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CAT. No. 50939

Ask questions !

The discussion method at times seems chaotic because the subject will be approached from many different attitudes, all at once. That is, a number of different systematizations of thought.

One function of the teacher is to show this to the students. It is not simply a matter of different "definitions", tho that is an aspect. It is entirely different systematizations

The teacher cannot force his systematization on the students. ^{who says he has one, only?} He must show them how his ideas apply in their systems. This is tough, for often the systems are designed to limit thought, & promote some particular fallacy. Perhaps, then, the group should not try to work his ideas into the other man's system, but to change the other man's system. That is better education, more fundamental.

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1st Ind
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To: ~~01~~, date
2
C.O., 78th AAF BW

3
Merrill M Gaffney ~~0810913~~
2nd Lt. AC 0
78th AAF BW

- 1) Space between pp
- 2) use "1"?

Meeting of 25 Feb. for "expanding economy? substitute "increasing production & exchange".
I assigned wrong chapter.

- Free trade, as it brings alliances, is really best preparation for war.
 - Even that protectionist argument is poor.
 - Principles we ~~apply~~ find here apply everywhere & attitude
 - Do not ask a question in the hope of getting a specific answer — you probably will not get it. Let discussion ramble. Your object is to stimulate curiosity, not give all the answers.
 - Even if the discussion seems to warrant it, do not go on to ideas too advanced. If you are having to sweat, they are lost. Pick the big idea from an argument, that is the one that is big for getting the class to understand something, phrase it answerably, & pose it to another member.
- Do not overestimate what a member may learn in a short time.

- 245
1. What is "surplus labor"? (England exporting labor) with free trade & ~~expanding~~ ^{increasing} technological unemployment is not so. — I agree.
 2. What is an expanding economy? Involves ~~several~~ ³ aspects: increased production & exchange, & military expansion, & land expansion.
 3. How does an expanding economy "absorb surplus labor"?
 4. What, besides tariffs, ~~make~~ ^{prevent} the "economy expand"ing. & the like
Depression, etc.

Read some quotes from Prof T.

- 5) Free trade will encourage expanding economy, but then, depression. Smoot Hawley followed the crash, did not cure it.
- 6) Why do labor unions discourage business. — difference between 2 kinds of high wages.
- 7) Ask someone who uses a word like "capital" for a definition, & start him thinking on that angle.
- 8) We observed how free competition equalizes returns. Why, then, do people seek tariffs? Monopoly. ~~Landownership~~ What characterizes monopoly? Unearned increment. Example of land. Is it a monopoly?

re "high wages & high cost of production"

- 1) Why do low wage countries tariff us?
- 2) Compare Saipan & China air bases.
- 3) Why is America industrialized? High wages force shortsighted people to use machinery. Egyptian fellah.

Re Sharp.

- 1) What will free trade do, in expanding the economy, that was not done in 19th cent. Am, which was unsatisfactory. Increasing national wealth is not enough.

p. 268 on land.

The central problem:

The teacher must get some "work" out of the student, for appearance's sake.

The solution: do not forget pedagogical pharisaism. DTC interest students, genuinely, thus making them "work"

In transition period, they might not, & there would be criticism. This must be ignored. The concept of "school of high standing" must be discarded. That is for professional & maintenance institutions.

Les said the title "Progress & Poverty" ~~attracted~~ enticed him, but titles of books within P&P were "fearful". To me they were a lure - they suggested a science in economics. One must write only one book from one mind type.

p. 212

Only a monopolist is helped by a tariff. - only where free competition. Private property in land. - 2 owners of mines

Then protection & wages.

Then Sharp's free trade & wages. p. 226. p. 230

- 1st. ^{well informed} Art Arthur - too talkative. Put that energy to use in other ways.
 "India is a milked cow", but vague as to just how it is milked.
- U.Va. ^{Former Catholic} Tom Bludworth - Likes Wallace. Rather likes to be a cynic. Well informed.
 student "Pig bristles started world war!"
- Nevada Mike Schmidt - likeable. Anxious for things to go well - wants to
 indian help know what I think. (which I like!) No readymade slants.
- L.A. Cal. Paul Lockwood - likeable. No previous slant. Slow memory.
 Negro race relations Knows of California lvt movement, on which they have voted. Knew Agar's statement.
- N.J. Charles Braucher - quiet & modest, but not too hard to stimulate.
 pharmacist No previous slant.

- N.Y. Bernard Stomach - well informed, no previous slant.
- Trenton Daves Thompson - Has some "ideas", he's holding in reserve.
 Pianist Reasonable. The "ideas" are probably nothing that will fall violently into this open minded group, he will prove receptive & agreeable.

~~Symonds &~~

Symonds & Ebony - excellent geography

Bridgman - Intelligent individual & society.

. A "mathematical philosopher's" criticism of society.

Anomaly - that an increase in productive power should decrease number of people who may live in the world.

~~Use It~~ Vague Guide for meeting #2

Get statement from Whelphrey about Eng., U.S. tanks, & India. p. 49-50
Payne Aldrich tariff. p. 701, G&H

Assumption That political disunity is ec. disunity

~~Wings squabbling bet. recently replaced old system of rogues.~~
We found ideas are simpler than big words.

I) Summary.
"Use of force to keep peace is itself a form of war." We seek justice - in a circle.
Eisenhower & Molotov are simply making time for us. Just to keep peace a little longer, until somebody can figure things out.

Ec. justice our limited goal.
Tariff "~~is~~ a tax ^{or other obstacle} at boundary designed to prevent certain trade's flowing in certain channels." Related to other devices, many things true of tariff will also be true of them. Nationalism.
∴ related to international war (while the internal taxes may affect internal strife)

India. Large free trade area.

~~Tanks are~~ symptoms as well as causes.

Texas: Cotton, oil, sulphur, ^{wool} beef winter vegetables. City pop. depends on trade. A highly specialized state. Its agricultural nature would help subsistence.
Texas manufacturing & long time pop. lagged because no access to "fuel & markets" - trade needed. Without trade, Texas is for the injury. Cotton development is recent. Mich. Falls pop. Dry farming - did not pop. a subsist.

If you leave, take book with you.

Assignments. - Japan, e.g. Minutes.

See how they studied, if not much then cut mtg. shorter.

~~Admit ignorance.~~ Try perfection. File system.

Does internat. trade cause war?

INTERNATIONAL TRADE AND ~~W~~ PEACE

Subject to be threshed out by discussion group

A week from Monday will commence a series of discussions concerning international trade and peace, to which thoughtful men and women from among Sheppard Field personnel are cordially invited. Corporal Morris ^{and Lt. Mason Gaffney} Cohen will ~~lead the series.~~ They propose to lead the discussion to ^{mediate.} constructive conclusions. The mediators emphasize that no student of the group will be asked to accept any idea from them. Their purpose is to stimulate individual thought.

Free discussion will be encouraged, but the group is not intended as a sounding board for ill-considered opinions. The mediators want students who will think. ^{To} ~~For~~ honest minds this series will prove a unique intellectual experience.

The first meeting will be held on Monday night, February 5, at 1900. For the sponsors' information, prospective students are asked to sign up in Bldg. 440, ~~office of the Special Services.~~

^{The War Information Center.}

Should be moderate, not mediate

Guide for Meeting #1. These ideas got across.

