sentence,
the mind applies the cure
before the sentence ends —
and the cure is effected
by phrasing and inflection.
However, if
the words in that sentence
are only put on paper,
the cure doesn't show,
and the defect remains
for anyone who reads
the words.
Consider, for example,

these sentences which are ambiguous when written, but which can be thought or spoken without a trace of ambiguity:

A

Taste and common sense are more important than any rules you put in style to help your reader to understand you not to please grammarians.

If he pays five rupees will go to charity.

When the ice in the river broke the bridge began to collapse.

Bus fare will be under a rupee to be specific seventy five paise for the return trip.

Those sentences happen to be ones that can be punctuated in a way that gives a clue to phrasing and inflection:

B

Taste and common sense are more important than any rules; you put in stops to help your reader to understand you, not to please grammarians.

If he pays, five rupees will go to charity.

When the ice in the river broke, the bridge began to collapse.

Busfare will be under a rupee — to be specific, seventy paise for the return trip.

Often, however, punctuation cannot give a clue to phrasing and inflection, and so it cannot always cure defects in word-order.

When that is true, the only thing a writer can do is to rearrange his words.

READER'S SPAN OF ATTENTION

In translating thinking-words into communicating-words, a writer needs to give thought to his reader's span of attention.

What that span may be at a given moment depends upon a number of factors, including how much effort the reader puts into his reading, how well he knows the words used, the depth of meaning

in the words,
and the reader's experience
in picking meaning
from written language.
None of these factors
can be measured precisely,
and for that reason,
it is never possible
to predict just how well
a given reader
will understand
a given piece of writing.
However, comprehension is
closely related to
span of attention,
and research can give us
sound rules-of-thumb
for estimating
a reader's span of attention.

READABILITY RESEARCH

For about forty years,
many scholars have been
studying the effect of
writing-style
upon reading-difficulty.
Their research,
when put together, shows
that two main factors account
for the difficulty
in any sentence.
Those factors are
(1) the number of

separate ideas
that the reader
must sort into relationships
to get total meaning,
and (2) the difficulty
of the separate ideas.
Both factors can be measured
in various ways.
Their sum can be called
the "dose of ideas"
in a sentence.

Some readers can handle
a bigger dose of ideas
than others.
Still, if we average
what different readers
can handle,
we can arrive at
a standard safe dose.
Such an average is equivalent
to a standard
span of attention.

Awareness of
the traps in language
helps us notice
defects in writing,
helps us acquire
a new set of critical
standards;
hence this section on
certain theoretical aspects
of written communication.

READABILITY RESEARCH AND YARDSTICKS

Some readers, I am afraid, will expect a magic formula for good writing and will be disappointed with my simple yardstick. Others, with a passion for accuracy, will wallow in the little rules and computations but lose sight of the principles of plain English. What I hope for are readers who won't take the formula too seriously and won't expect from it more than a rough estimate.

Rudolf Flesch
in *The Art of Plain Talk*.

Readability Research

*Be not the first . . .
by whom the new are tried.
Nor yet the last
to lay the old aside.*

Alexander Pope

How can you measure
the art that is writing?
You cannot.
What then are
these yardsticks?
Before we see
what they **are**,
we better know
what they are **not**.

WHAT THEY ARE NOT

Readability yardsticks
(as they are called)
are **not** formulae
for effective writing,
They do **not** refer
to **all** the aspects
of writing.
They are **not**
a substitute for judgement.

Those who take them
as formulae
are likely to turn out

dull, standardised writing.

WHAT THEY ARE

Those yardsticks refer
to one aspect of writing —
its complexity.
They are handy
statistical tools to measure
complexity in prose.

They are useful
to determine whether
writing is gauged
to its audience.

THE LOGIC

Certain aspects of writing
lend themselves
to measurement and,
therefore, to yardsticks.
For example,
the length of the sentence,
the structure of the sentence,
and the familiarity or
unfamiliarity of the words.

These aspects or factors
affect reading difficulty
in different degrees.

Readability research

has sought and found answer to a number of questions like these :

How long can sentences be on the average before they discourage or derail the reader?
How rich a mixture of long, complex, hard, or abstract words will the average reader tolerate?
What per centage of active verbs, concrete words, and words referring to people are found in writing that has proved its acceptance with large audiences?
And, most important of all, at what level of sentence and word complexity do readers begin to balk?
What, in other words, is the danger line of reading difficulty ?

FORMULAE OR YARD-STICKS

For about forty years now, scholars have been studying the effect of writing-style upon reading-difficulty.

The first major studies were made

in the early thirties. In 1935, William S. Gray and Bernice Leary of Chicago University came out with a book, *What Makes a Book Readable?* . . . For a number of reasons, "including its poor readability," (!) the book did not make an impact.

The first impactful studies are those of Dr. Rudolf Flesch in the early forties. His yardsticks — the Flesch formula — came to be widely used rightaway. (Incidentally, his writings are models of clear and persuasive writing).

In 1952, Robert Gunning came up with the book *The Technique of Clear Writing* and in it he gave the Fog Index, which became a popular yardstick to measure readability.

Others also came up with yardsticks, notably Edgar Dale and John McElroy.

These yardsticks in principle, are about the same — they try to statistically measure the complexity of writing.

They differ in the number of factors taken into account; some take as many as twenty and others just two.

The factors normally taken up are :
average sentence length in words,
percentage of simple sentences,
percentage of strong verb forms,
portion of familiar words,
portion of abstract words,
percentage of personal references and,
percentage of long words.

Fog index,
one of the simpler yardsticks, takes into account the average sentence length and hard-word percentage, 'hard-word' to mean words of three syllables or more.

HOW TO USE THEM

In the words of the innovators themselves, I have given the way to apply three of the yardsticks.

We may use one of these yardsticks to see if our writing is in step with writings that have proved easy to read and understand.

If our writing gives a score of 10 or more on the Fog Index, we are beyond the 'danger line of reading difficulty', we may not be easily understood by many people.

In such a case, we better ask ourselves: who will be our readers? Should we rewrite?

We have a job to do and we cannot afford to measure all that we write. We can apply the yardstick only to the **more important** communications.

We can also use the yardstick **as a measure of progress.**

What was our score yesterday?
What is it today?
What is the score three months from today?
If there is difference,

in the score,
there may be a difference
in the effect too.

'May' because there is more
to effective writing
than what the factors
in the yardsticks suggest.
That is why we should
bear in mind

Gunning's warning :

**Use the yardstick
as a guide
after you have written,
and not as a pattern
before you write.
Good writing must be alive;
don't kill it with a system.**

THE LIMITATIONS

Let us also be aware
of the limitations
of these yardsticks.
Let us also hear
the other side of the story.

Talking of
the over-enthusiasts,
Stephen Fitzgerald says,
"they threaten to put
our words in
a literary straight jacket,
leaving us only the solace
of an illusion . . . that
by shortening out sentences,
we have somehow
clarified our thoughts
To strip writing down

to the 'lowest level'
of understanding'
is as though
we were to insist
on reducing all music
to the primitive rhythm
of a jungle beat,
thus hoping
to widen the audience."

It has also been observed
that good writing is not
mathematical or mechanical.
Ease of reading depends,
not on sentence length
but on thought.
It is his paucity of ideas
and factual background
information that gives
a reader difficulty,
not polysyllable words.
Popular magazines are read,
not because the words and
sentences are shorter
but rather because
the thought is simple.

Anything can be overdone,
and readability formulae
are no exception.
If they are overdone,
it will no doubt waste
a writer's time,
his skill, his strength
and creativeness.

The readability yardsticks
are not magic formulae
for writing.

The formulae will not create a good writing style where one did not exist before. They do not take into account organization, for example.

Clear, concise writing is the result of clear, concise thinking. There is no substitute. And some thinking is difficult to grasp.

In view of the obstacles which every written communication must overcome, why place another one — namely, hard reading — in the way of the reader? Why not take advantage of readability — readability to mean 'easy and interesting

to read'?

This is where the readability formulae come handy. They are applied not before writing but after, to gauge whether the writing is right to the level of the audience.

READABILITY FORMULAE

In the accompanying pages are given the yardsticks as developed by Dr. Rudolf Flesch, (p. 163) Robert Gunning, (p. 168) Dr. Edgar Dale and Dr. Jeanne S. Chall. (p. 172) Also given is (p. 177) a passage from HG Wells with scores given by all these three yardsticks. It will be noted (p. 178) they give about the same conclusions.

HOW TO USE THE READABILITY FORMULA*

To estimate the readability (“reading ease” and “human interest”) of a piece of writing, go through the following steps :

Step 1. Pick your samples.

Unless you want to test a whole piece of writing, take samples. Take enough samples to make a fair test (say, three to five of an article and 25 to 30 of a book). Don't try to pick “good” or “typical” samples. Go by a strictly numerical scheme. For instance, take every third paragraph or every other page. (Ordinarily, the introductory paragraphs of a piece of writing are not typical of its style). Each sample should start at the beginning of a paragraph.

Step 2. Count the number of words.

Count the words in your piece of writing. If you are using samples, take each sample and count each word in it up to 100. Count contractions and hyphenated words as one word. Count numbers and letters as words, too, if separated by spaces. For example, count each of the following as one word: 1948. Rs. 19,892, e.g., C.O.D., woudn't, week-end.

Step 3. Figure the average sentence length.

Figure the average sentence length in words for your piece of writing. If you are using samples, do this for all your samples combined. In a 100-word sample, find the sentence that ends nearest to the 100-word mark—that might be at the 94th word or the 109th word. Count the sentences up to that point and divide the number of words in those sentences in all your samples by the number of sentences in all your samples. In counting sentences, follow the units of thought rather than the punctuation: usually sentences are marked off

* From *The Art of Readable Writing* by Rudolf Flesh. Colliers Books, New York, 1965. (C) by Rudolf Flesch. Reproduced with permission.

by periods; but sometimes they are marked off by colons or semicolons—like these. (There are three sentences here between two periods). But don't break up sentences that are merely joined by conjunctions like *and* or *but*.

Step 4. Count the syllables.

Count the syllables in your 100-word samples and divide the total number of syllables by the number of samples. If you are testing a whole piece of writing, divide the total number of syllables by the total number of words and multiply by 100. This will give you the number of syllables per 100 words. Count the syllables the way you pronounce the word: e.g. *asked* has one syllable, *determined* three, and *pronunciation* five. Count the number of syllables in symbols and figures according to the way they are normally read aloud, e.g. two for \$ ("dollars") and four for 1916 ("nineteen sixteen"). However, if a passage contains several or lengthy figures, your estimate will be more accurate if you don't include these figures in your syllables count; in a 100-word sample, be sure to add instead a corresponding number of words after the 100-word mark. If in doubt about syllabication rules, use any good dictionary. (To save time, count the syllables except the first in all words of more than one syllable; then add the total to the number of words tested. It is also helpful to "read silently aloud" while counting.)

Step 5. Count the "personal words".

Count the "personal words" in your 100-word samples and divide the total number of "personal words" by the number of samples. If you are testing a whole piece of writing, divide the total number of "personal words" by the total number of words and multiply by 100. This will give you the number of "personal words" per 100 words.

"Personal words" are :

(a) All first, second and third-person pronouns except the neuter pronouns: *it, its itself, they, them, their, theirs themselves* if referring to things rather than people.

(b) All words that have masculine or feminine natural gender. e.g. *John, Jones, Mary, father, sister, iceman, actress*. Do not count common-gender words like *teacher, doctor, employee, assistant, spouse*. Count singular and plural forms.

(c) The group words *people* (with the plural verb) and *folks*.

Step 6. Count the "personal sentences".

Count the "personal sentences" in your 100-word samples and divide the number of "personal sentences" in all your samples by the number of sentences in all your samples. If you are testing a whole piece of writing, divide the total number of "personal sentences" by the total number of sentences. In both cases multiply by 100. This will give you the number of "personal sentences" per 100 sentences.

"Personal sentences" are :

(a) Spoken sentences, marked by quotation marks or otherwise, often including speech tags like "he said," set off by colons or commas (e.g. "I doubt it.?" "We told him?" "You can take it or leave it." "That's all very well", he replied, showing clearly that he didn't believe a word of what we said.)

(b) Questions, commands, requests, and other sentences directly addressed to the reader (e.g. *Does this sound impossible? — Imagine what this means. — Do this three times. — You shouldn't overrate these results. — This is a point you must remember. — It means a lot to people like you and me.*) But don't count sentences that are only indirectly or vaguely addressed to the reader (e.g. *This is typical of our national character. — You never can tell.*)

(c) Exclamations e.g. *It's unbelievable!*)

(d) Grammatically incomplete sentences whose full meaning has to be inferred from the context (e.g. *Doesn't know a word of English — Handsome, though — Well, he wasn't — The minute you walked out.*) If a sentence fits two or more of these definitions, count it only once.

Step 7. Find your "reading ease" score

Using the average sentence length in words (step 3) and the number of syllables per 100 words (step 4) find your "reading ease" score on the *How Easy? chart*.

You can also use this formula:

Multiply the average sentence length by 1.015

Multiply the number of syllables per 100 words by 0.846
Add

Subtract the sum from 206.835
Your "reading ease" score is

The "reading ease" score will put your piece of writing on a scale between 0 (practically unreadable) and 100 (easy for any literate person).

Step 8. Find your "human interest" score.

Using the number of "personal words" per 100 words (step 5) and the number of "personal sentences" per 100 sentences (step 6), find your "human interest" score on *HOW INTERESTING* chart.

Or use this formula :

Multiply the number of "personal words" per 100 words
by 3.635

Multiply the number of "personal sentences" per 100
sentences by 0.314

The total is your "human interest" score

The "human interest" score will put your piece of writing on a scale between 0 (no human interest) and 100 (full of human interest).

In applying the twin formulas, remember that the "reading ease" formula measures length (the longer the words and sentences the harder to read) and the "human interest" formula measures percentages (the more "personal" words and sentences, the more human interest).

APPLICATION ILLUSTRATED

From Psychology 'by William James :

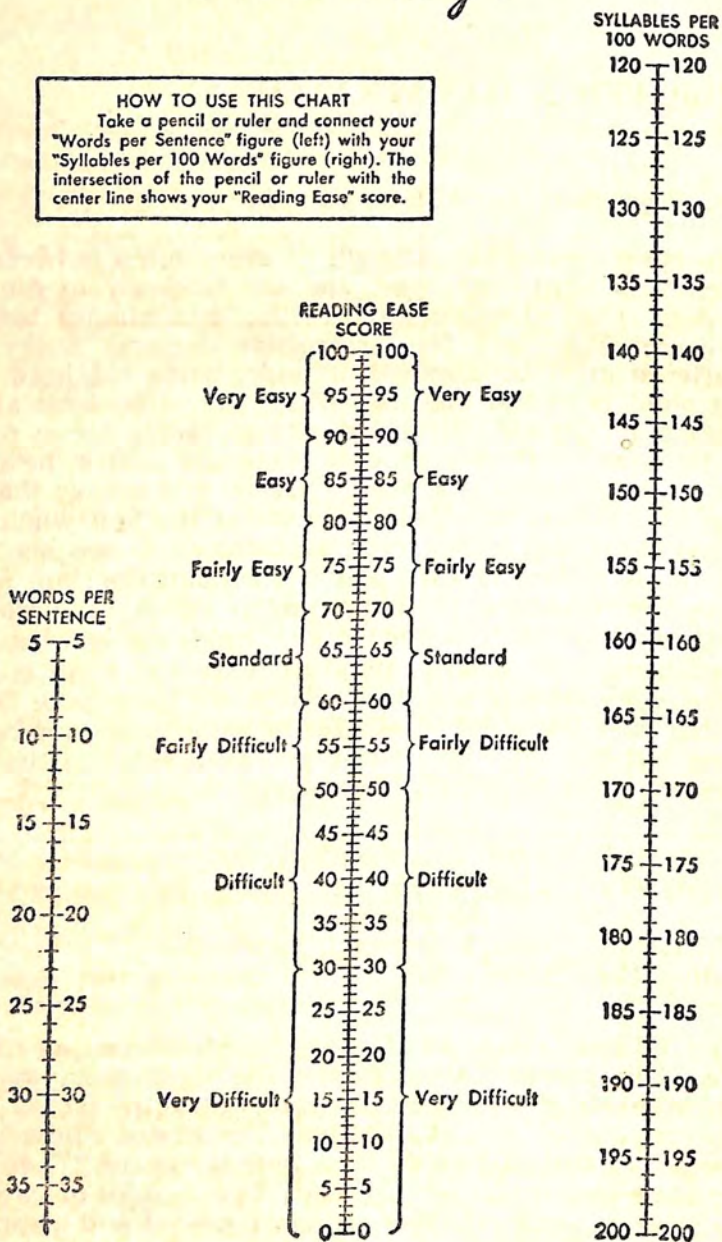
There is an everlasting struggle in every mind between the tendency to keep unchanged, and the tendency to renovate its ideas. Our education is ceaseless compromise between the conservative and the progressive factors. Every new experience must be disposed of under *some* old head. The great point is to find the head which has to be least altered to take it in. Certain Polynesian natives, seeing horses for the first time, called them pigs, that being the nearest head. My child of two played for a week with the first orange that was given him, calling it a "ball." He called the first whole eggs he saw 'potatoes,' having been accustomed to see his "eggs" broken into a glass, and his potatoes without the skin. A folding pocket-corkscrew he unhesitatingly called "bad-scissors." Hardly any one of us can make new heads easily when fresh experiences come. Most of us grow more and more enslaved to the stock conceptions with which we have once become familiar, and less and less capable of assimilating impressions in any but the old ways. Old-fogyism, in short, is the inevitable terminus to which life sweeps us on.

193 words	18 words per sentence	6% 'personal' words
11 sentences	152 syllables per	0% 'personal' sentences
	100 words	
12 'personal' words	0 'personal' sentences	
Reading Ease Score : 60		Human Interest Score : 22

Note : William James was famous for his interesting and easy style. This passage, according to the scoring, is "standard" and "interesting" — a rare exception among textbooks. Notice the technique of easy explanation: The abstract theme of the passage is expressed in the first four sentences. Then follow four sentences giving several concrete examples of two kinds. The abstract generalization is then repeated and summarized in two more sentences. Finally, it is rephrased and pointed up with a colloquial touch as 'old-fogyism'.

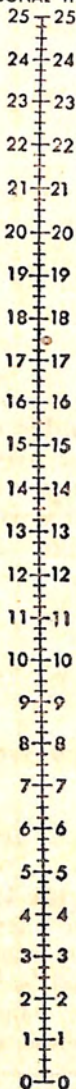
How Easy?

HOW TO USE THIS CHART
 Take a pencil or ruler and connect your "Words per Sentence" figure (left) with your "Syllables per 100 Words" figure (right). The intersection of the pencil or ruler with the center line shows your "Reading Ease" score.

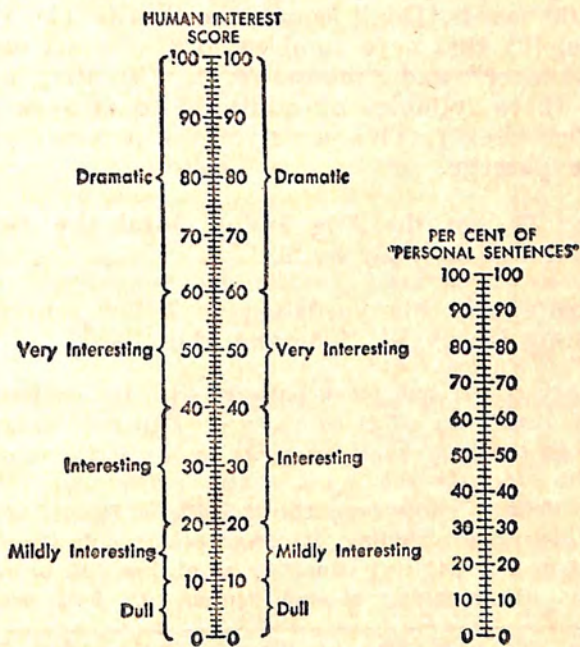


How Interesting?

PER CENT OF
"PERSONAL WORDS"



HOW TO USE THIS CHART
Take a pencil or ruler and connect your "Personal Words" figure (left) with your "Personal Sentences" figure (right). The intersection of the pencil or ruler with the center line shows your "Human Interest" score.



HOW TO FIND THE FOG INDEX*

To find the Fog Index of a passage, take these three simple steps :

One : Jot down the number of words in successive sentences. If the piece is long, you may wish to take several samples of 100 words, spaced evenly through it. If you do, stop the sentence count with the sentence which ends nearest the 100 word total. Divide the total number of words in the passage by the number of sentences. This gives the average sentence length of the passage.

Two : Count the number of words of three syllables or more per 100 words. Don't count the words (1) that are proper names, (2) that are combinations of short easy words (like "bookkeeper" and "manpower"), (3) that are verb forms made three syllables by adding -ed or -es (like "created" or "trespasses"). This gives you the percentage of hard words in the passage.

Three : To get the Fog Index, total the two factors just counted and multiply by 4.

Let us apply this yardstick to a few sentences from *The Summing Up* by W. Somerset Maugham :

I have never had much patience with the writers who claim from the reader an effort to *understand* their meaning. You have only to go to the great *philosophers* to see that it is *possible* to express with *lucidity* the most subtle *reflections*. You may find it *difficult* to *understand* the thought of Hume, and if you have no *philosophical* training, its *implications* will doubtless escape you; but no one with any education at all can fail to *understand* exactly what the meaning of each sentence is. Few people have written

* From *The Technique of Clear Writing* by Robert Gunning. McGranshill, New York, 1968. © By Robert Gunning. Pp. 38-40. Reproduced with permission.

English with more grace than Berkeley. There are two sorts of *obscurity* you will find in writers. One is due to *negligence* and the other to *wilfulness*.

The number of words in the sentences of this passage is as follows: 20-33-11-13-20-10-11-10. (Note that the third sentence is actually three complete thoughts linked by a comma, in one instance, and a semicolon in the other. These should be counted as separate sentences.) The total number of words in the passage is 118. This figure divided by 8 (the number of sentences) gives the average sentence length — 14.5 words.

The words of three syllables or more are italicized in the above passage. There are 15 of them or 12.7 per cent.

Adding the average sentence length and percentage of polysyllables gives 27.2. And this multiplied by .4 results in the Fog Index of 10.9.

The following table compares the Fog Index with reading levels by grade and by well known magazines.

Fog Index	Reading Level By Grade	By Magazine
	17 College graduate	
	16 „ senior	(No popular magazine this difficult)
	15 „ junior	
	14 „ sophomore	
Danger line	13 „ freshman	
	12 High-school senior	Atlantic Monthly
	11 „ junior	and Harper's Time and Newsweek
	10 „ sophomore	Reader's Digest
	9 „ freshman	Saturday Evening Post
Easy—	Eighth grade	Ladies' Home Journal
Reading	8 Seventh „	True Confessions &
Range	7	Modern Romances
	6 Six „	Comics

Fog Index, it will be noticed, is closely related to the years of formal education at school and college.

A FORMULA FOR PREDICTING READABILITY :*

The formula is based on two counts—average sentence length and percentage of unfamiliar words (words outside the Dale list of 3000 words.)

The directions follow :

Selecting Samples :

Take approximately 100 words about every tenth page for books. For articles, select about four 100-word samples per 2,000 words, Space these samples evenly. For passages of about 200 to 300 words, analyse the entire passage. Never begin or end a sample in the middle of a sentence.

Counting the Number of Words :

- A. Count the total number of words in the sample.
- B. Count hyphenated words and contractions as one word.
- C. Count numbers as words.
10 is one word.
1947 is one word.
- D. Count compound names of persons and places as one word.
St. John, Van Buren, del Rio, Le Brun, and so on are each counted as one word.
- E. Do not count initials which are part of a name as separate words.
John F. W. St John is counted as two words.*
John and *F. W. St John*

* From *A Formula for Predicting Readability* by Edgar Dale and Jeanne S. Chall: Bureau of Educational Research, Ohio State University. 1948. Reproduced with permission.

* Please see appendix.

Counting the Number of Sentences :

Count the number of complete sentences in the sample.

Counting the Number of Unfamiliar Words :

Words which do not appear on the Dale list are considered unfamiliar. Underline all unfamiliar words, even if they appear more than once.

Completing the Work Sheet :

1. The average sentence length is computed by dividing the number of words in the sample by the number of sentences in the sample.
2. The Dale score or percentage of words outside the Dale list is computed by dividing the number of words not on the Dale list by the number of words in the sample, and multiplying by 100.
3. Multiply average sentence length by .0496.
4. Multiply Dale score (2) by .1579.
5. Use a constant 3.6395.
6. Add 3, 4 and 5 to get the formula Raw Score.
7. If you have more than one sample to analyze, get an average of the formula raw scores by adding all of these and dividing by the number of samples.
8. Convert the average formula raw score to a corrected grade level according to the Correction Table given in Table 1.

Table 1

Correction Table

Formula Raw Score	Corrected Grade-Levels
4.9 and below	4th grade and below
5.0 to 5.9	5—6th grade
6.0 to 6.9	7—8th grade
7.0 to 7.9	9—10th grade
8.0 to 8.9	11—12th grade
9.0 to 9.9	13—15th grade (college)
10.0 and above	16 + (college graduate)

9. Please see accompanying illustration.

AN ILLUSTRATION

The following three samples were chosen from a 15-page pamphlet, *Your Baby*, published by the National Tuberculosis Association. The words in *bold* were not found in the Dale list and are by definition unfamiliar words.

Sample I :

A happy, useful life—that's what you want for baby, isn't it ? And because a healthy mind and body are so *necessary* to happiness and long life, you must do all you can to get your baby off to a good start. There is much you can do while he is still a baby to lay the *foundation* for good health and good health habits.

Many things *affect* your baby's health. One was the state of your own health during *pregnancy*, and the *special* care your doctor gave you before the baby was born. Other things important to your child's health are food, clothes, baths, sleep, and habit training. A baby needs a clean, happy place to live, and he must be kept from having any sickness that can be *prevented*.

Sample II :

Diphtheria used to kill many babies. Today no child need die of *diphtheria*. It is one of the diseases for which we have very good *treatment* and almost sure *prevention*. But your baby will not be safe from this disease unless he has been protected by *immunization*.

The way to protect your baby is simple. *Physicians usually* give *injections* of three *doses* of *toxoid*, three to four weeks apart, generally beginning when a baby is about six months old. Your doctor will tell you that your baby should have this *protection* before his first birthday.

Six months after the last *injection* of *toxoid*, the *physician* may test your baby to see if another *dose* of *toxoid* is *necessary*. Before the child enters school an extra shot of *toxoid* is often given.

Sample III :

The *germs* that cause *tuberculosis* can enter the baby's body through his mouth or be breathed in through his nose. These *germs* come to him on *spray* or *moisture* which the person with *active tuberculosis* breathes or coughs out. *Germ-filled spray* from the mouth or nose may light on the baby's food, his dishes, his toys. The baby's hands may carry *germs* from soiled *objects* to his mouth. Kissing is one way of spreading TB as well as other *germs*.

Tuberculosis of the bones or *joints* or of certain organs of the body besides the *lungs* can come to the bottle-fed baby in milk which has not been *pasteurized* or boiled.

The records for these three samples are given in the work sheet (Table II).^{*} The average raw score for the three samples was 6.35. By referring to the grade equivalent given in Table I, the correction table, the grade-level of the readability of the pamphlet 7—8, was determined.

^{*} See page 178

TABLE II

A Work Sheet Filled In For The Samples Taken From The Pamphlet "Your Baby"

Article :	Your Baby	Page No. 2	Page No. 7	Page No. 12
Author :		From "A happy	From "Diphtheria	From "the germs
Publisher :	Nat'l TB Assoc.	Date : 1945	To prevented."	To or boiled."
1.	Number of words in the sample	132	131	111
2.	Number of sentences in the sample	7	9	6
3.	Number of words not on Dale List	6	20	17
4.	Average sentence length (divide 1 by 2)	19	15	19
5.	Dale score (divide 3 by 1, multiply by 100)	5	15	15
6.	Multiply average sentence length (4) by .0496	.9424	.7440	.9424
7.	Multiply Dale score (5) by .15797895	2.3685	2.3685
8.	Constant	3.6365	3.6365	3.6365
9.	Formula raw score (add 6, 7, and 8)	5.3684 •	6.7490	6.9474
Average raw score of 3 sample		6.35	J. S. C.	Date 1/28/48
Average corrected grade-level		7-8	C. D. C.	Date 1/28/48

All three yardsticks applied*

**

The present writer is sixty-five. When he was a little boy his mother taught him out of a book she valued very highly, *Magnell's Questions*. It had been her own school book. It was already old-fashioned, but it was still in use and on sale. It was a book on the eighteenth-century plan of question and answer, and it taught that here were four elements, earth, air, fire and water.

These four elements are as old at least as Aristotle. It never occurred to me in my white-sock and plaid-petticoat days to ask in what proportion these fundamental ingredients were mixed in myself or the tablecloth or my bread and milk, I just swallowed them as I swallowed the bread and milk.

