



League of Women Voters of Minnesota Records

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LEAGUE OF WOMEN VOTERS OF MINNESOTA

84 SOUTH TENTH STREET, ROOM 406

MINNEAPOLIS 3, MINNESOTA

Atlantic 0941

April 21, 1953

Dear State Organization Committee Members,

First of all, I want to thank you who have been members of the committee this year for the work you have done to service our existing Leagues, and to start new Leagues. I appreciate it, and I hope you have gotten satisfaction out of your visits.

I have been trying to learn my way around, this year, as chairman. And I now have some plans I would like to discuss with you.

1. Will you be willing again to serve on the committee for '53-'54 season?
I do hope so.
2. Will you send to the state office by May 13th a brief summary (about 100 words) on the Leagues you have visited?
3. Will you save Wednesday, May 27th, for an Organization Committee Meeting in the Minneapolis League Office, 84 So. 10th St., Room 407, 10:30-4 P.M.?
4. The Agenda will include:
 - a. Distribution of Kits
 - b. Review of Year
 - c. Plans for next year
 - d. Assignments for next year
 - e. Machinery for keeping Organization Committee Members informed on the current status of all local Leagues.

We have a tremendous job that could be done next year:

1. We have 45 local Leagues that need at least 1 visit.
2. We have 4 provisional Leagues which need several visits.
3. We have 3 pre-provisional Leagues that need a visitor at every board meeting, and at some committee meetings, for several months.
4. We have heard that there is interest in having a League in 4 to 6 towns.
5. We have 20 legislative districts in the State that have no Leagues, and legislatively, these are the most important places to expand.

The only thing that will slow our growth is woman power to service the early stages of these new Leagues. Therefore we need you, and more like you.

I look forward to seeing you at the meeting May 27th, so that we can plot the future together.

Sincerely,

Betty

Mrs. John Grindlay
State Organization Chairman

A CHECK LIST FOR ORGANIZATION COMMITTEE

on

FINANCE

1. Is the finance drive annual or biennial? (Annual preferable).
2. Is the drive made by letter without personal contact? (Not good)
3. Do you find they use publicity concerning the drive in advance?
(Point of discussion - see question No. 4)
4. Is the drive properly timed?
(With national publicity or after successful community work)
5. Do they consider the public relations aspect?
6. Do they choose prospects wisely and not promiscuously?
(Civic minded and interested citizens preferred)
7. Do they contact only businessmen? (Civic-minded individuals preferred)
(The League does not conduct a general fund-raising campaign)
8. Are other types of fund raising used? (Project method discouraged)
9. Is the amount desired specified? (Good idea)
10. Will they also accept small contributions? (Should)
11. Do they train their workers? (Kickoff and report sessions desirable)
12. Are they aware of all the material available to help them?
13. Are the dues under \$3.00? (Try to get them to reach this figure)
14. Do they solicit from the same contributors each year?
(There is a tendency with some Leagues to divide the contributors up in groups and solicit only every fourth or fifth year)
15. Do they use the barter system which does not show up in the budget and increases the problems of the executive staff?

GENERAL COMMENTS

Trouble with finance is a symptom of a problem, and not the problem itself.

Check budgets - you will find perhaps there isn't one.

In the budget look for the item under Community Action; if this item is comparable to the size of the town, it is an indication their budget can be or will be an adequate one, as they will take from the community in proportion to what they put into it. Also check use of publications.

Encourage each Finance Chairman to leave a complete detailed report of her activities step by step for her successor.

July, 1957

OUTLOOK FOR WORK
on
ORGANIZATION

The outlook for work in the field of organization will be different next year for two reasons: 1) Mrs. Horner of the national staff, who has been lent to Minnesota on a shared-staff basis by the national Board, has retired, and so is unfortunately not available; 2) Mrs. Wilson of the state staff, who did organization work for the LWV of Minnesota until two years ago, will resume her work with local Leagues on a half time basis, spending the other half of her workday on other League matters.

The work will be shared by the Organization Committee of about ten. It will be divided into six parts:

- A) Small Leagues - Visits will be made to about ten of our very small Leagues.
- B) Membership - Individual help, especially on membership, membership participation and orientation, will be offered to about six of our Leagues who need this encouragement.
- C) Board and Committee Functioning - Day-long meetings with the board, committees, and the present and potential members will be planned for about five Leagues who want this help.
- D) Area Conferences - Six area conferences will be held in the fall on Taking League Program to the Member; the same number will be held in the spring on Taking League Program to the Public. These are the responsibility of several state Board members, including the Organization Chairman. Last year 35 of the 55 Leagues were reached in area conferences, a very good attendance, compared to other states.
- E) Provisional, Newly Recognized, and Reorganized Leagues - Provisional Leagues will have an adviser at every board meeting, and newly recognized and reorganized Leagues will have several visits a year.
- F) New Leagues - Suburban Leagues are springing up like mushrooms. The Committee will try to help suburban Leagues to organize when asked by an interested group of women, as long as the supply of committee members can keep up with the requests. The Committee will also try to foster interest in League organization in communities not in the Twin City metropolitan area, so that appropriate balance can be maintained. The planning for new League expansion will be carefully done, taking into consideration woman power, funds available, and areas of the state that have no Leagues.
- G) County Councils - The Committee will try to help the County Councils to clarify their objectives and to find simple, workable operating procedures.

The Organization Chairman and committee, with the help of other state Board members and their committees, plan the following activities for the coming year:

1. One or two conferences for small Leagues will be held (in the state office) to consider their particular problems.
2. Specific help to any League will be provided upon request, as in the past.
3. Trips will be made to local Leagues when the Organization Committee feels it would be helpful and we will follow up work done during the past year with special Leagues.
4. New Leagues will be visited every two months.
5. The committee hopes to become better acquainted with League boards and units in the metropolitan area, to see how well they are functioning and to determine the kind of help needed. This information would then be used as a basis for assistance to Leagues all over the state.
6. We plan to do some exploratory work in four out-state communities. Assuming favorable circumstances, we hope for one or more new Leagues.

These are the plans we have for keeping in touch with you in the local Leagues. We want to express our appreciation to you for all you have done this past year to help the state Board keep in touch with you - we have received monthly board minutes (which are briefed for the Board members), we have received 18 copies of local bulletins of most of the Leagues (which Board members read with interest and profit), and we have had many conversations and letters which help keep the lines of communication open. We look forward to more of the same in 1958-59.

MEMBERSHIP

The Membership Chairman's notebook should contain: Page 19 of National Board Report of May 1958; Local League Handbook, Publications Catalogs, How to Get and Keep Members, If You Believe, Facts about the LWV of U.S., You Hold the Key, (available from LWV of U.S.); Annual Report of Leagues in Minnesota, 1958, Facts about the LWV of Minnesota (available from LWV of Minnesota); and your local League Budget and By-laws and Facts; also list of local League members.

It was reported at the Membership Workshop at State Council Meeting that 27 Minnesota Leagues reported membership as a "most disheartening problem." 813 members in Minnesota did not renew their membership and 249 members dropped their membership after only one year. With this introduction, the group discussed ways of integrating members into the League, and keeping them satisfied and productive. Most of the ideas brought up can be found in the booklet, How to Get and Keep Members, but perhaps special attention might be drawn to the following: the value of a personal word of welcome to a new member, informal neighborhood coffee parties for prospective members, the importance of a new member kit of publications (see Publications Outlook for Work, page 11), the idea of taking new members on a Go-See Tour of their city government bodies as part of their orientation, the importance of a Talent File to help integrate members into committee work, the signing up of members for a specific number of hours of volunteer work on Voters Service for example, taking advantage of the multiple memberships of busy members to get League information beyond the League, special attention to long time members, using their knowledge to train new members and speak to the public, in a big city simulating the atmosphere of a small city by regional planning.

STATE CONTINUING RESPONSIBILITIES

As a new member of the League of Women Voters, you are pretty much on a par with the older members when it comes to studying a new current agenda. However, there are issues which League members have studied in the past, agreed upon, and with which they are publicly identified. These issues are Continuing Responsibilities; "...those positions on state governmental issues to which the League has given sustained attention and on which it may continue to act." (State By-Laws)

CR's, as we call them, are voted on by the members at the State Convention, and are often the basis for future legislative and public relations action. We hope that all new League members can become familiar with these issues, using this sheet as a starter.

CR I: Constitutional Revision: constitutional convention, periodic submission to the people of the question of calling a convention, workable amending process, clearly fixed executive responsibilities, adequate length of legislative session, post auditor.

Background: In 1947, the legislature set up a Constitutional Commission to consider revisions in the State Constitution. The next year the commission, made up of distinguished laymen and legislators, reported that the Constitution contained many obsolete, ignored, and restrictive provisions and recommended a Constitutional Convention to accomplish the many changes which were needed. Since 1948, the LWV has studied the Constitution and the Commission's report and has supported many of the essential improvements, some of which have come about through amendments to the Constitution in recent years.

Explanation: "Constitutional Revision" includes all the aspects of constitutional reform on which the League has a position, with the exception of Reapportionment by Amendment.

The first three subjects are methods by which constitutional reforms are brought about.

1. Constitutional Convention - the best and least expensive way to achieve an efficient basic charter. The League's support of the convention method over the years has focused legislative attention on the need for constitutional improvements.
2. Periodic submission to the people of the question of calling a convention - which would give future generations automatically the right to decide on the need for revision.
3. Workable amending process - a correction of the present situation in which a constitutional amendment must receive a majority of all the votes cast at the election; failure to vote is counted as a "no" vote.

The next three constitutional revision items concern subject matter.

4. Clearly fixed executive responsibilities; in 1958 the League worked for the passage of the Four-Year Term Amendment. In addition, the LWV advocates defining succession to the governorship, and reducing the number of elected state officials from the present six (governor, lt. governor, secretary of state, treasurer, attorney general and auditor).
5. Adequate length of legislative session; the League would support either longer or more frequent sessions, and greater flexibility in calling special sessions. Ninety days every two years is not adequate for running the state's business.
6. Post-auditor; on our agenda since 1954, the provision for a post-auditor, appointed by and responsible to the legislature, would account for how money is spent after its appropriation.

The LWV is looked to as an advocate of and informant on constitutional reform. This continuing responsibility enables us to inform ourselves and the public, and act in support of constitutional improvements.

CR II: Reapportionment by statute or amendment

The constitutional provision that legislative seats should be reapportioned every ten years equally according to population has been ignored by legislatures from 1913 to 1959. In those years population shifts made for great inequities in the number of people per legislator.

The League since 1954 has advocated reapportionment through information to the public, participation in a Federal Court Suit to force reapportionment, representation on a Citizen-Legislator Committee on Reapportionment and through action at the legislative sessions.

The League is willing to support a fair and enforceable amendment to the constitution which would give consideration to the more sparsely settled districts in one chamber of the legislature -- an "area" amendment. But until such an amendment is passed by the voters, immediate correction must be made through a statute carrying out the present constitutional provisions as far as possible. The 1959 legislature vindicated the League's position by passing a statute, the Bergerud-Popovich Bill, giving more voice to under-represented districts in 1962. It also proposed a constitutional amendment which would put the Senate on an "area" basis. The passage of the first reapportionment bill in 43 years is encouraging. Whether the League will support the proposed amendment cannot be determined until our members study it and decide if it is "fair and enforceable."

CR III: Home Rule

Until 1959 "increased home rule" was included in our constitutional revision item. In 1958 the League worked for the passage of the "Home Rule Amendment" which allowed for more flexibility in the use of home rule charters and which provided for identification of special laws applying only to one community and for community approval of that law by council or voter action.

Enabling legislation in the 1959 session did much to accomplish the aim of allowing communities to deal with their local problems on the scene without undue reliance on the legislature. However, further improvements can be made and for this reason the LWV has Home Rule as a continuing responsibility to authorize future action.

CR IV: Fair Employment Practices Commission

In 1954 the legislature, under pressure from the LWV and other groups, established an FEPC. To enable us to take action if either the principle of fair employment without regard to race, creed or color, or the Commission itself is threatened, the League retains FEPC as a continuing responsibility.

League of Women Voters of Minnesota
15th & Washington Aves. S. E.
Minneapolis 14, Minnesota

Fe. 8-8791, Sta. 25

[1967.27]

GENERAL INFORMATION FOR STATE ORGANIZATION COMMITTEE

Function of a State Organization Committee

The State Board draws its authority from:

1) National By-laws

"Article IV, Sec. 2, Recognition. Local Leagues shall be organized in conformity with recognition standards formulated by the Board of Directors and adopted by the Convention. Only one local League in each community shall be recognized. The foregoing provision shall not be retroactive."

"Article V, Sec. 4, Responsibility. A state or territorial League shall accept the responsibility delegated to it by the Board of Directors for: (a) the organization and development of local Leagues and college Leagues; (b) the promotion in the local Leagues of finance programs requisite to further the work of the League as a whole; and (c) the transmission of funds toward the support of an adequate national budget."

"Article IX, Sec. 4, Powers. Upon recognition of a state or territorial League, the Board of Directors is authorized to delegate and shall delegate to such state or territorial League the power to promote the work of the League of Women Voters within that state or territory. The Board shall create and designate such special committees as it may deem necessary."

2) State By-laws

"Article IV, Sec. 2, Recognition of Local Leagues. When there is, in any community in the state, a group which meets the recognition standards for local Leagues as adopted at the national convention, the Board of Directors of the League of Women Voters of Minnesota shall recommend to the National Board that recognition be granted. When such recognition is granted, the local League shall become an integral part of the League of Women Voters of the United States and the League of Women Voters of Minnesota."

"Article IV, Sec. 3, Withdrawal of Recognition. When a local League recurrently fails to live up to the recognition standards, the Board of Directors of the League of Women Voters of Minnesota shall recommend to the National Board that recognition be withdrawn. Final action rests with the Board of Directors of the League of Women Voters of the United States."

The State Board delegates responsibility to the Organization Committee:

1) State Leaders Handbook

Page 10. "The Organization Chairman is responsible for submitting to the Board plans drawn up by her Committee for servicing existing local Leagues, organizing provisional ... Leagues and securing members-at-large. After the Board has adopted definite plans, the Chairman and her Committee are authorized to carry them out." More specific instructions are on pages 13-16.

Required Actions of a State Organization Committee Member

1. Read the State Leaders Handbook, Local League Handbook, Organizing New Leagues, National, State and Model Local League By-laws, National and State Budgets, National and State Programs. These guides are our final authority in League work and no deviation from them should be encouraged.
2. Be familiar enough with other materials listed as "Materials Helpful to State Organization Committee" to turn to them when you need them.
3. Attend State Organization Committee Meetings (2 or 3 a year), regional workshops as requested by the Chairman, and visit the local Leagues to which you are assigned. Your travel expenses will be reimbursed to you.
4. The State Organization Committee will look to each State Board member and her committee for help in field work with the local Leagues. For example, if a local League needs Voters Service help, a member of the Voters Service Committee might visit that League either with or without a member of the Organization Committee. Visiting assignments are made by the Organization Chairman with geography in mind, in consideration of the budget.
5. When starting a new League, follow the directions specified in detail in Organizing New Leagues. The State Board has voted not to organize new Leagues in towns with less than 5,000 population, at present time.
6. Before visiting a local League, read the "briefing" on the League, the By-laws, Budget, Local Current Agenda, List of Board Members and Annual Report of Minnesota Leagues.
7. When helping an existing League, remember to start where that League is, and help it to progress to better performance, in as many fields as possible at one time. Remember not to "pitch the whole load", that is, overwhelm the League with too many suggestions, and use perception and tact in knowing when to stop. Remember always that we are an organization of volunteers. It is as important to gather successful ideas to pass on to other Leagues, as to suggest ways in which this League could improve.
8. When visiting a local League, first of all introduce yourself, tell to which local League you belong; explain that you are making this visit as a volunteer member of the State Organization Committee, to help in any way you can. Part of your function is to interpret to the local League the function of the State Board — that is, that it is not an independent agency, but is composed of elected representatives from local Leagues, whose purpose is to help maintain League standards, and coordinate the work of all Leagues in Minnesota on State Program; that the State Board is as strong as the leadership and finances provided by the local Leagues in Minnesota, and no stronger.
9. It is important to the local League and the State Board that all visitors say the same things concerning policies in the League. These policies, which have been adopted by League members at national convention, are expressed in the Recognition Standards, the By-laws, and in the "fine print" in the State Leaders Handbook. There is plenty of room for originality and variety in the League, in the way that the program is carried out, but there should be no variation on basic policies.
10. If you are asked questions to which you do not know the answer, don't hesitate to say so. Don't guess. First, look it up together in the Handbook, and if you need further advice, suggest that the local League write the state Board for the answer.

11. If it should happen that a previous visitor has been misunderstood about a policy or procedure, try to graciously correct the misunderstanding without causing the local League to lose confidence in the state visitor.
12. The League is sometimes thought to be impersonal, and organization committee members can help counterbalance this feeling. We can make local Leagues feel warm toward the state, and thus increase the number of people interested and willing to serve on state board and committees. Keeping your eyes open for talent and leadership ability is a very important part of your job.
13. In working with a very small League (Minnesota has more Leagues with less than 40 members than any other state in the Union), you may show them ways to work with smaller boards, having 1 person carrying 2 assignments; increase their membership by recruiting rural members; consider converting to a county League, under certain conditions, and under advisement of the state Board; help them pick and choose from the quantity of program and voters service material so that they can do a minimum but acceptable job of program coverage.
14. In working with old Leagues which do not meet League standards, after all efforts to help them help themselves have been exhausted, the State Board may recommend Reorganization, or withdrawal of recognition by the National Board. This is a very touchy situation, many times, and no steps should be taken without State Board supervision. We have learned that when a delicate situation arises, two persons should visit rather than one, and that a person cannot handle a reorganization job in her own home town League.
15. The problem that some visitors have had of sitting through a whole local League Board meeting, before being able to discuss organization, might be avoided by asking, at the beginning of a regular board meeting, if you may interrupt with a question or a suggestion. This enables you to bring up a point when it is pertinent. It is important, however, not to "take over" the meeting unless requested to do so.
16. When you are assigned to visit a local League, this is what you do:
Before the visit:
Study briefing (most recent) on the League to be visited. Write a letter to the local League President, asking to visit their board, (or committees, or membership). Point out tactfully areas in which many Leagues of their general size, etc. need help, or quote to them from their annual organization report or their file, areas in which they have indicated a need of help. Ask them what areas of work they want help in. Make 3 copies of this letter, keep 1 for yourself and send other 2 to state office.