On the size of the group

Civilians for a while - no "sir"ing. I'll express my opinion. Does anyone not want it? ^{Narcis, Malthusians}

1. A full session with a purpose. Peace is that purpose. Many incidental discoveries, but that's goal.
2. Gallup poll, 3,000,000 servicemen. Civilian living standard increased. ^{don't fear the word.} In course of series we'll find out some "economics" - the science dealing with your pocketbook, bank account, & prosperity. We'll discuss principles so painlessly we'll hardly know it. ^{Simple expressions, small words,}

3. Read off questionnaires, to start discussion. If that fails, have them write a minute on: ~~Repeat~~ "The absence of war implies the presence of justice."

Then "define justice." Then conclude that justice is "that quality in human relations which prevents war." We'll spend 10 weeks looking for it. ^{Don't anyone argue in a circle}

4) Now work up some questions which will lead into P & T
^{Does international trade cause war?}
^{What is justice? In order that you may leave military life faster, & live in a peaceful world, I'm asking.}

What is a tariff? - here, by clever questions, I can point out many absurdities - like "You mean it does the same thing Bluebeard the pirate used to do? Same thing German submarines do?"

~~Why~~ Do states have tariffs? Countries? Why not? - nationalism.

Are tariffs good for other nations, or bad? A cause of war?

When did Japan invade Manchuria? When did we pass the Smoot-Hawley tariff? Any connection? Why? Was Japan dependent on us?

~~Why~~
How does economic trouble affect a nation's political life?

End. Organizing committee.
Workup some reading assignments, besides P & T.
Ref. book. other books.

~~Noted~~
~~"International Trade causes war" ?~~

~~How long ago did you eat supper? (Arthur) meet later?~~

~~Do you?~~
~~Have them tell about where they're from~~

Minutes of meeting #1

- I.) Cordial greeting
- II.) Personal history, with comment
- III.) On size of group.
- IV.) Peace as ^{purpose} ~~object~~ of "Bull session with purpose"
- V.) We will spend time on "economics" (Blodworth shuddered) Do not fear the word.
- VI.) Arthur suggested non ec. causes of war. we decided not to tangle with them.
- VII.) My "definition" of justice accepted. "Economic justice = a quality in ~~human~~ ^{economic} relations aiming to end war". We are going to look for it. (Those men did not need the personal angle suggested by Cohn & others. They're out for big fish) (We did no writing nor questionnaire reading)
- VIII.) What is a tariff?

I pointed to likeness of tariff & monopoly. They found it hard to take that monopolies are ~~not~~ state sponsored. But got the idea. Schmidt realized I was trying to lead to something, pushed me.

At this point they declined a break! They wanted to continue.

- IX.) How do tariffs cause war?

Lockwood mentioned "tariff wars".
British dominions came up. I asked (finally) what advantage Eng. got from India. I emphasized necessity for large free trade area, they concurred with lengthy discussion. Ideas go over slow when you broach them yourself. Depend on the group.

They display great interest, leave slowly. A wonderful group. Hurrah!

(Arthur & Rockwood filled out question sheets, never discussed.)

—Learn and Live—

Group Discussions To Start Monday

A series of discussions concerning "Peace and International Trade" will begin this coming Monday, Feb. 5 in room 12, building 961 at 7 p. m. Sheppard Field personnel are cordially invited to enroll.

Moderators for the meeting will be Lt. Mason Godfrey and Corporal Morris Cohen. Their purpose is to stimulate free discussion and constructive individual thought. Nothing will limit what members may think; and only time what they may say.

Enrollments are being taken in Bldg. 440 which is the War Information Center.

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Washington
High School. All dances will start promptly at 9 p. m.

—Learn and Live—

Group Discussions To Begin Feb. 5

A new series of group discussions concerning international trade and peace will begin Monday night, Feb. 5, in building 961.

Mediators for the meetings will be 2d Lt. Mason Gaffney, AACS communications officer, and Cpl. Morris Cohen, both students of international relations.

Gaffney and Cohen propose to lead the discussions but emphasize that their primary purpose in conducting the sessions is to stimulate individual thought. Free discussion will be encouraged but the group is not intended as a sounding board for ill-considered opinions. Anyone interested may sign up at the War Information Center, Bldg. 440.

—Learn and Live—

Colonel Grayit Off

By Pfc. Woodrow Pirtle

How about this new physical training program! Last week we had quite a bit of lecturing. When we took the exercises they were given by the numbers and at a slow cadence. Now, we know the exercises and can expect to see much improvement in our coordination. Boy, I can stand a little improvement.

We welcome T. Sgt. Ed. Mathers back from his furlough. We are all happy to see Ed back, but



Capt. George L. Edwards, C. O.
By Pfc. Woodrow Pirtle

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point out, in a way that just what's wrong with the long range firing and how it can be best corrected. This is the very latest phase of combined, co-operative training at Sheppard Field.

Conserves Manpower

Previously, Air Forces pilots took off behind the lines with Field Artillery non-coms as their observers. This meant two men were used in a plane to spot the enemy and direct the artillery fire. Training the cream, and we mean that, of officers in the Artillery puts into the observer's seat the best possible type of liaison that the ground forces could possibly have.

Sheppard Field is the first Army base to be used for this type of training. Previously civilian contract schools handled liaison pilot training.

In organizing the 2618th Base Unit, Maj. Howard P. Olsen, the commanding officer, is surround-

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~~Write these up for the class.~~ (Eur. diplomatic echoes - war in peace)
 Subjects on which we agree: (Changes in organization, procedure, etc., only come under
 1) Armed neutrality is not peace. (the pressure of competition. ~~to~~ With big gov., competition is war)
 2) Free trade over a large area is essential for high material standards.
 3) Competition is good for people, tariffs prevent it, help cause the
 decline of civilization. Perry said the pressure of competition will supply the crises, the drive,
 push, etc., that will prevent decline of civilization)
 4) Socialism = tariff.
 5) Tariffs help cause war. Nations are out to secure large trade areas, & in so
 doing collide. Free trade would prevent that.
 (1) Concerning (1), bring out how we can 'conquer' Canada. ~~They do not~~

4) "Unit" reductio ad absurdum. State tariffs are as bad as national.
 5) Protection is like smashing machines.
 6) Middlemen are producers. Here mention free enterprise, a basic principle.
 7) High wages mean a cost of production (get facts) from Sharp.
 We have made progress.
 8) Q&A on "International trade causes war".
 Bring out the benefits of competition in economics - how it keeps
 returns to labor where they belong. Bring out tariff = socialism.
 We're for free enterprise, free trade. In the politics of today, they seem divorced - not so, really.
 X Look into decline of our cotton efficiency
 Miles & material progress & despiritualism.
 " " great fortunes.
 Co-ops, says California's Lockwood, do not find their greatest success
 in busting monopolies, but in entering free competitive races.
 → A good base, but you can't see anything yet. We're going to see if the
 principles we find here apply elsewhere.

Paul Lockwood - quiet tonight, a bit confused. Thinks George is a "Back to the land" movement
 Les Neal - Texas, knows his state, is mildmannered, pleasant.
 Miles Grabow - fundamental, e.g. "Is material progress a good goal"? He got a point when I
 explained it involving a
 change in fundamental
 attitude. Interesting
 potentiality there!
 Mike Schmidt - amnesia. But wants to get things done.
 Dick Sharp - good man, sees many things straight.
 Tom Bludworth - comes thru with needed info at the right time.
 Charles Perry - White R. junction, knows Dorset. School teacher, good man, took
 book at his demand, no pay.
 Bernard Stormach - was confused on the "unit" concept. This may make him
 see need for reading.
 Scott ~~Howard~~ ^{Spaulding} - Kansas. Will be a protectionist next time. Reasonable.
 James Thompson - he hurt me, but did not mean to. I'm sure. Quiet tonight.