From Aristotle I made a stride to the eighteenth century. The two elements of the Arabian alchemists, sulphur and mercury, I never heard of then, nor of Paracelsus and his universe of salt, sulphur, mercury, water, and the vital elixir. None of that ever got through to me, I went to a boy's school, and there I learnt, straightway, that I was made up of hard, definite molecules, built up of hard definite indestructible atoms of carbon, oxygen, hydrogen, nitrogen, phosphorus, calcium, sodium, chlorine, and a few others. These were the real elements. They were shown plainly in my textbook like peas or common balls suitably grouped. That also I accepted for a time without making any fuss about it. I do not remember parting with the Four Elements: they got lost and I went on with the new lot.

At another school, and then at the Royal College of Science I learnt of a simple eternity of atoms and force. But the atoms now began to be less solid and simple. We talked very much of ether and protyle at the Royal College, but protons and electrons were still to come, and atoms, though taking on strange shapes and movements, were intact. Atoms could neither be transformed nor destroyed, but forces, though they

* Please see page 162

** From Wells, *H. G. Science and Ultimate Truth in Great Essays in Science* Washington Square Press, New York 1957.

could not be destroyed, could be transformed. This indestructibility of the chameleon of force, was the celebrated Conservation of Energy, which has since lost prestige, though it remains as a sound working generalization for the everyday engineer.

But in those days, when I debated and philosophized with my fellow students, I was speedily made aware that these atoms and molecules were not realities at all; they were, it was explained to me, essentially mnemonics, they satisfied, in the simplest possible arrangement of material models and images, what was needed to assemble and reconcile the known phenomena of matter. That was all they were. That I grasped without much difficulty. There was no shock to me, therefore, when presently new observations necessitated fresh elaborations of the model. My schoolmaster had been a little too crude in his instructions. He had not been a scientific man, but only a teacher of science. He had been an unredeemed Realist, teaching science in a dogmatic Realist way. Science, I now understood, never contradicts herself absolutely, but she is always busy in revising her classifications and touching up and rephrasing her earlier cruder statements. Science never professes to present more than a working diagram of fact. She does not *explain*, she *states the relations and associations of facts as simply as possible*.

Her justification for her diagrams lies in her increasing power to change matter. The test of all her theories is that they work. She has always been true, and continually she becomes truer. But she never expects to reach Ultimate Truth. At their truest her theories are not, and never pretend to be, more than diagrams to fit, not even all possible facts, but simply the known facts.

READABILITY SCORES

<i>Flesch Formula</i>	<i>Gunning's Formula</i>	<i>Dale-Chall Formula</i>
Reading ease score: 77	Fog Index: 9	Raw Score: ..
Human interest score: 34		
Grade: Fairly interesting	Grade: 9	Grade: 7-8th grade

APPROACHES TO CLEAR AND PERSUASIVE WRITING

Regarding language as an apparatus of symbols for the conveyance of thought, we may say that, as in mechanical apparatus, the more simple and the better arranged its parts, the greater will be the effect produced.

In either case, whatever force is absorbed by the machine is deducted from the result. A reader or listener has at each moment but a limited amount of mental labour available. To recognize and interpret the symbols presented to him requires part of this power, to arrange and combine the images suggested requires a further part, and only that part which remains can be used for realizing the thought conveyed.

Hence, the more time and attention it takes to receive and understand each sentence, the less time and attention can be given to the contained idea; and the less vividly will that idea be conceived.

Herbert Spencer

Studies in style and readability research have led to the crystallisation of certain approaches to clear and persuasive writing. These approaches are outlined in this section. Suggestive illustrations are given under the heading: *Guidelines in Action: Glimpses.* *The slant is towards the reader who has to get things done on and off the job through written communication.* **To most of us, these are only gentle reminders.**

Be Goal-Oriented

*I think you've
got to consider
what you want to say,
think about it as deeply
and in as complicated
a manner as you like
(or as comes naturally
to your temperament)
but when you write it
you've got to make it
as interesting, as capable
of being understood,
as your talent
will possibly allow.*

C. P. Snow

This is the basic guideline.
This guideline says:
Remember, you write
aiming at results.
And, therefore,
write to express,
not to impress.

Writing may have
other aims —
to show how many
four-syllable words
one knows,
to impress the lay public,
to educate the semi-lettered

and so on.

In the working context,
these aims are not
quite relevant.

The aim of
written communication
in a working context
is to help the reader
understand the message
and respond relevantly.
This means we have
to concentrate on
expressing our thoughts.

We are welcome to impress;
but we must do
so by expressing,
by using a style
that is clear,
concise, and convincing.

Write for a Specific Purpose

*...once the aim is right
and the subject material
is picked
and the two things
mesh together,
then style will pretty well
take care of itself.*

* Louis Auchincloss

Writing is effective
when it is for
a specific purpose.
A communication fails
or succeeds to the extent
it achieves

the projected purpose.

Before we go about
our job, therefore,
we can make it
a habit to ask:

What is the specific purpose
for which I am attempting
this communication?

What do I expect
the reader to do?

Read my piece casually?
Study it?

Use it for reference?

Act on it promptly?

Anything else?

What else?

Let us have a clear idea
and constant awareness
of the purpose.

Let us use
the power of purpose.

Using this guideline
helps us in two ways:
it tells us
what material to include
and what to exclude;
it also tells us
how we may go about it.

What have you to say ?

*The first rule
for a good style is to have
something to say;
in fact, this in itself
is almost enough.*

Schopenhauer

The guideline given to
the professional writer is
Ask yourself:
Have I anything to say?
Unless you have
something new to say
or a new way of saying it,
you better not say it.

For those of us
who are not
professional writers,
the guideline means:
Be clear about
what you wish to say.
If the aim is to put
what is in our head
into the head
of the reader,
the first question is:
What is in our head?

If the message is
not clear to us,

we cannot hope to
make it clear to our reader.

What is the message
we wish to convey?
Even if it is clear to us,
it may not be clear to him.

Since he is *unlikely*
to seek a clarification —
he would far
rather ignore it
or assume
he understands it.

and we are not there
present to clarify things.
The words we have used
may or may not convey
the message to him.
If the message itself
is not clear,
the end results
can be worse.

A few suggestions,
therefore, are:
Make same notes
in writing.

Get the points into
a coherent sequence.
Coherent composition
is the natural outcome
of coherent thinking.

Keep the Guidelines in Balance

*A writer must be
as objective as
a chemist;
he must abandon
the subjective line.*

Anton Chekhov

Keep the guidelines
in balance:
that is a
fundamental guideline.

It is tempting to fall for
one or the other guideline.
If we do, our writing
may become lopsided
and suffer in effectiveness—
it may jar on the reader.

Let us consciously make
full use of variety.
Variety adds
rhythm to writing;
and rhythm is important,
next only to clarity.

Normally, we do make
full use of variety.
We go in for
short sentences
and long ones.

small words and big ones,
active and passive voice
and so on.

Occasionally, we may take
a single guideline
too seriously,
say, for example,
cut out excessive fat —
and overdo it
and thereby bore the reader:
This guideline cautions:
Beware of such excesses.

Write to a Person

*Write it Right or
they'll Read it wrong.*
An Air Force Sign

This may not be possible
everytime;
but it is often possible.

Often enough,
we get things done
through an individual
or a homogeneous group.

Let us know
whom we are writing to.
Let us know
as much as we can
about our reader's age,
occupational background
and preferences.

Where we do not know
specifically enough,
and where we have to write
to a wide enough audience
let us not assume
that the reader has been
in school for over 11 years.
Let us keep
the Fog index at 11 or less.

Plan your Design

*"Facts speak for themselves".
This is nonsense;
facts don't talk at all;
they have no meaning
whatsoever
until they are arranged,
analysed or interpreted.*

• Leo Rosten

illustrative examples
and practical applications,
sandwiched between
straight exposition.

Planning is a deliberate
prelude to writing.
And we write best
when we work from
a suitable design,
a design that is
functionally suitable.

When we know our purpose
and our audience,
we can design our writing
to fit them.

If instructions, our
preferred design will be
the cookbook style
or the direct
"you" approach.

If general reading,
we may opt
for a story design —

GUIDELINES IN ACTION : GLIMPSES

Plan your design

* RIBBON REFRIGERATOR COOKIES (FPL or FPS)

These cookies are attractive and bake well by this method

- 5 cups sifted all-purpose flour
- 4 teasp. baking powder
- $\frac{1}{2}$ teasp. salt
- 1 lb. soft butter or margarine
- 2 cups granulated sugar
- 2 teasp. vanilla
- 4 eggs
- $\frac{1}{4}$ cup cocoa
- $\frac{1}{2}$ cup chopped maraschino cherries, well drained (optional)

Sift together flour, baking powder and salt.

Place butter, sugar and vanilla in large Mixer bowl.

Cream on No. 7 speed for 2 minutes, scraping bowl.

Add flour mixture gradually.

Beat until blended.

Divide dough in half.

To one part, beat in cocoa; to another the cherries, if used.

Line two small loaf pans with waxed paper.

Divide chocolate and white dough in half.

Pack half of chocolate into bottom of the two pans, using pancake turner to make even.

Cover with a layer of white dough in each pan, another of chocolate, and final layer of white dough.

Pack each layer firmly.

Cover with waxed paper.

Chill several hours.

Turn loaves out on cutting board, slice each loaf in half lengthwise, then slice crosswise, about $\frac{1}{4}$ inch thick.

Bake in preheated Frypan at 300° — about 4 minutes on each side, turning with pancake turner.

Cool on wire cake cooler rack.

* From a cookbook.

*DISCING PROCEDURE

A new method has recently been developed whereby the disc is steam cleaned and then cut back one-half inch to a good working surface.

Under this new method longer life of these discs can be expected provided the correct discing procedure is understood and followed.

The information contained in this guide will assist you in instructing discing operators in the correct procedure. Correct use of the machine by the operator will produce quality work and expedite the work through your department.

Correct procedure

Make certain a disc of the correct type and size is used for the work to be done. The diameter of the backing pad should never be less than $\frac{3}{16}$ smaller than the diameter of the disc being used, because lack of the proper backing support will result in uneven and excessive disc wear. Never permit the operator reduce the size of the backing pad.

Know the required amount of discs needed for each operation and the number required for each shift. The correct amount only should be issued to the operator at the beginning of each shift.

Make sure all discs are used to full capacity before being replaced with a new disc. If an excessive amount of discs are used on a job it is an indication that the operator is not following the correct discing procedure. A check of the worn discs on the stand will assist you in determining if the discs are being used properly.

A combination disc and discing machine support stand

* From an Instructional Manual.

should be provided in locations conveniently accessible to the operator. Stand should be so constructed that it will support machine and grip adapter to permit removal of adapter screw and disc. And, also permit orderly stacking of new and used discs.

Be sure the operator adheres to the correct procedure when removing and replacing discs. Care should be taken to see that the disc is not bent or cracked while being removed. After being removed, the worn disc should be placed on the rack designed for the purpose.

To remove disc

Apply hexagon wrench to adapter nut. Hold edge of disc with one hand and turn disc in a counterclockwise direction. This will loosen the adapter screw and the disc from the adapter. Never permit the adapter screw to be struck with a hammer or other tool in an effort to loosen the screw.

To install disc

Place the adapter screw through the hole in the disc. Then place the disc and the adapter screw in position over the backing pad against the adapter. Place the palm of the hand over the adapter screw and turn in a clockwise direction until properly secured in the adapter.

Be Clear

*It isn't enough to write
so you will be understood.
You have to write
so you can't be
misunderstood.*

M. H. Williams

This guideline emphasises:
when you say something,
make sure you have said it.
Remember, the chances
of your having said it
are only moderate.
Remember too, you are not
writing in a leisurely age.

Writing is communication;
so clarity is
a basic virtue of writing.
Clarity facilitates
understanding
and understanding
is basic to response.
Lack of clarity,
ambiguity or obscurity
may seem a comedy
to the onlooker.
It can mean a tragedy
to the affected.
In the inimitable words
of Professor Shrunck,

muddiness is not merely
a disturber of prose,
it is a destroyer
of life, of hope:
death on the highway cursed
by a badly-worded roadsign,
heartbreak among lovers
caused by a misplaced phrase
in a well-intentioned letter,
anguish of a traveller
expecting to be met
at a railway station,
and not being met
because of
a slipshod telegram.

When we say,
let us be clear,
we are not questioning
the ability of the reader
to receive and
decode the message.
We only say:
Let us not take chances.
**Let us not make
understanding more difficult
than it is.**
If we consider
the following two paragraphs
we will find
they make about more or less

the same point;
but one decidedly makes it
in a clearer way.
In other words,
with some awareness

and some skill
it is possible
to make things
a little clearer.

Be Clear

2007

A

* The growth of employment depends on developments throughout the economy as a whole, and the principal measures to promote employment must be correspondingly broad based. The main prescription for the employment problem offered in the earlier post-war years was capital accumulation; industrial growth, in particular, was believed to be the primary solution for the generation of higher levels of employment. In developed countries where employment levels are high, a large proportion of the working population is in industry and a small proportion in agriculture, whereas in developing countries the position is quite the reverse. It was concluded, therefore, that the solution for developing countries lay in a rapid transfer of their working populations from the traditional agricultural sector to the modern industrial sector. Actual experience over the post-war years, however, has demonstrated that industry emerges as a major source of employment only after a long period of growth. Though numerous developing countries have made progress in industrialisation, the proportion of the working population employed in industry has generally risen only moderately, and the absolute number engaged in agriculture have invariably continued to increase. (Even in Japan, agricultural workers increased until the mid-1950s).

B

** The total number of farmers will not decrease no matter how hard each country tries to industrialise. Establishing new industries costs so much in machinery and equipment for each job it makes available, and population is growing so rapidly, that the most that can be hoped for is to provide non-farm employment for the annual *increase* in the number of people needing employment. Some countries will find it difficult to do even this. Reducing the number of farmers in a country's population comes relatively late in the process of development. Even in Japan, noted for its industrial development, there was no reduction in the number of persons dependent on farming for their livelihood from 1870 to 1940 and the number only dropped from 14,500,000 to 14,200,000 between 1940 and 1960. During the same period, from 1870 to 1960, non-agricultural employment rose from 3,000,000 to 18,000,000.

* From an article, *This Employment Problem*, Development Digest Vol. VII No. 4 Oct. 1969 UNESCO.

** From *Getting Agriculture Moving* by A. T. Mosher (Frederic A Praeger, New York).

CAUSES OF OBSCURITY

In his inimitable way, Somerset Maugham traces the causes of obscurity in written communication in The Summing Up.

* I have never had much patience with the writers who claim from the reader an effort to understand their meaning. You have only to go to the great philosophers to see that it is possible to express with lucidity the most subtle reflection. You may find it difficult to understand the thought of Hume, and and if you have no philosophical training its implications will doubtless escape you; but no one with any education at all can fail to understand exactly what the meaning of each sentence is. Few people have written English with more grace than Berkeley.

There are two sorts of obscurity that you find in writers. One is due to negligence and the other to wilfulness. People often write obscurely because they have never taken the trouble to learn to write clearly. This sort of obscurity you find too often in modern philosophers, in men of science, and even in literary critics. Here it is indeed strange. You would have thought that men who passed their lives in the study of the great masters of literature would be sufficiently sensitive to the beauty of language to write if not beautifully at least with perspicuity. Yet you will find in their works sentence after sentence that you must read twice to *discover the sense*. Often you can only guess at it, for the writers have evidently not said what they intended.

Another cause of obscurity is that the writer is himself not quite sure of his meaning. He has a vague impression of what he wants to say, but has not, either from lack of mental power or from laziness, exactly formulated it in

* From *The Summing up* by W. Somerset Maugham, Doubleday Doran, New York, 1938. pp. 30-31. Reproduced with permission.

his mind and it is natural enough that he should not find a precise expression for a confused idea... There is another form of wilful obscurity that masquerades as aristocratic exclusiveness. The author wraps his meaning in mystery so that the vulgar shall not participate in it. His soul is a secret garden into which the elect may penetrate only after overcoming a number of perilous obstacles. But this kind of obscurity is not only pretentious; it is short-sighted. For time plays it an odd trick. If the sense is meagre, time reduces it to a meaningless verbiage that no one thinks of reading.. But occasionally it throws a sharp cold light on what had seemed profound and thus discloses the fact that these contortions of language disguised very commonplace notions.

Written Communication : Limitations

*Spoken language
is the primary phenomenon,
and writing is only
a more or less imperfect
reflection of it.*

E. H. Sturtevant

*The wonder is that people
understand us;
it is not that
they misunderstand.*

Robert Gunning

Getting ideas from our head
into the other fellow's
is a difficult job
even with spoken words.
It is more so
by means of black marks
on white paper.

When we are talking
face to face,
we can see what kind of
impression we're making,
we can have the benefit
of verbal or nonverbal
feedback.

We can raise our voice
or pound the table;
we can smile, gesture,

and invite questions.

When we write,
we don't get a second chance.
Once the words are down
on paper, there they are.
The reader may understand,
may not understand
or may misunderstand.
Whatever he does,
the reader thinks
he has 'understood' us,
and it is on the basis
of that 'understanding',
he acts.

**And in this age
of instant communication,
the implications of confusion
in communication are severe.**

Writing has certainly
advantages over speaking —
memory is fleeting
and confusing, for example;
and a written piece
can save us a lot of bother.

What we discuss here
is not 'speaking or writing?'
What we discuss here
is the inherent limitations

of written communication
and how we can
provide for them.

If we wish to get
our meaning across,
our writing should be
as near speaking

as inherent limitations
will permit.

One way to do so
is to keep the tone
conversational.

More of this
in the next section.

Write as you Talk

*Well, I would tell him
(the aspiring writer)
to write more or less
as he speaks.
To try to get an accurate ear
for the spoken word
and not, so to speak,
put on a top hat
when he sits down
at his typewriter...
not that we should write
in a less than literate manner,
but that we must
avoid pretentiousness ...*

Ian Fleming

*I would really go along
rather firmly with
Kenneth Rexroth, who said,
in THE NATION a number
of years ago,
that it had taken him
twenty years to learn
to write as he spoke,
to learn to write a relaxed,
conversational style,
and that's what I would
love to be able to do.*

William Cole

Written communication is a substitute for oral communication, occasioned by space, time and other limitations. If conditions permit, we would be talking face to face. Since they do not permit, **we talk on paper** — at least that is what we should be doing. The idea of writing is not to display our vocabulary, nor our capacity to write abstruse prose. The idea of writing is to **talk clearly on paper**, consistent with the basic rules of grammar and rhetoric.

If writing is speaking on paper, if it is a substitute for conversation (not speech) the logical approach is to "write as you talk".

When we "write as we talk"
our writing is warmer
and more human,
and, therefore,
more readily
understandable.

We use plain words
in talking.

We use personal pronouns
and even
fragmentary sentences.

Our tone is
conversational.

Herein lies one of the secrets
of the readability
of fiction.

"To say that a person
talks like a book
is not praise for sure.
To say that a book
talks like a living person is,
however, high compliments
to the writer."

It is true
writing will not have
some of the aids
of speaking —
the tone of voice,
the gesture and the like;
but it is possible
to retain some of the aids
of conversation, for example,
repetition of phrases.

Undoubtedly,
writing cannot be
a tape-recorded version

of speaking;
it **will** remain
an edited one.
The point is:
Can we not keep
our writing conversational?
Would it not make
for readier understanding
and better impact?

Many seem to think
that we should be
'formal' or 'proper'
while writing.
The result is
we are friendly
and informal
when we talk
to a junior or a customer
and we become impersonal
and formal
when we **write**
the **same** thing to
the **identical** person.
This seemingly
two-faced personality
confuses and irritates
the other person.

Write as you talk:

this guideline may not be
applicable
in some situations;
but it is applicable
in most.
Whenever this approach
will serve the purpose
better,
let us adopt it.

GUIDELINES IN ACTION : GLIMPSES

Write as you talk

In accordance with suggestions embodied in your memorandum of June 5 issuance of a supplement to the April report was undertaken. Two (2) copies of said supplement are enclosed herewith for your information and records. We beg to thank you gratefully for this thoughtful suggestion and hope that you give forthcoming reports the same sort of careful consideration. (Original).

On June 5, you suggested we issue a supplement to the April report. Here are two copies of it for you. Thanks for your thoughtful suggestions. Keep them coming. (Revised.)

...

In reply to your query it should be said that generally our No. 4 fuel has seemed to be associated with best performance in the FG engine, which is apparently the one you have in operation from the description which you have given. We could suggest that possibly that fuel, or our No.5 when the weather is cold, is likely to give you the best results. (Original.)

From your description we judge you have an FG engine. If so, we recommend our No. 4 fuel for the best performance. Some customers have reported that in cold weather they prefer our No. 5 fuel. You may wish to give it a trial also. (Revised.)

...

In reference to communications requested as samples for the clear writing clinic, the attached memoranda are herewith submitted. (Original.)

Here are the sample memos you wanted for the clear-writing clinic. (Revised.)

...

Present designs of windshields are predicated on the assumption that one-piece windshields are preferred by the general public. (Original.)

Designers now assume the public prefer one-piece windshields. (Revised.)

On Production Management

This extract is from a book for production foreman. To our surprise, scientific management is not abstruse — the author has adopted the conversational style wherever possible.

My comments about this urge to get ahead may help to explain why “some people are never satisfied.” May be the personnel man was right. You can’t solve this kind of complaint because you don’t want to eliminate its cause—individual initiative.

You will agree, however, that you can reduce the irritations. These are the day-to-day irregularities that interfere with production. They cut down the output your people want to turn in. This relates back to merit increase, upgrading, or promotion.

Also, poor working conditions tend to reduce the pay-check if you have wage incentives. I’ll go into this subject in more detail next. Here I want to emphasize the cost increases you get when your people become “disgusted.” They may blame you. They may criticize “the company.” Sometimes they talk long and loud, saying, “nothing is right around here.”

ARE YOU A BOOSTER ?

People who are always sniping at “the company” give me a pain in the neck. If they don’t like the company, why don’t they go someplace else? That reminds me of an incident that took place recently. A union representative was raving and ranting, “The company is bleeding the employees. Our wages are so low our people are starving to death.” On and on it went for hours. You know the lingo word for word if you have this type of union. At the end, the boss man

* From *How Foreman Can Control Costs* by Phil Carroll. McGraw Hill Book Company, New York, 1955. Reproduced with permission.

said, "Joe, if our plant is so terrible, why don't you go to one of those other shops you tell me about where you could be much happier?" Joe stopped. Then he grinned and said, "Look, Mr. Blake, where could I find a job as good as the one I've got here?"

If you have this sort of discontent among your people, it may stem from how you, personally, feel about your company. When you're a booster, your people are usually. When you are lukewarm, they're apt to be. When you're agin' everything and everybody, they are almost sure to go 'long with you. That's the way I figure it out.

EXPLAIN YOUR RULES.

Please don't assume that I am suggesting you try to make your department into "one big happy family." I don't believe you can do that without giving the plant away. But I do think we can create a great deal more job satisfaction than we have in many plants.

My conviction is that many of our complaints result from failures to explain. We seem to put off telling folks the rules they might not like. "Why invite trouble?" We ask ourselves. Will your troubles be less if you wait until problems show up before explaining the rules? I wonder if it isn't easier to avoid troubles by pointing out in advance what your people can expect. I know that is true of the fundamentals of an incentive plan.

Use Personal Words

*All exposition
needs some story;
all story
needs some drama.*

Rudolf Flesh

Personal words refer to names of people, personal pronouns, and human interest words like man, woman, child, father, mother, daughter; and people, folks, fellow and friend.

Scientific tests have shown that people are better at reading about other people than about any thing else. They find it a lot easier to read and understand.

Why is this so?

Explains Dr. Flesch :

Probably because man knows nothing so well as man. His thinking and his language

started out as simple talk what he and people around him were doing; and primitive man did not doubt that there was a person behind every event and behind every tree and mountain. Our modern languages, of course, have gone a long way toward abstraction; but most of them still keep male and female genders for names of things, and in German, for instance, the answer to the question "Where is my coat?" is "He hangs in the closet."

Newspaper writing in particular makes clear its place in readable writing. The eyewitness report, the interview article, the straight biography, the closeup portrait and the many other human-interest devices make modern journalistic writing refreshing to read.

How well we apply this guideline can be measured.

A practical method, according to Dr. Flesch, is this:

First, count all names of people.

Next, count all personal pronouns except those that refer to things and not to people.

Then count the human-interest words on this list: Man, woman, child; boy, girl, baby; gentleman, lady, sir, mister, madam, miss; guy, dame, lad, lass, kid. Father, mother, son, daughter, brother, sister, husband, wife, uncle, aunt,

cousin, nephew, niece; family; parent; papa, mamma. People (not peoples), folks, combinations of these words with each other and with grand-, great-grand-, step-, and-in-law, and familiar forms of them like grandpa.

When you have found the number of these names, pronouns and human-interest words of your text, you can check the degree of human interest against this table:

Very easy	19 or more
Easy	14
Fairly easy	10
Standard	6
Fairly difficult	4
Difficult	3
Very difficult	2 or less

Write to the Reader

*What I like in a good author
is not what he says,
but what he whispers.*

Logan Pearsall Smith

When we talk
to a person, face to face,
we surely talk to him
right where he is.

We adjust ourselves to him,
his experiences,
his background and even
his preferences.

We use a language
he will readily understand,
we use terms
that he can picture.

This guideline asks:

**Why not do
something similar**
when you communicate
in writing?

Why not use
terms he can picture?

Why not tie in
with the reader's experience?

The logic of the argument
is this:

If a term is outside
the reader's realm of
experience,
he may not understand it.

If a term is
familiar to him,
he will readily
understand it.
We have therefore to slant
our writing towards
our audience.

While no valid generalization
can be made
concerning groups of readers
whose education, intelligence,
environment,
and range of experience
vary widely,

the fact that we as writers
are aware of this variation
will aid our adaptation.

Additionally,
according to John S Naylor,
the following seven questions
will be helpful:

1. Are my readers primarily
specialists or non-specialists?

2. What portions of my subject need definition and explanation so that readers can grasp my meaning clearly and easily?
3. What word choice shall I make? Differences in education, age, sex, occupation may mean differences in ability to comprehend; for there are all kinds of vocabularies: technical, scientific, group, professional. Each one may be appropriate in its field; but outside that field it is often unintelligible. Will my readers understand?
4. What should my style be? Non-readers and uneducated people have difficulty with long sentences and abstract statements, but they can follow a simple style which uses familiar examples.
5. After making two or three points, should I summarise before progressing to my next argument?
6. Do my readers already find the subject interesting or should I endeavour first to interest and then inform?
7. Will sex-and age-differences among my readers dictate my choice of material and method of presentation?

GUIDELINES IN ACTION : GLIMPSES

Write to the Reader

The purpose of this memorandum is to outline a procedure to assure that the oil in the crankcases of the Cushman motor scooters is changed at the properly designated intervals. The Cushman scooters are equipped with four-cycle gasoline engines having crankcases that contain oil in the amount of one quart. It is recommended by the manufacturer that the oil in these scooters be changed every 400 miles but the scooters are not equipped with speedometers, and, therefore, it will be necessary to establish a time interval for oil change. Inasmuch as it is estimated that the maximum probable mileage is approximately 400 miles per vehicle per month, it has been decided to have the oil changed at that interval.

(Original from a Service Manual slanted to customers)

It will be the responsibility of the operator of each scooter to see that such scooter is driven or otherwise transported to the Auto Garage at 30-day intervals, for the purpose of obtaining a change of lubricant.

(Revised)

Prefer the Simple to the Complex

*So often their
(young writers)
impulse is to assume
that talking big
is the same
as talking vigorously.
As well suppose
that the 'best way
to sing well
is to sing loud.*

F. L. Lucas

*I don't like to use
the word "egghead"
but I was bored
with reading
the kind of book
in which you had
to go back and read
the paragraph over in order
to find out what the writer
was talking about.*

Robert Lewis Taylor

This is one of the more
basic guidelines:
**prefer the simple expression
to the complex one.**

Things are becoming
more and more complex;

and men would do well
to move in
the opposite direction
to know and talk of
the underlying patterns.

Complex forms are
indeed tempting.

We resist them
in face-to-face
oral communication:
the blank look of
the other man puts us wise.

In writing, however,
we succumb
to this temptation.
Let us resist the temptation
of making
what we have to say
even more complex
in the telling.

Concepts can be complex.
It is impossible
to make easy
the ideas of an Einstein
or the psychology
of Proust.

For that reason
men like Albert Einstein

and William Harvey
did not increase
the complexity
of their thought
by foggy writing.
They have made it known
that complex ideas
can be expressed
in simple terms,
well-known terms.

In fact,
distillation of the complex
into the simple
can be seen in the writings
of most of the scientists.

**When the masters speak,
there is the clarity of logic
and the simplicity of one
who knows
what he is saying.**

Clarity is possible
even in the expression
of involved thought,
if enough skill is possessed
by the writer,
and, what is more important,
if he takes enough care.
The accompanying extracts
from some of the masters
will illustrate the point.