After the visit:

Write a report of your visit on forms provided. Make 3 copies, keep 1 yourself, send other 2 to state office. Write a letter to local League President, including a resume of what you advised the group. Make 3 copies, keep 1 yourself and send 2 to state office. Report your expenses to state office, on form provided. Report recommendations to state office of follow-up needed.

MATERIALS HELPFUL TO STATE ORGANIZATION COMMITTEE

For League Background

Facts
Minnesota Facts
The Program Record

Organization

National By-laws
State By-laws
Standard Local League By-laws
Explanation of Local League By-laws
State Leaders Handbook, with additions:
 Reorganization of Local League
 National Resource Chairman
 Local Community as Basis of Org.
Local League Handbook
Model County Council Agreement
Policy Statement on Councils
How to Get and Keep Members
Map of Minnesota
Annual Report of Minnesota Leagues

Finance

National Budget
State Budget
Budget Form for Local League
Build a Better Budget
Finance Workers Handbook
Current Finance Folder
How to Raise Money for the League
How to Spend Money for the League
Outline for Fund Raising
Metropolitan Finance Agreement
Information for Treasurers
Membership Report Forms
Fund Raising Report Sheets

Program and Program Techniques

National Program
State Program
Tips on Carrying Out Program
 (inc. supplement on discussion)
Know Your Town Government
 and/or Know Your County Government
National Board Report
State Board Report
 (inc. Board Planning Calendar)

Voters Service

Voters Service Check List

Publications

Put Publications to Work
How to Order League Publications
Publications Catalog - National
Publications Catalog - State
Order Blank for Publications - National
Order Blank for Publications - State

Public Relations

Tips on Reaching the Public
Tips on Television
Tips on Radio
Metropolitan Public Relations Clearing**

Organization Committee Instructions

General Information for State
Organization Committee Members
Visitor Report Forms
Expense Vouchers

You will receive as they are issued
new national materials which the
Organization Chairmen orders for you.

You will receive monthly the mailing
to Local League Presidents from the
State President.

* In preparation

NATIONAL CONTINUING RESPONSIBILITIES

I. PREFACE

The very term "continuing responsibilities" defines the nature of the enclosed program material. Continuing responsibilities are League agenda items which have been given sustained attention in the past and upon which we have a continuing responsibility to keep ourselves informed and to act when the need arises. However, the casual term "CR" - so often used to describe these items - should represent only an abbreviation in terminology, and not a short cut in the amount of program time and member attention we are prepared to allot to the CRs annually.

This year, with a one-item national current agenda, we have a unique opportunity to update old members and provide a background information for new members on the national CR items. However, this opportunity is also a challenge - for there are seven national continuing responsibilities. We have been assigned one month, February, in which to meet this challenge in Minneapolis. Your local committee feels that it is impossible to do justice to seven diverse topics in one month's unit meetings. We have therefore selected two CRs (water resources, federal loyalty-security) for major emphasis in preparing the enclosed kit of program material, and one for minor attention (self-government for the District of Columbia). The United Nations CR, obviously a tremendous subject in itself, will be covered as best possible in a League Day on January 25. To avoid slighting the remaining three items, each member is strongly urged to familiarize herself with the pamphlet entitled "National Continuing Responsibilities," which provides in capsule form a history, analysis, and up-dating of our position on each. Supplementary material for independent study is available in the office, as noted in our bibliography.

We suggest that units meeting twice a month devote one February meeting primarily to the water item and one to loyalty-security. The problems connected with obtaining self-government for the District of Columbia are relatively clear-cut and can more easily be compressed in presentation. Units with only one meeting will undoubtedly find it difficult to allot adequate time to both major subjects. We hope they will schedule an extra meeting. If this is not possible, member background and unit preference will have to be the deciding factors in parcelling out the time available.

Having once reviewed the CRs, you will want to pay careful attention to new developments in the fields they cover. The National Voter will be a tremendous asset in this undertaking.

Mrs. Burton Paulu, Chairman
National Continuing Responsibilities
Wa 2-0287

II. IN DANGEROUS WATERS

Four years ago when we began our study on water resources it was not apparent that we were to be startled in the summer of 1959 by such headlines as, "Suburbs Face Health Hazard: Polluted Water"; "52% of Area Wells Contain Impurities"; "Area's Water Problems Called Serious". But this is reality, and LWV members are fortunate in having had background material on the problems we face.

In 1956 a water resources study item was adopted by the LWV; it was re-worded at the 1958 National Convention to embody three areas of agreement: coordinated administration, equitable financing and regional or river basin planning. The item has now become national CR 1: "Support of national policies and procedures which promote comprehensive long-range planning for conservation and development of water resources. Among these policies are: a) better coordination and elimination of conflicts in basic policy at the federal level; b) machinery appropriate to each region which provides coordinated planning and administration; c) cost sharing by government and private interests in relation to benefits received and ability to pay."

There was general agreement at the National Convention in April, 1960, that League members want water to be a particularly active CR, with undiminished action on both national and regional levels. A motion was carried that "it is the wish of this Convention that the National Board adopt a flexible policy regarding action to be taken under this CR on water resources." (Regional consensus, however, must fall within the scope of the national position expressed in the CR wording.) IT WAS FURTHER INDICATED THAT A LOCAL LEAGUE, WITH PERMISSION APPLIED FOR AND OBTAINED FROM THE NATIONAL BOARD, MAY IN AN APPROPRIATE SITUATION TAKE ACTION ON A LOCAL MATTER UNDER THE NATIONAL WATER RESOURCES CR.

If the LWV were organized on a metropolitan basis in the Twin Cities area we might well consider applying League yardsticks to specific proposals, attempting to reach consensus, and then applying to national for permission to support desirable local legislation. The National Board has set up a comprehensive set of criteria to be applied in considering local or regional action on legislation. Among guiding questions are these 1) Will this proposal contribute to the over-all water resource development and economic well-being of the nation and region? Have alternate plans been considered? 2) Will this proposal result in better coordination between federal agencies or federal-state-local interests in policy and/or operation? Help eliminate inconsistencies in water policy? Bring agencies and levels of government together in the early planning stages? Create an organizational framework to weigh competing demands for water use? Provide a mechanism for coordinated administration? 3) Will this proposal lend itself to politically effective action? What special interest groups are responsible for the introduction of this legislation? How much political understanding....can they rally? (From May 1960 National Board Report)

Although we do not have a regional group of Leagues working on water resource problems in this area, and water has never been on either our state or local agenda, WE DO HAVE PRESSING METROPOLITAN AREA WATER PROBLEMS WHICH WILL HAVE TO BE DEALT WITH THROUGH LEGISLATIVE ACTION. Both the problems and possible long-range solutions for them are described fully and objectively in METROPOLITAN WATER STUDY, Part II, prepared by the Twin Cities Metropolitan Planning Commission. The Planning Commission has been kind enough to provide us with one copy of this report for each unit, and this report provides the nub for our current study.

METROPOLITAN WATER STUDY, Part II, poses problems the League might well evaluate in the light of our past 4-year study:

1. Water from individual wells is not satisfactory for long-term use in suburban areas because of contamination from septic tanks.
2. Supplies from deep wells (ground water) will not be adequate to meet the needs of existing and potential users.
3. Increasing reliance must be placed on surface (river) water to meet our future water needs.
4. The maximum recorded withdrawal of river water for a 24-hour period is 51% of the lowest recorded low flow of the Mississippi River for a similar period. (Quantity of water to be available.)
5. If measures are not taken at the metropolitan level to provide sanitary sewage collection and disposal, pollution could become a serious problem at the intake points for the Minneapolis-St. Paul water systems. (Quality of water available.)
6. Since the Mississippi River may not be adequate for the area's future water needs, more information of an engineering, legal and financial nature must be developed concerning alternative sources of surface water: the Minnesota and St. Croix rivers and possibly Lake Superior. ("For years, some people have said the area's 'ace in the hole' for water supply is Lake Superior. The legal implications of such a proposal are probably more complicated than the engineering problems."
Metro. Water Study, II)
7. St. Paul and Minneapolis are now furnishing sewage disposal service for certain suburban areas, and at present release wastes into the river after primary treatment only.

National League Action

(See also CR #1, National Continuing Responsibilities 1960-1962)

Active support was given the so-called Blatnik Bill which would have increased federal incentive payments for construction of sewage treatment plants; LWV testified in support of this Bill, which passed both Houses in the 86th session of Congress and was killed by presidential veto.

In a speech before the National Conference on Water Pollution in Washington D.C. on Dec. 12, 1960, Representative John A. Blatnik said that a bill he will introduce calls for greater federal research, expanded federal enforcement jurisdiction over all navigable waters, stepped-up federal aid to help communities build treatment plants and a new agency in the department of health, education and welfare to handle the anti-pollution program.

Earlier the Chief of the U.S. Public Health Service, Surgeon General Leroy E. Burney, had said "It is tragic for the world's richest, most powerful and most technologically advanced nation to foul its own nest, limit its own growth and threaten the health of its own people."

In a pamphlet distributed at the conference, the public health service said the nation would have to spend \$10,500,000,000 over the next 10 years to clean up its polluted streams.

Note: As this material goes to press, a White House Conference on Pollution Control is being held in Washington. 1,000 professional and technical experts are in attendance; over 300 organizations are represented. Mrs. Arthur E. Whittemore, National League Board member, who heads the League's program on water resources, has been a member of the steering committee planning the conference and will present a paper there. The conference goal is to produce some kind of broad agreement on pollution control programs and to boil this down to specific recommendations for the new administration and Congress. Watch for reports on the outcome.

In line with the position the League has taken, a statement was made by the National LWV to the Senate Select Committee on National Water Resources, May 1960, setting forth some of the most productive ways the League feels can help meet future water needs:

- 1) Pollution control (stiffer standards, stronger enforcement);
- 2) Incentive payments;
- 3) Elimination of wasteful methods of water use in industry, agriculture and domestic areas;
- 4) Development of additional water supplies;
- 5) Continuous research to ensure development moves along productive lines;
- 6) Use of multipurpose projects to carry out comprehensive regional planning;
- 7) Greatly increased water-related recreational areas and protection of wilderness areas.

Future Legislative Problems in the News Locally

The Minneapolis-St. Paul Sanitary District has completed a 5-year study of the waste disposal needs of the seven county metropolitan area. Their engineers propose four alternate plans for expanding and upgrading the district's sewage treatment processes and recommend a crash program of construction from 1963-65 to reach communities in urgent need of sewage service. To implement these recommendations, legislative action will be necessary.

The Commission on Municipal Laws proposes the creation of a Twin Cities Service District for the purpose of enlarging the territory served by the present Minneapolis-St. Paul Sanitary District, and providing proportional representation on its governing board so that everyone in the District may have a fair voice in its operation. If this bill is adopted, a separate proposal should then be submitted to the legislature to empower the agency to conduct engineering studies and recommend further water policies within the Twin Cities region.

Note: One of the questions asked of candidates for state representative in the Voters' Guide was #5: "The Twin Cities Metropolitan Planning Commission has recommended in recent published reports on water and sewage that the 1961 legislature should (a) create a metropolitan sewerage agency to develop and operate major sewage collection and disposal facilities and to coordinate sewage disposal within the metropolitan area; (b) also charge the metropolitan sewage agency with the responsibility for coordinating water policy and conducting water research within the area, including an engineering study of alternative methods of supplying the area with water. Do you agree or disagree with these recommendations?"

Of the 27 candidates answering this question, 3 said it needed further study; 5 feared the cities might "take over" and the suburbs be swallowed up; 2 said if costs were shared equitably and suburbs paid their fair share they might be in favor; 3 feared it would be too difficult to work out; 14 gave fairly unqualified yeses.

A legislative interim commission is drafting two measures which, if authorized by Congress, would give the State of Minnesota legal control of the headwaters of the Mississippi for all state purposes other than navigation and flood control: (1) a resolution asking Congress to declare Minnesota has "state's rights" to the river water and its reservoir lakes; (2) a bill providing for joint control of the headwaters dams by the State Conservation Commission and the Army Corps of Engineers. There will be much opposition to this from northern Minnesota resort owners. Watch newspapers.

Current Water Problems in the News

Six north suburban communities with serious ground water pollution problems from individual cesspools have organized a North Suburban Sewerage Committee. On October 20 they met with the Water Pollution Control Board in an open hearing. Questions were asked about the capability of the Mississippi River to receive sewage plant effluent in North Minneapolis; whether this could create nuisance conditions and damage to aquatic life, or create a health hazard as serious as the hazard of present ground water contamination. The Water Pollution Control Board is now determining answers to these and other questions.

Minneapolis may have to help the big suburb of Plymouth in its planning for sewage disposal. Plymouth needs a municipal sewer system, and if none is built, sewage now put into the ground in septic tanks might begin to pollute the ground waters which flow naturally eastward toward Minneapolis. "If Plymouth should build a treatment plant, effluent would probably be sent down Bassett's Creek - the same stream from which Minneapolis takes water during the summer to maintain the levels of the lakes in its park system." (Minneapolis Star - Nov. 16, 1960) The city may be able to allow Plymouth to hook its system up to the Minneapolis sewer system.

Protests over the December 20th date set for the open hearing the Atomic Energy Commission is to hold before its authorization to operate the Elk River plant with atomic fuel, have resulted in a new date, March 7th, 1961, for this important hearing. League members are urged to mark the date and attend.

SUGGESTIONS: Legislation in the areas of water and waste disposal will be certain to come up during this legislative session. It will affect all of us. It would be valuable to have one interested person in each unit watch the local press, and report very briefly to the members on what bills are being considered, etc.

Mrs. Hjalmar Storlie, Chairman Water
Resources Committee, Wa 6-5147
Mrs. Milton Krona, Wa 2-4841
Mrs. S. R. Maxeiner, Wa 6-6696
Mrs. Zee Nichols, Pa 2-5530
Mrs. L. C. Peterson, Fe 1-7816
Mrs. Stanley Rude, Wa 6-5432

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LWV Publications:

"On the Water Front," May 1957, 20 pp., 25¢ (general introduction)

"Water Resource Management in Minnesota," 1959, 24 pp., 30¢
(title is self-explanatory)

"Know Your River Basin Survey of the Twin Cities Metropolitan Area," 1959, 43pp., 85¢

The Minneapolis League has large dated and indexed scrapbooks, and up-to-the minute files, dealing with all phases of water resources. They may be used at the League office.

Minnesota's Health, March 1957, Vol. 11, No. 3

"Metropolitan Water Study, Part I, "Twin Cities Metropolitan Planning Commission, February 1960, 33 pp. (A description of governmental and non-governmental organizations concerned with water problems in the metropolitan area; an analysis of their interrelationships)

"Metropolitan Water Study, Part II, "Twin Cities Metropolitan Planning Commission, July 1960, 57 pp. (Enclosed herewith)

"Metropolitan Sewerage Study," Twin Cities Metropolitan Planning Commission, August 1960, 33 pp. (A recommended course of action for meeting the area's existing and future sewerage needs)

"Report on the Expansion of Sewage Works in the Minneapolis-St. Paul Metropolitan Area - A project Sponsored by the Minneapolis-St. Paul Sanitary District," September 1960. (A firm of consulting engineers suggests four alternative types of sewage works projects)

Also "National Continuing Responsibilities 1960-1962," CR #1 (Enclosed herewith)

Note: All publications listed are available in the Minneapolis League office, Room 414, 84 South 6th Street. The basic League publications should also be on file in your unit library.

III. FEDERAL LOYALTY-SECURITY

Use of the material

This material will necessarily be used in different ways depending on the needs of the various units. The material in Sections I and II is in the main "review material" and will need little emphasis in units where most of the members were active from 1956-1958. However, in units where most members joined the League after 1958 considerable time will have to be spent on these sections which are the minimum essentials needed to understand the federal loyalty-security programs. New members should be urged to read Liberty and Security, a 1956 pamphlet published by the National League, prior to the discussion meetings. Lest any of you under-estimate League publications, we should like to point out that a request to Senator Humphrey's office for information on the federal loyalty-security programs elicited this reply: "The Library of Congress from which the Senator had requested information has reported that they usually send the League's own material on this issue in response to requests." Amen!

The material in Section III is devoted to recent developments in the loyalty-security field and should be the main focus for current discussion.

Last, but definitely not least, your committee wishes to emphasize that this material represents a bare skeleton condensation of a great deal of factual material. The color and drama inherent in the subject are lost in the abstract facts but shine forth in the reality of application to individuals. Therefore, in order to put some flesh on the bones, we urge you to incorporate a case study (see bibliography) into your presentation and relate the facts to that case.

Mrs. Lee Loevinger, Chairman Federal Loyalty-
Security Committee, Wa 2-7192
Mrs. Fulton Koehler, Fe 5-4380
Mrs. Steven Orey, Fe 6-4794

CR #3 "Modification of federal loyalty-security programs to limit scope, standardize procedures, apply common sense judgment, and provide the greatest possible protection for the individual."

INTRODUCTION:

We may well ask ourselves, "What has been happening in the federal loyalty-security programs since we studied them? Have any of the goals stated in CR #3 been achieved? Have the programs become 'rigidified by routine and sanctified by familiarity' as we feared they might in 1956?"

Paradoxically an affirmative answer to both of the latter questions would be correct. A series of decisions handed down by the Supreme Court tended to limit and modify the programs in favor of individual liberty. Reaction to these decisions was intense. Some praised the Court for its defense of the Bill of Rights; others denounced the opinions as unduly restricting the power of law enforcement officials to deal with subversive behavior. Several bills were introduced in Congress that would amend Federal law to reverse the effect of these decisions. Hostility to the Court became so great, in fact, that a bill was introduced which would have withdrawn from the Supreme Court the power to decide cases involving the federal employee loyalty program. Fortunately, criticism of this bill became so great that even its author abandoned it. From the executive branch came a new Presidential Order which liberalized the rights of the individual in the industrial security program. Thus, only the legislative branch of government seemed to oppose our objectives. But here, too, the bills introduced to re-extend the programs were defeated. And we should take note of the fact that a speech was made in the House by one of its members urging the abolition of the House Un-American Activities Committee whose investigations of citizens' "loyalty" have at times seemed merciless as well as pointless.

On the other hand, the programs tend to operate much less changed than we might hope. But let us now examine the whole question in detail.