→ I want you men to get to the point where you see a
 principle in every example. Think in principles, not isolated examples.
 Here is a history of tariffs: in U.S. Just draw a line.
 We said our south was being outdone in cotton, by Egypt & India. Our
 tariffs are a cause, besides land exhaustion, tenantry, etc. Learn how gold &
 post civil war shipping decline currency acts to = rise
 in imports & exports.
 p. 701, G&H. Show them the little fallacy after it, "to sharpen up your wits."

All evening I will simply pose protectionist arguments & not ever
 talk for free trade. Let them do what they can. You keep quiet.
 Then at the end say "Are you satisfied? Are you practical
 free traders? No? See if you can answer next time. Try the reference.
 He's a free trader. See if he gives the answers." Next subject: Unemployment.

Protection keeps prices high at home, and wages cannot be high unless prices are high. For example, we even sell ~~cars~~ cheaper in Europe than we do at home, in many items. *Cy, eg*
This lowers foreign wages, raises ours.

This cut throat competition. Argentine ships waiting off the coast of Europe like beasts of prey waiting for the word where is the best place to strike. /Terrible thing.

Big foreign traders are the very rich. They should be stopped.

German government cooperates with traders in every way, and that is why they were successful. We should do likewise.

We want security. Britain and France are smart enough to know what they're after but we, like damn fools, bust into their private hunting grounds and make competition.

It used to be the other way around, and England had no tariff while we had a high one. That's why we are the greater country today.

X Europe had to send her surplus labor over here, because we had tariffs and therefore could employ them. WHAT IS SURPLUS LABOR?

History: Eng. did not subsidize her merchant marine, we did. Look at the result.

Tariffs always help manufacturing as opposed to agriculture and that is good (Gy, Hung, etc, with Agric. tariffs)

We should be like Gy. and forswear free competition by individuals and go after trade with state guidance. That is the efficient way

We should be nationally united, like Gy., not petty money grubbers, and work for the higher glory of the state rather than our own mean individual wants.

All European countries, with their high wages, have tariffs, but the Orient has been forced to accept free trade, therefore their wages are low.

France's advantage in paying the indemnity, and rebuilding the devastated areas.

Subsidized French marine.

France-Belgium highly different tariffs. Bring this out by the question "Must tariffs always be equal? Is a country ruined by having lower tariffs? Or by the protectionist argument "We will be ruined, or we can do the ruining, with low, or high, tariffs."

Borderline cases, e.g. st. Croix R.

X Southern Italy's big landowners and surplus pop. coming to the us.

Tell Maunie it is ok to let a few protectionist arguments stand.

Meeting of 16 Feb.

Dick & Scott freely criticize me personally, which I appreciate.
a) My choice of words was bad once b) I once forgot to tell just what a graph signified.

Only 3 present.

Edward Teju (Taff) - a Jew, with high free trade ideals, but no concept of economics. He does see that ec. can be reduced to simple ideas. Good attitude.

Scott Spaulding - sees many things that are not true, & is then convinced of their fallacy. "Expanding economy" find words to express that "expanding economy" & "free land" are not the same idea.

Dick Sharpe -

One of these "too smart" fellows. He needs to be taken down, & learn he has things to learn.

definitely the best prospect, albeit physically repulsive, from excesses. Believes, perhaps from reading Cohn, that free trade is a universal panacea. - will cure unemployment & depressions. You must meet his argument that improved technology, &c.: free trade, will stimulate more production by increasing human desires (true) & thereby prevent unemployment.

8 missing tonite. Of these, I know 2 have left. That leaves 6: Lockwood, Grabow, Bludworth, Neal, Thompson, Sturmach. Bludworth & Neal, never the best of prospects, must have lost interest. Tom's bridge turney, perhaps. Lockwood & Grabow, Thompson & Sturmach are real losses. My poor showing last week may have been the cause. The foul weather may conceivably have contributed oh so slightly. Perhaps they shipped. - they were, after all, all transients. There is a possibility

frustrated with great hope. I should prefer this as cause, rather than my inadequacy. Here is a 3d possibility - the method of advertising was such as to attract a certain type - perhaps that was the wrong type.

Here is a fact of perhaps no significance, perhaps some. A stranger, Sgt. Armin, dropped in 7:45 - 8:15. That he left indicates lack of interest. Perhaps the session was not hot enough at first. I do not know how to get them started sometimes.

I hardly think the genuine interest they seemed to show could have been feigned. It must have been shipping out.

HOPE!

With this turnover, I will have to keep up an incessant advertising campaign to keep students. Is it worth it? Leave that to Marie.

& Where was he tonite?

All my men have absconded with books & not paid. That I must prevent next time by telling them I had to pay for them. I made the mistake of saying they were free, this time.

Next meeting to feature unemployment.

Start out hot: "Men, we've a hot subject to work on. Will free trade give full employment?" Dick, give the affirmative.

His position: a) it will "stimulate foreign markets"

b) It will act like improved technology, to produce more with less work. ~~This~~ (New inventions can create new industries, but can free trade? Those export industries it creates are counterbalanced by those destroyed by imports)

We need to "keep expanding". (This, like most of the others, are good healthy thoughts. This has been a healthy group. They were good material, ~~at least~~ ~~Tam~~.)

Tariffs caused unemployment by preventing expansion.

My position: employment in exports balanced by unemp. in imports.

Expanding economy will end in boom & crash.

Historical examples of free trade accompanying "surplus labor" problem. 19th cent Eng, e.g.

When in Bishko's class, I felt freely critical, but now I've my own. I feel more & more getting into a rut - not being right on the ball every second. My students see things I miss, just as I saw what Bishko missed. But I can out think Bishko, & that will save me.

Ford had a factory in Germany putting out cars for cheaper than in U.S. (2 reasons - efficient labor with ~~some~~ ~~men~~ ~~ages~~ ~~from~~ ~~a~~ ~~rich~~ ~~ger.~~ ~~subsidy~~ & U.S. unions & transportation, etc.)

Many American firms have factories abroad & these sell at lower prices than at home. (Monopoly & comp, not efficient labor)

GUIDE FOR DISCUSSION LEADERS. War Dept. Education Manual EM-1,
GI roundtable

American soldiers as civilians used to sign petitions, express all sorts of ideas. The army realized this. Do not fear to give free vent to all ideas.

Orderly discussion, when constructive, is considered to strengthen morale. Hence it is encouraged, especially in preference to bitching sessions.

Warning: do not attempt to crystallize a group opinion. Encourage individual study and thought.

Stimulating interest:

Off duty discussion groups in army camps have for a long time been successful and persistent. They are desired.

Interest is equally great in war problems and domestic problems.

Morale is strengthened by understanding of the war.

"Remote academic subjects" do not go over. My problem then is to make the discussion seem particularly timely. But, on the other hand, I must keep them from too much emphasis on the present. Else they may fail to draw general conclusions. I don't think I can determine in advance just how much they need to be pushed to get general, that is to get onto the proper level of abstraction, neither too general nor not general enough. Both errors are possible.

Do some "spade work" before the class. That is, something more than just an impersonal announcement. Interest questionnaires. On the bulletin board one might put stimulating questions, if you make sure to change them often. A bulletin board that never changes might as well not be there. Suggested heading: "Do you ever wonder.....? Come to and get the answers." After a stimulating movie people are peculiarly susceptible to suggestions that they study. Interesting exhibits of books and pamphlets are possible.

Organizing committees: this may help put the thing on a permanent basis. Let them have a voice in the groups purpose. Combine officers and enlisted men, this stimulates interest. Of course you've got to get the right men for the committee.