MASTERS SPEAKING

*A book is not less scholarly
for being readable,
nor the more reliable
for being dull.*

F. L. Lucas

Albert Einstein

Now for the principle of the conservation of mass. Mass is defined by the resistance that a body opposes to its acceleration (inert mass). It is also measured by the weight of the body (heavy mass). That these two radically different definitions lead to the same value for the mass of a body is, in itself, an astonishing fact. According to the principle—namely, that masses remain unchanged under any physical or chemical changes—the mass appeared to be the essential (because unvarying) quality of matter. Heating, melting, vaporization, or combining into chemical compounds would not change the total mass.

Physicists accepted this principle up to a few decades ago. But it proved inadequate in the face of the special theory of relativity. It was therefore merged with the energy principle—just as, about 60 years before, the principle of the con-

* From $E = MC^2$ by Albert Einstein in *Great Essays in Science* (ed. Martin Gardner). Washington Square Press, New York, 1957.

1
servation of mechanical energy had been combined with the principle of conservation of heat. We might say that the principle of the conservation of energy, having previously swallowed up that of the conservation of heat, now proceeded to swallow that of the conservation of mass—and holds the field alone.

It is customary to express the equivalence of mass and energy (though somewhat inexactly) by the formula $E=mc^2$, in which c represents the velocity of light, about 1,86,000 miles per second. E is the energy that is contained in a stationary body; m is its mass. The energy that belongs to the mass m is equal to this mass, multiplied by the square of the enormous speed of light—which is to say, a vast amount of energy for every unit of mass.

But if every gram of material contains this tremendous energy, why did it go so long unnoticed? The answer is simple enough: so long as none of the energy is given off externally, it cannot be observed. It is as though a man who is fabulously rich should never spend or give away a cent; no one could tell how rich he was.

Havelock Ellis

While, however, this admiration of fairness as a mark of beauty unquestionably prevails in England, I do not think it can be said—as it probably can be said of the neighbouring and closely allied country of France—that the most beautiful women belong to the fairest group of the community. In most parts of Europe the coarse and unbeautiful plebeian type tends to be very dark; in England it tends to be very fair. England is, however, somewhat fairer generally than most parts of Europe; so that, while it may be said that a very beautiful woman in France or in Spain may belong to the blondest section of the community, a

* From "What Makes a Woman Beautiful?" by Havelock Ellis in *Great Essays in Science* (ed. Martin Gardner). Washington Square Press, New York, 1957.

very beautiful woman in England, even though of the same degree of blondness as her Continental sister, will not belong to the extremely blonde section of the English community. It thus comes about that when we are in northern France we find that grey eyes, a very fair but yet unfreckled complexion, brown hair, finely moulded features, and highly sensitive facial expression combine to constitute a type which is more beautiful than any other we meet in France, and it belongs to the fairest section of the French population. When we cross over to England, however, unless we go to a so-called "Celtic district," it is hopeless to seek among the blondest section of the community for any such beautiful and refined type. The English beautiful woman, though she may still be fair, is by no means very fair, and from the English standpoint she may even sometimes appear somewhat dark. In determining what I call the index of pigmentation—or degree of darkness of the eyes and hair—of different groups in the National Portrait Gallery I found that the "famous beauties" (my own personal criterion of beauty not being taken into account) were somewhat nearer to the dark than to the light end of the scale. If we consider, at random, individual instances of famous English beauties they are not extremely fair. Lady Venetia Staley, in the early seventeenth century, who became the wife of Sir Kenelm Digby, was somewhat dark, with brown hair eyebrows. Mrs. Overall, a little later in the same century, a Lancashire woman, the wife of the Dean of St. Paul's, was, says Aubrey, "the greatest beauty in her time in England," though very wanton, with "the loveliest eyes that were ever seen"; if we may trust a ballad given by Aubrey she was dark with black hair. The Gunnings, the famous beauties of the eighteenth century, were not extremely fair, and Lady Hamilton, the most characteristic type of English beauty, has blue, brown-flecked eyes and dark chestnut hair. Coloration is only one of the elements of beauty, though an important one. Other things being equal, the most blonde is most beautiful; but it so happens that among the races of Great Britain, the other things are very frequently not equal, and that, notwithstanding a conviction ingrained in the language, with us the fairest of women is not always the "fairest." So magical, however, is the effect of brilliant colouring that it serves to keep alive in popular opinion an unqualified belief in the universal European creed of the beauty of blondness.

Let us first consider the relation of children to their brothers and sisters. I do not know why we presuppose that relation must be a loving one; for instances of hostility between adult brothers and sisters force themselves upon everyone's experience and we can often establish the fact that the disunity originated in childhood or has always existed. But it is further true that a great many adults, who are on affectionate terms with their brothers and sisters and are ready to stand by them to-day, passed their childhood on almost unbroken terms of enmity with them. The elder child ill-treats the younger, maligns him and robs him of his toys; while the younger is consumed with impotent rage against the elder, envies and fears him or meets his oppressor with the first stirrings of a love of liberty and a sense of justice. Their parents complain that the children do not get on with one another, but cannot discover why. It is easy to see that the character of even a good child is not what we should wish to find it in an adult. Children are completely egoistic; they feel their needs intensely and strive ruthlessly to satisfy them—especially as against the rivals, other children, and first and foremost as against their brothers and sisters. But we do not on that account call a child 'bad', we call him 'naughty'; he is no more answerable for his evil deeds in our judgement than in the eyes of the law. And it is right that this should be so; for we may expect that, before the end of the period which we count as childhood, altruistic impulses and morality will awaken in the little egoist and a secondary ego will overlay and inhibit the primary one. It is true, no doubt, that morality does not set in simultaneously all along the line and that the length of non-moral childhood varies in different individuals. If this morality fails to develop, we like to talk of 'degeneracy', though what in fact faces us is an inhibition in development. After the primary character has already been overlaid by later development, it can still be laid bare again, at all events in part, in cases of hysterical

* From "Dreams of the Death of Beloved Persons" by Sigmund Freud in *Great Essays in Science* (ed. Martin Gardner). Washington Square Press, New York, 1957.

illness. There is a really striking resemblance between what is known as the hysterical character and that of a naughty child. Obsessional neurosis, on the contrary, corresponds to a super-morality imposed as a reinforcing weight upon fresh stirrings of the primary character.

Many people, therefore, who love their brothers and sisters and would feel bereaved if they were to die, harbour evil wishes against them in their unconscious, dating from earlier times; and these are capable of being realized in dreams.

M. K. Gandhi

I came reluctantly to the conclusion that the British connection had made India more helpless than she ever was before, politically and economically. A disarmed India has no power of resistance against any aggressor if she wanted to engage in a conflict with him. So much is this the case that some of our best men consider that India must take generations, before she can achieve Dominion Status. She has become so poor that she has little power of resisting famines. Before the British advent India spun and wove in her millions of cottages, just the supplement she needed for adding to her meagre agricultural resources. This cottage industry, so vital for India's existence, has been ruined by incredibly heartless and inhuman process as described by English witnesses. Little do town dwellers know how the semi-starved masses of India are slowly sinking to lifelessness. Little do they know that their miserable comfort represents the brokerage they get for their work they do for the foreign exploiter, that the profits and the brokerage are sucked from the masses. Little do they realize that the Government established by law in British India is carried on for this exploitation of the masses. No sophistry, no jugglery in figures, can explain away the evidence that the skeletons in many villages present to the naked eye. I have no doubt whatsoever that both England and the town

* From "The Voice of Truth" by M. K. Gandhi in *The Selected Works of Mahatma Gandhi* (ed. Shriman Narayan). Navjivan Publishing House, Ahmedabad, 1968. Reproduced with Permission.

dwellers of India will have to answer, if there is a God above, for this crime against humanity, which is perhaps unequalled in history. The law itself in this country has been used to serve the foreign exploiter.

The greater misfortune is that the Englishmen and their Indian associates in the administration of the country do not know that they are engaged in the crime I have attempted to describe. I am satisfied that many Englishmen and Indian officials honestly believe that they are administering one of the best systems devised in the world, and that India is making steady, though, slow progress. They do not know, a subtle but effective system of terrorism and an organized display of force on the one hand, and the deprivation of all powers of retaliation or self-defence on the other, has emasculated the people and induced in them the habit of simulation. This awful habit has added to the ignorance and the self-deception of the administrators. Section 124A, under which I am happily charged, is perhaps the prince among the political sections of the Indian Penal Code designed to suppress the liberty of the citizen. Affection cannot be manufactured or regulated by law. If one has no affection for a person or system, one should be free to give the fullest expression to his disaffection, so long as he does not contemplate, promote, or incite to violence. But the section under which Mr. Banker and I are charged is one under which mere promotion of disaffection is a crime. I have studied some of the cases tried under it; I know that some of the most loved of India's patriots have been convicted under it. I consider it a privilege, therefore to be charged under that section. I have endeavoured to give in their briefest outline the reasons for my disaffection. I have no personal ill-will against any single administrator, much less can I have any disaffection towards the King's person. But I hold it to be a virtue to be disaffected towards a Government which in its totality has done more harm to India than any previous system. India is less manly under the British rule than she ever was before. Holding such a belief, I consider it to be a sin to have affection for the system. And it has been a precious privilege for me to be able to write what I have in the various articles tendered in evidence against me. In fact, I believe that I have rendered a service to India and England by showing in non-co-operation the way out of the unnatural state in which both are living. In my opinion non-co-operation with evil is as much a duty as is co-operation with good. But in the past, non-co-operation has been deliberately expressed in violence to the evil-doer. I am en-

deavouring to show to my countrymen that violent non-co-operation only multiplies evil, and that as evil can only be sustained by violence, withdrawal of support of evil requires complete abstention from violence. Non-violence implies voluntary submission to the penalty for non-co-operation with evil. I am here, therefore, to invite and submit cheerfully to the highest penalty that can be inflicted upon me for what in law is deliberate crime, and what appears to me to be the highest duty of a citizen. The only course open to you, the Judge and the assessors, is either to resign your posts and thus dissociate yourselves from evil, if you feel that the law you are called upon to administer is an evil, and that in reality I am innocent, or to inflict on me the severest penalty, if you believe that the system and the law you are assisting to administer are good for the people of this country, and that my activity is, therefore, injurious to the common weal.

William Harvey

In the first place, then, when the chest of a living animal is laid open and the capsule that immediately surrounds the heart is slit up or removed, the organ is seen now to move, now to be at rest—there is a time when it moves, and a time when it is motionless.

These things are more obvious in the colder animals, such as toads, frogs, serpents, small fishes, crabs, shrimps, snails, and shell-fish. They also become more distinct in warm-blooded animals, such as the dog and hog, if they be attentively noted when the heart begins to flag, to move more slowly, and, as it were, to die; the movements then become slower and rarer, the pauses longer, by which it is made much more easy to perceive and unravel what the motions really are, and how they are performed. In the pause, as in death, the heart is soft, flaccid, exhausted, lying, as it were, at rest.

In the motion, and interval in which this is accomplished, three principal circumstances are to be noted :

* *From of the Motions of the Heart, as seen in the Dissection of Living Animals* by William Harvey.

1. That the heart is erected, and rises upwards to a point, so that at this time it strikes against the breast and the pulse is felt externally.

2. That it is everywhere contracted, but more especially towards the sides, so that it looks narrower, relatively longer, more drawn together. The heart of an eel taken out of the body of the animal and placed upon the table or the hand, shows these particulars; but the same things are manifest in the heart of small fishes and of those colder animals where the organ is more conical or elongated.

3. The heart being grasped in the hand, is felt to become harder during its action. Now this hardness proceeds from tension, precisely as when the forearm is grasped, its tendons are perceived to become tense and resilient when the fingers are moved.

4. It may further be observed in fishes, and the colder blooded animals, such as frogs, serpents, etc., that the heart when it moves, becomes of a paler colour, when quiescent of a deeper bloodred colour.

From these particulars it appeared evident to me that the motion of the heart consists in certain universal tension both contraction in the line of its fibres, and constriction in every sense. It becomes erect, hard, and of diminished size during its action; the motion is plainly of the same nature as that of the muscles when they contract in the line of their sinews and fibres; for the muscles when in action, acquire vigour and tenseness, and from soft become hard, prominent, and thickened: in the same manner the heart. We are therefore authorized to conclude that the heart, at the moment of its action, is at once constricted on all sides, rendered thicker in its parietes and smaller in its ventricles, and so made apt to project or expel its charge of blood. This, indeed, is made sufficiently manifest by the fourth observation preceding, in which we have seen that the heart, by squeezing out the blood it contains becomes paler, and then when it sinks into repose and the ventricle is filled anew with blood, that the deeper crimson colour returns. But no one need remain in doubt of the fact, for if the ventricle be pierced the blood will be seen to be forcibly projected outwards upon each motion or pulsation when the heart is tense.

An unlearned carpenter of my acquaintance once said in my hearing: "There is very little difference between one man and another; but what little there is, is very important." This distinction seems to me to go to the root of the matter. It is not only the size of the difference which concerns the philosopher, but also its place and its kind. An inch is a small thing, but we know the proverb about an inch on a man's nose

Now, there is a striking law over which few people seem to have pondered. It is this: That among all the differences which exist, the only ones that interest us strongly are those *we do not take for granted*. We are not a bit elated that our friend should have two hands and the power of speech, and should practise the matter-of-course human virtues; and quite as little are we vexed that our dog goes on all fours and fails to understand our conversation. Expecting no more from the latter companion, and no less from the former, we get what we expect and are satisfied. We never think of communing with the dog by discourse of philosophy, or with the friend by head-scratching or the throwing of crusts to be snapped at. But if either dog or friend fall above or below the expected standard, they arouse the most lively emotion. On our brother's vices or genius we never weary of descanting; to his bipedism or his hairless skin we do not consecrate a thought. *What* he says may transport us; that he is able to speak at all leaves us stone cold. The reason of all this is that his virtues and vices and utterances might, compatibly with the current range of variation in our tribe, be just the opposites of what they are, while his zoologically human attributes cannot possibly go astray. There is thus a zone of insecurity in human affairs in which all the dramatic interest lies; the rest belongs to the dead machinery of the stage. This is the formative zone, the part not yet ingrained into the race's average, not yet a typical, hereditary, and constant

* From "The Individual and Society" by William James in *The Philosophy of William James Selected From His Chief Works* with an Introduction by Horace M. Kallers, The Modern Library, Random House.

factor of the social community in which it occurs. It is like the soft layer beneath the bark of the tree in which all the year's growth is going on. Life has abandoned the mighty trunk inside, which stands inert and belongs almost to the inorganic world. . . .

Jawaharlal Nehru

What is this India, apart from her physical and geographical aspects? What did she represent in the past? What gave strength to her then? How did she lose that old strength? And has she lost it completely? Does she represent anything vital now, apart from being the home of a vast number of human beings? How does she fit into the modern world?

The wider international aspect of the problem grew upon me as I realized more and more how isolation was both undesirable and impossible. The future that took shape in my mind was one of intimate co-operation, politically, economically, and culturally, between India and the other countries of the World. But before the future came there was the present, and behind the present lay the long and tangled past, out of which the present had grown. So to the past I looked for understanding.

India was in my blood and there was much in her that instinctively thrilled me. And yet I approached her almost as an alien critic, full of dislike for the present as well as for many of the relics of the past that I saw. To some extent I came to her via the West, and looked at her as a friendly westerner might have done. I was eager and anxious to change her outlook and appearance and give her the garb of modernity. And yet doubts arose within me. Did I know India?—I who presumed to scrap much of her past heritage? There was a great deal that had to be scrapped, that must be scrapped; but surely India could not have been what she undoubtedly was, and could not have con-

* From *The Discovery of India* by Jawaharlal Nehru. Asia Publishing House, New Delhi. Reproduced with permission.

tinued a cultured existence for thousands of years, if she had not possessed something very vital and enduring, something that was worthwhile. What was this something?

I stood on a mount of Mohenjo-daro in the Indus Valley in the north-west of India, and all around me lay the houses and streets of this ancient city that is said to have existed over five thousand years ago; and even then it was an old and well developed civilization. 'The Indus civilization,' writes Professor Childe, 'represents a very perfect adjustment of human life to a specific environment that can only have resulted from years of patient effort. And it has endured; it is already specifically Indian and forms the basis of modern Indian culture.' Astonishing thought: that any culture or civilization should have this continuity for five or six thousand years or more; and not in a static, unchanging sense, for India was changing and progressing all the time. She was coming into intimate contact with the Persians, the Egyptians, the Greeks, the Chinese, the Arabs, the Central Asians, and the peoples of the Mediterranean. But though she influenced them and was influenced by them, her cultural basis was strong enough to endure. What was the secret of this strength? Where did it come from?

I read her history and read also a part of her abundant ancient literature, and was powerfully impressed by the vigour of the thought, the clarity of the language, and the richness of the mind that lay behind it. I journeyed through India in the company of mighty travellers from China and Western and Central Asia who came here in the remote past and left records of their travels. I thought of what India had accomplished in Eastern Asia, in Angkor, Borobudur, and many other places. I wandered over the Himalayas, which are closely connected with old myth and legend, and which have influenced so much our thought and literature. My love of the mountains and my kinship with Kashmir especially drew me to them, and I saw there not only the life and vigour and beauty of the present, but also the memoried loveliness of ages past. The mighty rivers of India that flow from this great mountain barrier into the plains of India attracted me and reminded me of innumerable phases of our history. The Indus or Sindhu, from which our country came to be called India and Hindustan, and across which races and tribes and caravans and armies have come for thousands of years; the Brahmaputra, rather cut off from the main current of history but living in old

story, forcing its way into India through deep chasms cut in the heart of the north-eastern mountains, and then flowing calmly in a gracious sweep between mountain and wooded plain; the Jumna, round which cluster so many legends of dance and fun and play; and the Ganges, above all the river of India, which has held India's heart captive and drawn uncounted millions to her banks since the dawn of history. The story of the Ganges, from her source to the sea, from old times to new, is the story of India's civilization and culture, of the rise and fall of empires, of great and proud cities, of the adventure of man and the quest of the mind which has so occupied India's thinkers, of the richness and fulfilment of life as its denial and renunciation, of ups and downs, of growth and decay, of life and death.

S. Radhakrishnan

The Indian thinkers do not oppose nature to spirit. When the natural life of man comes to itself, his spiritual being becomes manifest. Man's final growth rests with himself. His future is not solely determined, like that of other animals, by his biological past. It is controlled by his own plans for the universe. Man is not an insignificant speck in a depersonalized universe. When we overlook the inward subjectivity of man, lose ourselves in the world, we confuse being with having; we flounder in possessions as in a dark, suffocating bog, wasting our energies, not on life, but on things. Instead of using our houses, our wealth, and our other possessions, we let them possess and use us; we thus become lost to the life of spirit and are soulless. It is attachment to nature that is inconsistent with spiritual dignity. It is not necessary for us to throw off the limitations of nature. Our bodies are the temples of the Divine. They are the means for the realization of value, *dharma-sadhana*. When human beings are most clearly aware, most awake, they feel that in some sense which cannot be clearly articulated, they are the instruments for expression of the spirit, vessels of the spirit. When we rea-

* From *Religion and Culture* by S. Radhakrishnan Hind Pocket Books P. Ltd., Delhi, 1968. Reprinted by permission.

lize this, we outgrow individualism, we see that we and our fellow-men are the expressions of the same spirit; the distinctions of race and colour, religion and nation become relative contingencies. We are reminded of Socrates' death-bed statement: 'I am not an Athenian or a Greek but a citizen of the world.' To the large-hearted, all men are brother in blood, says a well-known Sanskrit verse. The Bhagavad-gita tells us that a truly religious man sees with equality everything in the image of his own self, whether in pleasure or in pain.

From the emphasis on the immanence of the Divine in man, it follows that there is not one single individual, however criminal he may be, who is beyond redemption. There is no place at whose gates it is written: Abandon all hope, ye who enter here. There are no individuals who are utterly evil. Their characters have to be understood from within the context of their lives. Perhaps the criminals are diseased fellow-men whose love has lost its proper aim. All men are the children of the Immortal, *amrtasya putrah*. The spirit is in everyone as a part of one's self, as a part of the very substratum of one's being. It may be buried in some like a hidden treasure beneath a barren debris of brutality and violence—but it is there all the same, operative and alive, ready to come to the surface at the first suitable opportunity.

C. Rajagopalachari

The value of a nation's currency depends on the balance of trade between that nation and nations abroad. We have seen this in our own affairs as in the recent crisis of the Franc in France. Production in the country, agricultural, mining or industrial, its volume and quality, its ability to cope with competition in the foreign markets, it is these that decide the value of the currency of that country on the positive side. On the negative side, the volume of imports from foreign countries which that nation has perforce to purchase affects the value of its own currency, be it the

* From his article: *To Defend our Rupees* in *Swarajya* of 14 Dec. 1968. Reproduced with permission.

rupee, pound, franc or dollar. If a nation wishes to improve the value of its currency, it has to produce more of the commodities, agricultural, minning or industrial, which can be sold in foreign markets, or it has to reduce its own imports, be they foodgrains, other raw materials, industrial articles or parts essential for indigenous productive purposes which have to be bought abroad and imported.

An increase in production depends on many factors some of which are extremely difficult to achieve quickly—or at all. A decrease in imports is what goes by the name of austerity programmes. The success of these austerity drives depends on many factors, one of which is the capacity of the people to suffer the austerity imposed, which calls for a considerable degree of patriotism. Part of the austerity programme may fall on the Government of the country, which in turn may put a great deal of privation and difficulty on the people. The reduction of Government expenditure always involves privations and distress to be suffered by the people as a whole or by sections of the people.

Imports may be of all kinds. Some may be essential for the manufactures in which the industrialists of the nation are engaged. Some may be essential for its mining and agricultural operations. These are very difficult of manipulation in the interest of improving the balance of trade. Coercive reduction in these categories may cause greater net loss than any gain. It is in the direction of reducing consumption of articles of production, which may be dispensed with for national austerity's sake, that reduction must be planned and executed.

Once upon a time, not very long ago, in terms of history, people in India, to whatever level in society they belonged, lived, broadly speaking, alike. The richer people did not use their wealth for their own high living. Their tastes were not very different from those of the people around them who were poorer than themselves. Their great luxury consisted in making charitable endowments or leaving big inheritances to their children. Luxuries were not, relatively speaking, indulged in. Today not only the wealthy but even the middle class folk buy, and consider as essential, many articles and services which in former days were not thought of as essential. It has now become difficult to enforce austerity in respect of the consumption of these articles or the demand for these services.

But difficult as it may be, and whatever party may be ruling the country, austerity in these directions is necessary to save the nation from bankruptcy. We may not be able now to reduce food imports such as have been found necessary, but we must practise austerity where it can be done. One advantage we have in this matter, the consumption and use of imported articles, which can be dispensed with particularly, relate to the habits of upper and middle classes, not of the poorest sections of the people. We may hope to influence these upper and middle classes by appealing to their patriotic impulses to subject themselves to privations.

This problem is different from the problem of food import and food production. The shortage in food is sought to be met by reduction of population through promoting the practice of sexual indulgence but avoiding conception. My opposition to this is well known and I need not dwell on it here, except to say that contraceptives serve only to enable the affluent and the middle classes to keep up their present standards of life and consumption and use of luxuries. Contraceptive measures will not within a measurable time serve to meet the food shortage. What Governments are doing in the way of pseudo land reforms, destroying big farmers and increasing fragmentation of land, is the opposite of what should be done. Fragmentation will inevitably reduce production and the movement of foodgrains to the markets that supply the consumers in the urban areas. These pseudo reforms linked to pseudo socialism must be given up. Our farmers both big and small are eager to adopt whatever is practicable and useful for increasing the production of foodgrains, if only the Government will not encourage the disruptive elements but take steps to bring about harmony and good order. There is room for austerity at higher levels including the modern sanitary conveniences or deprive them of civic amenities, such as drainage and clean water supply or medical assistance or education. But outside these, there is plenty of room for austerity towards improving our national trade balance. Like the international armament race that is going on, there is a luxury-race that has started among the richer and middle classes in developing countries, families and individuals vying with and copying one another in indulging in a higher standard of life than we are entitled to, considering the state of our nation.

The following taken from a report in the *New York Times Weekly Review* is worthy of note as bringing out German character and what makes Germany great:

Bonn: The West German trade surplus this year will be bigger than the American. West Germany's gold and dollar reserves are the highest in Europe. So far in November more than \$2 billion have poured into the country. The reluctance to demand wage increases, the existence of modern machinery, the penchant for working hard, all combined to keep industrial costs low.

Additionally, the Germans are frugal. Even when the economy is expanding and when the mark notes crackle in their pockets, the Germans prefer to go to the bank.

Bertrand Russell

Philosophically, the special theory demanded a revolution in deeply rooted ways of thought, since it compelled a change in our conception of the spatio-temporal structure of the world. Structure is what is most significant in our knowledge of the physical world, and for ages structure had been conceived as depending upon two different manifolds, one of space, the other of time. Einstein showed, that, for reasons partly experimental and partly logical, the two must be replaced by one which he called "space-time." If two events happen in different places, you cannot say, as was formerly supposed, that they are separated by so many miles and minutes, because different observers, all equally careful, will make different estimates of the miles and minutes, all equally legitimate. The only thing that is the same for all observers is what is called "interval," which is a sort of combination of space-distance and time-distance as previously estimated.

The general theory has a wider sweep than the special theory, and is scientifically more important. It is primarily a theory of gravitation. No advance whatever had been made in explaining gravitation during the 230 years since Newton, although the action at a distance that it seems

* From "The Science to Save us from Science" by Bertrand Russell *Great essays in Science* (ed. Martin Gardner). Washington Square Press, New York, 1957.

to demand had always been repugnant. Einstein made gravitation part of geometry; he said that it was due to the character of space-time. There is a law called the "Principle of Least Action," according to which a body, in going from one place to another, chooses always the easiest route, which may not be a straight line: It may pay you to avoid mountain-tops and deep valleys. According to Einstein (to use crude language, misleading if taken literally,) space-time is full of mountains and valleys, and that is why planets do not move in straight lines. The sun is at the top of a hill, and a lazy planet prefers going round the hill to climbing up to the summit. There were some very delicate experimental tests by which it could be decided whether Einstein or Newton fitted the facts more accurately. The observations came out on Einstein's side, and almost everybody except the Nazis accepted his theory.

Some odd things have emerged as a consequence of the general theory of relativity. It appears that the universe is of finite size, although unbounded. (Do not attempt to understand this unless you have studied non-Euclidean geometry). It appears also that the universe is continually getting bigger. Theory shows that it must be always getting bigger, or always getting smaller; observation of distant nebulae shows that it is getting bigger. Our present universe seems to have begun about 2 billion years ago what, if anything, there was before that, it is impossible to conjecture.

Henry David Thoreau

Practically speaking, the opponents to a reform in Massachusetts are not a hundred thousand politicians at the South, but a hundred thousand merchants and farmers here, who are more interested in commerce and agriculture than they are in humanity, and are not prepared to do justice to the slave and to Mexico, *cost what it may*. I quarrel not with far-off foes, but with those who, near at home, cooperate

* From "Civil Disobedience" by Henry David Thoreau in *Walden and other writings of Henry David Thoreau* (ed. Brooks Atkinson), Modern Library, New York, 1937.

with and do the bidding of, those far away, and without whom the latter would be harmless. We are accustomed to say, that the mass of men are unprepared; but improvement is slow, because the few are not materially wiser or better than the many. It is not so important that many should be as good as you, as that there be some absolute goodness somewhere; for that will leaven the whole lump. There are thousands who are *in opinion* opposed to slavery and to the war, who yet in effect do nothing to put an end to them; who, esteeming themselves children of Washington and Franklin, sit down with their hands in their pockets, and say that they know not what to do, and do nothing; who even postpone the question of freedom to the question of free-trade, and quietly read the prices-current along with the latest advices from Mexico, after dinner, and, it may fall asleep over them both. What is the price-current of an honest man and patriot to-day? They hesitate, and they regret, and sometimes they petition; but they do nothing in earnest and with effect. They will wait, well disposed, for others to remedy the evil, that they may no longer have it to regret. At most, they, give only a cheap vote and a feeble countenance and God-speed, to the right, as it goes by them. There are nine hundred and ninety-nine patrons of virtue to one virtuous man. But it is easier to deal with the real possessor of a thing than with the temporary guardian of it.

All voting is a sort of gaming, like checkers or backgammon, with a slight moral tinge to it, a playing with right and wrong, with moral questions; and betting naturally accompanies it. The character of the voters is not staked. I cast my vote, perchance, as I think right; but I am not vitally concerned that the right should prevail. I am willing to leave it to the majority. Its obligation, therefore, never exceeds that of expediency. Even voting *for the right is doing* nothing for it. It is only expressing to mean feebly your desire that it should prevail. A wise man will not leave the right to the mercy of chance, nor wish it to prevail through the power of the majority. There is but little virtue in the action of masses of men. When the majority shall at length vote for the abolition of slavery, it will be because they are indifferent to slavery, or because there is but little slavery left to be abolished by their vote. *They* will then be the only slaves. Only *his* vote can hasten the abolition of slavery who asserts his own freedom by his vote.