I. LEAGUE OF WOMEN VOTERS' POSITION ON FEDERAL LOYALTY-SECURITY PROGRAMS:

Since its inception, the League of Women Voters has been concerned with individual liberty. In 1954 the League, at Convention, adopted a program item designed to develop an understanding of the relationship between individual liberty and the public interest. At the 1956 Convention there was a change from a broad concern with the essentials of individual liberty to an "action" item focused on an appraisal of the federal loyalty-security programs. Thus at the 1958 Convention the loyalty-security CR was adopted.

Specifically the League chose for study 5 programs - Government Employee, Atomic Energy, Industrial Security, Port Security, and Military Personnel. These programs had been created during the late '40s and early '50s to cope with the threat of Communist infiltration of the federal government and of military and defense-connected establishments, and had continued to expand until in 1956 one out of every 10 adults was covered by one of them.

The League felt it was time for considered examination of the programs and, after careful study by Leagues all over the country, the National Board issued a Statement of Position on Loyalty-Security on January 17, 1958. This "Statement of Position" is expressed in the CR #3.

Under this CR the League may support or oppose legislation which relates to the League position.

II. THE FEDERAL LOYALTY-SECURITY PROGRAMS: WHAT THEY ARE

A. Introduction

The federal loyalty-security programs of today are internal security programs specifically designed to combat the Communist Party's use of infiltration and espionage to discover governmental, scientific and industrial secrets.

The programs are the product of a conglomerate of piecemeal laws, executive orders and regulations which were enacted without extensive study during a period of near national hysteria. All branches of government, executive, legislative and judicial, have played a role in the development of the loyalty-security programs. Criticism of the programs revolves around the question of whether the security programs are operating at the expense of individual liberty. The problem is to reconcile adequate national security with the safeguarding of basic American traditions of individual justice and fair play.

B. Origins of the Programs

1. Legislative

Legislative authority for the current federal personnel program has been piecemeal, ranging from riders on appropriations bills providing that no part of the appropriation should be used to pay the salary or wages of any person who advocated or was a member of an organization advocating overthrow of the government by force (1941-1955) to the 1939 Hatch Act and Public Law 733 of 1950.

The Hatch Act (1939) in Section 9-A spelled out the first permanent legal provision barring disloyal persons from federal government employment.

P.L. 733 (1950) granted summary suspension powers to eleven sensitive agencies if deemed necessary in the interests of national security. (Depts. of State, Commerce, Justice, Defense, Army, Navy, Air Force, Coast Guard, Atomic Energy Commission, National Security Resources Board, National Advisory Committee for Aeronautics)

Congress' great interest in loyalty-security has been and still is reflected by the activities of the various investigating committees.

2. Executive

The loyalty-security programs have largely evolved through executive order. They began under an Executive Order on March 31, 1947. This provided for refusal of employment based on reasonable grounds for belief that the person involved was disloyal to the government of the U.S. This order was amended in 1951 to the standard of reasonable doubt. The third executive order (10450), issued on April 27, 1953, was that a determination be made that employment was clearly consistent with the interests of national security. (Known as the "beyond the shadow of a doubt" standard)

The creation of the current Federal Employees Program in 1953 was generally regarded as an attempt to recover the initiative from Congressional Investigating Committees in determining the over-all suitability of federal employees.

3. Judicial

The role of the judiciary in relation to the loyalty-security programs is to set the outer limits of executive and legislative power in enforcing security and providing the minimum protection demanded by liberty. During the early years of operation of these programs only a few cases found their way to the Supreme Court, a situation which may have been due to the Court's reluctance to interfere with a program regarded as an executive function.

C. The Programs Themselves

There are five separate federal loyalty-security programs:

1. Federal Employees Program
2. Atomic Energy Program
3. Industrial Security Program
4. Port Security Program
5. Military Personnel Program

The programs are all designed to prevent the employment, either in government or other strategic areas, of persons who are either disloyal or might be dangerous to the national security. Substantive and procedural rules for determining who might be a security risk vary somewhat from program to program, but the general outline is the same. The substantive rules which form the basis for making a loyalty-security judgment are generally called standards and criteria. The standard is the basic statement on which a "security risk" determination should be made, at present whether employment is "clearly consistent with interests of national security." The criteria are specific measures which should be used in order to apply the standard to each case. (see p. 10 in Liberty and Security for list of 8 criteria.)

The procedures set up for security clearances fall into five stages:

1. Investigation to ascertain whether there is derogatory security information about the employee.
 2. Screening to consider whether the information is substantial enough to call for the filing of security charges.
 3. Hearing to determine whether the employee meets the security standard.
 4. Appeal and Review (in programs other than Federal Employees)
 5. Final Determination by the agency head.
- (NOTE: CR #3 "standardize procedures" For comparison of procedures between programs see "Comparative Chart - The Five Federal Loyalty-Security Programs." - Bibliography, in LWV office)

D. Related Operations

1. Civil Service Regulations

Most civilian federal employees are in the competitive civil service which is governed by extensive regulations. The power of removal rests with the agency heads, based on the Civil Service Commission's regulations for general suitability. The Civil Service regulations also include as removal grounds "reasonable doubt as to the loyalty of the person involved to the Government of the United States."

Since the Federal Employees Program began in 1953, Civil Service employees have been removed as security risks through two methods: a. under Civil Service Regulations, b. under Executive Order 10450. Of government employees discharged as security risks from May 28, 1953 to June 30, 1955, 90% were removed under Civil Service procedures.

House Report No 1201
p 3 1957
Civil Service Commission
to
House Post Office &
Civil Service Committee

It is also interesting to note that the Civil Service Commission estimates about 80% of the 21,000 persons entering the Federal Service monthly are employed in non-sensitive positions.

Classification of Information

Classification is a process closely related to the programs since it affects the programs range of application.

The classification categories indicate the degree of protection necessary. The three categories are Confidential, Secret, and Top Secret.

The person who is classifying information is to some extent defining the reach of the loyalty-security programs.

3. Attorney General's List

Most security cases made public involved relationships, either past or present, with organizations on the Attorney General's list. This list, which got its start in 1947 as a published list for detecting subversives, grew to include over 300 organizations - many of which are now defunct.

III. DEVELOPMENT FROM 1958 - 1960 (November)

A. Limitation of the Federal Employee Security Program to Sensitive Positions

Congressional activity during 1958 focused mainly on the Supreme Court's Cole vs Young decision (handed down June 11, 1956) which limited the federal employee security program to sensitive positions. (Sensitive position - one in which the occupant "could bring about by virtue of the nature of the position a material adverse affect on the national security." Loyalty and Security, p. 23) Throughout the remainder of the second session of the 85th Congress (which ended when Congress adjourned in September, 1958) efforts were continued to counteract the Cole vs Young decision by passing legislation which would extend the security program to nonsensitive as well as to sensitive positions.

A device used by proponents of such legislation in the House almost resulted in final enactment of legislation along these lines. This device was a maneuver involving a senate-passed bill, S. 1411 (which contained but a single provision making summary suspensions discretionary rather than mandatory. This bill was amended by substituting the contents of a House bill, whose major provision was to re-extend the program to nonsensitive positions. This bill (S. 1411 as amended) passed the House on July 10, 1959 by an overwhelming vote of 295 yeas and 46 nays.

Having already passed the Senate, even though in a different form, S. 1411 as amended was submitted to a House-Senate conference committee to iron out the differences in the two versions. Emerging from conference, the bill was ready for final Senate approval. Only the threat of a lengthy Senate debate by the opponents of the bill in the closing day of the session prevented final Senate action on the bill.

Efforts were renewed in the first days of the 86th Congress again to re-extend the loyalty-security program to nonsensitive positions. Even before Congress convened, the Chairman of the House Post Office and Civil Service Committee, Thomas Murray (D.-Tenn.) had indicated that legislation along these lines would be the "first order of business" of his committee. Rep. Murray introduced H.R. 1870, similar to S. 1411 as amended, but the bill had been altered

with more procedural safeguards for the individual employee (reportedly in response to the criticisms which employee groups had made the year before and also to make the bill "passable" in the Senate). However, no action was taken during the first months of 1959.

The pace of activity on the "nonsensitive position" legislation increased coincidentally, at the time of the League's national Council meeting in Washington during late April, 1959. Hearings were held during that time by the House Post Office and Civil Service Committees as well as by the Senate Internal Security Committee on a Senate Bill (S. 1304) which was one of a series of bills before the committee designed to reverse Supreme Court decisions. Neither employee groups nor administration spokesmen indicated any great enthusiasm for the legislation. Their reluctance to push for enactment of this legislation, combined with growing restlessness on the part of members of the House Committee, were apparently responsible for the bill remaining "in committee".

It was brought out at these hearings that as a result of the Cole vs Young decision 109 employees were reinstated to their jobs. Furthermore it is likely that Cole vs Young's rule would apply to other security programs (e.g. Atomic Energy, Port Security, etc.) as well as to the government's personnel security program, according to the testimony of Professor Ralph S. Brown of the Yale Law School.

Mrs. Arthur Whittemore, National League board member, submitted a statement to this committee indicating League support for the limitation of the program to sensitive positions and the belief that this in no way impairs the effectiveness of the program as applied to sensitive positions nor adversely affects our national security.

Ultimately no action was taken by Congress in either 1959 or 1960 on any of these bills, which, therefore, are dead unless reintroduced at the next session.

In September, 1960 considerable stir was caused by the defection of two code clerks for the National Security Agency, Willilm H. Martin and Bernon F. Mitchell. However, both these men were in positions designated as sensitive and had been cleared. The problem thus is not one of the scope of the federal employee security program and does not seem susceptible to legislative action, though it may become the subject of Congressional investigation.

B. Confrontation Rights in the Industrial Security Program

In mid-1959, the focus of legislative activity shifted from federal employee security to the industrial security program in response to a new Supreme Court decision (Green vs McElroy, handed down late in June, 1959). The Court ruled 8 to 1 that neither Congress nor the Executive branch had authorized the Defense Department to create an industrial security program whose proceedings could, in effect, deprive a person of his job without the traditional safeguards of confrontation and cross examination. The Court did not reach the question of whether there are any constitutional rights to confrontation, but based its decision on interpretation of relevant statutes and regulations. Moves started in both branches of government to authorize such a program and it was uncertain as to which would act first. A bill (H.R. 8121) which had been introduced by Rep. Francis Walter (D. Pa.) was reported out of the House Un-American Activities Committee on September 2, 1959 without hearings. House passage of this bill seemed imminent when Mr. Walter submitted a request, in the final days of the session, that the House rules be suspended and that his bill be passed. At the last minute, he withdrew his request for suspension of the rules, stating that he had been assured that an Executive Order would be issued "shortly" which would take care of the effects of the Court decisions.

When the 86th Congress began in 1960, no Executive Order had yet been issued. Suddenly during the month of February, there was a very rapid series of developments in both branches of government. On February 3, Rep. Walter's bill was passed by the House without debate or dissent (on the consent calendar - a procedure designed to expedite non-controversial measures. A bill cannot be passed in this manner if there is even one objection raised.) Mr. Walter's bill authorizes an industrial security program but does not provide any rights for individual employees faced with denial of security clearance. Having passed the House, the bill was sent to the Senate, and referred to the Senate Internal Security Committee where it remained. (This committee already had under its consideration another industrial security measure, S. 2416).

And then, on February 24, 1960 the President issued Executive Order #10865 authorizing an industrial security program. The Executive Order makes it a "general rule" that anyone covered by the program has a right to cross-examine any source of information against him. However, it provides that "informants" can be excepted from cross-examination "under certain circumstances." A distinction is made in the circumstances governing the exemption of casual informers and those of a genuine "confidential informant who has been engaged in obtaining intelligence information for the government."

The major significance of the Executive Order, according to a New York Times article, is that it represents a "sharp change in what has been consistent policy of all government security programs over the last dozen years" -- that is, a "psychological" reversal. In the past, the Times noted, the presumption has been "that the accused individual had no right to know his accusers' names or to cross-examine them. Security officials have had no obligation to come forward with live witnesses; in many hearings the government has produced no witnesses, relying wholly on undisclosed statements." The burden will now be on security officers to show some special reason for changing the presumption that those making the security decision "would see and hear only what the accused individual sees and hears."

It is assumed that final enactment in its present form of HR 8121 would invalidate the provisions of the new Executive Order for limited confrontation rights. The sponsors of the Senate measure (S. 2414), Senators Keating (R. - Y.Y.) and Dodd (D.-Conn.), have indicated they intend to push for passage of their bill, which they regard as paralleling in many respects the Executive Order. The 86th Congress finally adjourned without passing any of these measures which therefore die. It seems likely that this will be a subject of new legislation when Congress reconvenes.

C. Limitation of the Armed Forces Security Program

On March 3, 1958 the Supreme Court in Harmon vs Brucker and Abramovitz vs Brucker ruled that the Secretary of Defense could not issue undesirable discharges based on the applicant's record prior to entry into service. This ruling, too, was based on interpretation of the relevant statutes and not on constitutional considerations. It is one which has received a fair amount of support and there have not been any attempts to change it by legislation.

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- *The New Yorker, "A Reporter at Large", Nov. 5, 1960, p. 191
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* One copy of these references will be available in the League office.

IV. SELF-GOVERNMENT FOR THE DISTRICT OF COLUMBIA

CR #4: Self-government for the District of Columbia: extension of national suffrage to citizens of the District.

HOW THE DISTRICT OF COLUMBIA IS GOVERNED

The Constitution gives Congress the power to "exercise exclusive legislation" over the District, but the Supreme Court has ruled that the power may be delegated.

The District is governed by three Presidentially-appointed commissioners, confirmed by the Senate. Two are civilians and serve three-year terms. The third is an officer of the United States Army Corps of Engineers and serves until replaced.

These commissioners appoint all city officials and Congress, serving as a City Council, makes all of the laws. Four Congressional Committees, the Senate and House District committees and the Senate and House Appropriation Committees screen all legislation. The Federal government pays a small part of local government expenses with the citizens paying the greater share through taxes.

Since the District of Columbia is not a state, its citizens are constitutionally excluded from representation in the Electoral College and Congress.

HOME RULE CALENDAR OF EVENTS

1874-1959

- 1874 In Reconstruction Era the District debt for public works was so great that a group of citizens of the District asked Congress to take over local government and the debt.
- 1924 LWV endorsed national suffrage for the District.
- 1938 LWV endorsed home rule in addition to national suffrage for the District.
- 1946-50 Miss Strauss, then national President of the LWV, appeared many times before the House Judiciary Committee on behalf of suffrage for the District.
- 1948 A Home Rule bill came, for the first and only time, to the floor of the House. It did not come to a vote.
- 1955 Congress passed a law giving citizens of the District the right to vote for President and Vice-President in primary election.
- 1959 The Senate passed a Home Rule bill for the fifth time.

RECENT HOME RULE LEGISLATION

IN THE SENATE:

1959 Two bills were introduced in the Senate: The first (S-659), sponsored by Sen. Bible (D-Nev.), Chairman of the Senate District Committee, at the request of the Commissioners, proposed a territorial form of government. The second (S-1681), introduced by Sen. Morse (D-Ore.), proposed an elected mayor form of government. The Judiciary Subcommittee of the Senate District Committee held 7 hearings on both bills and reported favorably on S-659 to the full Committee. However, S-659 was indefinitely postponed by the full District Committee in favor of S-1681, which was then reported favorably to the Senate. On July 15, 1959 S-1681 passed the Senate with amendments. It was sent to the House, and referred to the House District Committee.

IN THE HOUSE

1959-60 A group of House members decided to make Home Rule for the District one of their chief interests. Twenty-four identical bills were introduced in the House all proposing that the President appoint a Governor and Secretary for the District and the citizens elect a legislative assembly and a non-voting delegate to Congress. This had the endorsement of President Eisenhower and the three District Commissioners.

One bill provided for an elected mayor, council, school board, and non-voting delegate to Congress. Another bill provided for an elected commissioner form of government.

All bills were referred to the House District Committee, which in turn referred them to its Subcommittee 3, which failed to consider any of them in the 7 months after they were introduced.

On July 30, 1959 Rep. Multer (D-N.Y.), a member of the House District Committee filed a resolution to discharge the committee from further responsibility and bring one of the bills to the floor under closed rule (i.e. strict limitations on debate and amendments). Opponents of Home Rule were very vocal in their disapproval so on August 10, 1959 Rep. Foley (D-Md.), another member of the House District Committee, introduced another discharge petition resolution allowing two days of debate and any number of amendments in the form of a bill to be substituted for the one under discussion, H.R.-4633 (which proposed a territorial form of government).

Between July 28, 1959 and Sept. 2, 1959, after Subcommittee 3 found that a discharge petition was to be filed, they held a series of 7 meetings on all Home Rule bills. These meetings were attended by District residents. League member, Mrs. Luigi Petrullo was not called as a witness as she had been told she would be, so she filed her statement and it is included in the printed report of the hearings. The District LWV representative made a statement and was questioned at the final hearing. No further action was taken by the Subcommittee or the full Committee.

The discharge petition* failed to get the 219 signatures needed to by-pass the Committee and bring a bill to the floor. At one time it had 215 signatures; but 9 were withdrawn, leaving 206 when Congress adjourned in June, 1960. Opposition leaders bluntly told 4 of those

who withdrew their names, that bills they were supporting might move fast through Congress if their names were not on the petition. These bills included flood control and reclamation projects.

National
Suffrage

In 1960 Congress passed an amendment to the Constitution giving District Citizens the right to vote for President and Vice-President. This amendment is now before State Legislatures and will become a part of the Constitution if 3/4 (38) of the states ratify it within 7 years. Hawaii and Massachusetts have already passed it. All state Leagues should work for prompt ratification!

*Discharge Petition: This procedure dates from 1935. A Representative gives to the Clerk of the House a motion in writing to discharge either a bill or resolution, bringing it to the floor, from any House committee when the committee has held it 30 days or longer without taking action. The Clerk receives signatures of members at his desk. The motion can be signed only when the House is in session; only House members can examine it; and the Clerk may not reveal the signatures. Members may withdraw their names at any time the petition is open for signatures. When a majority of signatures have been obtained, the discharge petition is entered on the Journal, printed with the signatures in the Congressional Record, and is referred to the Calendar of Motions to Discharge Committees. After 7 legislative days it may be called up by any signer on the 2nd and 4th Mondays of the month (except in final 6 days of session) for consideration by the House. It remains unfinished business of the House until disposed of.

Mrs. Glen Stanley, Chairman CR #4
Wa 2-0694

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National Memo - July 28, 1960

NATIONAL CONTINUING RESPONSIBILITIES

Positions on national issues to which the League has given sustained attention and on which it may continue to act.