Choosing subjects:

The leader should not force the group to discuss what he thinks they ought to. (?) He might let the thing get started any old way and then guide it his way. (According to this I'd better be careful, and have the fellows sound off with their own ideas some time before I get the thing going onto principles of international trade.)

Do not discuss something on which the essential facts cannot be obtained, obviously. (and if such a subject comes up, point it out. Let there be no bickering.)

Analyze the interest questionnaires carefully.

Let the men have a hand in planning the program. (That is, give them specific assignments on which they may study and report to the class) (In giving an assignment you might emphasize to the fellow, get not only the facts, but think about them and see what conclusions you reach)

Phrasing questions: 1) Make it a question. 2) Let the question suggest one of the possible answers, instead of being a general question. That is, instead of "What should be done", ask "Should we do this?" (This is true, no doubt, at the beginning of the discussion. Also, it affords an opportunity to push the discussion your way. But when interest is thoroughly aroused, and you want to test your man, and see if he can get ideas without suggestions, then ask it in the general way)

How to lead discussion:

The forum is a popular American method. (But it sure isn't much good. Large groups of people discourage thought)

The informal discussion group: the best way of associating, if the leadership is good. We learn by doing. (This man, the author, must have some concept of Dewey. He certainly has good ideas. I'd like to

find out just who he is). One might organize two or more groups. (It would probably even be best to do so, as there will undoubtedly be a wide spread of intelligence among the class members.)

Leader must consider the ideas of others thoughtfully, and not jump in to refute with ideas of his own. (Here was Bishko's great weakness. Cohen and I both realize that we may actually learn something from those with whom we talk. But it can be carried too far, as with John Monroe. Perhaps his fault was not in carrying it too far, but in doing it somewhat the wrong way. Because he never actually did receive an idea from anyone in the class, and one realized this if his perceptions ran in that direction and he was fairly sensitive. One could see that John Monroe was almost falling asleep and was being just terribly polite. There is really no substitute for a genuine interest in the ideas of your class members. I hope to God they're not stereotyped, for then I can't possibly raise an interest. But I'm sure they won't be. In fact, they should have a great deal of facts, if not ideas, that are worth learning.)

(Do not let several ideas run around together at once. That was another of Bishko's weaknesses. When two or more relevant ideas are brought up together, point it out to the class, and get them to speak of only one at a time)

Leader must think quickly and express himself clearly without verbosity. (Here is Cohen's weakness. It would be mine, too, in less degree, were it not for the fact that I've been thinking about these things for such a long time I do not really have to think on my feet. I meet few brand new situations.) A bit of humor goes well.

Relation of the leader to the group: "He must himself be an inquirer". He wins confidence by his background and by proposing steps to ways to the next step. He does not take the next step and expect the others to follow."

Open with a brief statement of the question, and the known facts. Then start the discussion with a pointed question. (This would rule out my idea to tell the group about Japan's war problem before starting. My idea in that was to rouse interest. But it is probably too much reason for them to get through their heads without discussion. I do not want to discuss that point) If the discussion lags, keep summarizing what has already been accomplished. (Do this anyway) and then bring up a new topic, by asking a question. To close the meeting, summarize what has been accomplished, but do not give it your own slant. You may give to some group member this job. Also of opening the meeting.

Leader's preparation before the meeting is even more important than his facility in conducting it.

The normal procedure in answering questions is to let some group member answer.

Instructor should talk informally with the men when possible, that is, outside the meeting, to break down formality.

Instructor should readily admit his lack of information.

He should prepare a list of questions to guide the discussion. But these must not straight jacket the discussion.

Limit the length of the meeting. (2 hours seems too long to me, but I hate to quite after one. This is a problem which the class could help solve. After an hour I might ask them how they felt about another half hour.) Let the meeting end while interest runs high. (This will especially stimulate outside study, which is what we want.)

Classify types of personality, handle them skillfully. (Personality and ideas are hardly distinguishable. The superficialities of personality may possibly have less bearing on ideas than other features a little harder to observe. But I think I can hit them)

The skillful leader will not even ask many questions. His functions are to start the discussion, keep it on the track, and to bring up new subjects when the time has come. Types: talkative, silent, opinionated, anecdotal, impatient. (My God, there must be some good types, as well)

The time to summarize is when discussion either wanders or flags. (In the common mind of the evening, they are the individuality and energy, you are the discipline and direction and purpose).

But, evidently, the leader's chance to express an opinion will arise when no one else can answer the question) Even when the question can be answered by some agreement previously reached by the group, let a group member, not the leader, give the answer. (Especially in this situation, I should think. If the group has not previously reached a decision, asking a group member to give the answer is inviting more discussion.) Leader may dispense with this rule when necessary to save time. When a member needs criticizing, it is best to throw on the group the responsibility for correcting him. As when, for example, he asks a question already settled, ask some group member to answer it for him) The leader will find that his assurance is greatest when he learns to rely on the group, and when the members realize that the responsibility for what happens is theirs.

Avoid rhetorical questions. But sometimes a positive statement may serve as a question, if it points out another aspect of the question. Ask for qualifications of truth. Ask why. Ask for judgement. Ask for authority. (Says who) Look for common ground when differences are understood. Get the members to ask questions of each other

Everyone participate. But do not hound people. If they persist in silence, ~~ask~~ bring them into other people's arguments with "What do you say to that" or "That doesn't quite jibe with your remark the other day", etc.. If general silence prevails, take a show of hands on something, ask the silent ones why they voted as they did.

It is good for the long talkers to remain silent occasionally.

Point out progress in discussion. Summarize progress when opportunity arises. When doing this it should be easy to point to the next logical step. Do not use this method to interrupt arguments, but to tie things together and move on. Groups not accustomed to discussion methods need more summaries and hints for the next move than old timers.

Let them follow their own interests. It may take two ~~more~~ things to get back where you thought you should have been in the next 5 minutes. (That's not good, from my point of view) (Recall Zalles' class, what little you saw of it, where his dominant personality no doubt carried the class. There seemed to be little noise from the floor, except from some loquacious old Scotchman. Thus this domineering personality must be avoided. Perhaps you can direct their thought by bringing out bits of information which inevitably lead to the next subject. But it seems you've just got to let them talk, to convince them that their ideas will get neither a better nor a worse reception than anyone else's) (Still, after this long in the army, they must know that. But a quick mind, like Steinecke's, will develop the truth all by itself, with only the slightest prodding on your part, and may come up with a number of things good for you to know. And, in my session with Steinecke, he certainly talked more, and brought out more factual information, than I did. But then, he was an unusual person. Perhaps I will have some like him in my class. I hope so.)

Problems of the individual members are the best starting points. (That will be hard in my class, for I want to avoid discussing the immediate future, and get ahead many years. I'm hoping the calibre of student will be high enough so I can do this.) It helps to get before the whole group the personal concerns of each individual. This leads to a sense of comradeship, when all know that others' problems are the same as their own.

No program should be followed closely. (Which either shows that he is wrong, or that discussion groups are not the best way to spread Georgism. Perhaps a discussion group with a definite reading assignment to talk about is not quite what he had in mind. We'll see) The group will talk all around the subject, as it should. But the author is for the analysis, rather than solution, of problems. Perhaps this is because of the limitations of his own mind, which can only analyze, not synthesize. I think we can swing the bigger deal. We can try)

Intervals between meetings: Discussion is vain unless the members think, read, talk, try things out between meetings. (Hence the primary importance of members leaving the meeting wanting more. Let this be my constant endeavor) The group might arrange some group project. (For example a field trip thru Wichita Falls, for which research would be necessary, and, I suppose, possible, tho difficult.)

