AGENDA FOR POLITICAL ACTION COMMISSION

1- Discussion of activities ASU has undertaken which were semi-political in character, and brought us to legislative halls: American Youth Act, Loyalty Oath Bills, Educational Extension Bills, Nye-Kvale Bill, etc.

2- How could a sympathetic political group have helped us in achieving our ends?

3- What new political developments since the first ASU Convention have taken place to lead us to reconsider opposition on politics? Labor Parties, Commonwealth Federations, Farmer-Labor Parties, Progressive candidates in Democratic and Republican primaries, etc.

4- What forms can progressive political action take? Should the form influence the decision of the ASU on political action?

5- Affiliation: What relationships might the ASU have to a progressive political movement: observer, fraternal affiliation, endorsement of candidates, etc?

6- Might it be desirable to have local chapters undertake political action, and the National organization continue its present position?

7- Should local chapters undertake political action under the supervision of the National committee? That is, how much autonomy shall local chapters be allowed?

8- What effect would political action have on the ASU on different campuses? Would it strengthen or weaken it?

1. Depression
2. Student graduate
3. Labor Party - link to labor movement
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AGENDA FOR COOPERATIVE COMMISSION

Tuesday, December 28th, 1:30 p.m.
1. General report on college cooperatives - James Newman
2. Short reports on activities from colleges represented where there is a cooperative in action or educational work being done. Tell what is being done on your campus.
3. Function of The Cooperative League of America with regard to college cooperatives - Proctor Twitchell of Cooperative League.

Wednesday, December 29th, 9:00 a.m.
Detailed discussion of:
1. Dining clubs - Cornell
2. Book Store - Temple
Summary - Mr. Robert L. Smith, Ass't. Sec'y., Eastern Cooperative League.

BIBLIOGRAPHY ON CONSUMERS' COOPERATION

(Check what you want; send this in to The Cooperative League of America, 167 West 12th Street, New York City, with stamps, money order, or check.)

Pamphlets:

I. General
3. The Spirit of Cooperation - Prof. Harold J. Laski, 1936 - 10¢
4. Consumers' Cooperation - monthly publication of The Cooperative League, containing information and comment on the movement in the U.S., Sub. $1.12 issues

II. Racial and Religious Problem

III. Medicine
7. A Primer of Facts About Cooperative Medicine - Issued by the Bureau of Cooperative Medicine, 5 East 57th Street, New York City - 10¢

Books:
8. The English Cooperatives - Sydney Elliott, Yale University Press, 1937 - $3.00
10. Consumer Cooperation in America - Bertram Fowler, Vanguard Press, 1936 - $2.00

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1. In 1930, eleven southern states spent an average of $12.57 per child for the education of Negro youth. These same states spent $44.31 for the education of each white child; while the average expenditure per child for the nation was $99.00.

2. Of equal importance is the task of securing democratic conditions for Negro students in the south. The quality of Negro education must be improved. On many campuses student councils do not exist. Usually, where student self-governing bodies have been set up, they are but rubber-stamps for the administration rather than representatives of the student viewpoint and supervisors of student affairs. In almost every case the handbook of the Negro college bristles with rules and regulations which severely restrict the activity of the student. Surely a main point of concentration of the A.S.U. must be to increase the effectiveness of student self-governing bodies on the Negro campus, and to win students for an organization which will adequately defend their interests and achieve a greater measure of academic freedom.

3. The importance of developing effective techniques of organization and activity cannot be over-estimated. Too often, the Negro student has failed in his attempt to win his rights simply because he has not known how to organize and to win wide support for his demands. Our discussion, then, would be incomplete without a consideration of the methods of organization and the nature of the activity best suited to the average Negro campus.

4. It would also seem necessary to point out that these problems must be considered as an integral part of the strivings of the Negro people of the south. The task of achieving equal opportunities in education cannot be isolated from the campaign many groups are waging to secure political rights for the Negro in the south. For, as long as the Negro is barred from the Democratic primaries in Texas and other states, as long as he is prevented from voting by poll taxes and grandfather clauses, he will not be able to bring his full influence to bear in getting more appropriations for education. Likewise, the interests of the student are synonymous with those of groups which are fighting for equalization of teachers' salaries, and those who aim to improve the economic plight of the Negro. The activities of the American Student Union among Negro students must proceed hand in hand with all activities of the Negro people which work to end the Jim-Crow system and all the grave injustices which it heaps upon the shoulders of the Negro.
AGENDA FOR COMMISSION ON LABOR

1. Chairman of commission will explain the purpose of the discussion, tell why Labor Committee work is essential to the ASU's purpose of relating the student to the broader society of which he is a part, and sketch the experience of Harvard in this regard.

2. Representative of Affiliated Labor Schools.

3. Reports on suggested activities for a Labor Committee.
   a. Student work in Trade Union education and entertainment.
   b. Organizing university employees.
   c. Organizing industrial workers.
   d. Investigating workers' housing conditions.
   e. Organizing retail employees.
   f. Industrial surveys.

4. Experience of delegates of other chapters.

5. Discussion of Committee on Industrial Organization and American Federation of Labor.

6. Drawing up of a brief statement of concrete suggestions for Chapter Guide to be presented to convention.
COMMISSION ON HOW TO BUILD A LOCAL PROGRAM

I. The A.S.U. must become a part of the life of the college community - we must consider local problems in order to be a functioning service organization.

II. The life of the college community
1. The Administration
   Is it reactionary, paternalistic, cooperative, progressive? What is its attitude toward financial aid? College subscribed charities?

2. Student government
   Is it democratically elected and run democratically? How much is it dominated by the administration? Is the A.S.U. making it a vital force?