1. Support of national policies and procedures which promote comprehensive long-range planning for conservation and development of water resources. Among these policies are: a) better coordination and eliminatinn of conflicts in basic policy at the federal level; b) machinery appropriate to each region which provides coordinated planning and administration; c) cost sharing by government and private interests in relation to benefits received and ability to pay.
2. Support of the United Nations system, including adequate financial contributions, increased use, and improved procedures.
3. Modification of federal loyalty-security programs to limit scope, standardize procedures, apply "common-sense" judgment, and provide the greatest possible protection for the individual.
4. Self-government for the District of Columbia; extension of national suffrage to citizens of the District.
5. Measures granting the President authority to veto items in appropriation bills.
6. Opposition to constitutional limitation on tax rates.
7. Opposition to constitutional changes that would limit the existing powers of the Executive and the Congress over foreign relations.

For Minn. Historical Society

FIDIA office
8. History

Highlights of Minnesota League of Women Voters History - for exhibit at Council May 18-19, 1960
(To promote active and informed
FORTY YEARS OF A GREAT IDEA & Citizen participation in government (League purpose)

Equal Suffrage Amendment (19th) proposed to the states by the 66th Congress on June 4, 1919, and ratified on August 26, 1920.

Minnesota gave women presidential suffrage in March, 1919, and ratified the 19th amendment at a special session of the Legislature on August 26, 1919.

Ratification by all the states on August 26, 1920 was celebrated by Minnesota suffragette war horses with bells, whistles, a parade and "jellification" on the steps of the Capitol in the rain.

First year - 1919

LWV of Minnesota organized October 29, 1919, before National organization (LWV of U.S.) which was in February, 1920.

Mass meeting at Radisson Hotel, 440 in attendance (Mpls. 216, St. Paul, 105 - Out-state-119) Mrs. Andreas Ueland, former president of Minn. Suffrage Ass'n. was first president. There were no dues.

Citizenship schools were organized in November to prepare women for their first vote. ~~Seventy-two schools at the University of Minnesota~~ 700 women registered. 53 schools of 1-5 days each and 72 lectures throughout the state, distributing 258,950 pieces of printed material of political education, holding 8 conventions in 8 congressional districts, led by 5-8 speakers, the attendance for which was promoted by visits of officers to 66 towns.

10 district organization meetings in 10 congressional districts.

1920

First get-out vote campaign following final enfranchisement of women, Aug. 26, 1920, including every device used in later campaigns, with the addition of more instruction in the mechanics of voting and of election laws, including:

First all-party candidates meetings ever held in the state

First state and county fair booths of non-partisan political information, at state and county fairs.

WOMAN VOTER- first bulletin of LWV of Minn. - first issue in Dec. 1920.

Minnesota named "banner state" at National Convention in Chicago because of its success in building state organization in record time. Minnesota had 50 delegates to convention.

1921

Legislature passed League supported bill giving women right to serve on juries.

"Sheppard Towner Act" (concerning maternity & infant care) passed Congress. Minn. League worked hard on this.

3500 names on Minnesota's petition thanking Pres. Harding for calling Washington Conference on Limitation of Armaments.

League supported bills for Mother's Pension, Child Labor, Street Trades, passed.

Play: "Dearie Won't Do" (Wish we could find this skit and put it on sometime; it is referred to often; was given many times, and obviously successful; written by Mrs. Sumner T. McKnight was given at the National Convention in Cleveland, and referred to as a "nationally famous playlet".

Quote by Mrs. Upton; "Women are new to politics, but not to righteousness; neither are they the patient group they once were." (Unfortunately my notes are not complete on this; can't remember where or when she said it, or her first name. Believe she was a legislative chairman)

1922 1922

League made first digest of state election laws

Established division of child hygiene to carry out infancy-maternity work under national Sheppard Towner Act.

1923

First Institute of Government held with U. of Minnesota - held every year since

League begins broadcasting over WLAG

Through efforts of LWV, Interim Committee on Reorganization of State Departments is formed.

54-hour women's bill passed Legislature

Permanent registration act passed.

A mile of World Court signatures goes to Washington from Minnesota. Slogan: "Now not War" Parade up Nicollet Avenue, with band, in support of world peace. The mile of signatures was carried in hat boxes. Delegates were escorted to railroad station and they took the petition to Washington, interviewing Pres. Coolidge, Sec. Hughes, Senators Shipstead and Johnson.

1924

34 one-day schools for voters - attendance of 3800

Get-out-vote campaign: Passing the Torch tour from Int. Falls on Canadian Border to Iowa border - 1100 miles; tour ended on Capitol steps, welcomed back by Gov. J.A.O. Prouss. It was placed in archives of state.

1925

Reorganization bill - result of hard league work on public education - passes. Previous attempts at passage with no such education had failed.

1926

First annual convention outside Twin Cities, was held at Duluth

1927

Survey of Voting Habits conducted throughout state based on study of 8 elections.

Results of survey: Men voting not always indifference: Moving and absence (25% shift) Lack of issues. The higher the education, the better the voting habit.

1928

Veterans Service national broadcasting inaugurated

State makes second state-wide survey about women on juries.

League cooperates with other organizations in state conference for Paris Peace Pact.

Minneapolis cooperates with other organizations in successful 10-day campaign for centralization of street maintenance funds amendment to city charter

St. Paul decides to work for a city manager charter

1933

First series of legislative clinics held throughout state

1934

Marguerite Wells, former Minnesota LWV president, elected National president

1934- 1939

Participated in nationwide campaign for civil service and for trained personnel in government. Primarily responsible for organization of the Minnesota Civil Service Council (1937), conducted intensive educational campaign which enabled Civil Service Bill to become law - 1939. League called the Mother of Civil Service.

1939- 1944

Conducted Civil Service Survey as beginning of "Watch-dog" assistance to Civil Service Board.

Every member campaign to win the "Battle of Production."

Broadside campaign to teach understanding of government in war time. (90,000 on 18 subjects delivered first 5 months.

Special emphasis on good candidate choice ("Giants instead of Pygmies")

Active support of Reciprocal Trade Agreements Program

1944 -49

"Win the Peace" effort - state-wide educational campaign on Dumbarton Oaks proposals.

1949-54

Special emphasis on study of United Nations & international cooperation.

Heavy work on passage of amendments crucial to revision of constitution.

Intensive public education and lobbying on fair employment practices, party designation for legislators, improved veterans' preference.

1954-59

Intensive study on constitutional revision, reapportionment. In 1955 a Fair Employment Practices Act was passed, much credit given to LWV.

Evaluation of election laws and procedures with a view to needed change begun in 1957 (over)

1959 -

A reapportionment statute and an amendment passed by legislature, the latter to be submitted to voters in 1960. League does not support amendment.

An amendment to improve election laws, also passed, will be submitted to voters in 1960.

12/14/60

1959-1961

CURRENT AGENDA

Issues of state government on which the League will take concerted action:

- I. The League of Women Voters of Minnesota will support improvements in Minnesota election laws and in the related area of ethics in government, and will promote party designation.

CONTINUING RESPONSIBILITIES

Positions on state issues to which the League has given sustained attention and on which it may continue to act:

- I. Constitutional Revision: constitutional convention, periodic submission to the people of the question of calling a convention, workable amending process, clearly fixed executive responsibilities, adequate length of legislative session, post auditor.

- II. Reapportionment by statute or amendment

III. Home Rule

- IV. Fair Employment Practices Commission.

1957-1959

CURRENT AGENDA

- I. Constitutional Revision -- support and work for:

- A. The calling of a constitutional convention;
- B. A constitutional amendment providing for periodic submission to the people of the question of calling a constitutional convention;
- C. A constitutional amendment providing for fair and enforceable apportionment of the Legislature.

- II. The League of Women Voters of Minnesota will evaluate election laws and procedures of the State of Minnesota and will work for changes if needed.

CONTINUING RESPONSIBILITIES

- I. Support revision of constitutional provisions for:

- A. A workable amending process;
- B. Clearly fixed executive responsibilities;
- C. Adequate time for consideration of legislation by the Legislature;
- D. A post-auditor appointed by and responsible to the Legislature;
- E. Increased home rule for local government.

- II. Reapportionment by statute.

III. Fair Employment Practices Commission.

- IV. Party designation for legislators.

1955-1957

CURRENT AGENDA

The League of Women Voters of Minnesota will work for revision of the constitution of the State of Minnesota. To do this it will:

- A. Build public opinion for the calling of a constitutional convention;

- B. Support revision of constitutional provisions for:

1. Review of the constitution by periodic submission to the people of the question of calling a constitutional convention.
2. A workable amending process.
3. Fair and enforceable apportionment of the Legislature.
4. Clearly fixed executive responsibility:
 - a. Fewer elective offices;
 - b. Longer, uniform terms for elected executive officials;
 - c. Provision for self-executing succession to governorship;
 - d. Provision for an executive budget.
5. Adequate time for consideration of legislation by the Legislature:
 - a. More frequent regular sessions permitted and/or length of session determined by the Legislature itself;
 - b. Special sessions called at discretion of the Governor or the Legislature.
6. A post-auditor appointed by and responsible to the Legislature.
7. Increased home-rule for local governments;
 - a. Realistic restrictions on special legislation;
 - b. Broader provisions for adoption and amendment of home-rule

charters.

- 1955-1957 CURRENT AGENDA, continued
- C. Study, for the purpose of supporting, revision of constitutional provisions for:
 1. An integrated and flexible tax article.
 2. An article providing judicial reform.
- CONTINUING RESPONSIBILITIES
- I. Reapportionment by statute.
 - II. Fair Employment Practices Commission
 - III. Party designation for legislators.
 - IV. Civil service system.
- 1953-1955 CURRENT AGENDA
- The League of Women Voters of Minnesota will work for the calling of a Constitutional Convention and will make recommendations as to what a new constitution should contain. (Emphasis voted to be on Taxes, Legislative reorganization, Reapportionment.)
- PLATFORM
- Civil Service, Employment on Merit, Party designation.
- 1952-1953 CURRENT AGENDA
- The League of Women Voters of Minnesota, in the interests of responsible, efficient and democratic government in our state, will work for:
- I. A constitutional convention
 - II. The enactment of a fair employment practices law and other legislation to correct discrimination.
 - III. An efficient civil service system.
 - IV. Party designation for legislators.
- 1951-1952 CURRENT AGENDA
1. The League will build public opinion for the calling of a constitutional convention.
 2. The League will study the relationship of revenue requirements and revenue sources in Minnesota.
 3. The League will work for a greater understanding of civil rights in Minnesota and for legislation to correct discrimination.
 4. The League will study the present method of electing state legislators with a view to supporting party designation.
- 1950-1951 CURRENT AGENDA
- I. The League will work for a new state Constitution or for Constitutional Revision with emphasis on:
 - a) strengthened home rule,
 - b) reapportionment, and
 - c) fewer elective offices.
 - II. The League will study the state tax structure and its effect on Minnesota's economy with a view to support a revision of dedicated funds.
 - III. The League will work for a greater understanding of civil rights in Minnesota and for legislation to correct discrimination.
 - IV. The League will work for an improved civil service system.
- 1949-1950 CURRENT AGENDA
- I. The League will work for a new State Constitution or for Constitutional Revision in the interest of greater efficiency and economy in government.
 - II. The League will make an analysis of state revenues and expenditures in order to understand and support fiscal policies which provide for present and future needs of the state and promote a sound and expanding economy.
 - III. The League will make a study of civil rights in Minnesota.
- 1948-1949 CURRENT AGENDA - The LWV will work for a new State Constitution or for Constitutional Revision in the interest of greater efficiency and economy in gov't.

1947-1948

CURRENT AGENDA

- I. Financing of Government in Minnesota
- II. Our State System of Public Education
- III. Reorganization of State Legislature, constitutional revision, and reapportionment of legislative districts.

1946-1947

ACTIVE LIST

- I. Legislative Council (The Legislative Research Bill)
- II. Permissive Legislation to Enable Minnesota to participate in the Federal Public Housing Program.
- III. Extension of Public Health Services
- IV. Revised Plan for Distribution of State Aids to Schools.

1945-1946

- I. Legislative Council
- II. Public Health Nursing Bill
- III. Civil Service

1944-1945

- I. Legislative Council
- II. Extension of Public Health Services

1943-1944

- I. Civil Service
- II. Legislative Council
- III. County Assessor System
- IV. Larger Units of School Administration
- V. Enabling Legislation for Housing
- VI. Improvements in Drivers' License Law
- VII. Also such measures in the field of League experience which might arise from the war emergency.

1942-1943

- I. Civil Service
- II. Legislative Council
- III. County Assessor System
- IV. Larger Units of School Administration
- V. Enabling Legislation for Housing
- VI. Improvement in Drivers' License Law
- VII. Also such measures in the field of League experience which might arise from the war emergency.

1941-1942

CONTINUE RESPONSIBILITY FOR
Administration of Minnesota's Civil Service Law
Administration of state and local welfare services
Establishment of a Legislative Council for Minnesota
GIVE SPECIAL ATTENTION TO THE FOLLOWING ITEMS AND THEIR RELATION TO
NATIONAL DEFENSE:
Taxation, Public education services, Public housing for low income groups,
Administration and financing of relief, Labor relations, (legislation
and administration), Social Security Services, Public Health Services.

1940-1941

FOR SUPPORT
Minnesota's Civil Service Law
State and local administration of welfare
A Legislative Council for Minnesota
CONTINUING RESPONSIBILITIES WHICH MAY BECOME ACTIVE INCLUDE:
Legislation affecting marriage laws
Minimum wage law for women and minors
Opposition to discriminations in public employment based on sex or
marital status
Reorganization of school units

1940-1941 cont. FOR STUDY

Development of library services in Minnesota
Special state and federal aids for public schools
Public housing for low income groups
Interstate trade barriers
Public health administration (including state-wide public health nursing)
Facilities for care and control of the mentally retarded

1939-1940

CONTINUING RESPONSIBILITY FOR
Minnesota's Civil Service Law
State and local administration of welfare
Qualified Personnel (applicable to all departments)
Renewed study and observation of all laws which were previously
supported by the League

FOR STUDY

Organization of state legislatures to promote efficiency and
responsibility
Special state and federal aids for public schools
Standards of selection, tenure and retirement of teachers
Development of library service in Minnesota
Prevention and treatment of juvenile delinquency
State-wide public health nursing
Labor relations legislation affecting Minnesota

1938-1939

FOR SUPPORT

A Civil Service Law for Minnesota
Integration of state and of local welfare administration
Aid to dependent children
Reorganization of school units
Qualified personnel in public service

FOR STUDY

Organization and functioning of state legislatures
Sources of state and local income in relation to expenditures and
services
Sources and allocation of school funds
Standards of selection, tenure and retirement of teachers
Improvement of marriage laws
Public housing for low income groups in Minnesota

1937-1938

FOR EMPHASIS

Qualified Personnel in Public Service
A Civil Service Law for Minnesota
Reorganization of School Units
Effective County Welfare Administration
Operation of the Social Security Act in Minnesota
Protective Legislation for Women Workers

FOR STUDY

Reorganization of State Welfare Administration
Government and Collective Bargaining
Food and Drug Protection in Minnesota
Sources and Allocation of school funds
Standards of selection, tenure and retirement of teachers
Review of structure, functions and finance of state and local govts.

1936-1937

LEGISLATIVE SUPPORT

A Civil Service Law for Minnesota
 CONTINUED RESPONSIBILITIES, FOR SUPPORT WHEN NECESSARY
 Qualified Personnel in Public Service
 Opposition to Discriminations against Women in Public Employment
 Units of School Taxation and Administration large enough for economy
 and efficiency
 Protection of academic freedom as basic to sound education
 Coordinated state and local organization for public and child welfare
 services
 Application of the Social Security Act to Minnesota: Unemployment
 Compensation, Child Welfare Services, Adequate provision for
 Maternity, Infancy and Child hygiene.
 Commission for Tax Revision
 Statewide, uniform system of tax assessment
 Cooperation with National League on all active federal measures,
 including all questions of Foreign Policy
 STUDY
 Expenditure control as a practicable method of tax limitation
 Fee system as applied to County Officers
 Consumer Problems
 Labor Problems: Collective Bargaining, Status of Minimum Wage Legis.

1935-1936

CURRENT PROJECTS

Cooperation with National League in Campaign for Trained Public
 Personnel
 Survey of Public Personnel in Minnesota
 Survey of Schools in Support of Larger Units of School Administration
 Cooperation with National League on all active Federal Measures
 CONTINUED RESPONSIBILITIES
 Support of Efficient Operation of Federal-State Employment Service
 Opposition to Discriminations against Women in Public Employment
 Encouragement of State and Local Public Welfare Organization --
 Public Health Nursing, Child Welfare, Maternity and Infancy
 Mothers' Aid
 STUDY
 Coordination of Public Social Service Activities
 Reorganization of Local Governmental Units - Consolidation of
 Counties, Improved methods of finance: budgets, purchasing,
 accounting, fee system
 Taxes and Tax Trends in Minnesota
 Consumer Problems
 Social Insurance
 The Civil Service Law Proposed for Minnesota

1934-1935

SUPPORT

Larger units of school administration
 Revision of state aid for schools
 Commission for tax revision
 Improved methods of assessment
 Reorganization of local governmental units with particular emphasis
 on the county.
 Adequate system of state public employment agencies
 State and local system of unemployment relief
 Right of women to paid public employment without discrimination
 Adequate local child welfare organizations and administration
 Public health nursing
 Adequate local maternity and infancy work
 Jury service for women

1934-1935, cont. STUDY

*Trained personnel in public service

*Unemployment insurance

Federal and state activities which tend to protect the interests of the consumer

Old age pensions.

*indicates special study

1933-1934

Child Welfare -- Amendment to improve Street Trades Law enforcement; appropriation to continue state maternity-infancy hygiene work; ratification of the child labor amendment.

Women in Industry -- improvement in hour legislation; appropriation for public employment exchanges to aid in the prevention as well as relief of unemployment; establishing standards and authorizing the use of public funds for unemployment relief.

Education -- permissive legislation for the county unit system of public school administration.

Efficiency in Government -- income tax legislation with proper safeguards and standards of administration. (Voter, Feb. '33)

The programs from here back are so long and involved, I hesitate copying them from file copies. They are under Departments headed: (in 1932) Efficiency in Government, which includes taxes, assessments, public health nursing child welfare, agricultural extensions, appropriations, Lame Duck amendment, reorganization of local govt. units etc.