Try to get personal interviews with members. If one has been sat on, a few assuring words will help. (Maybe he needed sitting on, and should be forgotten) Someone who does not understand the spirit of discussion may need a few words, and they may help a great deal. When you see someone conflicting with the group, look for causes. If the cause is superficial, you can point it out and patch it up.

GUIDE FOR DISCUSSION LEADERS, p.3 , and HOW TO LEAD DISCUSSION, by Le Roy E. Bowman.

Checking the results: Attendance, attitudes (tolerance, participation, skill and knowledge, willingness to listen, avoiding personalities, making friends with other group members, not wanting to quit) development of outside study habits, participating in the management, keeping on to the subject.

Post-discussion questionnaire suggested. (Here is a good idea to send them away thinking. If a little writing before the meeting makes the meeting, then writing before they leave should encourage outside study)

War Dept. puts out "Educational Manuals", prepared by Historical Service Board of the American Historical Association. "G.I. Roundtable" is the general title. Materials published by any private agency must comply with the new Federal Voting Law, so that they are not political propaganda. We can hardly be suspect, since no political party's program contains LVT. Even if it did, we could surely discuss it. But we could not use as a textbook material advocating it. But we could use them for reference.

Suggested publications: American Council, Institute of Pacific Relations, 129 E. 52nd St., N.Y. publishes educational descriptive pamphlets on pacific nations.

Commission to Study the organization of peace, 8 W. 40th St.
Foreign Policy Association, 22 E. 38th St., N.Y. Headline Books and Foreign Policy Reports.

National Planning Association, 800 21st St., N.W., Wash.
Oxford U. Press, 114 5th Ave., NY

Public Affairs Committee, 30 Rockefeller Plaza, NY
20th Century Fund, 330 W. 42nd St., NY

HW Wilson, 950 University Ave, NY, The Reference Shelf

Discussion leadership bibliography: 1) Bowman

2) Discussion: Principles and types, Baird, McGraw-Hill.

3) Discussion methods for adult groups. Fansler. American Ass. for Adult Education, 525 W. 120th St., NY

4) Discussion methods, Garland and Phillips, Vol. 12, #2 of the Reference Shelf, H W Wilson, 950 University Ave., NY

Now here is: HOW TO LEAD DISCUSSION, Le Roy E. Bowman, connected with Teachers' College, Columbia University. New York, Woman's Press. YWCA.

Leader's preparation makes the meeting. Meeting is not the object in itself.

1) Why use discussion methods? The act of talking is a great stimulus to interest. Participation with others of one's own age and intellect is a great stimulant (But if, as is possible, the spread of intellect is wide, one really should divide the class into two or more parts. A certain difference, however, will prove stimulating. Difference of background, rather than of intellect, is really what is stimulating.) In a lecture there is no assurance that the listeners know what is being said. In a discussion they say it, and you cannot really go ahead until they get the idea. (Thus too great speed is guarded against. But what prevents too slow a speed? Only the spur of the moderator) All aspects, points of view, are emphasized as no lecturer could. There is a sense of equality and therefore assurance among the members.

Choose subjects which force the members to make a choice, to assure interest. (But do not let this over emphasize the importance of the immediate present) (Point out to the class that the subjects we are discussing are ones on which they must someday make choices)

(If a great deal more information is necessary before discussion can be sensible, point the fact out and prevent bickering.)

Many subjects that are widely discussed are not understood, because people do not even know what the words mean. (Tell the class not to fear to admit ignorance of some word. The one who admits he doesn't know, and

thereby finds out, is wiser than the one who pretends he knows and doesn't. Discussion brings out the real meanings of words.)

(Let this class be interested in ideas, not words.)

(Ideas are much simpler than the large words, used to give a semblance of wisdom, lead us to believe. Hence, if your thoughts are in simple ideas, do not therefore underestimate what you know)

Discussion makes people feel that they belong to the world in which they live.

People get a few big words on their tongues and no simple ideas in their minds---hence confusion. (My tactics: ask them to write for a couple of minutes on "what is capitalism". Reading the answers aloud will indicate that everyone has a different idea. Then I will excise the word from our language. Also "democracy" and "justice". Then ask the class for other words which should not be used.)

2) The job of the leader. Not flashy. (But a little flash here and there will do not harm, provided individuals are not squelched.) Proposed the next thing to do, and then let them do it. (This will be tough, and slow going. Experience should tell me just how fast to push them. I can't let them ramble on forever) You cannot start to do it yourself, and then expect them to join you. (A possible difficulty with my "capitalism" plan, outlined above. I fear I am going to push a little harder than this fellow would have me. He is used to women, which may make a difference.) (The George school method of question sheets certainly served to straight jacket the discussion, at least in my classes. In other people's ^{classes} I have heard the discussion ramble pretty far, yet always return to the point. I guess I was a little to domineering.) Leader should know the members well, to guide them easier. He should be able, restrained, confident, not overly aggressive. Sympathetic, well-balanced. Need not be attractive.

He starts, directs, summarizes, but does not actually say the words.

Leader may express personal opinion when it fits in, but should talk no more than anyone else. He should distinguish between his views as a person and his summaries, as leader of the group.

He should delegate many tasks. Even summary making. (I shall ask someone else to make the final summary. Volunteer only. Call on no one.)

3) preparation for meetings.

More important than leading ability. Those not familiar with discussion methods may be dissatisfied, not realizing what they have really gained from the meeting. They may be used to lectures. The leader can get them into the mood by personal contacts before the meeting, finding out their special interests. Knowing them he can surely bring response. Many people fear to say certain things at meetings that they would say in private, because they fear to display gross ignorance in public. (Often I have felt this way in a group who discussed something very cocksurely, only to discover that they really did not know what they were talking about. This is important. Get people to that point where they will say, "I don't really see this point." It may discourage you to suddenly realize that they don't, when all the time you thought they did, but it is the road to knowledge.) Certain self-assured persons will feel very keenly any rebuttal of their opinions. Try to start it off gently.

6 to 15 persons a good size. Some groups may have good, some bad, discussion habits. A new group will probably have bad ones.

The more things the group can decide upon, the better they will feel. Let them have a voice in meeting place, equipment, everything. A section of a larger room is ok. Table desirable, so they can write and hide their feet. (Wish I could hunt up a table. This feet hiding business may be important.) Let them sit in a circle, so they can see each other easily. (Hiding feet gets rid of a large possible distraction. Gets one away from the ludicrous and earthy side of man, to the handsome and spiritual side. Charts, maps, etc., will give something to talk about and make it an interesting place. Have plenty of them hanging around. Timid member will find it easier to speak when there is something material up to point at.

4) The first meetings. Let it be as far as possible a continuation of the thinking that has preceded (which in my case means the questionnaire.) Be informal. Some will think nothing is being said because it is not being said formally. But keep the sense of serious application. Put responsibility on the group wherever possible. Let others answer, not the leader, where possible

The latter meetings: Unless more facts a propos are brought in, there will be a tendency to drift off the subject. (In short, make the novelty of the subject as compelling as the novelty of the unexplored subjects) After a while it will be best to bring in great droves of facts on the subject. Persons in the group with the proper training and background may be asked to look things up and report. References to authoritative books written for the average person are very good. (There's an idea. Don't just tell people to look up anything, but give concrete suggestions. Even if they don't get these particular ones, they will get something if they go.)

Possible pitfalls:

Leader gets too eager to "get somewhere". He can criticize poor discussion methods too much. Many leaders lack confidence, and to feel that the meeting was a success they give out too much information, or follow a set form too rigidly. Instead, put the burden of on the group, and pay more attention to the particular discussion instead of detailed plans. The fun of "catch as catch can" discussion does away with lack of confidence. (Remember that soldiers have had plenty of bull sessions, and may long more for a little order than pure accident progress.)