3. Cultural activities
   Outside lecturers
   Library - condition, regulations
   Availability of opportunities to students not taking courses in the departments concerned. Opportunities for listening to good music, etc.

4. Breadth of curriculum
   Is there a student curriculum committee and does it work? Number and type of compulsory courses - is there a Latin or Greek requirement, languages vis. social and physical sciences, etc.

   Attitude of administration and faculty toward examinations, frequency and types of exams.

5. Athletics
   a. Football, basketball, etc. Whom does it benefit? college, team, student body?
   b. Athletic fees
   c. Open hours
   d. Facilities

6. Rules and regulations
   a. Restrictions: women's colleges, negro colleges, hours, drinking, smoking, marriage, nights away.

7. Social life and social regulations
   Housing - dormitory vs. off campus - relative cost and conditions
   Fraternities and sororities - the function of the A.S.U. in dealing with this problem
   Food - cost, freedom of choice in eating places, etc.

8. Student publications
   Censorship, control of policies, etc.

III. The local organization of the A.S.U.
1. The importance of intercollegiate activity, united action, support, new ideas, etc.

2. The degree of autonomy of local chapters

3. Social activities within A.S.U., faculty-student cooperation, parties, intercollegiate activities, youth hostel trips, movies and lectures, etc.

4. The need for group unity, fitting the form to the type of student body

5. Learn the vocation of leadership in the A.S.U.
   Training campus leaders, training the membership, division of responsibility, democracy vs. bureaucracy, the functioning of the executive committee, training school.

6. Mechanical efficiency, publicity, membership, raising money, planning.
I. The First Requirement
   A. A businesslike organization
      1. Committee system
         a. What committees should a chapter have?
         b. The expansion of the committee system with the growth of the chapter
      2. Coordination of the committee system through chapter chairman
      3. The meeting of obligations
         a. Financial obligations
         b. Organizational obligations

II. How do A.S.U. users become good members?
   A. Taking responsibility for building chapter
   B. The training of new members
   C. Assuming responsibility to the whole organization
      1. Building the national membership
      2. Increasing the sale of THE STUDENT ADVOCATE
      3. Carrying out national activity by
         a. Following through on national convention decisions
         b. Following through on district and regional conferences
         c. Responding to the Chapter Guide

III. Are you bored by chapter meetings?
   A. Committee meetings
      1. Plan to accomplish the most in the shortest time
   B. Chapter business meetings
      1. How much of the details can be settled by executive committee
      2. Careful planning of business meetings by executive committee
   C. General membership meetings necessary for
      1. Keeping the membership in touch with all phases of chapter activity
      2. Discussing questions of policy
      3. Helping to plan for the carrying out of important general A.S.U. activity
         such as the strike
   D. Open meetings planned for the attraction of the whole campus
      1. A series of lectures by prominent figures on such questions as international
         affairs, political developments, sex education, growth of the trade unions

IV. Chapter life
   A. Building a center for the A.S.U. with a reading room and a place to keep all
      chapter files, etc.
   B. Organization of study groups
   C. Socials
   D. Outings

V. Education
   A. Self-education on the A.S.U. program
   B. A series planned on the A.S.U. program for the student body as well as the
      chapter

VI. Publications
   A. Bulletin for distribution to all students

VII. Relation of the chapter to the campus
   A. The expansion of the committee system to attract varied groups on the campus
      such as discussion clubs, drama groups, literary groups, etc.
   B. Working with all campus groups to draw them into the Student Union

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AGENDA FOR CONFERENCE FOR COLLEGE EDITORS

How does progressive journalism serve the students?

I. Relationship of the college paper and the A.S.U.
   1. Function of the liberal college newspaper:
      Should the news columns reflect the progressive tone of the editorial column or should they be kept strictly non-partisan?
      How much off-campus, national, and international news should be introduced into the paper; should news space, editorial, or columns and special features be used, and in what proportion?
      What special editions, such as peace issues, of general as well as liberal interest, should be used?
      To what extent should the paper serve as a progressive force, and to what extent should it reflect the divergent opinions of the campus?
   2. Control of the paper:
      Should the A.S.U. urge an all-college election of the editor, and run an A.S.U. candidate on a platform?
      Should the editorial board be favored over one-man control of editorial policy?
      What should be the relationship of the paper to the student government, in which the A.S.U. directly attempts to obtain a majority?

II. The censorship problem.
   1. Relation of the paper to the college administration:
      Can an independent campus paper function as part of a journalism department?
      Is the faculty advisor system necessarily incompatible with a free paper?
      What set-up, short of incorporation, can guarantee freedom to the paper?
   2. Relation of the paper to the student body:
      How can the responsibility of the editor to the student body be assured-direct election, through student government, etc. Is this advisable?
      What guarantees can be made for the expression of varying opinions in the college paper?
   3. Methods of fighting existent and threatened censorship:
      Reports from Temple, Pittsburgh, Kentucky, Berkeley, others if any.
      How can the A.S.U. on the campus best assist the paper whose independence is threatened?
      What national organizations, other than the A.S.U., can be mobilized to help such a paper (American Civil Liberties Union, etc.)? How?
      What statement on 'free papers' should be included in the Charter of Students Rights drawn up by this convention?

III. The college newspaper and student press organizations.
   1. The Associated Collegiate Press
   2. State press organizations
   3. Regional organizations, such as the I.N.A.
   4. Of what technical help are they to the paper? Of what assistance in maintaining a free paper?

IV. The college press and the press.
   1. What relationship and cooperation can be established between college journalists and the American Newspaper Guild?
   2. How can progressive college journalism fur ane progressive journalism off the campus?