Women in Industry, which include minimum wage law as applied to children, hours of work for women, public employment exchanges, public employment relief, improving employment opportunities.

Education, which includes larger units of school administration, opposition to weakening teacher tenure law,

Child Welfare, which includes support of Division of Child Hygiene

Living Costs, which includes tariff legislation, power

Legal Status of Women, which includes right of women to paid public employment without discrimination

International Cooperation to Prevent War

The first program in

1921

Women in Industry

1. Increase in the appropriation for the Minimum Wage Commission from the very inadequate sum of \$10,000 for a two year period to \$25,000 for the same period.
2. Increase or readjustment of the appropriation for the State Labor Bureau so as to give a more adequate budget to the Bureau of ~~of~~ ~~of~~ Women and Children, basing the amount on the principle of equal pay for equal work for the women inspectors as compared with the men and providing for the addition of at least one women inspector.
3. Amendment of the laws regulating the hours of labor so as to provide for an eight hour day, a 48-hour week and one day's rest in seven for women employed outside the home.

American Citizenship

1. Enactment of bills contained in the report of the State Board of Education on the revision of state aid, substantially as printed.
2. An amendment to the existing school laws increasing the school term to 8 months.
3. Enactment of a bill for compulsory school attendance.

1921, cont.

Legal Status of Women

1. Amendment of the law relating to qualifications of jurors so that women will be eligible for jury service.

Child Welfare

1. (a) Increase in the maximum allowed under the present county allowance or Mothers' Pension law.
(b) Appropriation as already provided for by law for state aid to counties accepting the supervision of the Board of Control in the administration of the Mothers' Pension Law.
2. Enactment of a bill for the regulation of street trades to prevent the employment of children.

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GUIDE TO KNOW YOUR TOWN SURVEY

Here are some ideas to help get you started on a Know Your Town Survey or perhaps a revision of an outdated study. These were compiled mainly by Mrs. C. R. Humphries, State Local Agenda Chairman in 1957.

At the first meeting of the general membership -

The introduction to the Know Your Town booklet (from National) can be discussed, and the different sections explained. Sample books of other surveys may be passed around to stimulate ideas. You may make a decision as to whether to omit or combine any of the sections in the guide booklet to apply to your own circumstances. You may want to discuss briefly possible distribution of a completed survey, as that will determine to some extent how detailed you may want the information gathered to be.

Leagues with small membership may find it hard to get two people to go together on the interviews. It is preferable, but whatever you can work out within your own membership is of course satisfactory. You might also find that some of your members might not care for the actual interviewing, and might be more interested in typing lay-out, art work (if you decide to illustrate the booklet in some simple way), etc.

Perhaps before your members go out for interviews, you could get a kick-off picture in your local paper with a write-up on your embarking on the survey, purpose of it, etc. - perhaps a picture of your Mayor talking to the local survey chairman and your League president about it. In this way the other city officials and the community would be aware of what you are about to do. Then perhaps the interviewers should call the various city officials they are about to contact first, to ask them if they could see them to get some information, and arrange for the most convenient time to do this. It will be necessary to take notes. A stenographer's notebook for each interview would be an easy way to keep everything together.

As for techniques in interviewing, I think the usual friendly, cooperative spirit of the League is the most essential quality to remember. The members doing the interviewing represent the League to the officials, and are in effect also doing a public relations job for the League, and the normal courteous attitude of a League member is to be assumed. If some of the information could be gathered during the summer some of the sections could be assembled and ready for presentation to the membership at the fall meetings.

As for distribution, most of the Leagues do sell their booklets to defray the cost, or a good part of the cost, of printing. It is not considered a money-making project. There will be a certain number of give-aways. Presenting the first copy to the Mayor, and others to the City Council at a council meeting (with pictures) would be a good way to kick off the publicity - or to the editor of the local paper - and then perhaps give-away copies to the school superintendent (for use in the schools) the library, the president of the Chamber of Commerce, to those city officials who helped in giving you the information, etc. - all for good will, hoping that they would advertise the booklet to those they see and talk to.

Club meetings are one of the best media for selling the booklets. If a few of your committee could ask for a few minutes at every club meeting for a period of a month, at which time you would say a few enthusiastic words about the completed booklet, how valuable it will be to have in one place information about your own town, and how you are sure that everyone will want to have a copy, etc., many of the booklets could be disposed of. Men's clubs, both civic and social, labor groups, women's clubs, PTA's, church groups, etc. would all be happy to give you a few minutes time to plug and sell copies. Or, you might find you would get better distribution on a house-to-house basis, and it might be easier and less time-consuming, say concentrated in a week's time. Other outlets might be super-markets, doctors' and dentists' offices, bookstores, reading racks in factories or offices. Having them available at any civic celebration, open meetings, etc. might help sell them. West St. Paul designed a poster with a pocket which held ten booklets. They placed these posters in stores where members were going to plug the booklet. During the time when a League member was not present the customer merely slipped the booklet from the pocket and paid the agreeable store owner. Your newspaper and radio station will be most cooperative.

You will find that something concrete like this to do on the local level will be exciting for the members, and giving each member some responsibility will increase her interest in the League. Also doing a survey booklet as a contribution to the community could do much to enhance the prestige of the League. Choosing a local item in the future will be much easier and will naturally evolve from your survey.

In addition to the material which you will gather as outlined in the Know Your Town study booklet, you may wish to include some additional facts for newcomers to your community. Certainly all information about elections and voter registration is vital. There might be a section to help people who wish to become naturalized citizens. There might be a section to aid people in obtaining passports as foreign travel is on the increase. There might be a section for the 21 year olds. There might be a section on driver's license application and driver's tests.

To review:

1. Your main guide in doing a local survey is the national publication, #142, "Know Your Town Government."
2. Accuracy and objectivity are the most important characteristics of this survey - strive for this in every way.
3. Once published, your survey is valuable only if it is seen by many people, within and without the League.
4. Your survey will be indispensable as a background for future LCA in your local League.

Good Luck! If further help is needed, write to the state office.

METHODS OF DEVELOPING PROGRAM
using Politics of Trade pamphlet

Openings

1. Set the climate, arouse interest with something such as:
 - a. Personalized statement - you are Senator Jones. Next June you have to cast a vote on U.S. trade legislation. What are you going to do - look at conflicting pressures on you. pp. 5-7 or
 - b. The light touch - One of the greatest coups in the Politics of Trade was when Queen Isabella sent Christopher Columbus out for gold and he came home with America! However, though history may be viewed with an irreverent eye, today's picture of Trade and its companion Aid deserves more careful perspective. or
 - c. The provocative statement - lift one out of your newspaper or national magazine, something the ladies have probably seen but be sure to check this with your resource chairman - particularly important if this meeting seeks a consensus. (Red Wing editorial on farm surpluses.)
2. Relate topic of trade to the individual - a lively debate on trade will be raging next spring. It's important to you because it may very well determine how much a blouse or pair of boy's slacks will cost, how wide a choice you'll have - as well as the job opportunities for your husband and children. Be sure to check this with your resource chairman.
3. Clearly define the goals for this meeting (this will have been established at your Briefing Meeting), a resume of what is to be covered in the meeting, its relationship to other League meetings on trade and aid (past and future) and what is expected of the members at this particular meeting. For example, something like: "Tonight the subject at hand is this pamphlet The Politics of Trade. We shall be seeking background information on this subject of Trade so that at our next unit meeting we may be able to come up with some specific suggestions for future policies in the Trade-Aid field. This is the second part of the national program, 'Support of U. S. economic policies which promote world development and maintain a sound U. S. economy.' You will recall last winter we went into the first part of this program item with the pamphlet Hard Choices. Tonight we shall get a firmer background in the politics of trade so that we may join the other thousand odd Leagues around the country in the forging of a new consensus this winter." Mention other League meetings you have planned on this topic such as speakers, films, trade campaign this winter, etc.

Now you are into the subject matter - this is predominantly the domain of resource. Her committee has completed its work and come up with an outline of what they hope to accomplish and how. You are now at the Briefing Meeting (see information on this elsewhere) making suggestions about how to bring together the unit member and this material. You think of such things as visual aids:

Much of chapter 2 can be pointed up by using the chart of p. 13

Map on p. 18 is good jumping off place for the Trade Present

For a clearer picture of the new challenge posed by regional economic blocs see chart p. 4 Economic Work Aug. '61 and the map p. 5

Communist challenge to us - p. 29 World Affairs Study Guide map, "Can Russ Win at our Game" of Trade and Aid? plus cartoon on next page from West Berlin paper.

Problem of underdeveloped countries - see Study Guide map. p. 18 "Export Dependence on Single Commodities." Also map on back page.

You think of such things as panels (to broaden group participation and point up divergent views on a given subject): for example point of view teams on the trade adjustment assistance problem. Give three ladies in advance each one copy of small article on the businessman injured by imports, the union man refusing to cut material from "cheap labor" Japan, the housewife trying to clothe her family on a limited budget. Encourage a lively argument.

Throw in a provocative statement - Remember last spring when Secretary of Labor Goldberg visited Minnesota, the distressed area on the range? There was a picture of that meeting in a new Hibbing high school. A miner stood up, pointed to the ceiling and said, "See that big iron beam? There's the source of our trouble. Know where the iron in that beam came from? Venezuela. What's the matter with our iron ore just a few miles down the road?"

Also good here would be quotes from Sen. Mundt, Sen. Bridges, or Rep. Lane (See Trade kit excerpts from Congressional Record). Check with your resource chairman.

Try a debate - see pros and cons on restricting trade p. 2 of Discussion Guide 'The Nation's Future' from LWV Trade Kit and also the final chapter of Politics of Trade.

You will note here we are concentrating on areas of current consensus seeking:

- a) League support or opposition to a trade adjustment assistance program (pp. 37-40) (such as federal loans and tax incentives to individual businesses and communities that could prove hardship as a result of concentrated import competition? funds to train and relocate workers, unemployment payments? earlier retirement under social security? assistance to businesses to regain competitive position through diversification or new lines of production? What, if any, is the role of government here?)
- b) League support or opposition to special trade concessions for the developing countries
(waive the Peril Point or Buy American provisions? lift our quotas on lead, zinc, wool, oil? stop subsidizing our exports of cotton to help such countries as Mexico, Peru, the Sudan?)

Do not feel you have to limit yourselves to these areas - others are wide open too - trade implications of our farm surpluses, how are we going to protect ourselves from the Common Market competition? etc. etc. The national Board is looking this winter for any thoughts your League has (via letter from resource chairman and your Board) on the entire broad field of trade and aid. We shall be living with - and fighting for - whatever this consensus position is, so best you get in now with your contribution.

(See separate sheet on seeking consensus in LWV)

Caution: Do not sacrifice program depth for group participation. Remember most people join the League because they want to learn something and they stay with us because we do significant things, which leads to

Ending your Meeting

What can the members do now on this problem? (go over with them some parts of the trade campaign memo coming out in November)

How did the goals of your meeting come out? Perhaps a summary is in order.

Take a few moments of preparation for next meeting.

After members have left - pause with your resource chairman to evaluate meeting.

HOW TO TAKE CONSENSUS IN LWV

In the League of Women Voters the word CONSENSUS means substantial agreement among League members on a program item. How do you, as discussion leader, find out if there is agreement among the members of your unit on a program item? These are roughly the steps involved:

1. defining and clearly locating the area of decision making
2. seeing that all sides of the problem are brought out, digested and evaluated
3. finding one area of agreement.

Some helpful tips for the discussion leader in her pursuit of the above:

- a) interim summary - what we have accomplished and are ready for next
- b) judicious use of questions - "Would that work?" or "How would the farmers feel about that?" etc. etc.
- c) summarizing several comments and relating them to the goal - "Well, we seem to feel the problem of which industries need help will cause a lot of trouble but could we direct our attention to the problem of whether or not it is a function of government to aid injured industries?"
- d) phrase and then rephrase in reverse fashion a possible area of agreement and see what kind of reaction comes from the group - feel around for that possible area of consensus.

The area of agreement (of CONSENSUS) is the point in our discussion where almost everyone feels she can go along with what is proposed even though it may not be exactly what she wants. It means that at this point, each member is satisfied that careful consideration has been given to varying points of view and that within the framework of that variation the group has reached agreement on at least part of the problem, or has come up with a new and acceptable solution.

A GUIDE FOR DISCUSSION GROUP MEMBERS

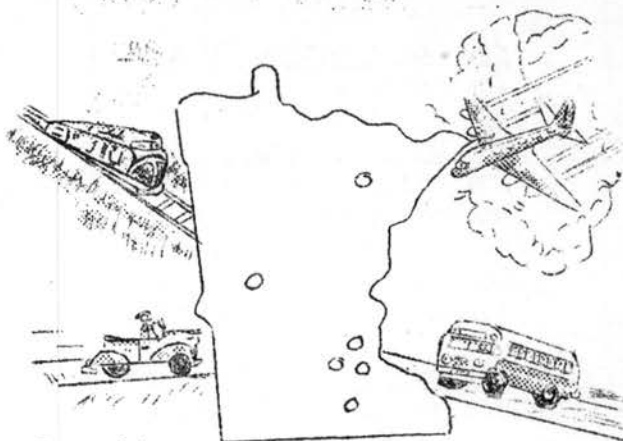
Your participation will be more effective if you keep in mind the following suggestions:

1. Come prepared to your unit meeting -- this means having read the basic League material as well as pertinent magazine and news articles.
2. Come with an open mind -- don't assume you have the final solution before the discussion even starts!
3. Speak your mind freely.
4. Let's all talk, but not all at once.
5. Listen critically and thoughtfully to others. Try hard to get the other person's point of view -- see what experience and thinking it rests on. Don't accept ideas which do not seem to have a sound basis. Remember: On almost every question there are several points of view.
6. Share the discussion with others. Speak only for a few minutes or so at a time. Give others a chance. Make your point in a few words, then pass the ball to someone else.
7. Stay with the discussion. If you don't understand where it's going, say so. Ask for examples, cases, illustrations until you do understand. Try to tie up what is being said with your own experience and knowledge.
8. Engage in friendly disagreement. When you find that you're on the other side of the fence from the discussion, say so and tell why. But disagree in a friendly way. A sound conclusion is our only goal.
9. Come with questions in mind. Make notes of questions and points of disagreement and bring them to the meetings. Preparation saves time.
10. Strike while the idea is hot. Don't wait to be called on before speaking. That good idea you have will either be forgotten or be presented by someone else if you wait.
11. Stick to the subject -- when you feel a personal anecdote coming on, be absolutely certain the story will help the discussion.

OUTLOOK FOR WORK ON
FIELD SERVICE 1962-1963

Chairman: Mrs. O. J. Janski
6500 Second Avenue S., Minneapolis 23
Telephone: UN 9-7885

Vice Chairman: Mrs. William Whiting
622 East School, Owatonna, Minnesota
Telephone: 507-451-2806



"We are today where our thoughts of yesterday have brought us
We will be tomorrow where our thoughts take us.
For what we envision, we create
And what we anticipate, we become." (author unknown)

This theme expresses the work and purpose of the State Organization Committee in poetic and inspiring terms. For all organization work in our League is based on the experience of the past, tempered by ambitions and aims of the present, looking toward an ideal and perfect future. The State Board Handbook puts it this way:

"More and better Leagues to further with increasing effectiveness the purpose of the League is everybody's business on the state Board. League structure, procedures, and techniques are the specialties of Organization work but the link between these and League Program and purpose should not be lost in the intricacies of red tape. Many good rules for procedures have been developed over the years but except where they are mandatory (which is not very often) they should not be allowed to become so rigid as to resemble a strait jacket. Established ways are worth a first try; after that use the pragmatic approach."

The work of the Organization Committee is planned with first emphasis on helping existing Leagues strengthen themselves. To do this, we are planning the following:

For Presidents and the Local League Board - Workshops in the fall on the local League's Annual Meeting, to provide help in the related areas of budget, nominating committee, local program development and annual meeting procedures.

For the Local Board - Board training will be provided upon request to Leagues that can schedule such all day training meetings before September 30th. Requests for such training should reach the state office as soon as possible, and will be granted on a first come, first serve basis. Board training includes: team work on the Board, primary and secondary responsibilities of Board members, how Board jobs intermingle and overlap, relationship of local to state and national Boards, recognition standards, good finance practices, use of publications, helps available from state and national Boards, program scheduling, specific help to committees.

For Calendar Planning - A tip sheet on how to make use of the state and national Board reports in calendar planning is a part of this Outlook for Work, page 3. We are providing this help for you because we really think this is all you need, if we can judge by the much better calendar planning we have seen in evidence in local Leagues this year. This tip sheet is in lieu of a visit to your Board to help in Calendar planning, as we have done in the past.

For Local League Treasurers - To help you do a better job, a fact sheet for Treasurers.

For Unit Discussion Leaders - Many Leagues in Minnesota have had workshops in unit discussion with excellent results. If you are planning a "do it yourself" workshop, we suggest the use of two publications which you may order direct: "Los Angeles Discussion Guide," 50¢, LWV of Los Angeles, 1134 Crenshaw Blvd., Los Angeles 19, California, and "Do It Yourself - Discussion Training Workshop," League of Women Voters of New York, 131 East 23rd Street, New York 10, New York.

For Unit Leaders - An information sheet on organization and recommended unit procedures in Minnesota Leagues will be provided early in the fall.

We have planned special helps for our new Leagues.

Provisional Leagues will have advisors to help them at all Board meetings during their first year. They will also have help from state Board members at appropriate times.

Newly Recognized Leagues will have frequent visits by state Board members. All state Board members will visit two or three local Leagues, Board meetings when possible, and occasional unit and general membership meetings.

Now - what of the future?

Organizing New Leagues - 1962 isn't over yet. We are still hoping to have 62 Leagues in 1962. With the recognition of Willmar as a local League, and one new provisional League in Chisholm, we have 59 Leagues. Possibilities for prospective Leagues are being explored in several outstate areas. You can assist us by providing names of people to contact and potential leaders in any of the cities or larger towns that do not yet have Leagues.

Publications for Unit Organization Chairman

Local League Handbook (national)
Publications Catalogs (national, state)
Facts (national, state, local)
Forty Years of a Great Idea (national)
How to Spend Money (national)
Local Bylaws, program and budget
Let's Talk League (state)
Membership Memos, 1961-62 and those coming out in 1962-63 (state)
List of members by unit, job
Tips for Unit Chairmen (state)
Sample Unit Report Form (state)
You, the Member in the Unit (state)

MODEL DISCUSSION OUTLINE

I. The goal for the meeting. (Discussion Leader)

What is expected of members at this meeting? What is the question or questions we hope to answer?