Usually someone talks too much. His excess energy should not be wasted in repression, but he should be given special assignments. (He may turn out to be your best man) Those most reticent at first often prove most valuable members of the group later on.

Difficult members: 1) He who never changes his mind, and lengthily refutes all who disagree with him. 2) More numerous, the person who wants quick answers, is too lazy for analysis. (He, I judge, will object to discussion in general. Be very eager to get somewhere, but not to take the steps necessary to get there)

The group is usually too ambitious. Good to start with discussions of unimportant matters. (?) No group is as bad as it seems at first. It needs encouraging words about itself once in a while.

Regular attendance to be stressed as important.

Conflicts are to be welcomed, and freely spoken of.

Delicate subjects are not to be avoided.

A most pernicious habit, that of speaking as tho one knew more than he does. Rather common. When asked to explain some pet phrase or word he does not really understand, many a man gets mad. The attitude of delight must be replaced. for it.

Some miscellaneous ideas.

At the end of each meeting, ask for a show of hands on "Did we ramble too much, not enough, too slow or too fast?"

We are more interested in what should happen than in what probably will happen in the immediate future.

Tell the class some of your problems, let them answer. "Let 'em sleep".

I can get the students a place in 961 for quiet study.

Self education is as important as formal, if not more so.

Teachers will stick around after class, for bulling.

"6,000,000 people live in Texas. How many could stay here if Texas did not trade with the U.S.?"

Bldg. 939, Unit Personnel, bulletin board.

AT WILSON, IT'S A WHOLE NEW BALL GAME

Back on its own, the sporting-goods maker is thriving again

By last fall, 1987 had already been a long, hard year for Richard E. Wenz. As chief financial officer of Wilson Sporting Goods Co., he had restructured the hefty debt load taken on when Wilson management bought the company in 1985 and had helped resolve a nasty dispute with former parent PepsiCo Inc. over the purchase price. Then came Oct. 19. Just as he was putting the final touches on a \$42 million stock offering, Wenz watched Bloody Monday plunder six months of work. "It was surreal," he says. "The whole process stopped." Instead, Wenz was forced to raise some cash in a private debt placement.

RAPID GROWTH. Wilson faces a bittersweet dilemma: Its rapid growth is outpacing the cash that it brings in. That certainly wasn't the case under Pepsi. After joining forces with former Treasury Secretary William E. Simon's Wesray Capital Corp., the new owners reversed Wilson's slide. Sales jumped to \$342.2 million in 1987 from a trough of \$247.6 million in 1984. By the end of last year, operating profit had rebounded to \$26 million from a 1984 loss of \$17.3 million.

But that didn't take the pressure off Wenz. Because of heavy interest expenses, Wilson eked out just \$2 million in net income last year. As for 1988, a 25% increase in net income looks likely. What's more, the company is beginning to regain some of the respect and market share it lost in all its markets under Pepsi's reign. The soft-drink giant, which took control of Wilson in 1973, had used the sporting-goods manufacturer as a proving ground for its managers. The suburban Chicago unit had seven presidents in 12 years, while brand managers spun through a revolving door to Pepsi soft-drink or food units.

Trouble was, pushing sporting goods bears little resemblance to selling soda. For instance, just as Pepsi makes special deals with big supermarket chains, Wil-

son made cut-rate deals with discounters, such as K mart Corp., for its sports gear. That rankled the lower-volume tennis and golf pro shops, which couldn't offer the same prices, and Wilson lost a big chunk of its most lucrative business. Wilson also lost its edge in product de-



CEO RUPP: ONCE AGAIN, NEW PRODUCTS ARE DRAWING CROWDS

velopment. While many top tennis pros had wielded Wilson rackets in the late 1970s, Prince Manufacturing Inc.'s big-headed racket leads the innovations that have dominated the 1980s. Admits a Pepsi spokesman: "We didn't bring much to the party."

Led by Chairman John P. Murray Jr. and Chief Executive Glenn N. Rupp, Wilson is working hard with Wesray to revive what was once one of the stron-

In 1986, Wilson scrapped an entire season's supply of pro golf clubs because of poor workmanship

gest brand names in tennis and golf. Murray, 60, who retired as chairman of Prince in 1983, has traveled the country patching up relationships with golf and tennis pros. Pro-shop volume has increased to 53% of sales. Rupp, 43, who ran Wilson's international division under Pepsi, has focused on cutting costs and spurring product development.

The two executives shaved \$5 million off the payroll immediately and pruned product lines. In 1986 they scrapped a season's supply of pro golf clubs because of shoddy workmanship. Rupp destroyed some of the clubs in the plant's parking lot as an in-house publicity stunt. The move "set the tone for the new Wilson," Rupp says.

Most important, the product-development and sales-and-marketing staffs began to talk to one another. The result: New products are tied more closely to customer needs. Most impressive is the new Profile—a thick-necked, high-performance tennis racket introduced in January. Wilson hasn't been able to keep up with the demand for it. Says Robin Deutsch, editor of *Tennis Buyer's Guide*: "It's the biggest invention since the Prince Classic." Also selling briskly are Wilson's new Staff Gooseneck golf club, a modernized version of an old classic, and its long-flying Ultra golf ball.

HEAVY DEBT. Wilson is far from home free. After 18 months of haggling, Wenz did settle the dispute with Pepsi. Wesray ended up paying Pepsi \$15 million for some Wilson preferred stock with a face value of \$42 million. That made the total cost of the LBO \$132 million. But Wilson still faces a formidable debt load. At the end of 1987, total debt was \$160.3 million while equity stood at a scant \$26.5 million. That has led to caution in inventory planning, which has crimped supply. Says Murray: "Right now we're back-ordered in everything at the height of the season."

The failed stock offering was designed to fuel growth. Wenz got a \$10 million cushion by issuing to a British company notes that bear a 5% interest rate and can be converted into 9% of Wilson stock. And he hopes to revive the public offering if the new-issues market ever snaps back. Otherwise, with sales growing at almost three times the industry's 7% average, Wilson might have to rein in growth for lack of cash.

By Michael Oneal in Chicago

cedes Jerry Leonard, general manager for portable products: "There's a lot of work to be done yet."

For now, the strong yen and booming U.S. computer market are helping to buoy Motorola's efforts. Last year profits soared 62%, to \$308 million, on a 12% sales increase, to \$6.7 billion. This year's profits are expected to reach \$493 million on \$9.3 billion in sales. But Motorola believes that only a revamped work force can help the company sustain such momentum over the long term.

It was Galvin, whose dad founded Motorola in 1928, who decided that education was the catalyst of change. "The need to find a way to improve manufacturing systems was generally recognized," he recalls. "Schooling as the means was not as readily appreciated." In 1982, Galvin mandated that at least 1.5% of each manager's payroll be devoted to training. Previously managers could budget little or nothing.

REQUIRED COURSES. Since 1984, managers have clocked more than 3.2 million man-hours in classes that last from half a day to eight weeks. Motorola also insists that its suppliers enroll in courses on quality. In a typical class, 40 managers sit at round tables for lectures, then break into smaller groups to solve problems. They study such technical subjects as design-for-assembly or just-in-time inventory as well as such fuzzy issues as risk-taking and managing change.