I hear of a convention to be held at Baltimore, or elsewhere for the selection of a candidate for the Presidency, made up chiefly of editors, and men who are politicians by profession; but I think, what is it to any independent, intelligent, and respectable man what decision they may come to? Shall we not have the advantage of his wisdom and honesty, nevertheless? Can we not count upon some independent votes? Are there not many individuals in the country who do not attend conventions? But no: I find that the respectable man, so called, has immediately drifted from his position, and despairs of his country, when his country has more reason to despair of him. He forthwith adopts one of the candidates thus selected as the only available one, thus proving that he is himself available for any purposes of the demagogue. His vote is of no more worth than that of any unprincipled foreigner or hireling native, who may have been bought. Or for a *man* who is a man, and, as my neighbor says, has a bone in his back which you cannot pass your hand through! Our statistics are at fault: the population has been returned too large. How many *men* are there to a square thousand miles in this country? Hardly one. Does not America offer any inducement for men to settle here? The American had dwindled into an Odd Fellow,—one who may be known by the development of his organ of gregariousness, and a manifest lack of intellect and cheerful self-reliance; whose first and chief concern, on coming into the world, is to see that the Alms houses are in good repair; and, before yet he has lawfully donned the virile garb, to collect a fund for the support of the widows and orphans that may be; who, in short, ventures to live only by the aid of the Mutual Insurance company, which has promised to bury him decently.

Swami Vivekananda

Two ideals of truth are in our scriptures; the one is what we call the eternal, and the other is not so authoritative, yet binding under particular circumstances, times, and places. The eternal relations between souls and God are embodied in what we call the *Srutis*, the Vedas. The next set of truths is what we call the *Smrtis*, as embodied in the words of

* From "The Sages of India" by Swami Vivekananda, *Complete Works* Vol. III, Advaita Ashram, Almora, 1963.

Manu, Yajnavalkya, and other writers, and also in the Puranas, down to the Tantras...

Another peculiarity is that these Srutis have many sages as the recorders of the truths in them, mostly men, even some women. Very little is known of their personalities, the dates of their birth, and so forth, but their best thoughts, their best discoveries, I should say, are preserved there, embodied in the sacred literature of our country, the Vedas. In the Smrtis, on the other hand, personalities are more in evidence. Startling, gigantic, impressive, worldmoving persons stand before us, as it were, for the first time, sometimes of more magnitude even than their teachings.

This is a peculiarity which we have to understand—that our religion preaches an Impersonal-Personal God. It preaches any amount of impersonal laws plus any amount of personality; but the very fountainhead of our religion is the Srutis, the Vedas, which are perfectly impersonal; the persons all come in the Smrtis and Puranas—the great avatars, incarnations of God, prophets, and so forth. And this ought also to be observed that, except our religion, every other religion, every other religion in the world depends upon the life or lives of some personal founder or founders. Christianity is built upon the life of Jesus Christ, Moham-medanism upon Mohammed, Buddhism upon Buddha, Jainism upon Jinas, and so on. It naturally follows that there must be in all these religions a good deal of fight about what they call the historical evidences of these great personalities. If at any time the historical evidences about the existence of these personages in ancient times become weak, the whole building of the religion tumbles down and is broken to pieces. We escaped this fate, because our religion is not based on persons but principles. That you obey your religion is not because it came through the authority of a sage, no, not even of an incarnation. *Krishna* is not the authority of the Vedas, but the Vedas are the authority of *Krishna* himself. His glory is that he is the greatest preacher of the Vedas that ever existed. So with the other incarnations; so with all our sages.

GUIDELINES IN ACTION : GLIMPSES

Prefer the simple to the complex

Racist thinking and scapegoating, the fomenting of divided loyalties, the accepting of stereotypes about supposed hereditary superiorities of groups, are consonant neither with our democratic way of life nor with the scientific findings of our anthropologists and psychologists. As part of a social attack on the economic and psychological roots of intergroup hostility, intercultural education in the schools can make a contribution. (Original)

Schools must fight race hatred. They can do it by teaching respect for all cultures and by bringing to light what is at the root of one group's dislike for another. (Revised)

* * *

The responsibilities of the Sales Development Division are understood to be: First, to serve in an advisory capacity in screening and evaluation of new products; second, to assist in selection of those that are most promising candidates and deemed most likely to prove profitable with a minimum of conflict with the established marketing program; third, to initiate, carryout, and co-ordinate a program for the successful development of each product from the time it is selected as promising until it has reached its maximum, profitable sales potential. To realise this objective it is necessary..." (Original)

The Sales Development Division is expected to:

- a. Advise in screening new products.
- b. Help select those that promise most profit, with least conflict in our marketing program.
- c. Carry out a development program for each new product selected until it reaches its greatest sales potential.

(Revised)

* This guideline does *not* prohibit complex terms. Use both simple and complex terms — if the complex form is best for clear expression, use it but give the simple one a chance. May be, it can work as well, if not better.

Use Paragraphs to Facilitate Clarity

I dislike reading a heavy solid black page of type, so I'm always conscious, when working on my manuscript.

Irving Stone

The guideline rules:
Go in for short, simple paragraphs.
Try one para for one idea.

The logic of this is that the reader can and should draw breath at the end of each paragraph for an instant and rest.

Enormous blocks of print look formidable to a reader. Reasonably short paragraphs give a visual assurance that the writer has taken the trouble of breaking his thoughts up into small, easy-to-assimilate parts.

Breaking long paragraphs in two, even if it is

not necessary to do so is often a help.

One related tip is: begin each paragraph either with a sentence that suggests the topic or with a sentence that helps the transition.

Another is: Remember, that too many short paragraphs in quick succession can be distracting. Moderation is indicated. Keep most paragraphs short, but don't hesitate to toss in a fairly long one if logic demands it.

GUIDELINES IN ACTION : GLIMPSES

Use paragraphs to facilitate clarity

Office memorandum

Subject: Grant of permission to Central Government servants to join the Provincial units of the...

The undersigned is directed to refer to this Ministry's Office Memorandum No. 25/19/49 dated 7th July, 1950, as amended from time to time, on the subject and to say that a suggestion has been made that civil Government servants who are at present allowed to join only urban units of the ..., should also be allowed to join provincial units of that ..., where training is imparted on a whole time basis in a camp for a continuous period of three months in the first training year of recruitment and for a period of two months in subsequent years during which the civil Government servant concerned will have to be away from his Civil Post.

(Original)

Office Memorandum

Subject: Grant of permission to Central Government servants to join the provincial units of the ..

Ref : — The Ministry's Office Memorandum No. 25/10/49 dated 7th, 1950, as amended from time to time.

A suggestion has been made that civil Government servants who are at present allowed to join urban units of the ... should also be allowed to join provincial units of that

Training in provincial units is imparted in a camp on a whole time basis for a continuous period of three months in the first training year of recruitment and for a period of two months in subsequent years. During these periods, the civil Government servant will, therefore, have to be away from his civil post. (Revised)

Keep your Sentences Straight, Short, Simple

*Whenever you can
shorten a sentence, do.
And one always can.
The best sentence?
The shortest.*

Gustave Flaubert

This guideline commends:

On an average,
keep your sentences short,
keep your sentences simple,
keep your sentences straight.

In other words,
liberally use short sentences.

Readable writers are found
to keep the *average*
sentence length short.
Charles Dickens, for example,
keep it at about 20 words
per sentence.

Easy reading is found to have
the average sentence length
short.

Reader's Digest, for example,
keeps it at about
17 words per sentence.

The logic of this is
that way we are nearer to
face to face conversation.

The long sentences
by themselves are not "bad".
Only, they tend to become
complex sentences;
and complex sentences
tend to become
confusing ones.

The longer the sentences are,
the more the words;
the more the words,
the more *the relationships*
between them —
and consequently,
the more effort for the reader
to remember and
to follow them.

It is difficult
to play out a long sentence
and still keep
the relationships clear.

Does a short sentence make
a difference in clear writing?
It does,
say research tests.
The procedure of the tests

briefly, is to submit a news story to a group of college students. The students are allowed to read the story only once, But without a time limit. Then they are asked a few questions to test the information they have derived from it. Next, a rewritten version of the story with *reduced average sentence length* is submitted to a different group of students and the same questions are asked.

The result, it is, found, is that the comprehension of the second version is many times better than that of the first version.

What is the secret?
It is that there is **just one idea to a sentence**; it is *not* the mere length of a sentence that matters. One idea to a sentence speeds up reading and facilitates comprehension. The guideline, therefore, can as well read: One idea, one sentence, wherever possible.

There is also a practical consideration. If the clauses of a sentence are too long, the reader runs out of breath, so to say. Sentences should meet the needs of the respiration, and the combination of words should come easily off the tongue. Ease of reading makes for ease of understanding.

The guideline does *not* read: Use short and simple sentences at any cost, even if they sound choppy and boring, even if that way the meaning is foggy. In fact, a short or simple sentence does not necessarily make for clarity. Short sentences can be as foggy as long ones.

For example, consider these short sentences:

- 1a. Ontogeny recapitulates phylogeny.
- 2a. The ore can be beneficiated by flotation.

3a. The flat plate showed nothing so a static ray was made.

Revised, they read and read better as :

1b. As a plant or animal develops from a single cell to its full grown state, it takes forms similar to those which have occurred during the evolution of its species.

2b. The useful part of the ore can be separated from the waste material by means of washing process which will float the good ore away from the waste.

3b. A simple roentgenogram gave no evidence of abnormality; therefore, roentgenologic examination was made after the patient had swallowed a suspension of barium.

This guideline simply says:
Go for clarity;
and a simple
and short sentence
often helps clarity.
It is possible to express
a thought
in short sentences
with much more clarity.
If clarity can be assured

only with long sentences,
go ahead.

Also, once in a while,
run in a long sentence
even 40 or 60 words long,
to give a variety of pace
to your writing.

What Dr. Richard M. Hewitt
tells medical writers
is applicable to
management writers too.
Dr. Hewitt says:

The long sentence is
a safe device when used
by practised writers.
On the other hand,
writers of scientific material,
whose mastery generally lies
in a field other than writing,
usually will find
the short sentence
more suitable
to their purposes.

Before we think
in terms of *cures*,
we should know
why we write
over-long sentences?
One reason is that
we try to jam
too many ideas into
the single-sentence package.
Consider the following
two passages —
one as we often write it,
the other as we can well do.

A

Before the man had entered the army he had worked in an asbestos mine and even then he had been troubled by a cough, all of which threw doubt on the question of his pulmonary condition being service connected but, in any event, he had been inducted, had served both in this country and in Europe for three years and was entitled to sanatorium care, for which reason the medical officer in charge made arrangements for his transfer.

B

In civil life the man had worked in asbestos mine and even then he had been troubled by a cough. Whether his pulmonary condition had been acquired before or after he had entered the army, therefore, was unknown. In any event, he had served in this country and abroad for a total of three years. His right to care in a sanatorium was not seriously questioned and the medical officer in charge arranged for the patient's transfer.

The question logically arises:

What are some of the practical methods of keeping sentences short?

Here are a few:

Be aware of the rule: it helps.

Remember, a long sentence can be broken up into shorter, simpler sentences. Doing so makes relationships easier for the reader and it saves you words too.

To test whether you should break up your sentences further, you can ask yourself these questions:

When I read this sentence objectively, can I understand it instantly?

If I were *not* an English-speaking person, and my knowledge of English though extensive was academic, not colloquial, could I translate without difficulty?

GUIDELINES IN ACTION : GLIMPSES

Keep the sentences short, simple

The Parks and Recreation Department is casting about for summer playground instructors but meanwhile it still doesn't have sufficient funds to provide guards to prevent the vandalism that almost ended recreational activities last summer and prompted the city council to demand the resignation of Parks Commissioner J. J. who had held the position since 1957 and who, as a former city councilman, was instrumental in initiating summer recreational activities. (Original)

The Parks and Recreation Department is looking for summer playground instructors. However, it still doesn't have enough money for guards to prevent vandalism. Last summer vandals almost halted the recreation program. The city council blamed Park Commissioner J. J. a former councilman and demanded his resignation. (Revised)

* * *

The clinical significance of this work has been borne out in numerous patients who have had the operations in whom the carcinoma which recurred subsequent to operation has been isolated by the measures described. (Original)

The clinical significance of this work has been borne out in numerous cases. If after surgical operation, the carcinoma has recurred, it has been isolated by the measures described. (Revised)

* * *

Applications from four departments for financial assistance in development of training programmes were voted approval by the board of directors. (Original)

The directors granted four departments money for training programmes. (Revised)

* * *

I would appreciate very much if there are any future occa-

sions to call matters of this type to my attention, that the memo be addressed to the Order Department with a copy to me, rather than sending it directly to me, which requires separate attention and which I can see that compliances is secured with equal effectiveness if the case is so noted by copy to the appropriate department or person.
(Original)

It will help if you address future memos of this sort to the Order Department with a copy to me. In this way I can see that a matter gets action, without writing an additional memo.
(Revised)

* * *

In reviewing bid comparisons for equipment, consideration should be given to the selection of the equipment which duplicates that already in service and giving good all-round performance. Sometimes selections of equipment are made with relatively small price differential between the lowest price and the price for equipment already installed in the plant. In this instance, consideration of such bid comparisons should include the economics of purchasing and carrying in stores, stocks spare parts for an entirely new piece of equipment as compared to purchasing a duplicate unit. In order to accomplish this, obtain price quotations for the usual spare parts required for a piece of equipment along with bids for initial cost of the equipment. This spare cost represents the initial expense item on a one-time basis and a recurring cost item from the standpoint of taxes and cost of warehousing. It is believed that full consideration of the initial cost of spare parts for new equipment and the recurring annual cost of warehousing. It is believed that full consideration of the initial cost of spare parts, new equipment and the recurring annual cost of warehousing spare parts is sufficient justification in many cases for the selection of those items which duplicate existing plant equipment.
(Original)

Sometimes it pays in the long run, when buying new equipment to choose an item like one we already have in use—even though the price is a little higher. A new type item usually requires a new line of spare parts. The cost of buying and carrying these may more than offset the first price difference. Keep this in mind when reviewing bids.
(Revised)

Put Power into your Sentences

*..it is not enough
to know what •
we ought to say;
we must also say it
as we ought;
much help is thus afforded
toward producing
the right impression
of a speech.*

Aristotle

This *guideline* commends:

Put action in your verbs.

Play up strong verbs
and play down adjectives;
prefer active
to passive verbs;
and put statements
in a forthright form.

The logic of the advice
is this:

Verbs give writing bounce
and hold
a reader's attention.
Verbs lend writing power,
life, tempo and readability.
Active verbs give
snap and punch
to your writing.

In fact, the verb *makes*
the sentence.

Concrete, "picturable"
verbs and nouns
reflect facts and events
as directly as
it is possible
for language to do.
Adjectives and adverbs
always smell of *opinion*.
Since readers prefer
fact to opinion,
verbs hold an advantage
over adjectives.

Action verbs are
more natural, more direct,
more forceful
than passive verbs.

The best fiction writers
tell the reader
what a character does
rather than describe him.
Thus the reader gets
a clearer impression
because he judges
for himself;
he gets the story
through verbs
rather than adjectives.

(Please see for taste a bit from Hemingway*).

Active verbs bring sentences to life. There is a by-product — they shorten them as well. Compare the following pairs of sentences:

The reason he left college was that his health became impaired. Failing health compelled him to leave college.

It was not long before he was very sorry that he had said what he heard. He soon repented his words.

Seasoned writers suggest: Prefer to write with verbs and nouns, and play down adjectives and adverbs.

This is not to disparage adjectives and adverbs; they are indispensable parts of speech; they give writing its toughness and colour. This is only to emphasise needed focus in writing.

Traditionally, to overcome the excessive use of "I"

writers make excessive use of the passive voice.

Since the verb *to be* appears in the passive voice of all verbs, Dr. Allen Gregg's comments deserve special attention: "If you wish to be precise, look out for any part of the verb 'to be'.

To be has six different connotations. That should put you on guard. Don't write "the over-all nature of the movement of vehicles in the city of Delhi was found to be a source of annoyance to the police."

Put a transitive verb in place of the word *was* and you'll find yourself using 6 words, "traffic in Delhi annoyed the police", thus saving 18 words with which to express same additional fact or idea. I have found that merely getting rid of any form of the verb *to be* in favour of a transitive verb usually saves about 16% of wordage."

*Please see page 242

It is true, however,
that there can be
excellent reasons
on occasions
for protective writing
and the passive verb
may come handy.

This guideline does not say:
Don't use the passive
at all.

It only says:
Do not overwork the passive.

**The passive verb
within limits
does add to variety;
so let us have it,
but let us prefer the active.**

The habitual use
of active voice
makes for forceful writing.

A related guideline is:
Put statements
in a positive form.

In the words of
Professor Shrunk,
"Make definite assertions.
Avoid tame, colourless,
hesitating, non-committal
statements.

The reader is dissatisfied
with being told only of
what is not,
he wishes to be told
what is.

Hence, it is better
to express even a negative
in a positive form.

Negative words
other than **not**
are usually strong.

For example, compare
not important and *trifling*
did not pay attention to
and *ignored*
did not have
much confidence in
and *distrusted*."

Verb Power

*They sunk the ends of their cant-hooks into one of the logs and swung against it to loosen it in the sand. They suwng their weight against the shafts of the cant-hooks. The log moved in sand. Dick Boulton turned to Nick's father.

'Well, Doc,' he said, 'that's a nice lot of timber you've stolen.' 'Don't talk that way, Dick', the doctor said. 'It's drift-wood.'

Eddy and Billy Tabeshaw had rocked the log out of the wet sand and rolled it toward the water.

'Put it right in,' Dick Boulton shouted.

'What are you doing that for?' asked the doctor.

'Wash it off. Clean off the sand on account of the saw. I want to see who it belongs to,' Dick said.

The log was just awash in the lake. Eddy and Billy Tabeshaw leaned on their cant-hooks sweating in the Sun. Dick kneeled down in the sand and looked at the mark of the scaler's hammer in the wood at the end of the log.

'It belongs to White and McNally,' he said, standing up and up and brushing off his trousers knees.

The doctor was very uncomfortable.

'You'd better not saw it up then, Dick,' he said, shortly.

* From "The Doctor and the Doctor's Wife" by Ernest Hemingway in *The Essential Hemmingway*, Jonathan Cape, London.

'Don't get huffy, Doc,' said Dick. 'Don't get huffy. I don't care who you steal from. It's none of my business.'

'If you think the logs are stolen, leave them alone and take your tools back to the camp,' the doctor said. His face was red. 'Don't go off at half cock, Doc,' Dick said. He spat tobacco juice on the log. It slid off, thinning in the water. 'You know they're stolen as well as I do. It don't make any difference to me.

'All right. If you think the logs are stolen, take your stuff and get out.'

'Now, Doc—'

'Take your stuff and get out.'

'Listen, Doc.'

'If you call me Doc once again,; I'll knock your eye, teeth down your throat.'

'Oh, no, you, won't, Doc.'

Dick Boulton looked at the doctor. Dick was a big man. He knew how big a man he was. He liked to get into fights. He was happy. Eddy and Billy Tabeshaw leaned on their cant-hooks and looked at the doctor. The doctor chewed the beard on his lower lip and looked at Dick Boulton. Then he turned away and walked up the hill to the cottage. They could see from his back how angry he was. They all watched him walk up the hill and go inside the cottage.

Guidelines in action : Glimpses

Put power in your sentences

The Personnel department will be notified by you of any change in your address. (P)

You must notify the personnel department of any change in your address. (A)

*

It is requested that the personnel department be notified of any change in your address. (P)

Notify the personnel department of any change in your address. (A)

*

Improved performance was noticed by those present. (P)

We noticed an improvement. (A)

*

In a letter of May 27, information was requested by you

concerning measurement methods being followed in connection with deliveries of our bulk products. Discussion of this was engaged in several years ago, Report No 334 covering it being issued on June 4, 19 — .

Methods being followed now are substantially similar to those in effect then. (P)

Your letter of May 27 asked how we measure our bulk product deliveries. Report 334, dated June 4, 19 — , discusses this subject. We still follow more or less the same methods. (A)

*

It is revealed by experience that the promotion campaign is requiring more money than was anticipated. (P)

Experience shows the promotion campaign requires more money than we expected. (A)

P = Passive voice

A = Active voice

After further consideration it has become evident that reversion to our former procedure can be made without loss. (P)

We now find we can return to the former procedure without loss. (A)

*

Our plans are predicted upon the assumption that increased buying will be engaged in by the public this monsoon. (P)

Our plans presume the public will buy more this monsoon. (A)

*

Tests were made and it was found that good wear is not exhibited by the new material. (P)

Tests showed the new material does not wear well. (A)

*

It has been reported by the Pay and Accounts officer. (P)

The Pay and Accounts officer has observed. (A)

It may please be ensured (P)

Please ensure. (P)

You are requested kindly to verify. (P)

Kindly verify. (A)

*

The football contest resulted in a victory for Northern Railways. (R)

Northern Railways won the football trophy. (S)

*

The office manager is in a position to know the capabilities of each employee. (R)

The office manager knows what each employee can do. (S)

*

There is no time like the present to implement your plan. (R)

Do it now. (S)

*

R stands for 'round about' and S for 'straight.'

Put Sparkle into Phrases

*Caressez longtemps
votre phrase,
elle finira par sourire **
Anatole France

The guideline says :

Keep them fresh.

One way to do it is
to get rid of
“rubber-stamp” phrases,
cliches, ready-made language.

What are
‘rubber stamp’ phrases?
These are phrases
like ‘burning question’
and ‘eleventh hour’,
worn out because
of long usage.

Comments Leo Kirschbaum:
“From the writer’s
view point,
a cliché is an evasion
of saying clearly and sharply
what he wants to say.
It is ready-made language
which hundreds of others
have already employed

hundreds of times.
It is language
which is worn out
and dull from over use.
From the reader’s viewpoint,
a cliché is language
that does not challenge
one’s attention
and does not alert
one’s mind.
One passes over it
too easily,
getting a general impression
but not specific meaning.”

We use these
worn out phrases
without realising
that other phrases can
serve the purpose
equally well.
In themselves,
they are good.
Only, their familiarity
is apt to blur the image
that a living metaphor
should present.

* Caress your phrase a long while — in the end it will smile.

Rubber-stamp phrases arise out of routine, unthinking writing, the habit of using *some word* instead of the *necessary word*.

Consider, for example:

This is
an eleventh hour request,
as against
'You are very late';
'This is
an eleventh hour rush'
as against °
'Period of peak demand.'

Cliches come in the way of fresh and appealing expressions.

The extract* and jingle** point up the lack of imagination and initiative that mark the rubber-stamp wielder.

The more positive way to observe this guideline is to look for fresh, telling, crisp phrases.

Here are some illustrative samples:

Tact: Unsaid part of what you think

Nihilists: No-it-all

Nostalgia: That longing for the no longer

Nevada beckoned with its germfree air and nearly taxless environment: no income tax (either personal or corporate), no gift or inheritance tax, no inventory tax.

"Time" said Truman Capote after visiting Tania, "has reduced her to an essence, as a grape can become a raisin, or roses an attar'."

* Please see page 250.

** *We beg to advise and wish to state
That yours has arrived of recent date,
We have it before us, its contents noted,
And herewith enclose the prices we quoted
Attached please find as per your request
The samples you wanted, and we would suggest,
Regarding the matter and due to the fact
That up until now your order we've lacked,
We hope you will not delay it unduly,
And beg to remain yours very truly.*

[Gorden Cobbledick in a column in the *Cleveland Plain Dealer*]

"If I see 'upcoming' in the paper again," Bernard Kilgore snapped in a note to an editor on THE WALL STREET JOURNAL one day, "I'll be downcoming and someone will be outgoing."

Political writing is particularly noted for readymade phrases like 'a not unjustifiable assumption', 'leaves much to be desired', 'would serve no good purpose', 'a consideration which we should do well to bear in mind' 'lay the foundation' 'achieve a radical transformation' 'a conclusion to which all of us would readily assent'.

Commenting on this George Orwell says:

"The attraction of this way of writing is that it is easy. It is easier — even quicker, once you have the habit — to say 'In my opinion it is a not unjustifiable assumption that' than to say 'I think'. If you use readymade phrases, you not only don't have to hunt about for words; you also don't have to bother with the rhythm of your sentences, since those phrases are generally so arranged as to be more or less euphonious.

He adds:

"The great enemy of clear language is insincerity . . . and political language 'has to' consist largely of euphemism, question-begging and sheer cloudy vagueness . . .

Orthodoxy, of whatever colour, seems to demand a lifeless, imitative style. The political dialects to be found in pamphlets, leading articles, manifestos, white papers and the speeches of under-secretaries do, of course, vary from party to party, but they are all alike in that one almost never finds in them a fresh, vivid, homemade turn of speech. When one watches some tried hack on the platform mechanically repeating the familiar phrases — bestial atrocities, iron heel, bloodstained tyranny, free people of the world, stand shoulder to shoulder — one often has a curious feeling that one is not watching a live human being but some kind of dummy: a feeling which suddenly becomes stronger at moments when the light catches the speaker's spectacles and turns them into blank discs which seem to have no eyes behind them.

And this is not altogether fanciful. A speaker who uses that kind of phraseology has gone some distance towards turning himself into a machine. The appropriate noises are coming out of his larynx, but his brain is not involved as it would be if he were choosing his words for himself

And this reduced state of consciousness, if not indispensable, is at any rate favourable to political conformity. . . ."

Since we are exposed to so much of political writing he warns that if thought corrupts language, language can also corrupt thought and urges:

"A scrupulous writer in every sentence that he writes, will ask himself atleast four questions, thus: What am I trying to say? What words will express it? What image or idiom will make it clearer?" Is this image fresh enough to have an effect?"

THE CLICHE EXPERT TESTIFIES ON POLITICS*

* Q - Mr Arbuthnot, perhaps you'll tell us just what kind of leader the hour calls for?

A - A leader who will lead this country out of the wilderness, eliminate waste and extravagance in government, do away with red tape and bureaucratic inefficiency, solve the problem of unemployment, improve living conditions, develop purchasing power, raise the standard of living, provide better housing and insure national defence by building a navy and air force second to none.

Q - What about the farmer?

A - The farmer must have relief.

Q - What kind of relief?

A - Farm relief. Labour must have the right to organize. Economy must be the watchword. Mounting deficits must cease; so must these raids on the public treasury. I view with alarm the huge and unwarranted increase in our national debt. Generations yet unborn! Those who would undermine our sacred institutions! Bore from within! Freedom of speech! Monroe doctrine I call upon every patriotic American —

Q - Regardless of race or creed?

A - Be quiet! . . . regardless of race or creed, from the snow capped peaks of the Rockies —

Q - To the pine-clad shores of Maine?

A - Shut up! . . . to the pine-clad shores of Maine to have faith in the American way of life. Subversive doctrines!. Undesirable aliens! Lincoln!

Q - What kind of Lincoln ?

A - The Immortal Lincoln! The Immortal Washington! The Immortal Jefferson! The time for evasions has passed. We must face the facts, put our shoulders to the wheel, put our house in order, meet the challenge of the dictators, carry aloft the torch of liberty, fulfill our high destiny, face the future with confidence, and march forward to victory at the polls in November.

* From *A Rock in every Snowball* by Frank Sullivan, Little Brown Ltd., Boston 1946.

Use Familiar Words

*I'm afraid that
the writer who doesn't feel
he has to communicate
with his public,
who doesn't want to
reach a wide public,
is usually fooling himself
and certainly fooling
the public.
I've never been
a great believer in making
the commonplace
incomprehensible.*

C. P. Snow.

Use familiar words —
words familiar to the reader.

The familiar words
make it easy and convenient
for the reader
to understand.

If you use
unfamiliar words,
the simple are puzzled,
and the sophisticated
annoyed.

This guideline also warns:
What is familiar to you

may not be familiar
to your reader.
Since your neighbour
in the department
understands your expression,
you may assume
everybody else does.*

The purpose of
written communication is
to convey meaning —
to a person
or set of persons.

If the words are
unfamiliar to the reader,
he may misunderstand
or not understand at all,
and *stop* reading
beyond a certain point.

**If your reader has
to go to the dictionary
to look up a word
you have used —
then you have used
the "wrong" word.**

Understanding increases
when the readers can

* Please see exhibit on page 254.

quickly recognise words.
That is why newsmen prefer
to use everyday words
but those adequate
for the job;
they get as near
as possible
to the language.
people talk.

Some polished leaders
also do so.
It is said
that during the war time,
a Washington officer
was about to issue
an order
which read as follows:

Such preparations shall be
made as will completely
obscure all Federal buildings
occupied by the Federal
Government during an air
raid for any period of time
from visibility by reason of
internal or external illumina-
tion. Such obscuration may
be obtained either by black
out construction or by termi-
nation of the illumination.
This will, of course, require
that in building areas in
which production must con-
tinue during the blackout
construction must be provid-
ed that internal illumination
may continue.

Late President Roosevelt
is said to have
rewritten it thus:

Tell them that in buildings
where they have to keep the
work going to put something
across the window. In build-
ings where they can afford
to let the work stop for a
while, turn out the lights.