II. Introduction. (Unit Resource Leader)

Factual presentation lasting no more than ten minutes. Important to relate the topic to the individual member by stressing how the subject affects her. Relate the topic to the news of the day, and why we are studying this topic now.

What is its relation to League program? How long have we worked on this; what stands have we taken; what legislative successes or failures?

Then comes background information to start the discussion. Probably would include how the problem arose, what the situation is now, and what the complicating factors are.

III. Main points to be discussed probably would include the following:

- A. What is the problem in terms of us in the community?
- B. What should be the goals of a solution?
- C. What solutions are available? Judge each in terms of goals.
- D. What is the best solution, and what can we do about it?

(Under each main point should be a provocative question or two, or an alternative idea for developing discussion.)

IV. Summary.

- A. Restatement of purpose of meeting.
- B. Main areas discussed.
- C. Areas of agreement and disagreement.
- D. Action anticipated.

AUG 7 1964

(Continuum Resp)

League of Women Voters of the U.S.
1026 - 17th Street, N.W.
Washington, D. C. 20036

July 1964

Price: 15¢

NATIONAL CRS BIBLIOGRAPHY

This bibliography was produced to help CR Chairmen develop and maintain useful and up-to-date files on Continuing Responsibilities. It lists League publications dealing with the National Continuing Responsibilities adopted at the 1964 Convention for 1964-66. Some of the materials listed are out of print but may still be in a League's files. Be sure to consult the current Publications Catalog before ordering any CR material from the national office.

There is no better time than now to start to work on the CR files. This file should be the first place to turn when a League needs to find quickly and easily what best to say when writing to or interviewing a Congressman or when a member wants to know more about the background of League Program. As each new League publication on CRs is issued it should be added to those that have been accumulated. Keep collecting and filing non-League material which relates to each CR in your League's own area or special interest.

New Leagues probably will not be able to get together all the materials listed nor will the files of older Leagues necessarily contain everything. But CR Chairmen should not let the gaps in the files discourage them because:

- 1) The every-member pamphlet, NATIONAL CONTINUING RESPONSIBILITIES 1962-1964, gives fine coverage to each CR. The national Board does not plan to revise this pamphlet during the present biennium. The information it contains is still as useful as it was when first printed and the office has a large supply on hand. Just remember when using it that Water Resources Development, a CR in 1962-1964, is a CA in 1964-1966.
- 2) The CURRENT REVIEW OF CONTINUING RESPONSIBILITIES, a leader's guide, issued in the past and to be issued from time to time as there is need or information, will be a valuable supplement.
- 3) If committees want to do in depth studies it may be possible to borrow "Must" and "Basic" materials from state files.

The following general list of categories of League materials indicates where to look for information on CRs.

*
* Note: The material listed in this Bibliography is not available from the *
* national office unless it is listed in the most recent Publications *
* Catalog which will, upon request, be sent free of charge from the *
* national office. The Catalog is issued in January and June of each *
* year. *
*

WHERE TO FIND LEAGUE OF WOMEN VOTERS' INFORMATION ON NATIONAL CRS

NATIONAL CONTINUING RESPONSIBILITIES 1962-1964. A one-piece, handy pamphlet for every member, it captures the excitement of the issues at the time the League worked actively on them, gives the reasoning by which League members reached these positions, and reviews the action taken.

NATIONAL BOARD REPORTS. Issued two or three times a year after each national Board meeting, National Board Reports contain "Outlook for Work" on the CRS. Here developments since the last Board meeting are reviewed and opportunities for future action outlined. Board Reports issued immediately after each Convention and Council are particularly important.

CURRENT REVIEW OF CONTINUING RESPONSIBILITIES. A leader's guide on CRS. A CR of CRS gives more detail than can be included in National Board Reports or the every-member pamphlet and reports on significant current developments related to League positions.

TESTIMONY. Transcripts of testimony given by national Board members are sent to all Leagues. Members may read their local League's copy or order a personal copy from the national office. Testimony given by national Board members is always listed in the subsequent NATIONAL VOTER in order that members will know it has been given and be encouraged to consult it. League testimony is useful in keeping up to date because it gives official League stands on current legislative proposals and usually explains the reasons for support or opposition as each arises from League position.

CONVENTION WORKBOOKS. Issued to each delegate to a biennial national Convention, the Workbook contains a review of the preceding two years' work on national Program. A succession of Workbooks are the best source for a chronological picture of the development of an item. (A League that sends no delegate to Convention receives one copy of the Workbook for League files.)

BASIC RESOURCE MATERIAL. Includes major publications prepared by the national League for use when the subjects were under intensive study by League members.

THE NATIONAL VOTER. Summaries of legislative developments are found under "KULP" (Keeping Up With League Program) and "Congressional Roundup." Occasional feature articles on subjects now CRS.

April 10, 1965

To: State Board members, League of Women Voters of Minnesota
From: League of Women Voters of New Ulm
Re: State Program

For quite some time now our League members have been expressing some dissatisfaction over the heavy load of study items that have to be covered during the course of the year. Even though we've managed to include them all in our program each year, we've been dissatisfied that the quality of our study has had to suffer because of the lack of time to do a proper job. Now that the membership has seen the proposed program for 1965-1967, we are threatened with the loss of several of our members because of their dissatisfaction with the continued duplicating of materials that have been studied for many years.

We of the New Ulm League of Women Voters feel that the CA's should be limited to the study of State Finances only for the next 2 years. We feel if we have just one State CA we can have a worthwhile study; if we must divide our study among several, we really learn very little about any of them.

We also feel there is entirely too much padding of information and literature coming from State and National. It is expensive to print anything; our study and reading time is limited; financing is hard. As a start in cutting expenses we would suggest shortening the Board Memos, publishing short, clearly understood notices.

We suggest that the state board limit its efforts to the preparation of one good agenda item. We feel the finance study is important and the other suggested items can well be CR's. Re-hashing previously studied material is not conducive to keeping our members actively interested in League. New material on old items has not proved sufficient for good study topics in the past.

As an example of good programing, we feel our Indian study material was outstanding. We would hope to have one state finance item as well prepared.

Sincerely,

League of Women Voters of New Ulm
Elaine Hagg, President

League of Women Voters of Minnesota, %SOS, University of Minn., Mpls, Minn. 55455

STATE PROGRAM SUGGESTIONS 1965-67: SECOND ROUND

Suggestions must be in the State Office on or before April 12, 1965.

The following is a list of Second Round recommendations for the 1965-67 state Program submitted by the League of Women Voters of _____.

Current Agenda Items

Continuing Responsibilities

Remember that a suggestion must have been included in the First Round in order to be considered in the remaining steps of program-making.

CHOOSING A STATE PROGRAM FOR 1965-1967

What is a state PROGRAM?

PROGRAM consists of a CURRENT AGENDA AND CONTINUING RESPONSIBILITIES.

CURRENT AGENDA consists of current state governmental issues chosen by the Convention for concerted action.

CONTINUING RESPONSIBILITIES are those positions on state governmental issues to which the League of Women Voters of Minnesota has given sustained attention and on which it may continue to act.

What is ACTION?

ACTION includes:

- 1) providing information;
- 2) building public opinion;
- 3) supporting or opposing legislation.

What is the PROCEDURE for choosing state Program?

- . Local Leagues send recommendations to state Board 3 months prior to Convention (first round); state Board formulates proposed Program and submits it to local Boards 2 months prior to Convention.
- . Local Leagues make further recommendations - give state Board their reactions to initial proposals - at least one month prior to Convention; state Board considers these further recommendations and presents the final proposed Program to Convention.
- . Convention adopts a Program. (State Bylaws spell out the method.)

What should DELEGATES BEAR IN MIND when choosing Program?

TWO YARDSTICKS for measuring the suitability of program items are:

- 1) the governmental PRINCIPLES adopted by the National Convention and supported by the League as a whole (see next page).
- 2) The CRITERIA for choosing Program set forth in the Local League Handbook.

What is a DELEGATE'S RESPONSIBILITY in making her decisions?

When delegates have been chosen to State or National Convention, the local Board is responsible for briefing those delegates on member thinking on Program and on other questions to come before the Convention. Though delegates to Conventions to uninstructed and cast their vote after careful consideration of the discussion, they bear in mind the thinking of the members whom they represent. (From Local League Handbook, p. 23)

The principles are:

Governmental measures and policies, supported by the League as a whole, which constitute the authorization for adoption of national, state, territorial, and local Current Agendas.

The League of Women Voters believes in representative government and in the individual liberties established in the Constitution of the United States.

The League of Women Voters believes that democratic government depends upon the informed and active participation of its citizens.

The League of Women Voters believes that every citizen should be protected in his right to vote; that every person should have access to free public education which provides equal opportunity for all; and that no person or group should suffer legal, economic, or administrative discrimination.

The League of Women Voters believes that efficient and economical government requires competent personnel, the clear assignment of responsibility, adequate financing, and coordination among the different agencies and levels of government.

The League of Women Voters believes that responsible government should be responsive to the will of the people; that government should maintain an equitable and flexible system of taxation, promote the conservation and development of natural resources in the public interest, share in the solution of economic and social problems which affect the general welfare, promote a stable and expanding economy, and adopt domestic policies which facilitate the solution of international problems.

The League of Women Voters believes that cooperation with other nations is essential in the search for solutions to world problems, and that the development of international organization and international law is imperative in the promotion of world peace.

CRITERIA for choosing PROGRAM

- 1) Does it come within the principles of the League of Women Voters?
- 2) Is it a problem which can be met through government?
- 3) Will it give League members valuable experience in citizen action?
- 4) Is it timely?
- 5) Is it an issue worthy of the members' time and effort and one about which the League can do something?
- 6) In the light of Program commitments - local and national - does the League have sufficient personnel, experience, and funds to carry out the proposal?

ADDITIONAL CRITERIA for adopting CONTINUING RESPONSIBILITIES:

- 1) If a new Continuing Responsibility, is there member agreement on the position?
- 2) If it is a Continuing Responsibility already on Program, is there still agreement?
- 3) Are developments in the next few years likely to require action?
- 4) Can members be kept up-to-date without too heavy a work load?

WORDING AN ITEM:

The wording of a Current Agenda item should be clear, easily understandable, general enough for flexibility yet specific enough to indicate the scope within which the members wish the item to remain. A Current Agenda item may state a position if the League has arrived at one through study under a previous Current Agenda item. This is the case in the proposed Program where it is recommended that certain Continuing Responsibilities be returned to the Current Agenda. In wording these recommended CAs it was felt that the positions included should be expressed concisely and clearly. An explanation of the items adopted can state in more detail the positions included. For an example of this see your May-June 1964 THE NATIONAL VOTER. To repeat: all Current Agenda items imply some study and some aspect of action when a position is reached whether or not the wording so specifies.

The wording of a Continuing Responsibility is a brief statement of League position. In adopting the Continuing Responsibility, the members should express, as briefly and as clearly as possible, what that position includes. Work on Continuing Responsibilities does not extend to study of new aspects of the issues, i.e., study leading to enlarged positions.

PROPOSED STATE PROGRAM 1965 - 1967

(after second round)

CURRENT AGENDA

- I. Financing Government in Minnesota: Evaluation of revenue sources with consideration of state and local needs.
- II. Equality of Opportunity: 1. Support of policies to insure equality of opportunity in employment, housing, public accommodations, education and other public services for all citizens. 2. Support of commission administration of anti-discrimination laws. 3. Support of state responsibility for Indian citizens.
- III. Home Rule: Support of policies that promote equitable application of home rule.
- IV. Election Laws: Support of party designation for legislators and improvements in election laws in the field of campaign practices, election procedures and voting.

CONTINUING RESPONSIBILITIES

1. The League of Women Voters of Minnesota will support legislation to regulate lobbying and conflict of interests.
2. The League of Women Voters of Minnesota will support constitutional revision by convention and by amendments to improve the constitution.

(See following pages for EXPLANATION of Proposed Program.)

EXPLANATION OF 1965-67 PROPOSED STATE PROGRAM

The response was marvelous! Fifty-one local Leagues submitted Program suggestions on the first round to afford the state Board a clear choice for a proposed Program for the coming biennium. A finance item was indicated by over 75 per cent of the Leagues with welfare and mental health drawing the interest of 50 percent of the local Leagues participating.

On the second round 39 Leagues submitted recommendations, the great majority seconding the state Board's suggestions. Most comment on the second round involved the fear that Indians would be neglected and positions lost under the statement of the Equality of Opportunity item. The Board has changed the wording of this item to mention Indians directly in the Current Agenda statement.

Single List Experiment

From the statement of the Proposed State Program 1965-67 you can see that the state Board has suggested that a modified single list experiment be adopted by the state Convention. This single list experiment would include four Current Agenda items and two Continuing Responsibilities - each CA requiring a different type of treatment and a different amount of study. This experiment has been suggested as a method of gaining greater flexibility in Program while retaining our present Program structure. In this proposal of four Current Agenda items we envisage quite different amounts and types of work.

On the national level our present Program structure with its division into CAs and CRs was initiated in 1954 when the change was made from the blanket authorization for action on dozens of subjects under the old platform. As is generally the case in such changes in our national Bylaws, our state Bylaws were amended by the 1955 State Convention to include provisions for Program consisting of Current Agenda and Continuing Responsibilities.

During the past years as members have worked with our present Program structure, many have become increasingly dissatisfied with the restrictions of the Continuing Responsibility category. When an item is voted CR status, following study and consensus, its position remains static; its position may be narrowed but not expanded. Action may be based on the stated position only and may not go beyond this position, and there may be no new study leading to consensus.

Lobbyists working on legislation under some of our present CRs have found themselves stymied and unable to support or oppose legislation in certain parts of our Program areas because that particular item was not an issue at the time of our original study. If the item had been a CA, a limited study would enable the League to reach a new consensus or add to present consensus in a field where members already had good basic background. Situations can change swiftly and many old positions under CRs need restudy to make them usable in the light of rapidly moving governmental concerns, e.g., some areas of discrimination.

When a CR is returned to CA status, all the positions under the present CR are retained unless these are changed following new study and re-evaluation or Convention decides to drop or narrow such positions. We did this type of study when we reexamined reapportionment amendment provisions in 1964. It will be important for delegates to give direction at Convention on these items.

National Convention Set the Pattern

At the 1964 national Convention a single list Program was proposed from the floor as a Bylaw amendment but not recommended by the national Board. This proposal was not adopted but a modified experiment was accepted instead. We are now entering the second year of study under this experiment on the national level. We have noted a heavier work load during this first year, but that is to be expected. The following year we should see a lighter work load as we have already prepared ourselves on the basic background for most of the national Program. We might expect a slightly heavier load the first year of a state single list experiment as items are updated, but this would slacken off during the second year. Here again much would depend upon direction given the state Board by the Convention delegates.

Because we do not wish local Leagues to feel over-burdened with a heavy Program, the state Board has chosen only one new CA, the Finance item, with major study focused here. We suggest only limited work on Election Laws, Equality of Opportunity and Home Rule. (An explanation of amount of study expected and tentative plans for when the study will be carried out can be found under each item.)

Local Leagues have indicated quite a bit of interest in the single list during the past year with some adopting a single list for local Program. About half of the Program suggestions on the first round preferred a single list and some Leagues continued to indicate this preference on the second round.

The state Board chose not to recommend a Bylaw change to the single list at this time. The Board would like to live with the experiment on both national and state levels for two years in order to give the members an opportunity to evaluate it more completely. A single list Bylaw change has been proposed by the Minneapolis League and this proposal will be discussed during the time provided in the Convention schedule.

By offering this single list experiment under present Program structure the state Board feels that we will have a more workable and timely Program - one upon which we will find more freedom to act. We hope the Convention will not become bogged down in a debate on the categories of CA and CR and how to fit Program into them but rather will appreciate the flexibility afforded by the suggested approach to Program and therefore concentrate on determining what the members really want to do in the next two years.

I. Financing Government in Minnesota: Evaluation of revenue sources with consideration of state and local needs.

Background

Interest in a finance item has been growing among local Leagues for many years and has culminated this year in an overwhelming request by over 40 Leagues to include a finance item on our state Program. At the last State Convention the Board recommended study of the "tax structure of the state of Minnesota," but this lost out in Convention by a very close vote.

Many years ago the League undertook a tax study. We again see an immediate need to examine the financing of our state programs. Leagues in many other states have carried out successfully this type of an item and have been able to draw some meaningful conclusions from their work.

Some of our local Leagues who have undertaken local government finance studies have been stopped at the village boundaries when it came to investigating the financial inter-relationships between their local unit of government, the state and federal government. A state finance item would enable these local Leagues to go that step farther in examining these fiscal relationships.

As taxpayers everyone expects certain services from state government, and almost everyone complains about his taxes. But do any of us know enough about state financing to make informed comment on programs and revenue sources? Through a study of state financing could we form a fair picture of the situation? Could this unbiased information be passed on to the general public in the form of citizen education which would be a valuable contribution to understanding of finances.

The need for increased revenue sources (in the form of new or increased taxes) was considered one of the top problems confronting the 1965 legislature. The governor suggests a one percent hike in state income taxes to cover the need for more services. Others champion a sales tax as the answer to the problems. Both seem to feel that the personal property tax is unfair. Still others advocate a complete overhaul of the state tax set-up.

Last summer Lt. Governor Sandy Keith while describing the great problems facing the state thought it was time to discuss the whole question of taxation - first examining the needs which exist and then talking about the kind of tax program to meet these needs. Could the League add constructive thinking to the already party torn subject of taxes in Minnesota?

Scope

Financing government in Minnesota - what does this mean to you as citizens of our state?

It may mean state aid to our local schools.

It could mean adequate welfare programs, carefully administered.

It could mean increased staff for our state mental institutions.

Or it could mean forward looking programs for conservation of our state's human and natural resources.

All these items are needs of the state and as such have to be financed if we hope to carry out helpful programs in these areas. All of these items also happen to be areas of suggestions on the part of some local Leagues for state Program for the coming year. Because financing is such an integral part of a discussion of any of these items, the state Board feels that now is the time to do a basic study of finance which will serve as a starting point for future study in any of these areas. Such a study would have proven very valuable in the past as we studied Indians (law enforcement and welfare) and discrimination (appropriations for SCAD).

In a talk interpreting Governor Rolvaag's current budget request Commissioner of Administration Stephen Quigley noted that first there must be a need before taxes are necessary.