In the plants, Motorola has gone back to the basics. Workers who fail reading and math tests are given remedial lessons before tackling such topics as statistical process control. They explore such cultural issues as idea-sharing and teamwork—the latter reinforced by volleyball games at headquarters in Schaumburg, Ill. Says Darrell T. Piersol, a Southwest Texas State University management professor: "They're trying to get people to realize that in this competitive environment they need everyone's ideas and cooperation."

The early results are evident in a nondescript, one-story building several miles north of Motorola headquarters. There, flexible manufacturing cells have replaced traditional assembly lines. Making cellular phones with 70% fewer components than earlier models, the workers build one phone in four hours—down from 40 hours three years ago. Defects have dropped by 400%. Says Myriem Nelson, a machine operator with 15 years at Motorola: "Quality is the No. 1 concern of everyone." It's a heavily promoted notion in the classes that Nelson and other employees attend.

Even so, Motorola is finding that education alone won't precipitate reform without reworking incentives and hiring practices. So in exchange for meeting tough goals, such as cutting product-

design time, Motorola now hands out incentive bonuses. Still, there is grumbling that its accounting system discourages cooperation among business units. One reason: Such programs often produce costs that show up on a manager's profit-loss statement—but their contribution to profits can be harder to pinpoint.

OPEN SYSTEM. Yet by throwing together marketing, quality control, and engineering employees in classes, Motorola is breaking down walls. In the past, lack of communication often led to costly product redesigns and other snafus. "We were actually beating the Japanese in manufacturing quality and manufacturing time, but our design time took twice as long," recalls Edward W. Bales, who helps run the training center. That's starting to change: The time to design a new land mobile radio has been cut in half, to 18 months.

The lessons are sparking other suc-

cesses, too. In Scotland, the East Kilbride chip plant has halved its raw-material stock. Last November the electronic materials operation became the first semiconductor unit to reach 95% on-time delivery. Motorola is aiming to lower the defects to 3.4 per million companywide by 1991 vs. 200 per million now, the lowest rate in any of its divisions.

Motorola may never again be No. 1 in chips, but other key products, including cellular phones, two-way mobile radios, pagers, and modems, remain leaders and are gaining unit share in markets worldwide. The company is chalking up some notable victories in quality, cost-cutting, and customer relations. But so are rivals, a fact that hasn't escaped Fisher. "Now we have to improve faster than the competition," he says. On that score, at least, Motorola seems to be learning its lesson well.

By Lois Therrien in Schaumburg, Ill.

THE 'EDUCATION FANATIC' LEADING MOTOROLA'S LEARNERS

I like change because it wakes you up," says George M. C. Fisher. As Motorola Inc.'s new chief executive, he'll have little chance to sleep. While Chairman Robert W. Galvin initiated a long-term plan to "renew" the company by reeducating its employees, it will be up to Fisher to lead the cultural revolution.

The 47-year-old Fisher is no stranger to change. He grew up wanting to play major league baseball, but a knee injury at the University of Illinois put an end to that dream. So after earning his BA in civil engineering, he got a PhD in applied mathematics from Brown University. Fisher joined AT&T Bell Laboratories in 1965. Some 11 years later he opted for a job as director of quality and information systems at Motorola's communications division.

He moved up quickly, first as assistant general manager of a mobile-radio plant, then becoming head of paging operations. By 1984 he was No. 2 at the communications division. In 1986, Galvin named Fisher president and announced plans to make him chief executive officer in 18 months.

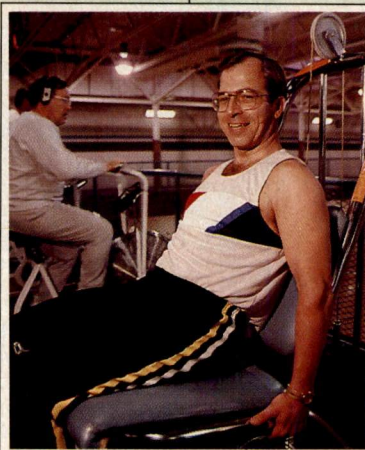
Galvin was expected to pick a compa-

ny lifer: Fisher's predecessor, Vice-Chairman William J. Weisz, is a 39-year veteran. But Fisher obviously outshone the competition. Under his leadership, Motorola's paging business flourished. And when Japanese companies dumped pagers into the U.S., he brought charges before the International Trade Commission in 1983. Fisher persuaded the ITC to levy 100% duties on the Japanese pagers.

A short, compact man who looks more like a high school math teacher than a CEO, his interest in learning is keen. "I'm an education fanatic," he laughs. "I'd probably still be in school if I didn't have to earn a living." He doesn't sit

in business boardrooms but in those of Brown, the University of Illinois Foundation, and National Merit Scholarship Corp.

Yet he's not the ivory-tower type. At the office, he routinely takes telephone calls from irate customers. And he's almost apologetic about conveying his enthusiasm for such buzzwords as "total customer satisfaction." Says Fisher: "I know that it sounds trite and shallow at first, but it's not only sincere, it's powerful, absolutely powerful."



CEO FISHER: HE LOVES CHANGE

You might think it is hard to say anything on an occasion ~~like this~~ of this kind, I certainly did before I started to write my ~~talk~~ speech, but it really isn't. Once you sit down to think, the thoughts come pretty fast, because there's really a lot to say about mothers & sons.

I guess we all know that when a boy is growing up he tends to break away from his mother's authority faster than she wants to let him, and for this reason ~~many~~ mothers & adolescent children have always had a hard time getting along. ~~And, I said~~ Everyone has a hard time, but still there are some who learn to do it. This is done by appreciating the general situation, & then behaving ~~reasonably~~ reasonably.

We boys, it seems to me can do a lot toward promoting peace at home, if we remember this & ~~to~~ ~~act~~ ^{decently} and take a less belligerent attitude toward home life. When you are happy at home, your whole life is more fun.

I'm sure that most of us already realize these things, and it's in the spirit of mother-son co-operation that I want to welcome all you mothers ^{on behalf of the boys} here tonight.

- ma-son — Paterson
1. You might think easy-hard
 2. I guess we all know
 3. But just because — difficulty
Than with future ones
attitude, appreciation
 4. We boys
less hot headed
 5. You mothers
not my place.
 6. We all know
some ~~more~~ of us practice'm
 7. If some stimulated
banquet success.
 8. Spirit of mother-son
co-op.
Behalf of boys
Welcome mas

0 Yellow pamphlet

Sent add to (early, Late ✓ Favorable X undon.

- 0 Bob Humphrey 1. Great thing 2. Summer
- 0 Loren Massie 1. I quit scouts for it.
- ✓ e 0 John Manson ✓ 1. Great thing 2. Land
- ✓ e Harry Eckman ✓ 1. Bantering
- ✓ (Nancy Claar)
- e Anna Schaffter 1. Great thing
- e The Rogers 1. Great thing
- e Mr. Windes
- e Mr. Lloyd 1. letter
- 0 Miss Graham
- ✓ e John Mosser 1. Bantering
- ~~Bob Haase~~ X 1. Principles
- Ed Gross
- F e The Wrights ✓ 1. He asked. 2. Partially read book, ^{unconverted}
- e 0 Dave Booth 1. Great thing 2. Tax
- Bob Goppert
- F e Bud Noake ✓ 1. Great thing
- John Dougherty (Manson)
- ✓ Miss Flemington ✓
- F ~ E Dave Collier ✓ 1. Great thing
- 2 e Paul Greenberg 1. Bantering
- e Al David 1. Arguing, great thing 2. Correspondence
- e Don Michael 1. Bantering
- ✓ Tanya Shapiro ✓ 1. Kitz = friend
- ✓ John Ball ✓ 1. Principles 2. Great thing (✓)
- Dr. Harkness
- e Mr. Fallaw
- Gardner Hinners } Long talk on principles
- e Bob Woolson }
- Amie Berlin
- Mason Aldrich 1. Great thing
- Mr. Harween
- Mr. Hutchinson
- Bob Drucker -

Possibilities

~~Dick Fischer~~

~~Kenn Wicket~~

~~Bob Drucker~~

Frankie B.