The guideline
further commends:
Beware of jargons.

Jargon refers to technical
or conventional terms
used and understood
in certain circles
but unintelligible to others.

In places,
jargon is not merely useful
but necessary
to be intelligible;
but using jargon
can become a habit,
and when it does
it is easy to forget
that the readers may not
understand it.

Two tips deserve
special emphasis.

One is:
Avoid foreign words.
Some like to sprinkle

their writing
(even personal letters)
with 'latin' expressions
(e.g. *pari passu*,
inter se
and *ab initio*)
with no regard
for the reader's comfort.

The other is:
Avoid contractions.
NAACP may be clear
to you, the writer;
will it be clear
to the reader too?
Short cuts may save
our time, initially —
they certainly waste
the reader's time.

When Specialists Speak to Each Other

Get two design engineers, a cost estimator, a buyer, and a manufacturing engineer together, and the conversation will flow easily about such matters as cream and sugar in the coffee, the recent ball game, and crab grass. Then the electrical engineer explains why he cannot change a special part for a standard one. Pointing to a chart on the table, he says, "You can see that even a slight change will depress this parameter by a whole order of magnitude. Besides, we have to have the best Q we can get."

"The best Q?" asks the buyer. "That brings to mind what I called this meeting for. If you specify a 'special', we will drop below the EOQ." There is a moment of bewildered silence; then the manufacturing engineer tries to clarify the matter. "EOQ is purchasing's version of our ELS. And we are in the same boat. If you don't use a standard item, we go below the ELS. PC will have to make two pulls instead of one. We may have to restationize and even refacilitate!"

Overawed, the design engineers look helplessly at the chart, then at each other. "Perhaps," suggests the electrical man, "we could . . .". But the mechanical engineer is shaking his head. "I'm afraid not," he declared, spreading out another chart. "It would take us beyond the bounds of permissible parts density — actually beyond the asymptotic line of the parts density curve." Ofcourse, if it does *that*, the whole project is abandoned.

These people may as well not have met at all. But the meeting does illustrate how the secondary functions of languages can nullify its primary function as a means of general communication. One of these secondary functions is to present the social and educational background of the speaker. A closely related one is to establish the speaker as a knowledgeable member of a craft or profession. A third and more important function is that of specialized communication *within* a craft or profession. But this can become a habit — a costly habit when general communication is important.

*From *Value Analysis* (Ed. William D Folcen), American Management Association, New York, 1964.

Guidelines in action : Glimpses

Use familiar words

Separation Classifications

As the separation of personnel is bound to be necessary in any business, the company has established certain policies and practices to assure that such separations are made on an equitable basis and only after full and complete consideration of the individual case, as follows :

When an individual leaves the employ of the company it may be due to one of a variety of causes such as voluntary resignation, misconduct, unsatisfactory service, the curtailment or discontinuance of operations, etc. Some of these causes are within the control of the employee; others are not. It therefore becomes desirable to establish separation classifications based on the causes of the separation so that the employee's equities may be adequately considered.

If we part

We want you to like us.
We want you to fit in.
We want you to belong.
But if the day does come when we must part company, we want you to understand your rights and privileges.

Before you consider resigning for any reason, talk with your department head. There are many opportunities with this company. You may miss a good one if you leave us. If you do resign, we'd appreciate your giving us at least two weeks' notice.

It's an unpleasant talk, but sometimes for the good of an employee, his fellow workers, and the company we must discharge or dismiss one of the men or women who work for us. . .

* From *The Technique of Clear Writing* by Robert Gunning, McGraw Hill, New York, 1966.

Prefer Simple Words

*The short words are the best
and the old words
the best of all.*

Winston Churchill*

Prefer simple words.
The simple words give
tempo to our writing;
the bigger and fancier ones
slow down the sentence.

Rich, ornate prose
is often hard to digest;
sometimes it is nauseating.

It is indeed possible
to express oneself
and that effectively —
with simple words.
We can say 'end'
instead of 'terminate'
'expect'
instead of 'anticipate'
'has' instead of 'possess'
'look' instead of 'scrutinise'
and 'next'
instead of 'subsequent'
Why then do people
prefer complex words,

words that are pretentious,
fanciful or 'élaborate'?

Partly convention.

The conventional
way of writing
is often to say what
one has to say in
as complicated a way
as possible.

There is also
a widespread feeling
that all common words
lack the dignity
that we are bound
to maintain.

Professor F. Lucas
points out that
"Young people of sensibility
feel the line of rippling
or reverberating
polysyllables and
they succumb to it
over a period
and gobbledygook
becomes a habit."

* Please see page 260.

There is then
the instinct of
self-preservation.

Some think it is
"dangerous"
to be simple and precise.

Some ask in all innocence:
"Quite good you know;
but so simple"?:*

The exhibit on page 259
may look
excessively simple
to many.
Before passing judgement
we should try
to match it in quality.

Others ask questions like:
Will not **showmanship** help
hold the reader's interest?
Will not big words
help showmanship?
Should we not use
unusual words to educate
our readers?
Don't a few big words
save many little words?

Showmanship does help hold
the reader's interest
provided the writing is
understandable.

Showmanship should be
understanding plus.

Again, educating the reader
is a good motive.

But, is not our purpose
generally to communicate,
and not to educate?

Further, long words
do save many words.

Only they tend
to be abstract.

They bundle together
many concepts.

They can be confusing
to the reader.

To apply this guideline
systematically

Dr. Rudolf Flesch has
the following tips :

Shorten the average length
of your words.

Some of the long
complex words
may be technical ones
that should not be changed.

As for the rest,
remember complexity
rather than length
makes for reading difficulty.
Many complex words

"My most highly prized letter", writes Ralph Moody, author of the *Little Britches* series, is from a little boy in northern Montana. He wrote, "Dear Little Britches: here is nine of us in our school. Our teacher read your book and I like it because you write such bad english I can understand it".

are abstract nouns.
Change these nouns
into verbs.
For example,
instead of condescension
use **look down on**.
It is usually better
to recast sentences
than merely to replace
one word by another.

This guideline
does not say :
Prefer not the appropriate.
It emphasises :
If you have your choice
between the short
and familiar word
and a long
and unusual word,
each of which means
about the same,
prefer the first.

This is a plea for the use of more short words in our talk and in what we write. Through the lack of them our speech is apt to grow stale and weak, and it, may be, hold more sham than true thought. For long words at times tend to hide or blur what one says.

What I mean is this : If we use long words too much, we are apt to talk in ruts and use the same old, worn ways of speech. This tends to make what we say dull, with no force or sting. But if we use short words, we have to say real things, things we know; and say them in a fresh way. We find it hard to hint or dodge or hide or half say things.

For short words are bold. They say just what they mean. They do not leave you in doubt. They are clear and sharp, like signs cut in a rock.

So, if you would learn to use words with force and skill, it is well first to use short words as much as you can. It will make your speech crisp and give zest and tang to what you say or write . . .

But though I would not strain my point and fix too straight a test, you will find more than a few songs that move us in which most of the words are short. Could you say with long words what Burns says so well. "A man's man for a that?" Could you get more heart in the line. "There's no place like home"? Think of the lines that make you think or dream, or weep. Are they not made of well known words?

These small things are all blocks of the stuff of which the world is built. And so why swathe such facts in a maze of set speech forms too hard for the man in the street to grasp? Great minds do not fear to use plain speech. For, like those small bits of life and force, short words, too, are great.

Long words have their use, of course. If you can say just what you mean in short words, those are the best words to use. But there are things that cannot be said in short words. Then it is well to use long words, of course; but strive to use as few as you can. Do not use a long or strange word when a short well known word will do just as well. That is if you wish your thought to be clear . . .

** I have not been able to trace the reference. My sincere thanks to Mr. Burgess, the author of this fine piece of writing. NHA.*

GUIDELINES IN ACTION

Prefer Simple Words

Try it, then, before it is too late and before you mock at me. Try it while there is time to overcome the preliminary difficulties. Learn enough of the language in your prime to open this new literature to your age. Plant a garden in which you can sit when digging days are done. It may be only a small garden, but you will see it grow. Year by year it will bloom and ripen. Year by year it will be better cultivated. The weeds will be cast out. The fruit-trees will be pruned and trained. The flowers will bloom in more beautiful combinations. There will be sunshine there even in the winter-time, and cool shade, and the play of shadow on the pathway in the shining days of June.

I must say I like bright colours. I agree with Ruskin in his denunciation of that school of painting who 'eat slate-pencil and chalk, and assure everybody that they are nicer and purer than strawberries and plums. I cannot pretend to feel impartial about the colours. I rejoice with the brilliant ones, and am genuinely sorry for the poor browns. When I get to heaven I mean to spend a considerable portion of my first million years in painting, and so get to the bottom of the subject. But then I shall require a still gayer palette than I get here below. I expect orange and vermilion will be the darkest, dullest colours upon it, and beyond them there will be a whole range of wonderful new colours which will delight the celestial eye.

* From *Painting as a Pastime* by Winston S. Churchill Penguin. London 1965.

Make Every Word Work for you

*Since brevity is
the soul of wit,
and tediousness
the limbs and
outward flourishes,
I will be brief.*

William Shakespeare

This guideline says :

**Avoid unnecessary words:
shed undue fat.**

Much writing carries
excess fat.

The average office letter,
for example, carries
40% excess fat.

Strange as it may sound,
too many words often cause
more confusion of meaning
than too few words.

The Oxford English
Dictionary
defines 'verbiage' as
"abundance of words
without necessity
or without much meaning."

And verbiage interferes
with communication —
it clogs 'the channel'
or confuses the 'receiver',
to use the jargon
of engineering and
information theory.

Verbiage comes in the way
of understanding.
It comes in the way
of a smooth fabric
of consecutive thought.

Unnecessary words
water down the tempo,
tire the reader,
and dull his attention.

Wordiness also affects
the reputation of the writer.
All writing
suggests a personality
and blown-up writing
suggests an inefficient,
pompous windbag.
It does not build
a favourable image.

Brevity, on the other hand,
is a positive feature.

To start with,
it **facilitates clarity**.
It gives other values :
grace, force,
rapidity and suggestiveness.

Brevity is not only
a practical but also
an artistic economy.
**It brings not only
force but grace.**

In addition, brevity
gives tempo.
Speed is stimulating
in itself.
It challenges the reader and,
if it is not too severe,
he enjoys the challenge.

Another advantage of brevity
is its power to imply things.
The reader has to supply
what is missing;
and he relishes the result
all the more because
it seems partly his own.

Grace, force,
tempo and suggestiveness —
all these make for
better and readier
understanding.

A material advantage is
that it saves money.
Studies say 20% and more—
by way of the time of people
who have to process
the paper.

If the advantages of brevity
are this many,
why do people write
the wordy way?

CAUSES AND CURES OF EXCESS FAT

Attitudes to writing
and to readers
account for
most of the causes.

Sometimes it is
lack of clear thought.
Sometimes it is
lack of a sense of relevance.
More often, it is one or more
of **the following attitudes**.

Some believe that
wordiness is politeness
and conciseness is curtness.

Abundance of words may
tempt its possessor
to abuse it,
says F. L. Lucas.

Or, it may be
a matter of taste.
To some,
“prodigality seems wealth
and flamboyance beauty.”

Again, some have an idea
that directness is

not dignified enough.*

There are also persons
for whom, in print,
quantity itself is quality.
Both pedants and simpletons
can be impressed
by mere bulk.

There is then
the mundane reason
that writers are paid
by the number of words.
We cannot blame them
if they think
verbosity is
(economic) virtue!

And at workplaces too
some think that
you can impress
the boss and the customer
by sheer verbiage.

Many do not quite
appreciate the fact that
true courtesy to the reader
means respect
for his feelings
and respect for his time.
False courtesy causes
many unnecessary words
and such words are
confusing and annoying.

HOW FAT GROWS

If we know
some of the ways fat grows
we may be able
to do something about it.

**Heavy phrasing
contributes to undue fat.**

We tend to use 8 words
where 5 would do;
we use 'big' words
where more common
ones would do.

Instead of saying
*Mr A has been 'discussing
matters with Mr B'*, one says
*that A has been 'carrying on
a series of discussions...*

Some write :

*Those claims are 'of a far-
reaching character';*
instead of writing:
*Those claims are 'far-reach-
ing'.*

**Heavy connectives
do the same**

Instead of saying
*one wishes to learn 'more
with reference to a company'*
one could have said just
'more about the company'.

* As with the famous Alderman who objected to the phrase, in Canning's inscription for a Pitt Memorial, 'He died poor', and wished to substitute, 'He expired in indigent circumstances'.

Instead of
we have billed you 'for the amount of' Rs. . . .
one could say
we have billed you 'for Rs' . . .

Heavy connectives are good only for occasional use.

Elegant variations also add to avoidable fat.

Examples would be: necessitate, institute, effect an alternative procedure, purchase, revise downward, finalise, usage and expectation.

These are respectively **elegant variations of** require, make, make a change, buy, ask, lower, complete, use and hope.

May be,
the writers take to these to avoid jarring repetitions.

The fact is that
the reader is annoyed only when the repetition is clumsy and unnecessary. If it is required for clear statement of an idea, he does not mind it.

In the accompanying extract* Ernest Hemingway uses the word 'said' in virtually

every sentence and it does not jar.

Also supplying too much information.

Sometimes the writer gives too much information, information that the reader either already has or does not need. The occasion may warrant such supply of information. What is referred to here is the habitual writing behaviour, the unthinking forcing down the throat of too much information.

Rubber stamp phrases account for part of the fat.

One frequent transgressor against brevity is the **pointless epithet**. In some writers, the epithets are excessive in quantity and deficient in quality.

We have all come across expressions like this one: "*Reply immediately by return mail without any further delay.*"

The nature of the epithet is that

* Please see page 267

if it does not really strengthen the effect, it is likely to weaken it. We tend to miss the fact that the little qualifiers like rather, very, little and pretty are "leeches that infest the pond of prose, sucking the blood of words."

We use adjectives freely and superfluously. We use adjectives to denote degree instead of kind. We use adjectives and adverbs for emphasis instead of precision. 'An *economic* crisis' or 'a *military* disaster' makes sense but not 'an *acute* crisis' or 'a *terrible* disaster.'

Regarding unnecessary adjectives, *Daily Mail* Leslie Sellers comments:

Unnecessary adjectives are a curse and a corruption. Instead of diminishing through contempt they grow in number, and to the inevitable 'bad cold' and 'undue alarm' are added the jargon phrases like 'major breakthrough' and the

fashionable ones like 'cruel sea.'

We tend to pad

We use words, phrases and sentences that contribute nothing to the reader's perception of the writer's meaning. We say, for example,

The *true* facts
grave emergency . . .
definite decision
essential condition . . .
integral part
active consideration
fresh, inexperienced
graduate,
fragile, *weak* packing.

Following this guideline — **avoid unnecessary words** — makes our writing compact, compelling and convincing.

Reader's Digest and other digests are proof that even articles not to speak of books are all the better for being edited and made shorter.

This is achieved not by cutting out whole sections, but by purging sentences

of their useless words,
and paragraphs
of their useless sentences.
The primary aim here
is *not* to save words:
it is to have added clarity.

The guideline does *not* say:
be curt, be stingy with words.
It *says* :
**consistent with
propriety and clarity,
if one word will do
the job of four words,
use that one word.**

Good writers are interested
in using fewer words,
only if it makes
communication clearer.

Pascal once wrote that
he was dispatching
a long letter simply because
he had no leisure
to make it shorter.

This is still true.
**It does take time
to be concise.**

If the *writer* is
short of time,
the *readers* of today do not
have much leisure either.
They say:
If you don't
have the leisure,
you better find it.
Professional writers
find tight writing hard too.
Only, they cannot
air excuses such as
"After all I'm not
a writer —
I'm a research man":
they write, rewrite,
condense, and tenaciously
edit their own stuff.

A first draft
that takes an hour to write
may well take
4 to 12 hours of revision;
and they do the revision
cheerfully and
systematically.
They want to communicate.

Variations

*LATER we were on a road that led to a river. There was a long line of abandoned trucks and carts on the road leading up to the bridge. No one was in sight. The river was high and the bridge had been blown up in the centre, the stone arch was fallen into the river and the brown water was going over it. We went on up the bank looking for a place to cross. Up ahead I knew there was a railway bridge and I thought we might be able to get across there. The path was wet and muddy. We did not see any troops; only abandoned trucks and stores. Along the river bank there was nothing and no one but the wet brush and muddy ground. We went up to the bank and finally we saw the railway bridge.

'What a beautiful bridge,' Aymo said. It was a long plain iron bridge across what was usually a dry river-bed.

'We better hurry and get across before they blow it up', I said. 'There's nobody to blow it up', Piani said. 'They're all gone.' 'It's probably mined,' Bonello said. 'You cross first, Tenete.' 'Listen to the anarchist,' Aymo said. 'Make him go first' 'I'll go,' I said. 'It won't be mined to blow up with one man.' 'you see,' Piani said. 'That is brains. Why haven't you brains, anarchist?'

'If I had brains I wouldn't be here,' Bonello said.

'That's pretty good, Tenete,' Aymo said.

'That's pretty good' I said. We were close to the bridge now. The sky had clouded over again and it was raining a little. The bridge looked long and solid. We climbed up the embankment.

* From A Farewell to Arms in *The Essential Hemingway*. Jonathan Cape, London.

'Come one at a time, I said and started across the bridge. I watched the ties and the rails for any trip-wires or signs of explosive but I saw nothing. Down below the gaps in the ties the river ran muddy and fast. Ahead across the wet countryside I could see Undine in the rain. Across the bridge I look back. Just up the river was another bridge. As I watched, a yellow mud-cloured motor car crossed it. The sides of the bridge were high and body of the car, once on, was out of sight. But I saw the heads of the driver; the man on the seat with him, and the two men on the rear seat. They all wore German helmets. Then the car was over the bridge and out of sight behind the trees and the abandoned vehicles on the road. I waved to Aymo who was crossing and to the others to come on. I climbed down and crouched beside the railway embankment. Aymo came down with me.

'Did you see the car?' I asked.

'No we were watching you'.

'A German staff car crossed on the upper bridge.'

'A staff car?'

'Yes'

'Holy Mary.'

The others came and we all crouched in the mud behind the embankment, looking across the rails at the bridge, the line of trees, the ditch and the road.

HOW TO REDUCE FAT

*L'art d'ennuyer est de tout dire.**

Voltaire

Since 'fat' is a major hindrance to clarity, the earlier section is more detailed than the rest. In this section are listed a few pointers for action.

The clearer your ideas, the fewer unnecessary words will drift into your writing.

Before you start writing, therefore, ask:

What am I trying to say?

Am I clear about what I wish to say?

Say what needs to be said.

Avoid burdening the reader with ideas that need not be expressed at all.

Useless repetitions occur almost inevitably unless you may make a preliminary outline of the right sequence

in which to present your statements even before starting the first draft.

Go over your writing — you will be able to recognise ways of cutting out superfluous words.

Prune, trim, cut out deadwood.

Wherever possible, reduce groups of words to single words.

Prefer small connecting words to long ones.

Consider the following possibilities:

<i>Instead of</i>	<i>Why not say?</i>
for the purpose of	for
in the nature of	like
along the lines of	like

* The way to be boring is to say *everything*.

prior to
subsequent to
in connection with
with respect to
with reference to
with regard to
for the amount of
on the basis of
in accordance with
on the occasion of
in the event that
in the case of
in view of the fact that
for the reason that
with a view to
despite the fact that

before
after
by, in, for
about, in
about
about
for
by, from
by
when, on
if
if
since, because
since
to
though

**Prefer single words to windy phrases
when both serve the same purpose.**

Instead of

the question as to whether
there is no doubt
in a hasty manner
owing to the fact that
in spite of the fact that
call your attention to the fact that
the fact that he has not succeeded

Why not say?

whether
doubtless
hastily
since (because)
though
remind you
his failure.

**Use simple verbs instead of groups of words.
For example:**

Instead of

give consideration to
have need for
give encouragement to
make inquiry regarding
comes into conflict
give instruction to
is of the opinion
make an adjustment in

Why not say?

consider
need
encourage
inquire
conflicts
instruct
believes
adjust

Prefer a word if it will do the work of a phrase.

<i>Instead of</i>	<i>Why not say?</i>
Is due in large measure to Information which is of a confidential nature	is due largely to confidential information

Avoid roundabout construction.

<i>Instead of</i>	<i>Why not say?</i>
What normally is written	What we can well write.
It is our understanding that	We understand that.
There are two questions which must be answered	Two questions must be answered.
There are many cases where the employee	In many cases the employee
There exists a condition that	A condition exists that
By the maintenance of records	By maintaining records
Difficulties in the administration of	Difficulties in administering

Give attention to the passive voice construction.

Undue fat is caused by the passive voice construction, by the frequent use of sentences beginning with "There are.....There exists.....It is.....and the roundabout "the.....of" construction. Use these sparsely.

Avoid unnecessary repetitions.

Where repetition serves no purpose, where repetition does not help emphasis, we can avoid it.

For example:

The study is nearly complete at the present time.
The study is nearly complete.

The situation calls for quick and expeditious action.
The situation calls for quick action.

Cut out superfluous underbrush.

Cut out do-nothing words.
Words that serve no purpose
only slow up the reader:
cut them out.

Cutting unessentials will make essentials
stand out better.

For example:

Instead of saying thus

We can say thus to better effect

You are advised that the schedule should be sent directly to this office as promptly as possible
Enclosed herewith
Attached hereto

It will be observed that all messages emanating from the office

This is a subject which
Used for fuel purposes
The question as to whether

The schedule should be sent to this office promptly.
enclosed
attached

all messages from the office

This subject
Used for fuel
Whether

Avoid jargon.

Substitute the familiar and the specific
for the inflated (pompous) and indefinite.

More specifically, call a spade a spade.

Instead of

Let us say

The child's spirit gently released itself from the body

The child died.

The young are frequently unable to cope with the acute emotional problems incipient to growth into adulthood.

Adolescents have difficult emotional, social and sexual problems.

Replace "convenient" words like 'factor', 'case' and 'condition' by specific ones.

Instead of

The doctor was a strong factor in Suresh's recovery.
In the circumstance of Ashok returning, we must give up our claim.

Let us say

The doctor aided Suresh's recovery.
If Ashok returns, we must give up our claim.

Do not use pontifical terminology:

Here is a sentence by a sociologist.

"This is a 'scientific' way of saying that if we are unconcerned about our differences or similarities, they are not the sources of friendship or hostility."

Once you become aware of the possibilities you can try out the above suggestions on written communications coming to you, communications you initiated some months ago (refer to the copies), and drafts of your important communications, until **brevity becomes a habit with you.**

When you can afford to start with a draft, use the 'blue' pencil, question every word, recast your sentences, reduce avoidable fat.

Tight writing is good for you and good for the reader — it is fair to all concerned.
And it saves filing space too!

In the few examples of rewriting that follow we notice a saving of words.

That is secondary.

The primary point is that it has increased clarity.

GUIDELINES IN ACTION : GLIMPSES

Cut out undue fat

To be sure you have gotten a chance to see each employee's card at the time he is certified, I would advise each of you to initial on the same line as the supervisor with your initial, so that you can definitely know whether or not you have had the card. (O-51 words)

Make sure you have seen each employee's card at the time he is certified. A good way to keep check on this is to add your initials on the same line as the supervisor's. (R-34 words)

...

In order to keep you informed of the results of the sales meeting held on August 13 to consider ways and means of reducing the cost of the proposed spring sales campaign, we are submitting herewith a brief resume and the procedure outlined for the cost reduction plans. (O-48 words)

Here is a resume of plans, drawn at the August 13 meeting, for cutting costs on the spring sales campaign. (R-20 words)

...

The Committee recommends that the cost of suppers now be excluded from the amount considered for tuition refunds. This will reduce the amount of refund from Rs 80 under the present policy to Rs 65 under the new policy if the tuition is paid in cash; or from Rs 90 under the present policy to Rs 74 under the new policy if the tuition is paid in instalments. This change will bring our application of

O = Original

R = Revised.

the Refund Plan into close agreement with the practice of other companies. (0-87 words)

The Committee recommends suppers now be excluded from tuition refunds. This will reduce the refund from Rs. 80 to Rs 65 if the tuition is paid in cash; or from Rs 90 per policy to Rs 74 if paid in instalments. This change will bring the Refund Plan into close agreement with the practice of other companies. (R-55 words)

...

It is requested that the agenda for the next Personnel Conference include a general discussion of an official recognition of outstanding speeches and papers contributed by the employees of

In this connection, the already established review group, providing official clearance for speeches and papers, could select those which they feel to be particularly outstanding. The selection should be based on content, scope, general quality, and the breath of distribution or dissemination of the information presented.

Those papers selected by the review group could then be passed for the additional review by the Personnel Representative of the author's division, plant, or staff department. With their concurrence, the paper could then be recommended for special recognition and a letter of commendation prepared for the signature of the President, or of the Vice President of the employee's group.

This commendation should be reserved for only those papers which are considered to be outstanding and an effort should be made to avoid recognition of mediocrity through a "best paper of the month", or similar program. (0-172 words)

Please include for discussion at the next Personnel Conference an official recognition of outstanding speeches and papers by our employees.

The existing review group which clears such speeches and papers could be used to select those worth considering.

Factors such as content, scope, quality, and size of audience should be used in making selections.

Selected material could be reviewed by the appropriate Personnel Representative and Executive Director or Director. If they agree, some form of recognition, such as a letter of commendation signed by the President, could be given to the employee.

Recognition of mediocrity should be avoided. One way to do this would be a "best paper of the month" program. (R-111 words).

...

A psychological report contained the following comment: "In view of the psychological material presented it should be stated that in the opinion of the examiner any surgical invasion contemplated here may be fraught with peril in the sense that it might well have psychological consequences of an unfortunate character." (0-49 words)

The psychologist believed that surgical operation might have unfortunate psychological consequences. (R-11 words)

...

Because of the frequency with which infections of the urinary tract are found both as a primary, specific pathologic entity and as a secondary complication of other urologic pathology, this subject has always been of extreme importance. Only too often were many indicated operative procedures for associated lesions declared of no value in an individual case because of a coexisting infection which because of its virulence and magnitude precluded the institution of a certain surgical procedure as the risk involved was not justified. During the last twenty years, largely due to the investigative work of Clark and Helmholtz, carried on by Walthers, Crance, Herrold, Carroll, and many others, we have come to a better understanding of the bacteriology of

these infections and the underlying pathology present in each case.

As we learned the cause and more particularly the causative agent in each case, investigative work in the realm of specific therapy became a fertile field for study. Consequently, today we have as an integral part of our armamentarium in treating such cases a number of chemotherapeutic and antibiotic compounds which are largely successful in eradicating the known causative agents in any particular case. Also, I feel quite certain that the increased appreciation by the general practitioner, the surgeon, and the urologist of the frequency of coexisting pathology in those cases where the usual therapy fails has made for a vast improvement in the handling of these troublesome cases. (0-238 words)

Infections of the urinary tract are of frequent occurrence, both as primary disorders and as complications of other urologic conditions. Formerly, only too often the virulence and magnitude of a coexisting infection precluded institution of an otherwise indicated surgical procedure. In the last twenty years, however, largely because of the investigative work of Clark and Helmholz, which has been carried on by Walthers, Crance, Herrold, Carroll and many others, better understanding has been acquired of the bacteriologic aspects of these infections and of the underlying pathologic conditions.

As the causative agents became known specific treatment became a fertile field for study. Consequently, today a number of chemotherapeutic and antibiotic compounds are largely successful in eradicating these causative agents. Also, the physician has acquired increased awareness that infection may be accompanied by other pathologic processes in cases in which usual treatment for a given infection fails. This has made for vast improvement in results. (R-154 words)

Use Words the Reader can Picture

*It's this basic attitude,
this yearning
for concreteness,
this lifelong itch
to get down to facts,
cases, people, things,
colours, sensations,
sounds, events, scenes,
movement, dialogue,
that makes a professional
writer what he is.*

Rudolf Flesch

This guideline commends :

Prefer the concrete
to the abstract.

Prefer the precise
to the vague.

Prefer the specific
to the general.

Let the reader see, hear,
feel, smell or taste
through the words you use.

Abstract and vague terms
come 'naturally' to us.

We say :

Was this the realisation of
an anticipated liability?

rather than

Did you expect to do this?

We say :

A high degree of carelessness, pre-operative and post-operative, on the part of some of the hospital staff took place
rather than

some of the hospital staff were very careless both before and after the operation.

We say :

A dearth of information exists

rather than

We have very little information.

The result of
vague and abstract terms
is confusion.

Concrete terms help remove
the fog from writing.

The process of communication
is essentially one

of conveying a thought
from the writer's mind

to the reader's.
And we use the medium
of language.

We saw earlier that
the meaning one attaches
to a word
depends largely upon
one's own unique experience.
In other words,
a word may not have
the identical meaning
or significance
for two people —
for the writer
and the reader in this case.
We further saw that
communication is a double
"translation" process.
The writer translates
ideas into words;
and the reader translates
words into ideas.