Quigley explained that to prepare the biennial budget, the various state departments submitted their needs in the form of dollar requests. Individual budget requests are examined, and then hearings are held for each department with the governor present. After hearings are completed, the requests are totaled up and equated with revenue sources. The governor must then take a searching look at the overall program of government services and make decisions for emphasis or cuts in requests. This year \$58,000,000 was cut from department requests to arrive at the governor's record \$810,000,000 total budget.

As the governor scrutinizes his department requests, we as League members can take a look at the general purposes for which moneys are used. We can survey the financial picture in an attempt to find the areas of difficulty in the entire scene. As we come to an understanding of how moneys should be distributed, through study we may wish to make decisions as to where emphasis should be placed in expenditure of funds.

While we talk of the needs for state services, we can assess the revenue sources available to finance them. We may want to delve into our basic tax structure, perhaps comparing our types of taxation with those of other states.

During our study we may look into some of these financial problem areas:

- . Criteria for an equitable tax.
- . Assessment procedures and tax equalization.
- . Evaluation of dedicated funds.
- . Declining tax base of some rural areas of Minnesota.
- . New revenue sources.
- . Local-state relations--sharing of taxes, broader taxing powers for localities, increased state grants, what can or should be done about the property tax.

These are some problems suggested for consideration. What other matters of finance are of vital concern? Because little specific direction was given to this item on the first and second round of Program suggestions, we would hope that delegates will be ready with ideas and will make themselves heard at the time set aside for this direction at Convention.

- II. Equality of Opportunity: 1. Support of policies to insure equality of opportunity in employment, housing, public accommodations, education and other public services for all citizens. 2. Support of commission administration of anti-discrimination laws. 3. Support of state responsibility for Indian citizens.

Background

Civil rights has come to the fore as one of the most pressing problems facing our nation today. The League in Minnesota recognized the right to equality of opportunity for all its citizens as far back as 1949 when the

League first entered the field of discrimination with a broad study of civil rights in Minnesota. Later our Program focused on fair employment practices, and the League worked with other groups for a strong, enforceable law against discrimination. Following passage of FEP legislation the League put "Support of the Fair Employment Practices Commission" on the Program as a CR. It remained as a CR until 1961 when the League became concerned with other aspects of discrimination. This discrimination item was placed on the Current Agenda at that time to enable us to look into discrimination in the areas of housing, employment and the special problems of Indians. Following first year study, the League was able to support the fair housing bill and also to voice strong support of commission enforcement of fair housing. The second year of study under this item found us delving into the problems of Minnesota Indians. The Indian item was adopted as a separate CA in 1963 and since then we have dealt with welfare and law enforcement problems of the Indian citizen. In 1963 our discrimination item was moved to a Continuing Responsibility.

Our anti-discrimination positions based on consensus arrived at from 1949 to 1964 include:

1. The belief that anti-discrimination legislation, enforced by commission administration, is a necessary means of eliminating discrimination.
2. The belief that the state should declare its responsibility for all its citizens on an equal basis and work to insure equal treatment for all citizens by all levels of government.
3. Support of employment on merit, regardless of race, color, creed, national origin or age.
4. Protection of the 1961 State Act Against Discrimination against weakening amendments or repeal.
5. Support of commission enforcement of anti-discrimination laws dealing with employment, real property and public accommodations.
6. Support of non-discrimination in public services as they apply to Indian citizens, and the setting of standards by the state where a financial contribution is made by the state.

To amplify our position on Indians the League feels that the ultimate goal of all programs for Minnesota Indians should be the self-sufficiency of the Indian population and acceptance into American life, but this acceptance or integration does not imply altering their reservation status or cultural patterns except as the Indians may desire it. It is to be accomplished on their own terms.

Responsibility of the federal government: In keeping with the goal stated above, we can expect an eventual reduction of federal services as self-sufficiency is achieved. Now, however, services must be extended. In view of the stated federal policy of eventual termination and of the mobility of the population, the land status requirement for federal services is unrealistic and should be abandoned. It could be replaced by a need criterion. Now an Indian leaving the reservation is penalized by losing federal services. A Bureau of Indian Affairs policy which states that services will be offered "when these services are not available from other sources" is narrow and ineffective. Programs should be designed not only to relieve individual suffering but to enable all Indians to raise their standards of living. As long as special services for Indians as Indians are needed, the federal government should share the expense.

Responsibility of the state: Indians are citizens of the state, and as such, the state is responsible for them as for all other citizens. This responsibility should be declared and assumed. Beyond this, Indians have unique problems not shared by other citizens. The state has a responsibility, financially and administratively, to contribute to their solution. This includes the development of remedial programs of health education, child

care and training for employment. Besides developing programs, the state has a responsibility to make full use of available federal services. If nationally, the financial burden should be shared by all the states, on the state level, the burden should be shared by all the counties. The League of Women Voters believes in the need for an effective state agency which would be acceptable to the Indians themselves, permanent, staffed by professionally qualified people, authorized to act in setting up, carrying out, and coordinating programs, empowered to utilize the services of other existing agencies, and provided with adequate funds.

We favor eventual state administration of services for Indians with the federal government sharing the financial burden, since it is our belief that the state is closer to the problem and has more to gain from its solution.

The state has a responsibility to ease the Indian's transition to urban living through remedial programs of counseling for urban living and vocational training or retraining. A means should be devised to overcome the barrier of residence requirements for welfare services. Equal treatment regardless of race under local local welfare programs should be guaranteed and qualifications by the state for federal reimbursement met through the setting and enforcement of state standards and through easing local welfare burdens by state financing of welfare programs for Indians.

In general we believe that legislation should not single out a special national, racial or religious group, that wherever possible legislation should be framed without reference to these factors, unless government services now are being given or withheld on this basis.

Scope

The new wording of our proposed Equality of Opportunity CA embraces present positions in employment, housing and public accommodations and adds to the scope of the item by inviting study of discrimination in education and other public services (such as welfare).

We will have some background in equality of opportunity in education through material in our new state human resources publication, Minnesota's Changing Patterns. Can the League add a factual and unemotional approach to the area of discrimination in education? Could the League act as a clearing house for information gathered under an education study carried out in local communities?

During this legislative session there has been discussion of merger or revamping of the State Commission Against Discrimination and the Governor's Human Rights Commission. Should these two commissions be combined into a state department? Should SCAD retain its present status? What forms of merger would be most advantageous to the state? Since we did our 1961 study of commission enforcement, other states have used various forms of enforcement. Is it time to take another look at alternatives available in order to re-evaluate our commission method? Material gleaned from such a study might make good background information for an interim commission studying a possible merger. At the time our consensus was taken on fair housing the act had not gone into effect. We support the act as it stands and oppose efforts to repeal it. We had no chance to see the law in action before our consensus and so made no recommendation to strengthen it. By having Equality of Opportunity as a CA we would be able to assess the success of the act over the last several years and make further recommendations from this information. We might ask: should fair housing be extended to include all one family dwellings whether federally assisted or not?

Our position on Indians is probably broad enough to enable us to support solutions to the problems of the Indians under our present statement. No further study is anticipated in this area beyond updating. We will retain all of our positions arrived at during our study of Indians.

We see as the tentative time schedule for our work on Equality of Opportunity first year work on an evaluation of methods of enforcement. During the second year we might approach housing and education and other public services. This should not involve major studies.

III. Home Rule: Support of policies that promote equitable application of home rule.

Background

The League's specific interest in Home Rule grew out of a constitutional revision CA item studied as far back as 1948. In 1950 the strengthening of home rule was mentioned as a separate Current Agenda item, and Home Rule appeared in some form as a CA until 1957 when increased home rule for local government was adopted as part of a constitutional revision CR. In 1959, 1961 and 1963 Home Rule was adopted as a separate CR although it was not recommended by the Board in 1963.

The League gave support to the Home Rule Amendment which was passed by the voters in 1958. The amendment was aimed at accomplishing these things:

1) facilitate the use by local governments of the charter process, 2) make the abuse of special laws by the legislature less likely by requiring local consent and the designation of affected communities by name, 3) allow for the organization of city-counties and for city-county consolidation through local action.

Although passage of this amendment accomplished some of the League goals, several areas of interest in the field of Home Rule appear to need work. Our present position pledges League support of the principles of home rule relating to realistic restrictions on special legislation and broader provisions for the adoption and amendment of home rule charters.

Scope

The major area of action in Home Rule has moved away from special legislation and home rule charters and now rests in the area of local consent - a part of the Home Rule process on which the League has no position.

When we studied Home Rule from 1948 to 1957 the burgeoning metropolitan area had not yet faced up to the need for cooperation among local units of government. We did not see how the local consent provision of the Home Rule Amendment might hamper the efficient and practical solutions to the need for securing governmental services through cooperation. (According to the amendment every unit affected by special legislation must give its consent to this legislation, so one council, or board or the voters of one municipality can prevent the adoption of area-wide legislation. The Amendment also stated that the legislature may dispense with local approval in some cases, but this must be provided for as a general policy by general law.) Now this problem of area cooperation is before us - greatly magnified - not only for the Twin Cities area but for many of the other urban areas around the state.

Since 1958 legislation has been introduced which would alter or do away with local consent, but so far none has been passed. Presently a bill, introduced by Senator Gordon Rosenmeier, to dispense with local approval except when a special law itself provides for it is before the legislature. The

Rosenmeier legislation has been met with cries of "death of home rule." Other less stringent solutions have also been introduced.

If the local consent clause is abolished by the Rosenmeier bill, this does not mean the end of a League study in this area. The question of local consent will still remain before the legislature, for that body then must set up some sort of legislative policy dealing with the question of when local consent should be included in special bills. Can the League help form a position dealing with realistic and fair limitation on local consent?

The League has long seen the need for limiting special legislation and hoped that the Home Rule Amendment would implement this. But we find that there is still a tremendous amount of special legislation being passed each session - 305 passed in 1963 as compared to 230 in 1957. New material is now available which may give us insight into how special legislation can really be limited. Would a brief restudy of this area give us new directions on our approach to realistic restrictions on special legislation? Do local units of government abdicate their responsibility for home rule by passing problems on to the legislature for solution?

The 1958 Home Rule Amendment gave counties the right to Home Rule, but no enabling legislation has been passed to facilitate this. We find much of our special legislation in the legislature deals with counties - setting retirement schedules for county employees, etc. Should counties have increased power to handle their own problems? Should the legislature set up mechanics for county charter commissions? Or should the legislature provide various plans (as for local municipalities) for the use of counties?

Through the new wording of this item the Board feels that we will have more leeway to work for a fair and workable provision for home rule under the rapidly developing situations in metropolitan areas. The study under this item would probably stem from the outcome of the present session and would perhaps be scheduled for early the first year.

IV. Election Laws: Support of party designation for legislators and improvements in election laws in the field of campaign practices, election procedures and voting.

Background:

One of the most active and satisfying Program items to be adopted by the League has been that of Election Laws. Party Designation has been on the Program as CA or CR since its initial adoption in 1951. Our position states support of party designation for legislators, and the inclusion of county officials in a party designation bill is not actually supported but would be acceptable.

In 1958 the League did an intensive study of state election laws while the item was a CA adopted by the 1957 Convention. Later we branched out into the area of corrupt practices with these items as part of the Current Agenda until 1961. At that time PD, election laws and campaign practices were combined into our current three-pronged CR.

Under our present positions the League maintains a strong interest in campaign practices and calls for: shorter campaigns, expenditure of less money on campaigns, reporting of how all money is obtained and spent to give a tighter control over candidates and volunteer committees. Although some improvements were made through the 1963 revision of the Corrupt Practices Law,

the League continues to support dollar limits on campaign expenditures that are more realistic, flexible and enforceable. We also favor requesting, but not requiring, the candidate to sign a campaign practices code. The League feels neither labor unions nor corporations should contribute to campaign funds.

Under changes in election laws procedures the League supports centralized responsibility in state government for achieving uniform election procedures and for training officials, extending registration to smaller municipalities, counties, or state, giving more latitude to councils in determining qualifications and number of election judges, also an open primary. At the present time we oppose lowering the voting age and raising filing fees.

Recent successes in which the League worked long and hard were easing the 30 day residence requirement passed in 1961 and provision to allow an otherwise qualified voter to vote for president and vice-president before he meets residence requirements, passed in 1965.

Scope

Our positions under campaign practices seem quite broad and probably are adequate as a basis for legislation for a number of years to come. The legislators seem reluctant to limit themselves to any more rigid legislation at this time. No study in this area is contemplated except for the usual type of updating that such a position sometimes needs.

Because election laws is an area where many League members are directly involved, as they serve as election judges or man the registration offices, Leaguers can make unique contributions toward solution of problems of election laws. Through the experience of those who have worked under present voting procedures and registration we may find the need for further changes in our election procedures.

The League has worked hard for extension of voter registration to smaller communities and has met with little success. Could we do more research on this item which would be valuable background material for a future Interim Commission on Election Laws? Through new study could we write a mandatory voter registration bill which would have a better chance of passage?

In this age of the computer we find growing interest in electronic voting. Electronic voting is said to be cheap and an easy process but would need a change in laws to allow for this method of casting the ballot. There might also be the need for citizen education in use of this type of machine.

We also find new methods of voter registration which make the process an easier one for the voter to carry out. Could we adopt a more simple method of voter registration? While the League favors extending registration to smaller communities, we have not considered county-wide administration of voter registration.

The President's Commission on Registration and Voting Procedures has made a number of recommendations for improvements in the area of election laws. One of these is lowering the voting age to 18. We may wish to re-examine our position in opposition to lowering the voting age in the light of new information on the subject. Are there other recommendations of the commission which should be considered by our state?

Study by local Leagues on this Election Law CA would be very limited and would probably be centered on specific proposals for legislation. Plans are to work on this item during the first part of the second year in preparation for the 1967 legislative session.

2. Regular and equitable reapportionment. A restatement of our reapportionment position is based on our recent study and consensus on that subject. The League favors an amendment which would:

- a. Leave the primary responsibility for reapportionment with the legislature but would establish definite procedures if the legislature fails to act.
- b. Specify the maximum deviation of any district from the ideal.
- c. Prohibit an increase in legislative size.

3. Provision for a post auditor (public examiner) appointed by and directly responsible to the legislature.

4. Legislative sessions of adequate length. The League worked for a 120 day biennial session in the past and can support an annual 60 day session.

5. Clearly fixed executive responsibility which would include support of fewer elective offices (short ballot), an executive budget, and joint election of governor and lieutenant governor.

Under these positions we may not only support amendments drawn by others but initiate amendments which would implement these positions. If ballot amendments fall into any of these positions the state Board can evaluate the amendments and determine whether or not the League of Women Voters of Minnesota should support or oppose them just as is done for other legislation.

In Conclusion

The state Board feels that this proposed Program with its four CAs and two CRs will make a complete, varied and action oriented Program for the coming biennium. But one word of caution. If the Convention does not concur in the Board's estimation of Program and does not wish the present CRs on Equal Opportunities and Election Laws moved to CA status, in order to retain our positions in these areas, it would be necessary to have these items proposed from the floor as not recommended CRs. The Board does not feel that Home Rule should be retained as a CR under any circumstances because new study is vital to any new action in this area. Thoughtful consideration of the entire proposed Program will make for interesting Convention debate.

PROPOSED CONTINUING RESPONSIBILITIES

Over the years the League has studied certain governmental issues, then reached consensus and stated positions on these items and have carried out some action. These state CRs are considered unfinished business upon which the League may continue to act as long as they are adopted by Convention as part of Program. CRs are restricted in that positions cannot be changed while they remain on the Program in that Program category. The range of a CR may be narrowed by the membership but may not be expanded, so CRs are definitely limited to action only on stated positions. There may be updating of members under a CR, but no chance for new study and consensus.

1. The League of Women Voters of Minnesota will support legislation to regulate lobbying and conflict of interests.

Background: In 1959 Ethics in Government was adopted as a Current Agenda item stemming from League interest in election laws. After reaching consensus on lobby regulation and conflict of interest, this item became a CR by the will of the 1961 and 1963 state Conventions. League lobbyists have worked in legislative sessions under positions from our original consensus. In the field of lobby regulation these include: support of full disclosure of lobbying activities including disclosure of name and address of lobbyist, name of employer, nature of legislation with which he is concerned, nature of activities in which he engages, amount of money contributed to his lobbying actions and by whom, and terms of his employment.

Our positions on conflict of interests state: The League supports financial disclosure of sources and amount of income related to public service. It also calls for on the spot disclosure of personal interest in legislation and it prohibits certain incompatible activities such as: public officials representing a private interest before a state agency or representing a private interest against the state in any action in which the state or state agency is the complainant. It prohibits disclosure of confidential information; prohibits private employment of public officials where activity would be incompatible with proper discharge of public duties; and prohibits for two years former officials representing private interest against the state in any matter for which he was responsible during state service.

2. The League of Women Voters of Minnesota will support constitutional revision by convention and by amendments to improve the constitution.

Background: During the last 17 years, the League has gained a reputation for continuing interest in constitutional revision. The League carried out basic constitutional studies many years ago and has had a constitutional item on its Program since 1948. The League endorses constitutional convention as the best way of securing orderly, complete revision of Minnesota's Constitution. At the same time the League recognizes that for the present the most practical method of constitutional revision is by amendment. We retain several positions on constitutional amendments which have been arrived at through consensus. These are:

1. An easier amending process. The League supports changing the majority required for ratification of constitutional amendments from a majority of those voting in the election to a majority of those voting on the question.

NOT RECOMMENDED CURRENT AGENDA ITEMS*

This is a complete listing by general subject matter with an indication of the number of Leagues suggesting each item.

20-25 Leagues

Welfare
Mental Health

10-15 Leagues

Amendments to improve the constitution
Conservation
Education

1-9 Leagues

Law Enforcement
Indians
Water Resources
Lobby Regulation and Conflict of Interest
Constitutional Revision by convention
Constitutional Revision by amendment
Junior College System
Mandatory Voter Registration
Clean and Repair Capitol Building
Pressure Groups
Unemployment Insurance
Party Designation
Reapportionment
Human Resources
Governmental Reorganization

NOT RECOMMENDED CONTINUING RESPONSIBILITIES

Those Leagues which did not indicate a preference for a single list suggested varying numbers of our present CRs. All of the five current CRs were recommended plus our two present CAs and some combinations of these.

Equal Opportunities
Election Laws
Constitutional Revision by Convention
Home Rule
Indians
Constitutional revision by amendment
Combining Indian position with Equal Opportunities

*For complete wording of items as submitted, see file available to delegates on Publications table at Convention.