✓ Bill Farrow

~~Sid Smith~~

Trekkers

Jews

Ed Weigel

Dodds (Summer)

Waltonians

Quakers

✓ Tom Gatties I came to class

✓ Nan Claar

Ragan

Fred Gordon

~~Eulke, Dick~~

Russ Forst

Dotty Hinman

Kate Lyman

Jan. Kern

Trienens

John Marshall

Helen Kaempfer - I. great thing

McAfee

Emerson Wallace - summer

Dr. Small

McAfee

Boettiger

New Class

Stein - not Fri.

Good fund raising line:

Tell of the student who died, then
tell these students they might as well
die as not support school.

*If this is true, it was only bcs. Dukakis failed to define
ca. Nov. 20 88 any other issues.*

Los Angeles Times

Bush Won Middle Class With Ideology, Poll Finds

By DAVID G. SAVAGE, Times Staff Writer

WASHINGTON—George Bush won the presidential election by stressing ideology, not competence, and convincing disaffected middle-class voters that he was on their side with tough stands on crime, drugs and national defense, according to a Times Mirror poll released Tuesday.

The poll, the final Times Mirror survey on the 1988 race, indicated that while Democratic nominee Michael S. Dukakis dwelt on the financial "squeeze" hurting the middle class, Bush got better results by stressing the differences between his conservative philosophy and Dukakis' more liberal one on a range of issues.

Controlled Agenda

By the end of the campaign, the issue of crime had vaulted to the top among the voters' concerns, demonstrating how Bush had controlled the agenda.

The poll, conducted for Times Mirror by the Gallup Organization, involved contacts with 2,022 voters on Nov. 9 and 10. The margin of

error was plus or minus 3 percentage points.

In May, the voting bloc described as "disaffecteds" by the Gallup Organization was evenly split between Dukakis and Bush. But by Election Day, 68% of these pessimistic, financially pinched voters cast their ballots for Bush, the poll found.

Issues 'Neutralized'

Andrew Kohut, president of Gallup, said that Bush's campaign managed to "neutralize" many of the Democrats' best issues, such as expanded child care and universal health insurance and instead, focus the voters' concern on crime and defense, where Dukakis was seen as weak.

The survey also found:

—That Bush's winning coalition was largely in place by the second week of September. Voters deciding in the final days voted for Dukakis by a 60%-40% margin, but by then Bush had an insurmountable lead.

—That Sen. Dan Quayle, the

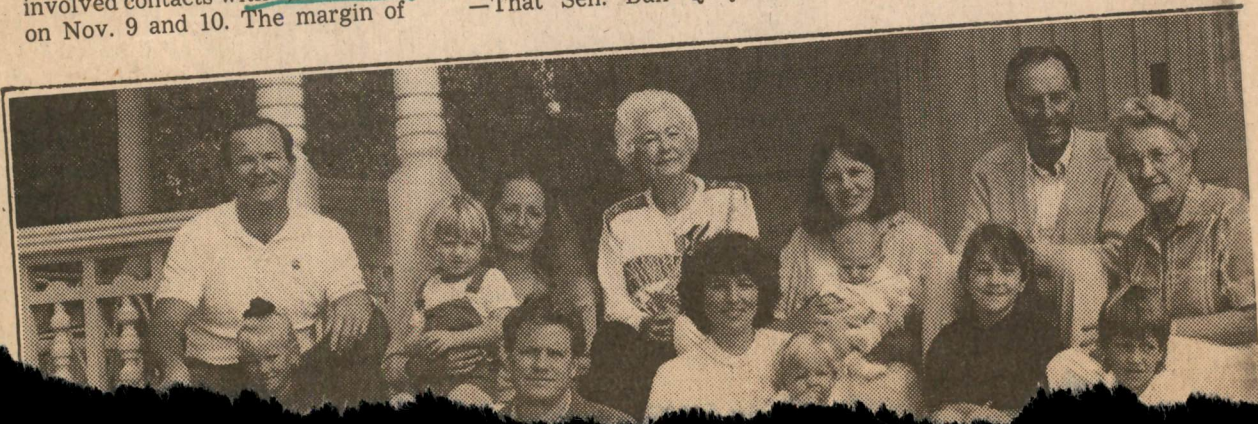
GOP vice presidential nominee, cost Bush about 4% of the vote.

—That Bush voters cast their ballots with more enthusiasm than Dukakis voters. Bush voters were more inclined to say they were voting "for" Bush and his stand on the issues, while Dukakis voters were more likely to say they were dissatisfied with the race and were voting mostly out of party loyalty.

—That fewer registered Democrats defected to Bush this year than to Reagan in 1984. Some indicated that they were alienated by Bush campaign tactics and his choice of Quayle as a running mate.

—That 30% of the voters said that they had "no confidence" in either candidate. In 1980, 39% said the same about nominees Jimmy Carter and Ronald Reagan.

—That voters believe the top priority for the Bush Administration should be reducing the federal deficit. About 44% cited this response, while protecting American jobs from foreign competition was second with 20%.



BUSH: Brady to Remain Treasury Chief

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vice president has not indicated to any of us that he has made a decision," she said.

Sununu is a glib and personable state chief executive who told the vice president in the bleak days of last winter that the way to salvage his presidential campaign was to drop the trappings of high office and plunge into a one-on-one style of politicking. Many, including Bush himself, credited this decision with his come-from-behind victory in the New Hampshire primary.

Virtually no one in Washington was surprised at the decision to reappoint Brady, which was preordained last summer when President Reagan asked the Wall Street investment banker to become secretary of the Treasury and smooth the way for a transition, should Bush win the election.

Bush announced the Brady appointment after he and Vice President-elect Dan Quayle met with German Chancellor Helmut Kohl, the first of a string of sessions Bush has scheduled with foreign leaders. He will meet today with British Prime Minister Margaret Thatcher.

In making the Treasury announcement, Bush said that his long-time friend Brady, having served eight months as a U.S. senator from New Jersey, also "brings with him the valuable ability to work effectively with Congress as we work out and develop a budget deficit reduction plan."

'No Time Pressure'

On the chief of staff appointment, Bush told an afternoon gathering of reporters: "I feel no time pressure on that." Bush added, appar-

his White House senior staff while he explored the possibility of splitting responsibilities among Sununu, Fuller and perhaps Teeter. But a source said that Bush was "put off" by that idea, as were the individuals involved.

"It is clear Bush felt strongly he ought to have a No. 1, who was indeed the chief of staff," said this source.

On his arrival in Washington, Sununu was asked if he had been offered the job to oversee the White House staff and replied only: "I'll do whatever he needs."

Fuller, for his part, has been

quoted as saying that there is considerable "jockeying" going on. And a source close to him confirmed "antagonism" between Fuller and Sununu.

"You keep reading stories suggesting that you are arguing, and eventually you are," this source said.

Meanwhile, the capital also was alive with rumors about potential appointees. For instance, U.S. Ambassador to Korea James R. Lilley, an old friend and CIA station chief in Beijing when Bush headed the U.S. Mission to China, was said to be in Washington, lobbying to be

CIR

OUTLINE

ELECTRONIC

Teaching method:

Men should be taught
as if you taught them not,

And things unknown
proposed as things forgot

Alex. Post