We improve
the chance of understanding
or of the meeting of minds
if we observe *this* guideline.
The more specific and
concrete the word,
the larger the agreements
on the meaning of the word
among those that share
a language.
The more general and
the more abstract the word
the less agreement
will be shared
by the users of a language.

The surest way to arouse
and hold
the attention of the reader
is by being specific,
definite and concrete.

In his *Philosophy of Style*,
Herbert Spencer gives
two sentences
to illustrate how
the vague and general can be
turned into the vivid
and particular.

In proportion as the manners,
customs, and amusements of
a nation are cruel and bar-
barous, the regulations of
their penal code will be
severe.

*In proportion as men delight
in battles, bull-fights, and
combats of gladiators, will
they punish by hanging,
burning, and the rack.*

The words which stand
for things, which we can
know by the senses,
are the safest
for communication.

The sharper the focus
the better the picture.
This is true of the camera,
and of communication too.
We bring meaning into focus
by using specific,
particular, precise words.

GUIDELINES IN ACTION : GLIMPSES

Use words the reader can picture

He works for a manufacturing concern. (O)
He is a machinist for a tool and die firm. (R)

It's a long way to Kolhapur from here. (O)
Kolhapur is 230 miles from here. (R)

In New Mexico one sometimes sees small animals perching
on the sunbaked stones. (O)
In New Mexico one sometimes sees prairie dogs, snakes, and
lizards perching on the sunbaked stones. (R)

Many of our customers like the new design. (O)
Twenty-seven of our customers like the new design. (R)

It is suggested that the voucher be rewritten with the ex-
planation that official business was performed on December
10. (O)

We suggest that you rewrite the voucher explaining that Bim
Rao performed business on December 10. (R)

Man machine requirements in this system environment im-
pose severe visual acuity problems. (O)
The pilot cannot see his instruments. (R)

Ultimate consumer means a person or group of persons, gene-
rally constituting a domestic household who purchase eggs
generally at the individual stores of retailers or purchase and
receive deliveries of eggs at the place of abode of the indi-
vidual or domestic household from producers or retail route
sellers and who use such eggs for their consumption as food.
(O)

Ultimate consumers are people who buy eggs to eat them. (R)

O = Original R = Revised

"We move denotively from alerted sense-preception, which is an elementary kind of knowledge, to conceptually located notables. But there must still be relevant evidential sense-data, though the relation is now very complicated." (O)

To name a thing and know it, the first step is to see it with our eyes, taste it with our tongue, feel it with our hands and so on. We first know it by sense through the nerves of sense. Then these nerves of eye, nose, ear and hand, as the case may be, wake up our brains and we come to know the thing in our head and give it a name. True, it is a bit hard to keep up with just how we do all this, but it is clear that the eye to see and the ear to hear and the like, do have and must have a part in it. (R)

This is to request your cooperation in setting an example as a member of the Personnel Relations Department by wearing prescribed personal protective equipment when visiting the company's plants and laboratories.

Our Department is charged with the promotion of the Company's overall Safety Programs. Both of our plants and our research labs have established rules concerning the wearing of shoes with steel toe caps, case hardened glass or plastic eye protection and skull guards in certain locations usually marked by signs.

Each of us can lend support to the safety organizations by wearing approved safety shoes at all times when making plant tours and by wearing head and eye protection in specified areas of the plant and labs.

A variety of styles of safety shoes are available for purchase in the A and N plant shoe stores where they are sold at no profit to the company. Approved eye protection and hard hats are also available at each plant for temporary use or for permanent retention. Those who require prescription lenses may get case hardened spectacles at no cost by giving your prescription specification to the local safety department.

(Incidentally, these glasses are very convenient for those do-it-yourself jobs off the plant property where there is likelihood of flying particles, although they are intended for use on the job.)

Let us emphasize that we are not asking you to wear this

equipment in the course of your normal office duties. You will, however, be giving real help by cooperating in designated areas. (O)

As a member of the Personnel Relations Department you should set an example by wearing safety equipment.

Work areas requiring safety shoes, safety glasses and hard hats are well marked. Please observe these signs.

You can best support our Safety Program by following safety rules.

Safety shoes in many styles may be bought from the Plant stores at cost. Safety glasses and hard hats, for temporary or permanent use, will be issued by the Plant Safety Section. Safety glasses with prescription lenses are also furnished by the company.

(These are convenient for do-it-yourselfers when working at home).

You are not being asked to wear safety equipment in your office; only when in production areas and labs.

Your cooperation will give our Safety Program a real boost.
(R)

Words and Meaning

*One should not aim at
being possible
to understand, but
at being impossible
to misunderstand.*

Quintilian

Even simple, concrete words which are easy to picture, are tricky, points out Gunning, and he explains why*.
“The fact is that all terms, even proper nouns that name a person or a place, have some quality of the abstract.

Consider the word ‘dog’. It is one of the first words a child learns. It is a ‘concrete’ noun in the ordinary use of the term. Everyone ‘understands’ it. Still ‘dog’ has different shades of meaning for each of us.

You may have a great Dane or a dachshund. The word ‘dog’ creates a very different picture in your mind from the one in mine. I own a collie.

There are others who have been bitten by dogs, who raise them for sale, or breed them as fighters. There are dog trainers, dog catchers, dog lovers, and vivisectionists. For each the associates that cling to the word are very different for — and this is a point that must be very clear — meaning isn’t in the word; it is in the head of the person who uses it or hears it.

You have no doubt sat through pointless arguments as I did the other evening.

* From *The Technique of Clear Writing* by Robert Gunning, McGraw Hill, New York 1960. Reproduced with permission.

A young man was attacking
New York.

"A cheap, degraded, tawdry
place,"
he called it.

He was saying he preferred
to live in the country,
in the Middle West,
'the true heart of America
where there is still hope and
respect for the land.'

He was talking to
an older woman
who assured him that
New York was something
quite different.

She would prefer to live
in New York, she said,
"because it is the very
centre of all that is good
in American life."

"It has," she said, "the best
in music, the best literary
minds. In New York we
have the best hope of seeing
someday, a mature America.'

They were both discussing
"New York," but
they were not talking
about the same thing.
Each was talking about
his *own* experience
of New York.

The young man
had lived in New York
for several years.

His experience had centred
in the entertainment
and night-club districts.
He had found it
exciting but unsubstantial.

The woman,
on the other hand,
was a musician of talent
and fine intellect.
Her experience included
friendships with many
of the leading musicians
and writers of the day.
The word "New York"
in its full meaning
is a package of
infinite experience.
It means something different
to each person in the world,
depending on how much or
how little he knows of it.
Let us go further and
consider such proper names
as Rover,
a particular collie dog,
and Joe Doe,
a particular resident
of New York.
Even these can't be
pinned down.
Rover today is man's
best friend and tomorrow
is a vicious beast
who bites the milkman.
Joe Doe may have lent you
money when you were
in great need,
but he overcharged me

when I rented an apartment from him.

You and I will not agree on just what "Joe Doe" represents.

Less picturable words are open to even more widely different meanings to different people."

To be precise is sometimes inconvenient.

We may prefer the safer obscurity of the abstract.

If that way we will achieve the communication purpose better, we would, I suppose, go ahead.

Often enough, it is not so. Using concrete terms may mean more words but if that is the way to convey what is in our head to the head of the reader, we should not hesitate to use more words.

But I will be violating the earlier guideline namely be brief, we may say.

No single guideline is exclusive of other guidelines;

all the guidelines should be in balance: they have only one over-riding objective and that is to contribute to clarity, to make ready-understanding possible.

To express one's thought concretely is hard work; it is cultivated writing.

Some of the helpful steps in this direction are:

Place yourself in the position of the reader.

Abstraction is largely subconscious, not irresponsible. The first step, therefore, is to become aware of the need for and place of this guideline in written communication for results.

You may use special abstract terms to think with — they do come in handy for the thinking process; but when you communicate, "translate" them into concrete ones.

Remember, most long words
are abstract;
they stand for concepts
that can't be pointed out.
On the other hand,
the short simple words
stand for things
you can see or touch.

Search your own writing
for fuzzy words.
Conditions, situations
facilities, inadequacies

are typical examples.
Abstract and
collective nouns
like "solutions"
frequently mean
different things
to different readers;
they have many connotations.
They harbour vagueness.
They encourage evasiveness.
Substitute these by
terms that come into focus
with definite pictures.

Use the Precise Word

*I love to write,
to find the exact word,
the balance.
So often
it isn't enough
to say a "red frock."
You need a word
with a double meaning.
There are crimsons
like the sunset,
like sunrise, like blood.
The reader can be
touched by all
three qualifications
of the word "red".*

Janet Flanner

In the words of
William Cobbett,
we should so express
a thought as to
defy the ingenuity of man
to give our words
any other meaning
than that which
we intended to express.

Until we develop
the precise-word habit,
we are not able to
express a thought this way.

A hindrance to understanding
is using vague,
slippery words
as against hard, exact ones.
One or two fuzzy words
in a sentence
can confuse the reader.

The skilled writer searches
for the right word.
The not-so-skilled uses
a word like 'realistic'
and leaves it to the reader
to do the work,
to find out whether he means
'sensible', 'practical'
'feasible' or 'workmanlike'.

He uses omnibus words that
make inroads into precision.
Some examples would be:
Accommodation as against
house, flat, lodging;
Affect as against
hinder, delay or stop;
Alternative as against
other, new, revised or fresh;
Appreciate as against
understand, realise,
recognise or be grateful for;
Appropriate as against

right, suitable,
fitting or proper;
Develop *as against*
occur, happen,
take place or come;
Issue *as against*
subject, topic,
consideration or dispute;
Overall *as against*
average, total, aggregate,
supreme, generally,
on the whole, comprehensive,
complete, absolute.

Why does he use
such all-purpose words?
The obvious answer is
that it saves him the effort
and the trouble
of precise thought.
To be precise is hard work
as the small case history
on page 289 will show.

Precise meaning is
often elusive.
There is nothing like
having the right words
to say exactly
what you want to say.
Also, sometimes
the right word
is the longer,
less familiar one.

By all means let us use it,
if it fills the bill.

Let us not hesitate to use
words like 'hijack'
or 'busted'
if it expresses the meaning
we have in mind.

To use the precise word,
we should know
enough words.
There are over 5,00,000 words
in the English Dictionary.
The more we know them
the more we will be able
to use the right word
for a particular context.
So as to use
the appropriate word
we do need to
enlarge our vocabulary.
The stress on simple words
does *not* mean
limiting ourselves
to a few hundreds
of one or two syllable words.

Perhaps the guideline
can be restated as:
**Use the simple word —
the right word —
the familiar word —
the word familiar
to the reader.**

THOUGHT PROCESS : A CASE HISTORY

Dr. Richard M. Hewitt (*The Physician—Writer' Book*.*) gives a sample of how a workman boiled down his sentences.

The workman had written about "authors' changes in printers' proofs." He wished to amplify in a subsequent paragraph.

In order to get something on paper, he writes :

In the foregoing numbered paragraphs things called *changes* are mentioned. There is a good deal of evidence that authors who are not professional authors do not understand the cost of changes. (31 words)

He finds the words "*changes*" and "*authors*" being repeated. He rewrites :

In the foregoing numbered paragraphs things called *changes* are mentioned. There is a good deal of evidence that non-professional authors do not understand the cost of changes. (27 words)

He finds the word "*non-professional*" may be objected to by his readers; he then considers the word "*amateur*" and does not find it appropriate. He rewrites again :

In the foregoing numbered paragraphs things called *changes* are mentioned. There is a good deal of evidence that inexperienced authors do not understand the cost of changes. (27 words)

Yes, but (this is the workman thinking) was the expression *things called changes* superior to the word *changes* alone? No. Did *changes* have to be used twice? No. Was the ex-

* From *The Physician-Writer's Book* by Richard M. Hewitt, W. E. Saunders Co., Philadelphia, 1957. Reproduced with permission.

pression, *there is a good deal of evidence that*, spuriously judicial? Yes. In a few moments, then, the sentences read :

In the foregoing numbered paragraphs changes are mentioned. Inexperienced authors seem not to understand their cost. (16 words)

Can this be restated? Perhaps, yes and thus :

In the foregoing numbered paragraphs changes are mentioned. Few inexperienced authors seem to understand their cost. (16 words)

How about the pronoun *their* meant to refer back to the noun *changes*?

Why not recast it this way :

In the foregoing numbered paragraphs changes are mentioned. An inexperienced author seldom understands their cost. (15 words)

Would the word *seldom* make the sense ambiguous? Perhaps. So, the recasting reads :

In the foregoing numbered paragraphs changes are mentioned. An inexperienced author is unlikely to understand their cost (17 words)

Is the first sentence necessary to effect the transition? Why not restore the word *changes* and rewrite thus :

An inexperienced author is unlikely to understand the cost of changes (11 words).

True, the thinking process would have taken a fraction of the time needed to read this passage. This case history is to show how the mind works during the time the skill is consciously developed.

Build a Climate

*To carry conviction,
a speaker needs
three qualities —
for there are three things
that convince us,
apart from actual proof —
good sense, good character,
and good will
towards his hearers.*

Aristotle

*What you do is so loud
that I am not able to hear
what you say.*

Mark Twain

Understanding is not enough;
understanding the message
is not enough.

Until the reader has
accepted and acted
on the message,
the communication
is not complete;
it has not succeeded.
In a results-getting
situation, this is
the crucial part.

For the reader to accept
and act on the message,

there should be
a climate for communication.

The writer can create it
upto a point.
He can create this climate,
for example, by adopting
the appropriate tone.
The friendly, courteous,
urbane, pleasant,
controlled tone
helps to create
a helpful atmosphere
for communication.

The reader welcomes
such a tone
and he tends to feel
favourably disposed
to the message.

Such a tone,
though essential,
is not enough.

It prepares the ground
but does not go beyond that.
The source of communication
should have character —
a character that
the reader
will readily accept.

When he draws meanings
from the written words,
the reader interprets
the message,
not the mere words;
and part of the message is
the source of the message,
and **his** relationship
to the source.

The reaction of the reader
to your words
is part of his
basic mechanism of survival
and will be based on
sensation rather than
on reason.

His interpretation
depends upon his experience.
His personal experience
is not only the sole means
he **will** use,
it is the sole means
he **can** use to give
our words meaning.

Based on his past experience
or hear say
or plain prejudice,
if the reader feels
the writer is not acceptable,
that is,
the source of the message
is not acceptable,
however well the message
is expressed in words,
he may not react favourably.
Much communication fails

**because the writer ignores
this basic fact.**

Much communication fails,
points out Gunning,
because writers ignore
the beliefs of their readers,
ignore how they came
by them and how firmly
they hold them.

Crores of rupees
are wasted each year in
institutional advertising,
for instance;
because, those who pay out
the money are not aware of,
or simply are impatient with,
the preconceptions of those
they hope to influence.

Some are not aware
that the meaning of the words
is not in the words themselves
but in the head
of the person
that interprets it.

Worse still,
same go for statements
couched in semi-legal terms
with the idea that
they can only be taken
to say what they are
meant to mean.

Talking of tone,
the side-effects
a piece of writing

may produce
have deeper roots.

They can be traced
to the reader's knowledge
of the behaviour,
up to that time,
of the source of the words.
No person, institution
or company can say one thing
and do the opposite
without destroying faith
in what is said
in the future.

To have our meaning
accepted, then
we must understand
our reader's ground
of belief
and project our own
personality on it
and in harmony with it.

If we write in his language,
and tie our facts
into his experience,
we have a fair chance
of his accepting them.

What ignites a certain
combination of words,
causing them to explode
in the reader's mind?
It is more than
the subject matter,
the style of writing,
and the choice of words —
important as all these are :
it is

the communication climate.
If we mean business,
if we want results,
we should give
constant and
consistent attention
to creating
a climate for communication.

This is a useful
but a delicate plant
that has to be cultivated
over a period
and maintained thereafter.

If it is true to say that
without a climate
for communication
much effort
will be fruitless,
the contrary also is true.

Once the climate is there,
many inadequacies
in the mechanics,
and many inadequacies
of the communicator
will be condoned
by the reader.
He will bring a will
to understand,
a will to respond.
He will do
more than his part
as a receiver
of communication.
**He may take
the success of it
as his responsibility too.**

Be Reader-Centred

The obligation to the public is the need to communicate, which is the essence of writing — one does not write for oneself.

Eileen Bassing

This guideline urges:

Think in the reader's terms.

When you write something, the reader, not you, is the all important person. Don't forget him for a second. Write **to him and for him.**

We have already seen that if our writing is interesting it will do a better job of informing him. We have seen that coherence of thought, conversational tone, short sentences, active verbs and concrete nouns make writing interesting.

Making our message clear to the reader

is, however, an intermediate objective. The ultimate objective is that the reader should respond to the thought.

He will respond favourably to the thought only if doing so makes sense to him, is of advantage to him.

It is true that he will figure out how the proposition will benefit him.

We can facilitate the process by thinking in his terms and expressing the proposition in his terms. To do this effectively, we should be client-centred, we should **empathise** with the reader.

This attitude itself will help develop the skill.

We will use our ingenuity
and express ourselves
in a way that
will make it worthwhile
for the reader to respond.

In a good part of
writing at work
this is just not done.
The writer thinks only
of himself, of the benefits
that will accrue to him.
This self-involvement
makes a business proposition
a tug-of-war instead of
a mutually beneficial one.

The suggestion is not that
we should ignore ourselves
or lose our identity.

The suggestion is that
we think and talk
in the reader's terms —
**to reconcile his purpose
and our purpose:**
this will make it easy
for the reader to respond.

The reader is human.
He has a survival instinct.
He asks:
What is he trying
to sell me?
He has
a self-interest instinct.
He asks:
What is in it for me?

GUIDELINES IN ACTION : GLIMPSES

Be reader—centred

Art Kuhl gives an example:

A customer writes in, let's say, to complain that he was sent a belligerent dunning notice when his bill was only two weeks overdue. How do you answer him?

“In an operation that involves more than four million separate credit-card accounts and more than six million individual credit-card holders, some errors are unavoidable.
Please accept our apologies for any inconvenience.”

Grammatical sentences. Logical. And offensive!

They're written from a company standpoint, not the standpoint of the customer, who doesn't want to be told he's just one in a six million-plus crowd.

Why not this way?

“I'm truly sorry that this happened. Try as we will, we make mistakes every once in a while—more often than we'd like. Do give us second chance, though, won't you?
We'll do our best not to slip again.”

* From *Toward Clearer Company Writing* by Art Kuhl © American Oil Company, (1965).

Being Clear is an Attitude, a Discipline

*The two most
difficult things
a writer must learn are
stamina and self-discipline.*

Pamela Frankau

Style has been described as
"the manner of saying
what is said".

And style takes its shape
more from
an attitude of mind
than from
principles of composition.

Being clear is
an attitude, a discipline.
If we are
a little thoughtful
of the reader,
if we place ourselves
in his position,
our efforts
will be constantly
in the direction of clarity.

If we are goal-oriented,
if we are keen
to assure understanding
on the part of the reader
and get

a favourable response too,
we will make
the necessary 'sacrifices' ---
we will make
the necessary efforts.

If the attitude is
one of self-absorption,
if the discipline is
one of I-have-done-my-part,
we do not go very far
in achieving clarity.

Obscurity, fortunately,
is not often in
the writer's thoughts,
but only in his way
of expressing himself.
(‘Fortunately’ because
obscurity in writing
as against thinking
is more easily remediable.)

If the reader sees a point
in remedying
his way of expression
he will start taking
possible steps towards it.

If our set purpose is
not to be clear on a point,

if it is to leave
on the mind
of the readers —
a blurred impression.
and occassionally
this may well be
our purpose —
we should remain obscure.
That is *the way*

to be purposeful
in that context.

As it happens, more often,
we confuse the reader
without meaning to do so.
This is where
a personal discipline
is called for.

Make it Easy for the Reader

*Writing is not easy —
it's a great deal
of hard work.
You write,
then you go over it
again and again,
not only to polish style
but to make sure
that ideas are made clear.*

Bruce Catton

Make it easy for the reader.
If you make it easy for me,
I will make it easy for you:
that is the general stand
of the reader.

We can make it easy for him
in two ways.

One is in organisation.
The other is in presentation.
If we prepare him
for what he is going to read,
and summarize for him
what he has read,
and draw his attention
to what is significant,
we are helping him
absorb our communication.

If in addition,
we make it readable —
we give it
the 'fiction touch',
we give it
the 'newspaperman's touch',
we explain ideas
through the experiences
of people,
we use direct
quotations liberally,
and go for a
higher proportion
of dialogue and narrative —
the reader enjoys reading
our piece.

The message remains in tact.
The medium is made
a lot more acceptable.

The extract on page 303
illustrates this point well.

Art Buchwald

NOBODY PAYS

WASHINGTON. — Everyone has his own theory as to why the economy is in such trouble. In spite of all the gobbledy gook the administration is putting out, the real reason the economy has gone to pot is that nobody is paying his bills.

My father, who is president, vice-president, treasurer and sole full-time employee of the Aetna Curtain Co., in New York City, called me in Washington to tell me what was going on the business world.

"If that president of *yours* really wants to get the economy moving again," he said, "you can tell him to get people to start paying their bills."

"You mean people aren't paying their bills?" I said, astonished.

"No one is paying bills. . . . people, companies, corporations, banks, insurance companies. Everyone is holding up on the money."

"It's hard to believe."

"Believe it," my father said.

"I made curtains for a toy com-

pany's show room on Fifth Avenue three months ago. They still haven't paid me. I went over the other day and said, 'Look. You're a big toy company; I'm a small manufacturer. Why don't you pay me for the curtains?' They said, 'We'd love to pay you for the curtains, but Krum's Department Store hasn't paid us for our toys.'

"So," my father continued, "I went over to Krum's Department Store and said to them, 'Why don't you pay the Thumbsucker Toy Co., so they can pay me for my curtains?' The people at Krum's Department store said, 'We'd have to pay the Thumbsucker Toy Co for their toys, but none of our charge accounts has paid us. Here is a customer, Arthur Gordon. He bought \$ 100 worth of toys, and he hasn't paid for them. Go, see him and ask him why he hasn't sent in his check.'"

My father went to see Arthur Gordon and said, "Mr. Gordon, I don't know you, but you owe the Krum Department Store \$ 100."

From 'INTERNATIONAL HERALD TRIBUNE' Dated Dec. 3, 1970, P. 16. Reproduced by permission of the author.

"What business is it of yours?" Mr. Gordon wanted to know.

"Because if you don't pay your bill, the Krum people won't pay the Thumbsucker Toy Co., and if they don't get paid, they won't pay me for my curtains."

"Well," said Gordon, "if you must know, I'm a lawyer, and I won't pay Krum's until Harold Jaffe, who is in the lumber business, pays me."

My father went to see Jaffe, who said, "The reason I haven't paid Gordon is that the Man Mountain Construction Co. owes me \$ 5,000 for lumber. You get my \$ 5,000 from Man Mountain and I'll pay my lawyer's bill."

Since business was slow, my father went to see the Man Mountain Construction Co. They admitted owing Jaffe the money, but said the reason they couldn't pay him was that the Third National Bank of Queen's Village had refused to give Man Mountain a loan to finish a housing project they were building in Happy Valley, N. Y.

My father went to see Mr. Michael Kahme, President of the Third National Bank of Queens Village, and he said

the reason they couldn't lend Man Mountain any money was because a dentist named Dr. Hiram Torem hadn't paid back a loan he made to furnish his office with all-new dental equipment.

Dr. Torem told my father he couldn't pay back the loan for his equipment because Mr. Robert Cantor hadn't paid him for a very expensive set of false teeth.

My father told me, "I knew it was hopeless to look up Mr. Cantor, so I went back to the shop, where I found Mr. Sam Plotnik, who sold me the fabric for the curtains I made for the Thumbsucker Toy Co. He said, 'When am I going to get money for my curtain material? I said to him, 'What's the hurry?' And he said, 'The hurry is that I've had to lay off people because you haven't paid your bill.'"

And my father said, "One of those people wouldn't be named Robert Cantor would he?"

"No," said Plotnik. "Why do you ask?"

My father replied, "It was just a hunch."

Revise and Sharpen

*... each time I wrote
the last word
I would think,
if I could
just do it over,
I would do it better,
may be even right . . .*

William Faulkner

*If I were to tell you
that chapters of
Captain Newman MD
were rewritten ten,
twenty, fifty times,
would you believe me?
But it's true.*

Leo Rosten

*. . . I never actually
write a book.
I rewrite a book.*

Erskine Caldwell

*I am actually more of
a rewriter than a writer.*

Eileen Bassing.

Everybody does it;
every effective writer,
that is.

The more important

the message
the more attention
we should give
this guideline.

As we develop our skill
in writing,
we will have
less and less need to revise
but the need is not likely
to disappear altogether.

When we write
the first draft,
we put down words,
phrases and sentences
that seem very clear to us
and to our readers.
Often, the first draft
is only an approximation.
When we revise,
we sharpen the meaning
by touching up a word here
and a phrase there,
and occasionally rewriting
entire sentences or
even paragraphs.

No, we do not take
the reader for a fool.

On the contrary
we take him for
an intelligent and
interested person.
So that he may do his part,
we wish to do
our part in communication.

Our writting is not
of the literary kind.

If we miss the reader's
understanding or response,
if we fail
to inform and influence him,
we may miss an opportunity
once for all.
(Irretrievably?)
Hence this concern for
Revise and Sharpen.

POSSIBILITIES IN REWRITING

To highlight the possibilities
the last guideline suggests,
I am giving a number of samples
in this section.

These pieces were selected
and the rewrites prepared
by Mr T S Venkoba Rao
who assisted me
in preparing this book.
I suggested to him that
he select passages
that lend themselves to revision.
When we peruse them, we may feel
they could have been
revised differently.

His is a way of rewriting;
the reader may have his own.
The point is that rewriting helps
written communication for results.

1.1

At this juncture, I would like to suggest that in sanctioning expansion in the Industrial Licensed Capacity, the Government must give favourable consideration to those industrial units where the original in-built capacity can be improved upon by technical and design innovations and by increase in by technical and design innovations and by increase in productivity.
(Original—46 words)

1.2

While sanctioning expansion in Licensed capacity, Government must give preference to companies who can produce more with the machinery they already have.
(Revised—22 words)

2.1

It is hoped that the Group policy will be continued indefinitely through the years, but the company reserves the right to terminate or change this Plan in the future.

(Original-29 words)

2.2

The company intends to continue the plan and cannot foresee any reason that would cause it to be suspended, discontinued or modified. However, the company reserves the right to take such actions if necessary.

(Revised—34 words)

Comments : *Since the aim is educating the average shareholder, would this revision better serve the purpose?*

3.1

The principle of elimination of unnecessary operations ensures doing the job in the most economic way so that the effective information could be supplied to the various end-users at the minimum cost. When, we, in different functions of management, realize that the functional unit concerning each of our departments is not a self compact unit but a part of the whole and all are contributing in an inter-related fashion to meet the overall objective of the organisation, we will appreciate the necessity of integrating our approach towards data processing. This is why we are thinking of integrated accounting rather than dual accounting. Budgetary control is a very good example of integrated business control approach by which the impact of any deviation in a particular activity on other operations and on the overall profitability is clearly revealed.

(Original — 138 words)

3.2

To get information at minimum cost and to keep constantly in view the inter-relation between departments, we adopt integrated accounting on data processing equipment. Budgetary control is a good example. It clearly shows the effects of deviations in a particular activity on the overall profits.

(Revised—45 words)

4.1

The purpose of this exercise is to demonstrate that it is really not so costly as many believe to employ raw man-

power in capital building and labour-intensive works in a labour-surplus economy. This argument would apply with even more force if we consider that, had the labourers been allowed to remain in a state of unemployment, they not only would have been a drag on the economy but also might have contributed to social tension and thus added to the cost of keeping the peace.

Finally, the exercise serves to emphasize the point that there can indeed be a highly utilizable but idle "capital" pool in the presence of a large unemployed labour force in a developing economy. This is a point often missed of. It is assumed that capital and labour are two separate but inextricably interdependent factors, that one must necessarily attend the other and, since capital is almost always in short supply, a large proportion of the labour force cannot as a result be actively employed. It has been demonstrated here that much development work can be done with labour and little else. Here is the logic of the massive and intensive employment of labour—the so-called "chinese" method—in capital building and labour-intensive work. It may indeed be said that it is by so employing its labour force that Taiwan has been able to practically eliminate unemployment.
(Original—241 words)

4.2

In a labour surplus economy, labour-intensive works are really not so costly as many believe. Also, such works reduce social tensions and the cost of keeping peace. The result of this project proves that much development work can be done with labour and little else. Taiwan has practically eliminated unemployment by following this method.
(Revised-55 words)

5.1

Emphasis on Medium Wave Coverage

Though the development of sound broadcasting has been conditioned by the resources available, it has followed a logical pattern. The country's economy did not permit the large outlay required for providing a network of medium wave transmitters to ensure a reliable service throughout the country. A judicious combination of medium-wave service for important cities and cultural centre supplemented

by a second grade service for the rest of the country was adopted. This pattern was followed till the end of 1961. At the same time the fact that reliable broadcast coverage would be available through medium wave and not short wave was not lost sight of and as much expansion of medium wave coverage was aimed at as could be possible within the resources.

Since the beginning of the Third Plan no further expansion of short wave service for home service has been planned. Though short wave broadcasts can reach longer distances and even distant targets, the service is of second grade, subject to fading, distortion and interference that are inherent in short wave reception.

In view of the ever increasing congestion in short wave spectrum, the problem of interference has assumed enormous proportions. International bodies are discouraging the use of short wave broadcasts for home broadcasting. Such a service is, however, in vogue in tropical countries like India where it is not yet economical to provide coverage on medium wave only. (Original—140 words)

5.2

Comment

Retaining all the essential information, supplying some the writer has assumed the reader ought to know and restoring the logical order, we can express the writers thoughts as:

Medium wave service provides a reliable service but covers only a small area. We do not have enough money to cover the entire country with medium wave service. Short wave service inherently provides only a second grade service but covers longer distances and hence provides a greater coverage for the same money. To first provide an adequate coverage of radio service in the country, we are making use of short wave also for home broadcasting. For the same considerations, we were also actually expanding home broadcasting on short wave till the end of 1961 (the beginning of Third Plan.) We are constantly striving to expand the medium wave coverage as much as our money will allow. From the beginning of Third Plan we are concentrating only on extension of medium wave coverage for home broadcasts. (Revised—135 words)

The information is what we have found out on our own.

ACTION PLAN FOR AN ORGANISATION

*In tennis, to play with gritted teeth
and tense concentration
may merely stiffen the muscles:
once the necessary reflexes have been formed by practice,
it may work far better to use one's head
to think where to put the 'ball,
but leave it to one's body how to put it there.*

F. L. Lucas

1. If *all* the members of an organisation become aware of the possibilities of and approaches to this skill, and consciously attempt to develop it, satisfying results accrue — tangible results in terms of better performance and intangible results in terms of smoother working.
2. You can, for a start, *expose all the members of the staff* to a presentation on the major principles of clear writing. Whether the person writes for half an hour a week or all the hours of the week is not material.
Clear writing is clear thinking and clear thinking would help everyone.
3. To maintain the interest, you can arrange to circulate some of the good attempts at writing with or without mentioning source. Apart from giving credit to the authors, this focuses attention on what is possible.
4. You can encourage "*writing clinics*" — weekly meetings where 'writers' exchange notes on some of their best performances during the week. In the initial stages, the "clinics" need deft handling.
5. Arising out of these exercises, you may prepare *a book of hints* to the new-comers. This will contain a number of local examples

of rewrites — to emphasise that writing skill takes time to develop.

6. The emphasis all along has been on written communication skill — *not* necessarily on *English composition*. All the same, so long as you have English as the working language, you will do well to arrange special lessons for those who have basic problems of grammar and composition.
7. Once a year or once in two years you can arrange a random or a *full scale survey* of written communication in the entire organisation. The purpose is to locate opportunities for still better written communication and results. You can follow this up by a *refresher session* for all personnely.

As you have seen, one needs to take time to develop this skill.

Awareness and atmosphere, though only a start for skill development to an individual, mean much to the organisation as a whole.

If *all* your people repeatedly hear that good communication is goal-oriented and reader-centered, they will at least give a chance

to those who wish to try it out.

Action Plan for an Individual

*At length after forty years
I have learnt to write
German.*

Goethe

*If you want to be a writer,
write.*

Write all the time.

Samuel Johnson

If we communicate better orally than in writing, it is because we have and we use more opportunities to do so.

To develop writing skill, we should use or create more opportunities to write on or off the job.

Bertrand Russell, it is said, spent a whole year consciously striving to develop his writing skill. If one year sounds too long to us — we certainly have other things to do — we may allot an hour a day for the first three months,

and three hours a week for another three months, and thereafter as fancy dictates.

This conscious, sustained, initial drill pays dividends. Adequate drill is part of developing a skill systematically. Over a period, skilled writing comes easily to us.

WHAT MAY WE DO DURING THAT HOUR OF PRACTICE?

1. We may take some of the material we wrote earlier, a memo, a letter, a report or a manual, last week, last month or last year, and rewrite to refine. This is a little tedious but rewarding.
2. Few writers are so expert that they can produce

what they seek to
in the first try.

The original drafts,
diaries, and biographies
of major and minor
prose writers
are packed
with evidence
that clarity is more
the result of hard work
than of genius.

Even masters of style
in the English language
like Mathew Arnold
and Stuart Chase
found it worthwhile
to revise, rewrite
and refine.

3. The time and efforts
we spend in bringing out
a communication
will become less
as our skill improves.
In developing this skill,
we need to invest time
and effort.

One major aspect
of this effort
is rewriting.

In a sense, rewriting,

revising, refining
is part of writing.

4. What revising and
rewriting
can do for effect
can be seen from
the examples given
in the various chapters.
Additional examples
in the earlier section
are given to emphasise
the point.

5. We may also study
in depth
the accompanying
case history
in rewriting.
The case history relates
to three "rewritten"
passages from
three articles
on the same subject.
Presenting them,
Dr. Rudolf Flesch says:
"A study of
the three articles
is a complete course
course in
readability itself."
When we read them
we'll understand why.

The way of saying it

D 1

This is the beginning of "Therapeutic Nerve Block" by E. A. Rovenstine, M. D. and H. M. Wertheim, M. D.. (Journal of the American Medical Association, vol. 117, no. 19, Nov. 8, 1941):

"Therapeutic nerve block" is but one of the many ramifications of regional analgesia. The history of the introduction and development of perineural injections of analgesic and neurolytic agents for therapy coincides with that of similar types of injections to control the pain associated with surgical procedures. The use of surgical analgesic nerve block has eclipsed by far similar procedures employed to cure or alleviate pain or symptoms resulting from disease or injury. . .

The paper ends as follows :

The most interesting and probably more promising and fruitful results from therapeutic nerve blocking are the techniques for interrupting sympathetic pathways with analgesic or neurolytic solutions. This recent practice has already gained wide application and produced many favourable reports. A comparison of the value of the chemical destruction of sympathetic pathways or surgical section cannot be made accurately with present knowledge and experience, but there are indications that for many conditions the former are to be preferred.

Interruption of the sympathetic pathways at the stellate ganglion is used to cure hyperhidrosis of the upper extremity. It is useful to relieve sympathalgia of the face and

From *The Art of Readable Writing* by Rudolf Flesch, Collier Books, New York. Reproduced with permission.

causalgia. It has been employed successfully to treat post-traumatic spreading neuragia, the pain of amputation stumps and vasomotor disturbances. The treatment of angina pectoris after medical remedies have failed to relieve pain is now conceded to include injections of the upper thoracic sympathetic ganglions. The same procedure has been effective in controlling or alleviating the distressing pain from an aneurysm of the arch of the descending aorta.

Interruption of the lumber sympathetic pathways is indicated for conditions in the lower extremities similar to those enumerated for the upper extremities. This therapeutic nerve block has been employed also to treat thrombophlebitis of the lower extremity. The results from these injections have been dramatic and largely successful. Not only is the pain relieved immediately but the whole process subsides promptly. This remedy represents so much of an improvement over previous therapeutic efforts that it should be used whenever the condition develops.

D 2

In Life (October 27, 1947) the article about the nerve block carried the heading.

PAIN-CONTROL CLINIC

New York doctors ease suffering by blocking off nerves with drugs.

Eight pictures were accompanied by the following text :

Except in the field of surgery, control of pain is still very much in the primitive stages. Countless thousands of patients suffer the tortures of cancer, angina pectoris and other distressing disease while THEIR physicians are helpless to relieve THEM. A big step toward help for these sufferers is now being made with a treatment known as nerve-blocking. This treatment, which consists of putting a "block" between the source of pain and the brain, is not a new therapy. But its potentialities are just now being realised. Using better drugs and a wider knowledge of the mechanics of pain gained during and since the war, Doctors E. A. ROVENS-TINE and E. M. PAPPER of the New York University College of Medicine have been able to help two-thirds of the patients accepted for treatment in THEIR "pain clinic" at Bellevue Hospital.

The nerve-block treatment is comparatively simple and does not have serious after-effects. It merely involves the injection of an anesthetic drug along the path of the nerve carrying pain impulses from the diseased or injured tissue to the brain. Although its action is similar to that of spinal anesthesia used in surgery, nerve block generally lasts much longer and is only occasionally used for operations. The N.Y.U. doctors have found it effective in a wide range of diseases including angina pectoris, sciatica, shingles, neuralgia and some forms of cancer. Relief is not always permanent, but usually the injection can be repeated. Some anginal pectoris patients have had relief for periods ranging from six months to two years. While recognizing that nerve block is no panacea, the doctors feel that results obtained in cases like that of MIKE OSTROICH will mean a much wider application in the near future.

D 3

The New Yorker (October 25, 1947) in its profile of Dr. Rovenstine describes the nerve block like this:

.....Recently, HE (Rovenstine devoted a few minutes to relieving a free patient in Bellevue of a pain in an arm that had been cut off several years before. The victim of this phantom pain said that the tendons ached and that HIS fingers were clenched so hard HE could feel HIS nails digging into HIS palm. Dr. ROVENSTINE'S assistant, Dr. E. M. PAPPER, reminded ROVENSTINE that a hundred and fifty years ago the cure would have been to dig up the MAN'S arm, if its burial place was known, and straighten out the hand. ROVENSTINE smiled. "I tell YOU," HE said: "WE'll use a two-per-cent solution of procaine, and if it works, in a couple of weeks WE'll go on with an alcohol solution, Procaine, YOU know, lasts a couple of weeks, alcohol six months or longer. In most cases of this sort, I use the nerve block originated by LABAT around 1910 and improved on in New Orleans about ten years back, plus one or two improvisations of MY own." (Nerve blocking is a method of anesthetizing a nerve that is transmitting pain) ROVENSTINE does little anesthetizing HIMSELF these days, except when HE is demonstrating HIS methods at HIS lectures. He carries on only a small practice outside Bellevue. If HE is called in on routine cases, HE asks extremely high fees. HE proceeds on the principle that a person who wants HIM to handle a routine operation ought to pay well for

HIM. If HE is asked to apply HIS specialized knowledge to an unusual case, HE doesn't care what the fee is. Like a great many other doctors, HE feels that only millionaires and indigents get decent medical care. PEOPLE of these two classes are the only ones who feel that THEY can call on the leading surgeons and ROVENSTINE.

The MAN with the pain in the non-existent hand was an indigent, and ROVENSTINE was working before a large gallery of student anethetists and visitors when HE exorcised the ghosts that were painig him. Some of the spectators, though THEY felt awed, also felt inclined to giggle. Even trained anethetists sometimes get into this state during nerve-block demonstrations because of the tenseness such feats of magic induce in THEM. The patient, thin, stark-naked, and an obvious product of poverty and cheap gin mills, was nervous and rather apologetic when HE was brought into the operating theatre. ROVENSTINE has an easy manner with patients, and as HIS thick stubby hands roamed over the MAN'S back, HE gently asked, "How YOU doing?" "MY hand, it is all closed together DOC," the MAN answered, startled and evidently a little proud of the attention HE was getting. "YOU'll be O.K. soon," ROVENSTINE said, and turned to the audience. "One of MY greatest contributions to medical science has 'been the use of the eyebrow pencil," HE said. HE took one from the pocket of HIS white smock and made a series of marks on the patients back, near the shoulder of the amputated arm, so that the spectators could see exactly where HE was going to work. With a syringe and needle HE raised four small weals on the MAN'S back and then shoved long needles into the weals. The MAN shuddered but said HE felt no pain. ROVENSTINE then attached a syringe to the first needle, injected the procaine solution, unfastened the syringe, attached it to the next needle, injected more of the solution, and so on. The patient's face began to relax a little. "LORD, DOC," HE said. "My hand is loosening up a bit already." "YOU'll be all right by tonight, I think," ROVENSTINE said. HE was.

CONSTANT UPGRADING

*I am still studying verbs
and the mystery of how they connect nouns.
I am more suspicious of adjectives
than at any other time in all my born days.
All my life I have been trying
to learn to read, to see and hear, and to write
It could be, in the grace of God,
I shall live to be 99, as did Hokusai,
and speaking my farewell to earthly scenes,
I might paraphrase: 'If God had let me live five years longer,
I should have been a writer'.*

—Carl Sandurg (when 72 years old)

*I think anyone who wants to be a very good writer
should 'be a very good reader.*

—Irving Stone

*I should think that the first thing
the young writer should do
is to read everything, and read all the time.
Poetry, philosophy, economics,
Sear's Roebuck catalogs, history, novels.
Reading that's good, bad, and indifferent,
but infinitely varied.*

—Morris L. West.

One step we saw in the development of a skill,
is a constant attempt to improve.

Consciously striving to write better than yesterday
certainly helps.

Attending refresher sessions on written communication
and exchanging notes with fellow practitioners
also help.

In addition, we may study the professional writers.

We may study poetry,

"the best words in the best order".

We may study articles by well-known authors.

We may study news stories in the newspapers.

We may study advertising copy.

It is true "copy" is written with care

and cannot be compared

to the day-to-day communication in a factory or office.

Even so, "copy" is worth studying.

We can build our private collection

of skilled writing on and off the job.

What is provided in this book can be taken as a stimulus

to further thinking on the same subject.

Looking for and examining skilled writing

is one way to keep our awareness of it

in good trim.

A GOVERNMENT AGENCY CASE HISTORY *

One of the Great illusions of Business life is that something is accomplished when we have written and distributed an instruction. Because we have expressed ourselves, we naively assume that the intended impression has been made on our readers. For this and other reasons, *we are not likely to be aware of deficiencies in our written communication.*

When we examine an organization's written communication *from the viewpoint of the people who are supposed to read them*, we shall probably discover that they are not so effective as we have assumed them to be. We are likely to discover that many blunders and failures in operations are traceable to faulty communications.

HOW WE STARTED

Before we of the Social Security Board undertook to reform ourselves, here is the way we explained to hundreds of state employees throughout the country how to prepare a certain report.

States which analyze only a sample of intrastate payments should multiply each figure in the resultant sample distribution for columns II, III and IV of section 'B' by a factor equal to the ratio between the total number of intrastate first payments issued during the quarter and the total number of intrastate first payments found in the sample, and should multiply each figure in the sample distribution obtained for columns II, III, IV of section 'C' by a factor

*From *Improving Written Communications* by Milton Hall. Reproduced with permission of American Management Association, New York.

equal to the ratio between the total number of intrastate second and subsequent benefit periods compensated during the quarter and the total number of second and subsequent benefit periods found in the sample, thus deriving and reporting an estimated distribution of the total number of benefit periods covered by intrastate payments issued during the quarter.

To think that we wondered why people didn't make out the report right

And here is the way we answered inquiries from the public. Is it any wonder that the man who received the following letter, filled with our technical lingo, wanted to know what it meant?

In order to be fully insured, an individual must have earned \$ 50 or more in covered employment for as many quarters of coverage as half the calendar quarters elapsing between 1936 and the quarter in which he reaches age 65 or dies, whichever first occurs.

Let no one get the impression that government writers are the only sinners. Surveys of written communications show that many private companies are not too far behind when it comes to writing stuff that people do not understand. Here, for example, is how one company explains in an instruction manual the meaning of audit control:

The term "audit control," as used in this section, connotes either limitation on audit action to be taken; or segregation and identification of a specified amount in order to determine its inclusiveness and exclusiveness, and proper correlation to other segregated and identified moneys when any sums are to be deducted from or added to any one or more of such segregations.

One of the ways we confuse people is brought out by the following pathetic reply to a letter written by a lending

company (this letter carried a subject line above the body, and in the text had referred to the "above-captioned loan").

I received yours of September 27 saying that my RE loan No. 480227 was captioned and I have not heard any more from it yet so I am asking you to please quote me at once who had it captioned and what was it captioned for write me of the details do not hide the matter from me any longer oblige yours. . . .

DAMAGE CAUSED BY POOR COMMUNICATION.

I wonder whether we have recognized fully the amount of damage that results from poor writing. If you investigate the cause of failures in operations you will find in a surprisingly large proportion of the cases that the breakdown was due in part at least to faulty communication.

If there were space I could tell of instance after instance of serious breakdown caused by instructions or policy statements that were written so that they *could be misunderstood*. There is ample evidence of enormous damage caused by writing that is open to misinterpretation, that is too hard to understand, or that is so verbose that people just don't have time to read it carefully.

An executive in the central office of a nation-wide organization recently complained bitterly to me of serious losses caused by the failure of employees to follow a simple procedure outlined in a manual provided for them. Another executive was disturbed over the money wasted and the time lost by employees who continually wrote in for information they could have obtained from the manual on their desks. In both instances the reason was clear: Relatively simple procedures were described in a manner that was just too hard to understand. It was easier to write to the central office than to struggle through the mass of confused phraseology in the instruction manual.

EFFORTS TO SIMPLIFY OUR COMMUNICATIONS.

Some months ago the Social Security Board undertook a Planned programme to improve and simplify its system of written communications. We recognized from the beginning that this was a major administrative problem. We have used three chief methods of attack: (1) clarification of policy on writing; (2) publicity or propaganda; and (3) training conferences.

CLARIFICATION OF POLICY ON WRITING.

Any fundamental attack on the problem of written communications requires that we recognize and deal with the fact that the quality of writing in an organization may be subtly determined in part by a kind of informal policy or "folklore" that often has a stronger influence than formally stated policies.

For example, if George Washington were to take a job today in any one of many federal agencies, he would not for long write, "I did it with my little hatchet." His supervisor would change this direct statement to read, "It was done with a little hatchet." and would call him aside to explain that "in this agency we use an *impersonal style*," and if George wanted to stay around, he would learn to write in this indirect, impersonal manner which is safer anyway, even though it is always verbose and frequently confusing.

We found that many executives and employees in the Board had the impression, as a result of previous experience, that they were *required* to write in this difficult manner. Similarly, many thought they had to use those strange stereotyped phrases — like "please be advised," "transmitted herewith," "attached hereto", and "pursuant to your request" — that have been handed down from generation to generation in business and government.

These impressions had to be corrected, and the proper policy established before any real improvement in writing could take place. So the Executive Director of the Board, Oscar M. Powell, issued statements to employees such as the following:

WHY ARE OTHER PEOPLE SO LONG WINDED?

As we read the mass of material that crosses our desks we sometimes wish, "If only he would come to the point" — why must I struggle through all these words, words, words?" Much writing in Government is long-winded. Ten words often are used where five would express an idea more clearly. Such writing wastes our time and tries our patience. But what about our own writing?

Let's write for others as we would have them write for us. We can save their time by————

CUTTING OFF UNESSENTIAL WORDS AND PHRASES:-

(You are advised that) the schedule should be sent (directly) to this office (as promptly as possible).

A copy is attached (hereto for your information and guidance). (It will be observed that) all messages (emanating) from the Washington office.

(Your attention is directed to) section 7 (which) says

AVOIDING ROUNDABOUT EXPRESSIONS :

The Bureau is of the opinion that.....We believe
It is our understanding that We understand
Approval to the request was given

by you on January 20 You approved this
request on Jan. 20

The order is in the process
of revision
Difficulties in
the administration of

the order is being revised
Difficulties in administering

Without such policy clarification, any efforts to improve our communications system would indeed have been piddling.

PUBLICITY METHODS OR PROPAGANDA.

In addition, we have used what might be called publicity methods or propaganda, in order to bring about, on the part of our staff, a recognition of our faults and an awareness of the specific needs for improvement.

To change deep-seated habits, it was necessary first of all to create a widespread realization that the top leadership of the organization was dissatisfied with the quality of our written communications. The Executive Director got out a message to that effect. He seldom missed an opportunity at conferences or other meetings of key people to strike a blow for simple and direct writing. Together with the Board members and the bureau directors, he became very critical of specific instances of fancy, verbose, or obscure writing. A systematic process of painful but necessary needling went on.

Then we distributed, at weekly intervals, a series of attention catching leaflets. The first of these was designed to convince our people that our writing was too hard to read. It presented the results of applying the Flesch readability formula to samples of our writing. This formula enables you to measure objectively how difficult a given piece of writing is to understand.

Application of the formula showed that even our letters to the public were as tough to read as the writing in scientific journals! And these letters were simple by comparison with our internal communications. One of our instruction manuals blew the top off the thermometer.

Leaflets entitled *You Don't Have to Sound Like a Government Official* and *Are Government Workers People?* struck

at impersonal expression and high-faluting "governmentese." Others carried such titles as *Why Are Other People So Long-Winded?* *Do We Have to Use Such Long Words?* and *How to Write Shorter Sentences?* These leaflets have been surprisingly popular and effective.

IS OUR WRITING TOO HARD TO READ?

Our writing is **much too hard** to read according to the "readability" formula worked out by Professor Flesch, and other specialists in the Readability Laboratory of Columbia University.

His measuring stick enables us to compare our writing with standard writing of known difficulty. For example, if the formula shows that a piece of writing rates "Fairly Difficult", we know that it is comparable to Harpers Magazine.

Application of the formula to our writing shows that even our standard "inquiry" letters to the public are on a par with the Yale Review and scientific journals.

3 BIG REASONS :

LONG INVOLVED SENTENCES—like this :

"When action has been taken by the Board on a particular subject and this information has appeared in the official Board Minutes, and the Bureau finds it necessary that additional information should have been included in the Minutes, or a certain portion of it revised, it is necessary to submit a new memorandum to the Board recommending that the previous policy adopted by the Board be amended or revised, as the case may be."

UNNECESSARILY DIFFICULT AND FANCY WORDS—

"The forms are obsolete and should be consigned to the receptacles utilized in disposing of your daily accumulation of trash." (Since the forms are obsolete, throw them away).

IMPERSONAL EXPRESSION—

“It is suggested that the voucher be rewritten with the explanation that official business was performed on December 13.” (The reader will know whom we are talking about if we say, “We suggest that you rewrite the voucher, explaining that you performed official business on December 13.”)

TRAINING CONFERENCES

In Washington, where we have a concentration of people who do a great deal of writing, the methods already described are supplemented by series of training conferences. The typical group which meets for five sessions, is made up of all the executives and employees of a division who write memoranda, administrative orders, procedural guides, and other instructional material. We consider it essential that people *at all levels* take part, so that they may reach a common understanding of the standards of effective written communication. The greater part of the time in these conferences is spent in group criticism of actual communications written by members of the group. Our aim is to bring about self-criticism and recognition of weaknesses needing correction. This process is helped by the use of a check list, called *Check Your Writing*, containing searching questions for people to ask about their written communications. About each piece of writing they question: Is it: (1) complete, (2) concise, (3) clear, (4) correct, (5) appropriate in tone? More specifically, they appraise and discuss the material in terms of such questions as: “Does it give all necessary information?” “Does it contain only essential facts?” “Is the language adapted to the reader?” “Are the words the simplest that carry the thought?” “Do the statements conform with policy?” “Is it free from pompous, hackneyed, or bureaucratic language?”

In these sessions we do not attempt to teach fine points of writing. Instead, we focus attention on a *limited number of major weaknesses which cause the most trouble in written communications and which can be corrected the most readily.*

Long and involved sentences, for example, are perhaps the greatest single cause of obscurity and misunderstanding. You may recall this one from the income tax instruction :

In the case of individuals other than farmers, if 80 per cent of the tax (determined without regard to the credits for tax withheld on tax-free covenant bonds and for Income and Victory Tax withheld on wages) exceeds the estimated tax (increased by such credits), and in the case of farmers, if $66\frac{2}{3}$ per cent of the tax (determined without regard to such credits) exceeds the estimated tax (increased by such credits) there shall be added to the tax an amount equal to such excess, or equal to 6 per cent of the amount by which the tax so determined exceeds the estimated tax so increased, whichever is the lesser.

We try to make people self-conscious about this type of sentence and we give them practical suggestions for writing more clearly. The sentence I just quoted has been broken up by Rudolf Flesch so that we can understand it :

If your estimate turns out to be less than $\frac{4}{5}$ of the tax you will have to pay a fine. To figure out your fine, subtract first your estimate from $\frac{4}{5}$ of your tax; then subtract your estimate from your whole tax and take of 6 per cent of the difference: The small of the two figures is what you will have to pay as your fine. By "tax" we mean here your tax regardless of your credits for tax withheld on bonds or wages. By "estimate" we mean your estimate to which we have added these credits. If you are a farmer, we cut $\frac{4}{5}$ to $\frac{2}{3}$ for you.

Lack of conciseness is another curse in written communications, and one that can be removed. Not that long-windedness is a crime in itself; the point is that when we take three pages to say what could be said in one, we waste the time of perhaps hundreds of readers, or risk the chance that they will not read our message at all. In our meetings we give specific sugges-

tions for overcoming this almost universal tendency to waste words — the tendency to write, for example, "These forms are obsolete and should be consigned to the receptacles utilized in disposing of your daily accumulation of trash", 'in place of, "since these forms are obsolete, throw them away."

I have space to mention only one more of the major types of weaknesses that we make a special effort to correct. That is the tendency to use unnecessarily long, technical, or highbrow words that make writing hard to to read and give readers the impression that we are legalistic bureaucrats bent on making things more difficult than they really are. Why should anyone write, for example, "We shall endeavour to ascertain the data," when he means, "We shall try to get the facts"?...

We in the Social Security Board recognize that we still have a long way to go perfecting our system of written communications. We have made progress, however, and we have the satisfaction of knowing that we are gradually licking a tough administrative problem.

SELECTED REFERENCE AND READINGS : BOOKS AND MONOGRAPHS

<i>Author (s)</i>	<i>Title</i>	<i>Publishers</i>	<i>Year</i>
Aurner, Robert Ray and Wolb, M.P.	Effective Communication in Business, with Management Emphasis.	Edward Arnold, London	1967
Aurner, R.	Effective Communications in Business.	South Western Publishing Co., Cincinnati	1958
Bell, R. W.	Write What You Mean.	G. Allen., London	1954
Bernstein, T. M.	Watch Your Language.	Atheneum, New York	1965
B.I.M.	Presenting Financial Information to Employees.	British Institute of Management, London	1957
Borman, Ernest G. and others.	Interpersonal Communication In the Modern Organisation.	Prentice-Hall, London	1969
Brown J.	Cases in Business Communication.	Wadsworth Publishing Co., Belmont, California	1962
Brennan, Lawrence D.	Management Writing Guide.	Prentice Hall Inc., Connecticut	1963
Brennan, Lawrence D.	Business Communication	Adams & Co., Little Field, N.J.	1960
Brown, L.	Communicating Facts and Ideas in Business	Prentice Hall Englewood Cliffs	1961
Bassett, Glenn A.	The New Phase of Communication.	AMA, New York	1968

Casson, John.	Using Words: Verbal Communication in Industry	Duckworth, London	1968
Cauter, T. and Downhan, J. S.	Communication of Ideas	Chatto Windus, London	1954
Cady, Edwin Laird.	Creative Communication	Reinhold Publishing Corp., New York	1956
Chappell, Ronald Thomas and Read W. L.	A Text Book of Business Communications.	Macdonald and Evans, London	1969
Collins V. H.	The Choice of Words	Longmans Green, London	1952
Chase, Start,	The Tyranny of Words	Methuen, New York	1950
Chase, Stuart.	Power of Words	Brace & World, New York	1954
Compton, Henry and Bennett William.	Communication in Supervisory Management	Nelson, London	1967
Cooper, J. D.	How to Communicate Policies and Instructions	Bureau of National Affairs, Washington	1960
Damerset, William A.	Resourceful Business Communication	Harcourt, Brace & World, New York	1965
Dawe, Jessanon.	Functional Business Communication	Prentice-Hall, London	1968
Dean, Howard H. & Brysen, Kenneth D.	Effective Communication	Prentice-Hall, Englewood Cliffs	1964
Deverell, Cyrill Spencer.	The Techniques of Communication in Business	Gee, London	19654

Dwlin, Frank M.	Business Communication	Irwin, Homewood	1963
Dyer, Frederic C.	Executive's Guide to Effective Speaking and Writing	Prentice Hall Inc., Englewood Cliffs	1962
Dover, C. J.	Effective Communication in Company Publications	Bureau of National Affairs, Chicago	1959
Dover, C. J.	Management Communication in Controversial Issues	Bureau of National Affairs, Washington	1965
Evans, Sir Ifor.	The Use of English	Staple Press, London	1949
Flech, Rudolf	The Art of Plain Talk	Harper and Brothers, New York	1945
Flesch, Rudolf.	The Art of Readable Writing	Harper and Brothers, New York	1949
Gales, Jean	A Guide to the Use of Books & Libraries	McGraw Hill, New York	1962
Garnett, John	The Manager's Responsibility for Communication	Industrial Society, London	1963
Gawn, C. G., and others	Report Writing	Prentice-Hall, Englewood Cliffs	1950
Gould-Marks, Langton,	Management Communication Through Audio-Visual Aids.	Hill, London	1966
Gowers, Sir Ernest.	The Complete Plain Words	Penguin, London.	1970
Graves R. and Hodge A.	The Reader over your Shoulder	Cape, London	1943
Gunning, Robert	The Technique of Clear Writing	McGraw Hill, New York	1952
Guthrie, L. O.	Factual Communication	Collier-Macmillan, London	1948

Harlow, Eric and Compton, Henry	Practical Communication	Longmans, London	1967
Hartog, Sir P.	Words in Action	University of London Press, London	1947
Havland, C. I. and others	Communication and Persuasion	Yale University Press, London	1954
Hayakawa, S. I. (Ed.)	The Use and Misuse of Language	Fawcett Publications Inc., Connecticut	1966
Hay, Robert D.	Written Communications for Business Administrators	Holt, Rinehart & Winston, New York	1965
Herbert, Sir A. P.	What a Word!	Mathuen, London	1949
Hinstreet, William C.	Business Communication Principles and Methods	Wardsworth, Belmont, California	1969
Irvine, Alec.	Improving Industrial Communication: A basic guide for line Managers	Gower, London	1970
Ivens, M.	Practice of Industrial Communication	Business Publications, London	1968
Janis, J. Harold	Writing and Communicating in Business	The Macmillan Co., New York	1958
Jespersen, Otto	Growth and Structure of the English Language	Blackwell, London	1946
Johnson, E. Douglas	Communication	Bailay Erothers, London	1960
Kirschbaum, Leo.	Clear Writing	The World Publishing Co., Cleveland, Ohio	1961

- | | | | |
|----------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------|------|
| Larsen, S. A. (Ed.) | How to Improve Business Communication | Wayne University Press, Detroit | 1951 |
| Leyton, Alvin Cyril | The Art of Communication:
Communication in Industry | Pitman, London | 1968 |
| Lewis, Bernard T. and Pearson,
William W. | Management Guide to Effective
Communication in Business | John F. Rider Publisher Inc.,
New York | 1961 |
| Little, Peter | Communication in Business | Longmans, London | 1970 |
| Lomay, Eric Sutherland | Human Factors in Communication | Bridgewater P., Edinburgh | 1967 |
| Long R. B. | The Sentence and Its Parts | University of Chicago Press | 1961 |
| Lounsbury, T. R. | The Standard of Usage in English | Harper, New York | 1903 |
| Lucas, F. L. | Style | Collier Books, New York | 1962 |
| Matthews, Leslie H. | The Playscript Procedure | Office Publications, New York | 1961 |
| McCrimman, James M. | Writing with a Purpose | Houghten Mifflin Company
New York | 1963 |
| Moonman, Eric | The Communication of Objectives in an
Expanding Economy | Industrial, Educational and
Research Foundation, London | 1969 |
| Morrissey, George Lewis | Effective Business and Technical
Presentations: | Addison Wesley, London | 1968 |
| Moore, Robert Hamilton | Effective Writing | Holt, Rinehart & Winston,
New York | 1959 |
| Murphy, R. W. | How and Where to Look it up — A Guide
to Standard Sources of Information | McGraw Hill, New York | 1959 |

- Murphy, Dennis
 Macrorie, Ken
 Miller, George A.
 Merrihue, William V.
 Parkhurst, Charles Chandler
 Partridge, E.
 Partridge, E.
 Quirk, R.
 Quifler-Couch, Sir A.
 Russel, H.
 Rossiter, A. P.
 Redfield, Charles E.
 Schutte, William M, and
 Steinberg, Erurn R.
 Shefter, Harry
 Sherman, Edwin H.
- Better Business Communication
 The Perceptive Writer, Reader and Speaker
 Language and Communication
 Managing by Communication
 Case Studies and Problems in Business
 Communication
 You Have a Point there
 Usage and Abuseage
 The Use of English
 The Art of Writing
 Use of Books and Libraries
 Our Living Language
 Communication is Management
 Communication in Business and Industry
 Shefter's Guide to Better Composition
 How to Write Effectively.
- McGraw Hill, New York
 Harcourt Brace & World,
 New York
 McGraw-Hill Book Co., New York
 McGraw-Hill Book Co., New York
 Prentice Hall Englewood Cliffs
 Hamish Hamilton, London
 Hamish Hamilton, London
 Longmans Green, London
 Cambridge University Press
 University of Minnesota
 Longmans, London
 University of Chicago Press,
 Holt, Rinehart & Winston,
 New York
 Washington Square Press Inc.,
 New York
 Lefax Publishing Co.,
 Philadelphia
- 1957
 1959
 1960
 1960
 1960
 1963
 1968
 1948
 1915
 1958
 1953
 1953
 1960
 1960
 1970

Shidle, Norman, G.	Clear Writing for Easy Reading	McGraw Hill, New York	1951
Spiker, Sina	Indexing Your Book	The University of Wisconsin	1955
Spence, Alexander Clarence	Management Communication: Its Process and Practice	Macmillan, London	1969
Stein, M. L.	Write Clearly — Speak Effectively	Corner Stone Library Publications, New York	1967
Strunk, William Jr., and White, E. B.	The Elements of Style	Macmillan Company, New York	1959
Shurter Robert L. and J. Peter Williamson	Written Communication in Business	McGraw-Hill, New York	1964
Treble, H. A. and Vallians, G. H.	An A B C of English Usage	Oxford Press	1936
.....	Style Manual	U.S. Govt. Printing Office, Washington	1963
.....	A Manual of Style	University of Chicago Press,	1956
Vallins, G. H.	Good English; How to Write it	Pan Books, London	1951
Vallins, G. H.	Better English	Pan Books, London	1953
Vardaman, George T., and others	Cutting Communications Costs and Increasing Impacts	John Wiley and Sons Inc., U.S.A.	1970
Vardman, George T.	Managerial Control Through Communication.	John Wiley & Sons, New York	1968
Warner, G. T.	On the Writing of English	Blackie, London	1940

- | | | | |
|--------------------------------------------|--------------------------------------------------------------|-----------------------------------------|------|
| Weekly, E. | The Romance of Words | British Publishers Guild, London | 1949 |
| Wescir, Maurice H. | Words Confused and Misused | Pittman, London | 1952 |
| Weeks, Francis W. (Ed.) | Readings in Communication | Holt, Rinehart and Winston,
New York | 1961 |
| Wilsey, J. Bassou | Communication for Modern Management | Business Press, Elmhurst,
Illinois | 1966 |
| Wolseley, Roland E. | Critical Writing for the Journalist | Chilton Books, Philadelphia | 1959 |
| Yewdall, C. A. and others. | Management Information: Its Computation
and Communication | Pan Books, London | 1969 |
| Ziinman, M. E. | Rapid Writing | Bantam Publishing Company,
New York | 1949 |
| Zelko, Harold P., and Obrein,
Harold J. | Management — Employee Communication in
Action. | Havard Allen Inc., Cleveland | 1957 |

DALE LIST

a	airship	apart	autumn
able	airy	apartment	avenue
aboard	alarm	ape	awake(n)
about	alike	apiece	away
above	alive	appear	awful(ly)
absent	all	apple	awhile
accept	alley	April	ax
accident	alligator	apron	
account	allow	are	baa
ache(ing)	almost	aren't	babe
acorn	alone	arise	baby(ies)
acre	along	arithmetic	back
across	aloud	arm	background
act(s)	already	armful	backward(s)
add	also	army	bacon
address	always	arose	bad(ly)
admire	am	around	badge
adventure	America	arrange	bag
afar	American	arrive(d)	bake(r)
afraid	among	arrow	bakery
after	amount	art	baking
afternoon	an	artist	ball
afterward(s)	and	as	balloon
again	angel	ash(es)	banana
against	anger	aside	band
age	angry	ask	bandage
aged	animal	asleep	bang
ago	another	at	banjo
agree	answer	ate	bank(er)
ah	ant	attack	bar
ahead	any	attend	barber
aid	anybody	attention	bare(ly)
aim	anyhow	August	barefoot
air	anyone	aunt	bark
airfield	anything	author	barn
airplane	anyway	auto	barrel
airport	anywhere	automobile	base

baseball	begged	blanket	bowl
basement	begin	blast	bow-wow
basket	beginning	blaze	box(es)
bat	begun	bleed	boxcar
batch	behave	bless	boxer
hath	behind	blessing	boy
bathe	believe	blew	boyhood
bathing	bell	blind(s)	bracelet
bathroom	belong	blindfold	brain
bathtub	below	block	brake
battle	belt	blood	bran
battleship	hench	bloom	branch
bay	bend	blossom	brass
be(ing)	beneath	blot	brave
beach	best	blow	bread
bead	berry(ies)	blue	break
beam	beside(s)	blueberry	breakfast
bean	best	bluebird	breast
bear	bet	bluejay	breath
beard	better	blush	breathe
beast	between	board	breeze
beat(ing)	bib	boast	brick
beautiful	bible	boat	bride
beautify	bicycle	bob	bridge
beauty	big(ger)	bobwhite	bright
became	bid	body(ies)	brightness
because	bill	boil(er)	bring
become	billboard	bold	broad
becoming	bin	bone	broadcast
bed	bind	bonnet	broke(n)
bedbug	bird	boo	brook
bedroom	birth	book	broom
bedspread	birthday	bookcase	brother
bedtime	biscuit	bookkeeper	brought
bee	bit	boom	brown
beech	bite	boot	brush
beef	biting	born	bubble
beefsteak	bitter	borrow	bucket
beehive	black	boss	buckle
been	blackberry	both	bud
beer	blackbird	bother	buffalo
beet	blackboard	bottle	bug
before	blackness	bottom	buggy
beg	blacksmith	bought	build
hegan	blame	bounce	building
beggar	blank	bow	built

bulb	can	ceiling	chose(n)
bull	canal	cell	christen
bullet	canary	cellar	Christmas
bum	candle	cent	church
bumblebee	candlestick	center	churn
bump	candy	cereal	cigarette
bun	cane	certain(ly)	circle
bunch	cannon	chain	circus
bundle	cannot	chair	citizen
bunny	canoe	chalk	city
burn	can't	champion	clang
burst	canyon	chance	clap
bury	cap	change	class
bus	cape	chap	classmate
bush	capital	charge	classroom
bushel	captain	charm	claw
business	car	chart	clay
busy	card	chase	clean(er)
but	cardboard	chatter	clear
butcher	care	cheap	clerk
butt	careful	cheat	clever
butter	careless	check	click
buttercup	carelessness	checkers	cliff
butterfly	carload	cheek	climb
buttermilk	carpenter	cheer	clip
butterscotch	carpet	cheese	cloak
button	carriage	cherry	clock
buttonhole	carrot	chest	close
buy	carry	chew	closet
buzz	cart	chick	cloth
by	carve	chicken	clothes
bye	case	chief	clothing
	cash	child	cloud(y)
cab	cashier	childhood	clover
cabbage	castle	children	clown
cabin	cat	chill(y)	club
cabinet	catbird	chimney	cluck
cockle	catch	chin	clump
cage	catcher	china	coach
calendar	caterpillar	chip	coal
calf	catfish	chipmunk	coast
call(er) (ing)	catsup	chocolate	coat
came	cattle	choice	cob
camel	caught	choose	cobbler
camp	cause	chop	cocoa
campfire	cave	chorus	coconut

cocoon	course	cushion	den
codfish	court	custard	dentist
coffee	cousin	customer	depend
coffeepot	cover	cut	dump
coin	cow	cute	deposit
cold	coword(ly)		deposit
collar	cowboy	dad	describe
college	cozy	daddy	desert
color(ed)	crab	daily	deserve
colt	crack	dairy	desire
column	cracker	daisy	desk
comb	cradle	dam	destroy
come	cramps	damage	devil
comfort	cranberry	dame	dew
comic	crank(y)	damp	diamond
coming	crash	dance(r)	did
company	crawl	dancing	didn't
compare	crazy	dandy	die(d)(s)
conductor	cream(y)	danger(ous)	difference
cone	creek	dare	different
connect	creep	dark(ness)	dig
coo	crept	darling	dim
cook(ed)	cried	darn	dime
cook(ing)	croak	dart	dine
cooky(ie) (s)	crook(ed)	dash	ding-dong
cool(er)	crop	date	dinner
coop	cross(ing)	daughter	dip
copper	cross-eyed	dawn	direct
copy	crow	day	direction
cord	crowd(ed)	daybreak	dirt(y)
cork	crown	daytime	discover
corn	cruel	dead	dish
corner	crumb	deaf	dislike
correct	crumble	deal	dismiss
cost	crush	dear	ditch
cot	crust	death	dive
cottage	cry(ies)	December	diver
cotton	cub	decide	divide
couch	cuff	deck	do
cough	cup	deed	dock
could	cupboard	deep	doctor
couldn't	cupful	deer	does
count	cure	defeat	doesn't
counter	curl(y)	defend	dog
country	curtain	defense	doll
county	curve	delight	dollar

dolly	dumb	enough	fancy
done	dump	enter	far
donkey	during	envelope	faraway
don't	dust(y)	equal	fare
door	duty	erase(r)	farmer
doorbell	dwarf	errand	farm(ing)
doorknob	dwell	escape	far-off
doorstep	dwelt	eve	farther
dope	dying	even	fashion
dot		evening	fast
double	each	ever	fasten
dough	eager	every	fat
dove	eagle	everybody	father
down	ear	everyday	fault
downstairs	early	everyone	favor
downtown	earn	everything	favorite
dozen	earth	everywhere	fear
drag	east(ern)	evil	feast
drain	easy	exact	feather
drank	eat(en)	except	February
draw(er)	edge	exchange	fed
draw(ing)	egg	excited	feed
dream	eh	exciting	feel
dress	eight	excuse	feet
dresser	eighteen	exit	fell
dressmaker	eighth	expect	fellow
drew	eighty	explain	felt
dried	either	extra	fence
drift	elbow	eye	fever
drill	elder	eyebrow	few
drink	eldest		fib
drip	electric	fable	fiddle
drive(n)	electricity	face	field
driver	elephant	facing	fife
drop	eleven	fact	fifteen
drove	elf	factory	fifth
drown	elm	fail	fifty
drowsy	else	faint	fig
drug	elsewhere	fair	fight
drum	empty	fairly	figure
drunk	end(ing)	faith	file
dry	enemy	fake	fill
duck	engine	fall	film
due	engineer	false	finally
dug	English	family	find
dull	enjoy	fan	fine

finger	food	fry	glove
finish	fool	fudge	glow
fire	foolish	fuel	glue
firearm	foot	full(y)	go(ing)
firecracker	football	fun	goes
fireplace	footprint	funny	goal
fireworks	for	fur	goat
firing	forehead	furniture	gobble
first	forest	further	God
fish	forget	fuzzy	godmother
fisherman	forgive		gold(en)
fist	forgot(ten)	gain	goldfish
fit(s)	fork	gallon	golf
five	form	gallop	gone
fix	fort	game	good(s)
flag	forth	gang	good-by(bye)
flake	fortune	garage	good-looking
flame	forty	garbage	goodness
flap	forward	garden	goody
flash	fought	gas	goose
flashlight	found	gasoline	gooseberry
flat	fountain	gate	govern
flea	four	gather	government
flesh	fourteen	gave	gown
flew	fourth	gay	grab
flies	fox	gear	gracious
flight	frame	geese	grade
flip	free	general	grain
flip-flop	freedom	gentle	grand
float	freeze	gentleman	grandchild
flock	freight	gentlemen	grandchildren
flood	French	geography	grand-
floor	fresh	get	daughter
flop	fret	getting	grandfather
flour	Friday	giant	grandma
flow	fried	gift	grandmother
flower(y)	friend(ly)	gingerbread	grandpa
flutter	friendship	girl	grandson
fly	frighten	give(n)	grandstand
foam	frog	giving	grape(s)
fog	from	glad(ly)	grapefruit
foggy	front	glance	grass
fold	frost	glass(es)	grasshopper
folks	frown	gleam	grateful
follow(ing)	froze	glide	grave
fond	fruit	glory	gravel

graveyard	happiness	hello	homely
gravy	happy	helmet	homesick
gray	harbor	help(er)	honest
graze	hard	helpful	honey
grease	hardly	hem	honeybee
great	hardship	hen	honeymoon
green	hardware	henhouse	honk
greet	hare	her(s)	honor
grew	hark	herd	hood
grind	harm	here	hoof
groan	harness	here's	hook
grocery	harp	hero	hoop
ground	harvest	herself	hop
group	has	he's	hope(ful)
grove	han't	hey	hopeless
grow	haste(n)	hickory	horn
guard	hasty	hid	horse
guess	hat	hidden	horseback
guest	hatch	hide	horseshoe
guide	hatchet	high	hose
gulf	hate	highway	hospital
gum	haul	hill	host
gun	have	hillside	hot
gunpowder	haven't	hilltop	hotel
guy	having	hilly	hound
	hawk	him	hour
ha	hay	himself	house
habit	hayfield	hind	housetop
had	haystack	hint	housework
hadn't	he	hip	how
hail	head	hire	however
hair	headache	his	howl
haircut	heal	hiss	hug
hairpin	health(y)	history	huge
half	heap	hit	hum
hall	hear(ing)	hitch	humble
halt	heard	hive	hump
ham	heart	ho	hundred
hammer	heat(er)	hoe	hung
hand	heaven	hog	hunger
handful	heavy	hold(er)	hungry
handle	he'd	hole	hunk
handwriting	heel	holiday	hunt(er)
hang	held	hollow	hurrah
happen	hell	holy	hurried
happily	he'll	home	hurry

hush	jacket	kite	leak
hut	jacks	kitten	lean
hymn	jail	kitty	leap
I	jam	knee	learn(ed)
ice	January	kneel	least
icy	jar	knew	leather
I'd	jaw	knife	leave(ing)
idea	jay	knit	led
ideal	jelly	knives	left
if	jellyfish	knob	leg
ill	jerk	knock	lemon
I'll	jig	knot	lemonade
I'm	job	know	lend
important	jockey	known	length
impossible	join		less
improve	joke	lace	lesson
in	joking	lad	let
inch(es)	jolly	ladder	let's
income	journey	ladies	letter
indeed	joy(ful)	lady	letting
Indian	joyous	laid	lettuce
indoors	judge	lake	level
ink	jug	lamb	liberty
inn	juice	lame	library
insect	juicy	lamp	lice
inside	July	land	lick
instant	jump	lane	lid
instead	June	language	lie
insult	junior	lantern	life
intend	junk	lap	lift
interested	just	lard	light(ness)
interesting	keen	large	lightning
into	keep	lash	like
invite	kept	lass	likely
iron	kettle	last	liking
is	key	late	lily
island	kick	laugh	limb
isn't	kid	laundry	lime
it	kill(ed)	law	limp
its	kind(ly)	lawn	line
it's	kindness	lawyer	linen
itself	king	lay	lion
I've	kingdom	lazy	lip
ivory	kiss	lead	list
ivy	kitchen	leader	listen
		leaf	lit

little	mailbox	mend	most(ly)
live(s)	mailman	meow	mother
lively	major	merry	motor
liver	make	mess	mount
living	making	message	mountain
lizard	male	met	mouse
load	mama	metal	mouth
loaf	mamma	mew	move
loan	man	mice	movie
loaves	manager	middle	movies
lock	mane	midnight	moving
locomotive	manager	might(y)	mow
log	many	mile	Mr., Mrs.
lone	map	mild	much
lonely	maple	milkman	mud
lonesome	marble	mill	muddy
long	march(M)	miller	mug
look	mare	million	mule
lookout	mark	mind	multiply
loop	market	mine	murder
loose	marriage	miner	music
lord	married	mint	must
lose(r)	marry	minute	my
loss	mask	mirror	myself
lost	mast	mischief	nail
lot	master	miss(M)	name
loud	mat	misspell	nap
love	match	mistake	napkin
lovely	matter	misty	narrow
lover	mattress	mitt	nasty
low	may(M)	mitten	naughty
luck(y)	maybe	mix	navy
lumber	mayor	moment	near
lump	maypole	Monday	nearby
lunch	me	money	nearly
lying	meadow	monkey	neat
	meal	month	neck
ma	mean(s)	moo	necktie
machine	meant	moon	need
machinery	measure	moonlight	needle
mad	meat	moose	needn't
made	medicine	mop	Negro
magazine	meet(ing)	more	neighbor
magic	melt	morning	neighborhood
maid	member	morrow	neither
mail	men	moss	

nerve	of	ox	peak
nest	off	pa	peanut
net	offer	pace	pear
never	office	pack	pearl
nevermore	officer	package	peck
new	often	pad	peek
newspaper	old	page	peel
next	old-fashioned	paid	peep
nibble	on	pain(ful)	peg
nice	once	paint(er)	pen
nickel	one	painting	penny
night	onion	pair	people
nightgown	only	pal	pepper
nine	onward	palace	peppermint
nineteen	open	pale	perfume
ninety	or	pan	perhaps
no	orange	pancake	person
nobody	orchard	pane	pet
nod	order	pansy	phone
noise	ore	pants	piano
noisy	organ	papa	pick
none	other	paper	pickle
noon	otherwise	parade	picnic
nor	ouch	pardon	picture
north(ern)	our(s)	parent	pie
nose	ourselves	park	piece
not	out	part(ly)	pig
note	outdoor	partner	pigeon
nothing	outfit	party	piggy
notice	outlaw	pass	pile
November	outline	passenger	pill
now	outside	past	pillow
nowhere	outward	paste	pin
number	oven	pasture	pine
nurse	over	pat	pineapple
nut	overalls	patch	pink
	overcoat	path	pint
oak	overeat	patter	pipe
oar	overhead	pave	pistol
oatmeal	overhear	pavement	pit
oats	overnight	paw	pitch
obey	overturn	pay	pitcher
ocean	owe	payment	pity
o'clock	owing	pear(s)	place
October	owl	peace(ful)	plain
odd	own(er)	peach(es)	plan

plane	power(ful)	queer	record
plant	praise	question	red
plate	pray	quick(ly)	redbird
platform	prayer	quiet	redbreast
platter	prepare	quilt	refuse
play(er)	prepare	quit	reindeer
playground	present	quite	rejoice
playhouse	pretty		remain
playmate	price	rabbit	remember
plaything	prick	race	remind
pleasant	prince	rack	remove
please	princess	radio	rent
plenty	print	radish	repair
plow	prison	rag	repay
plug	prize	rail	repeat
plum	proper	railroad	report
pocket	protect	railway	rest
pocketbook	proud	rain(y)	return
poem	prove	rainbow	review
point	prune	raise	reward
poison	public	raisin	rib
poke	puddle	rake	ribbon
pole	puff	ram	rice
police	pull	ran	rich
policeman	pump	ranch	rid
polish	pumpkin	rang	riddle
polite	punch	rap	ride(r)
pond	punish	rapidly	riding
ponies	pup	rat	right
pony	pupil	rate	rim
pool	puppy	rather	ring
poor	pure	rattle	rip
pop	purple	raw	ripe
popcorn	purse	ray	rise
popped	push	reach	rising
porch	puss	read	river
pork	pussy	reader	road
possible	pussycat	reading	roadside
post	put	ready	roar
postage	putting	real	roast
postman	puzzle	really	rob
pot		rear	robber
potato(es)	quack	reason	robe
pound	quart	rebuild	robin
pour	quarter	receive	rock(y)
powder	queen	recess	rocket

rode	salt	seek	sheet
roll	same	seem	shelf
roller	sand(y)	seen	shell
roof	sandwich	seesaw	shepherd
room	sang	select	shine
rooster	sank	self	shining
root	sap	selfish	shiny
rope	sash	sell	shirt
rose	sat	send	shock
rosebud	satin	sense	shoe
rot	satisfactory	sent	shoemaker
rotten	Saturday	sentence	shone
rough	sausage	separate	shook
round	savage	September	shoot
route	save	servant	shop
row	savings	serve	shopping
rowboat	saw	service	shore
royal	say	set	short
rub	scab	setting	shot
rubbed	scales	settle	should
rubber	scare	settlement	shoulder
rubbish	scarf	seven	should'nt
rug	school	seventeen	shout
rule(r)	schoolboy	seventh	shovel
rumble	schoolhouse	seventy	show
run	schoolmaster	several	shower
rung	schoolroom	sew	shut
runner	score	shade	shy
running	scorch	shadow	sick(ness)
rush	scrap	shady	side
rust(y)	scrape	shake(r)	sidewalk
rye	scratch	shaking	sideways
	scream	shall	sigh
sack	screen	shame	sight
sad	screw	shan't	sign
saddle	scrub	shape	silence
sadness	sea	share	silent
safe	seal	sharp	silk
safety	seam	shave	sill
said	search	she	silly
sail	season	she'd	silver
sailboat	seat	she'll	simple
sailor	second	she's	sin
saint	secret	shear(s)	since
salad	see(ing)	shed	sing
sale	seed	sheep	singer

single	smoke	spank	steak
sink	smooth	sparrow	steal
sip	snail	speak(er)	steam
sir	snake	spear	steamboat
sis	snap	speech	steamer
sissy	snapping	speed	steel
sister	sneeze	spell(ing)	steep
sit	snow(y)	spend	steeple
sitting	snowball	spent	steer
six	snowflake	spider	stem
sixteen	snuff	spike	step
sixth	snug	spill	stepping
sixty	so	spin	stick(y)
size	soak	spinach	stiff
skate	soap	spirit	still(ness)
skater	sob	spit	sting
ski	socks	splash	stir
skin	sod	spoil	stitch
skip	soda	spoke	stock
skirt	sofa	spook	stocking
sky	soft	spoon	stole
slam	soil	sport	stone
slap	sold	spot	stood
slate	soldier	spread	stool
slave	sole	spring	stoop
sled	some	springtime	stop
sleep(y)	somebody	sprinkle	stopped
sleeve	somehow	square	stopping
sleigh	someone	squash	store
slept	something	squeak	stork
slice	sometime(s)	squeeze	stories
slid	somewhere	squirrel	storm(y)
slide	son	stable	story
sling	song	stack	stove
slip	soon	stage	straight
slipped	sore	stair	strange(r)
slipper	sorrow	stall	strap
slippery	sorry	stamp	straw
slit	sort	stand	strawberry
slow(ly)	soul	star	stream
sly	sound	stare	street
smack	soup	start	stretch
small	sour	starve	string
smart	south(ern)	state	strip
smell	space	station	stripes
smile	spade	stay	strong

stuck	switch	thankful	ticket
study	sword	Thanks-giving	tickle
stuff	swore	that	tie
stump		that's	tiger
stung	table	the	tight
subject	tablecloth	theater	till
such	tablespoon	thee	time
suck	tablet	their	tin
sudden	tack	them	tinkle
suffer	tag	then	tiny
sugar	tail	there	tip
suit	tailor	these	tiptoe
sum	take(n)	they	tire
summer	taking	they'd	tired
sun	tale	they'll	'tis
Sunday	talk(er)	they're	title
sunflower	tall	they've	to
sung	tame	thick	toad
sunk	tan	thief	toadstool
sunlight	tank	thimble	toast
sunny	tap	thin	tobacco
sunrise	tape	thing	today
sunset	tar	think	toe
sunshine	tardy	third	together
supper	task	thirsty	toilet
suppose	taste	thirteen	told
sure(ly)	taught	thirty	tomato
surface	tax	this	tomorrow
surprise	tea	tho	ton
swallow	teach(er)	thorn	tone
swam	team	those	tongue
swamp	tear	though	tonight
swan	tease	thought	too
swat	teaspoon	thousand	took
swear	teeth	thread	tool
sweat	telephone	three	toot
sweater	tell	threw	tooth
sweep	temper	throat	toothbrush
sweet(ness)	ten	throne	thoothpick
sweetheart	tennis	through	top
swell	tent	throw(n)	tore
swept	term	thumb	torn
swift	terrible	thunder	toss
swim	test	Thursday	touch
swimming	than	thy	tow
swing	thank(s)	tick	toward(s)

towel	umbrella	visit	week
tower	uncle	visitor	we'll
town	under	voice	weep
toy	understand	vote	weigh
trace	underwear		welcome
track	undress	wag	well
trade	unfair	wagon	went
train	unfinished	waist	were
tramp	unfold	wait	we're
trap	unfriendly	wake(n)	west(ern)
tray	unhappy	walk	wet
treasure	unhurt	wall	we've
treat	uniform	walnut	whale
tree	united	want	what
trick	unkind	war	what's
tricycle	unknown	warm	wheat
tried	unless	warn	wheel
trim	unpleasant	was	when
trip	until	wash(er)	whenever
trolley	unwilling	washtub	where
trouble	up	wasn't	which
truck	upon	waste	while
true	upper	watch	whip
truly	upset	watchman	whipped
trunk	upside	water	whirl
trust	upstairs	watermelon	whisky
truth	uptown	waterproof	whisper
try	upward	wave	whistle
tub	us	wax	white
Tuesday	use(d)	way	who
tug	useful	wayside	who'd
tulip		we	whole
tumble	valentine	weak(ness)	who'll
tune	valley	weaken	whom
tunnel	valuable	wealth	who's
turkey	value	weapon	whose
turn	vase	wear	why
turtle	vegetable	weary	wicked
twelve	velvet	weather	wide
twenty	very	weave	wife
twice	vessel	web	wiggle
twig	victory	we'd	wild
twin	view	wedding	wildcat
two	village	Wednesday	will
	vine	wee	willing
ugly	violet	weed	willow