PROPOSED STATE PROGRAM 1965-67
First Round

The tremendous response from 51 of our 64 local Leagues to the First Round Program Suggestions for 1965-67 shows the intense interest on the part of our members in the program-making process. Guided by these suggestions the state Board has recommended the following Program:

CURRENT AGENDA

1. Financing Government in Minnesota: Evaluation of revenue sources with consideration of state and local needs.
2. Equality of Opportunity: Support of policies and procedures to insure equality of opportunity in employment, housing, public accommodations, education and other public services.
3. Home Rule: Support of policies that promote equitable application of home rule.
4. Election Laws: Support of party designation for legislators and improvements in election laws in the field of campaign practices, election procedures and voting.

CONTINUING RESPONSIBILITIES

1. The League of Women Voters of Minnesota will support legislation to regulate lobbying and conflict of interests.
2. The League of Women Voters of Minnesota will support constitutional revision by convention and by amendments to improve the constitution.

EXPLANATION OF PROGRAM
Single List Experiment

From the set-up of this Program you will notice that the state Board has recommended a single list experiment similar to the one begun on the national level last year. By recommending four CAs and two CRs we do not intend to burden the members with a heavy work load. Only one item is new, with three recommended CAs encompassing present CRs, one combining with a present CA. Each item is intended to receive a different amount of attention with the finance item - since it is new - receiving major study. Remember that we have a two year period to work on these four items, and there may be no study on some until the second year. Updating of the three old items should be quite limited.

Feeling on a single list as taken from suggestions from local Leagues was very mixed. Some wholeheartedly endorsed a single list, some were very comfortable with the present situation, and others were willing to experiment. The Board decided on a single list experiment on the state level in order to facilitate and give a fair chance to the structure experiment begun at national Convention.

This will give the League a chance to try the experiment as a method of gaining greater flexibility in Program under the present Program structure. We would be able to update, re-evaluate and add to some of our older positions which have become increasingly outmoded, something which is impossible to do to a CR item. The Board does not recommend a Bylaw change at this time but would suggest waiting until the national Board has cleared up problems concerning a single list in the National Bylaws.

EXPLANATION OF CURRENT AGENDA ITEMS

1. Financing Government in Minnesota: Evaluation of revenue sources with consideration of state and local needs.

Background: This item was suggested because of the overwhelming interest on the part of more than 3/4ths of the local Leagues submitting suggestions. We have seen a growing concern with state finance during the last several periods of program-making, and at the 1963 Convention an item on this subject was recommended by the state Board. Through the study of various state items such as Indians and welfare and discrimination we have found that financing the needs of these programs is basic to the problems themselves. Other Leagues which have started finance study on the local level have found themselves stymied at the city limits by the inter-relations of federal, state and local finances. Last year we did a brief study of some of the Minnesota taxes included in the Constitution by special provision. We find the legislature more and more concerned with sources of revenue. All these pressures have pointed toward study of our financial problems.

Scope: The Board envisions this item as providing a broad background on financing of government in the state which may begin with a general look at the various purposes for which moneys are used or the broad requirements of the state and local communities in providing for adequate governmental services. We may look at the local-state fiscal relationships to help us understand the broad needs of these levels of government. As we survey the financial scene we will attempt to locate and define areas of difficulties in the total picture. As we come to an understanding of how the monies should be distributed, we can pass on to the subject which goes hand in hand with the needs for governmental financing. We may find out what taxes are necessary because of the requirements of various governmental services. We can continue on to areas of assessments, evaluation of dedicated funds, sources of revenues, basic tax structure information, comparison with other states' financial programs. We could go into the question of what is an equitable tax. We may look into the problem of the declining tax base in rural Minnesota as a result of the increasing urbanization of the state. But we do not intend that the study become bogged down on a specific financial issue.

After we gain a basic understanding of the financial structure of the state, our study could lead to a more closely defined field. We want this item to result in more than simply a tool for citizen education. We hope to come up with some meaningful financial resource material that can be a useful contribution to those involved in state finance as well as the average citizen.

How best we can reach an understanding of sound financing for our state through this study is a question to be answered further by your Leagues in the Second Round suggestions.

2. Equality of Opportunity: Support of policies and procedures to insure equality of opportunity in employment, housing, public accommodations, education and other public services.

Background: This item is not intended to be a new item but one in which we can easily build upon our past equality of opportunities positions through a limited study as the need arises. Since we did our basic discrimination study there has been rapid movement in the field of equal opportunities. In some areas this movement has gone ahead of our 1961 consensus.

Our anti-discrimination positions based on consensus arrived at from 1948 to 1964 include:

1. The belief that anti-discrimination legislation, enforced by commission administration, is a necessary means of eliminating discrimination.
2. The belief that the state should declare its responsibility for all its citizens on an equal basis and work to insure equal treatment for all citizens by all levels of government.
3. Support of employment on merit, regardless of race, color, creed, national origin or age.
4. Protection of the 1961 State Act Against Discrimination against weakening amendments or repeal.
5. Support of commission enforcement of anti-discrimination laws dealing with employment, real property and public accommodations.
6. Support of non-discrimination in public services as they apply to Indian citizens, and the setting of standards by the state where a financial contribution is made by the state.

Scope: We have found there were limits on our present positions which prevented us from acting, but where a simple updating would have allowed us to know the will of the membership. (This updating with consensus is impossible under CR status.) For example, we know we can support legislation to increase coverage of anti-discrimination legislation in the field of employment. Did the members want us also to support increased coverage under anti-discrimination legislation in the area of housing? We know we approve of commission enforcement in housing, employment and public accommodations. Would we also support commission enforcement of non-discrimination in education and public services such as law enforcement and welfare?

We feel that we need to evaluate the success of the commission method of enforcement as applied in Minnesota as against commission and other enforcement forms used in other states.

Our new national item on human resources coupled with information on the state situation from our new human resources publication may yield information which could be applied in the area of employment and we may be able to apply findings in the area of education as well.

We do not necessarily anticipate any new publications in this area but feel that expression of opinion by the membership can be obtained by brief review of some of our current publications.

3. Home Rule: Support of policies that promote equitable application of home rule.

Background: Our present home rule position indicates support of the principles of home rule relating to realistic restrictions on special legislation and broader provisions for the adoption and amendment of home rule charters. Our present positions only touch on a limited area of the home rule problems of legislative concern today.

Since our original study of home rule we have seen a tremendous growth in the metropolitan areas of our state - not only the Twin Cities area. And with this growth have come resultant problems of cooperation between various units of government in an effort to provide needed services. The question of home rule is deeply involved in solving these problems.

Scope: We feel the membership needs to review our past work on home rule because there seems to be a hazy understanding in this field. As we look at the basic principles of home rule we may find reasons for re-evaluation of our past work to make our positions workable under present conditions. We should look into the area of local consent and give practical consideration to a greater flexibility in the concept of local consent.

Although we have supported realistic restrictions on special legislation we find the legislature still carrying a heavy load of special bills. Are local communities relinquishing their responsibility for home rule by passing problems on to the legislature for solution instead of wrestling with them at home?

Through a limited study we might be able to look into these areas of home rule to come up with positions which would enable us to work further in this field.

4. Election Laws: Support of party designation for legislators and improvements in election laws in the field of campaign practices, election procedures and voting.

Background: The League has long been interested in election laws and has the following positions in the field:

1. Support of party designation for legislators. If county officials were included in a party designation bill, the League would neither support or oppose this provision, but such a bill would be acceptable.
2. The League position on campaign practices includes: shorter campaigns, expenditure of less money on campaigns, reporting of how all money is obtained and spent to give a tighter control over candidates and volunteer committees. Although some improvements were made through revision of the Corrupt Practices Law, the League continues to support dollar limits on campaign expenditures that are more realistic, flexible and enforceable. The League feels neither labor unions or corporations should contribute to campaigns. We also favor requesting, but not requiring, the candidate to sign a campaign practices code.
3. Our position on election procedures and voting includes centralized responsibility for election procedures, providing for a new resident to vote for President and Vice-president before he meets residence requirements, extending registration to smaller municipalities, counties, or the whole state. This position also includes continued support of the open primary election and opposes lowering the voting age. It also opposes raising filing fees.

Scope: This item would probably call for very limited attention. By moving it to CA status we could expand our positions to cover subjects which might come out of an interim commission on election laws. The President's Commission on Registration and Voting Participation report has brought up some areas of election laws which we might study or re-evaluate. The Commission has recommended lowering the voting age to 18 which we may wish to re-examine. Each election many people are disenfranchised because of the high mobility of our population. We may look into various kinds of reciprocal arrangements between states to provide for voting before new residents meet the usual voting requirements--either voting in former states or voting in new states. We could look into the use of voting machines, how a ballot is set up, review our present campaign practices positions. This would also give us an opportunity to re-evaluate our present positions after we find out the results of this session's legislative action.

EXPLANATION OF CONTINUING RESPONSIBILITIES

1. The League of Women Voters of Minnesota will support legislation to regulate lobbying and conflict of interests.

These CR positions would be handled as they have been in the past.

Definite standards requiring full disclosure of lobbying activities have been set up by the League as a step toward lobby regulation. Disclosure of name and address of lobbyist, name of employer, nature of legislation with which he is concerned, nature of activities in which he engages, amount of money contributed to his lobbying activities and by whom, terms of his employment are included in the League position.

The League position on conflict of interest legislation encompasses financial disclosure of sources and amount of income related to public service. It also calls for on the spot disclosure of personal interest in legislation and for prohibitions against certain incompatible activities.

2. The League of Women Voters of Minnesota will support constitutional revision by convention and by amendments to improve the constitution.

This CR would embody our present constitutional convention CR and our present constitutional amendment CA retaining our positions on amendments in these areas:

Adequate legislative session
Provision for a post auditor (public examiner)
Reapportionment under our new consensus
Easing of the amending process
Clearly fixed executive authority which includes support of the short ballot, joint election of governor and lieutenant governor and constitutional provision for an executive budget.

We could initiate amendments which would implement any of these constitutional revision positions.

In addition to the Program recommended by the Board, many other subjects were suggested by the local Leagues. This is a complete listing by general subject matter with an indication of the number of Leagues suggesting each item.

Current Agenda Items

40 Leagues
Finance-taxation

20-25 Leagues
Welfare Mental Health

10-15 Leagues
Home Rule Conservation
Equal Opportunities Amendments to improve the constitution
Education

1-9 Leagues

- Law Enforcement
- Election Laws
- Indians
- Water Resources
- Lobby Regulation and Conflict of Interest
- Constitutional Revision by convention
- Constitutional Revision by amendment
- Junior College System
- Mandatory Voter Registration
- Clean and Repair Capitol Building
- Pressure Groups
- Unemployment Insurance
- Party Designation
- Reapportionment
- Human Resources
- Governmental Reorganization

Continuing Responsibilities

Those Leagues which did not indicate a preference for a single list suggested varying numbers of our present CRs. All of the five current CRs were recommended plus our two present CAs and some combinations of these.

- Equal Opportunities
- Election Laws
- Constitutional Revision by Convention
- Home Rule
- Lobby Regulation and Conflict of Interest
- Indians
- Constitutional revision by amendment
- Combining Indian position with Equal Opportunities
- Constitutional revision by convention and by amendment.

1965-67 Program Suggestion Committee Report

In spite of sick children and cars that wouldn't start, the Program Suggestion Committee (Marion Watson, Mary Faucett, Ele Colborn, Julie Henricksson and Annette Whiting) met at Annette's on Feb. 22 to discuss and evaluate First Round state Program suggestions submitted by 40 local Leagues. This is what we considered and came up with as our recommendation for 1965-67 Program. Give it your careful thought for Thursday's Board evaluation.

Single List Experiment Feeling on a single list was divided from information on Program suggestions. Some Leagues including St. Paul and Minneapolis, endorsed a single list. About 16 other Leagues indicated a single list or single list experiment. So the Committee has recommended a Program which would involve the single list experiment - paralleling the national experiment. We would not recommend a change in state Bylaws to a single list at this time but would suggest waiting until the national Board has cleared up problems concerning the single list in national Bylaws.

The Committee's suggested Program would include four Current Agenda items, each to involve a different amount of attention with one brand new item, the other three including present CRs and CA which are in need of updating. We would retain two CRs.

Suggested Program

Current Agenda

1. Financing Government in Minnesota: Evaluation of revenue sources with consideration of state and local needs.

This item was suggested because of the overwhelming interest on the part of 30 local Leagues in what many termed a tax structure item. Involved in some of the suggestions were the questions of where the money comes from, where it goes and comparison with other methods of obtaining revenues used by other states. Not too many Leagues offered real direction for this item, so think about this especially for the Board meeting.

Other items which had some strength were welfare - suggested by half the Leagues and mental health with less support. The committee felt that a finance item would be very basic to most of our state governmental problems and would be basic to welfare and mental health as well. After the Leagues gain a basic understanding of the financial structure of the state, our study could lead to a more closely defined field.

2. Equality of Opportunity: Support of policies and procedures to insure equality of opportunity in employment, housing, public accommodations, education and other public services.

Background Our anti-discrimination positions based on consensus arrived at from 1948 to 1964 include:

1. The belief that anti-discrimination legislation, enforced by commission administration, is a necessary means of eliminating discrimination.

2. The belief that the state should declare its responsibility for all its citizens on an equal basis and work to insure equal treatment for all citizens by all levels of government.
3. Support of employment on merit, regardless of race, color, creed, national origin or age.
4. Protection of the 1963 State Act Against Discrimination against weakening amendments or repeal.
5. Support of commission enforcement of anti-discrimination laws dealing with employment, real property, and public accommodations.
6. Support of non-discrimination in public services as they apply to Indian citizens, and the setting of standards by the state where a financial contribution is made by the state.

Scope We have found there were limits on our present positions which prevented us from acting, but where a simple updating would have allowed us to know the will of the membership. (This updating with a consensus is imposible under CR status.) For example, we know we can support legislation to increase coverage in employment. Did the members want us also to support increased coverage in housing? We know we approve of commission enforcement in housing, employment, and public accommodations. Would we also support commission enforcement of non-discrimination in education and public services (such as law enforcement and welfare)?

We feel that we need to evaluate the success of the commission method of enforcement as applied in Minnesota as against commissions and other enforcement forms used in other states.

Our new national item on human resources may yield information which could be applied in the area of employment and we may be able to apply findings in the area of education as well.

3. Support of policies that promote equitable application of home rule.

Our present home rule position indicates support of the principles of home rule relating to realistic restrictions on special legislation and broader provisions for the adoption and amendment of home rule charters.

Since our original study of home rule we have seen a tremendous growth in the metropolitan areas of our state - not only the Twin Cities area. And with this growth have come resultant problems of cooperation between various units of government in an effort to provide needed services. The question of home rule is deeply involved in this problem. We anticipate a very limited study on the problems of the metropolitan areas involving home rule.

4. The League of Women Voters of Minnesota will support party designation for legislators and improvements in election laws in the field of campaign practices, election procedures and voting.

This item would probably call for very limited attention. By moving it to CA status we could expand our positions to cover subjects which might come out of an interim commission on election laws and suggestions from the Presidents Commission on Registration and Voting Participation. We could look into use of voting machines, how a ballot is set up, campaign practices. This would give us an opportunity to re-evaluate our present positions after we find out the results of this session's legislative action.

Continuing Responsibilities

1. The League of Women Voters of Minnesota will support legislation to regulate lobbying and conflict of interests.
2. The League of Women Voters of Minnesota will support constitutional revision by convention and by amendments to improve the constitution.

This CR would embody our present CA and CR items retaining our positions on amendments in these areas:

- Adequate legislative session
- Provision for a post auditor
- Reapportionment
- Easing of amending process
- Clearly fixed executive authority
- Joint election of governor and lieutenant governor
- Constitutional provision for an executive budget

STATEMENT OF THE LEAGUE OF WOMEN VOTERS OF MINNESOTA TO THE HOUSE COMMITTEE ON TAXES
IN OPPOSITION TO H.F. 493 AND TO THE SENATE COMMITTEE ON TAXES AND TAX LAWS IN OPPO-
SITION TO S.F. 959: A RESOLUTION MEMORIALIZING THE CONGRESS OF THE UNITED STATES TO
SUBMIT THE SO-CALLED "LIBERTY AMENDMENT" TO THE CONSTITUTION OF THE UNITED STATES TO
THE STATES FOR RATIFICATION

Thank you for this opportunity to speak in behalf of the League of Women Voters
not only in Minnesota but also in the forty-nine other United States and the District
of Columbia.

We oppose this resolution because we believe that the changes proposed would
transform our United States Constitution, the world's oldest, living, written con-
stitution, from a living, flexible document able to meet changing conditions into
a rigid, inflexible ~~one~~ which would unwisely tie the hands of our duly elected re-
presentatives in areas of concern to the League of Women Voters and to all citizens.
The changes proposed are far-reaching, even radical, and deserve your most careful
consideration.

Section 1 of the proposed amendment which prohibits the United States govern-
ment from engaging in "any business, professional, commercial, financial or indus-
trial enterprise except as specified in the Constitution" would, according to pro-
ponents, restore to private enterprise over 700 federal agencies which compete with-
out constitutional authority to do so.

We have several questions about this section. Are these activities in fact
without constitutional authority as claimed by proponents? Would this section not
impose a far-reaching change in our Constitution, both as originally conceived and
as it has developed, in its attempt to limit the means by which Congress can carry
out powers delegated to it? The only business enterprise specifically mentioned in
the United States Constitution is the post office (unless building post roads and
the coining of money are considered businesses also). What are the 700 federal agen-
cies whose activities will be abolished by the proposed amendment? No complete list
has been available to the League of Women Voters. Without knowing what all of them
are, it is difficult to determine whether they should be eliminated. A sample of
the activities and agencies which the amendment's proponents claim would be abolished
and imply have heretofore been carried on unconstitutionally includes:

the National Park Service, the Patent Office, the Social Security Administration,
the School Lunch Program, the Veterans Administration, the Civil Aeronautics
Administration, the Federal Crop Insurance Corporation, the Securities and Exchange
Commission, the International Civil Aviation Organization, the International
Monetary Fund.

Do we want to eliminate all of these activities? Do they all in fact compete
with private enterprise? Are not some of them regulatory rather than profit-making
in character? Could the states take on the job of regulation in areas involving
problems such as rivers, harbors and airlines, for example, which cross state lines
and even national boundaries? And finally, if the federal government is involved
in activities which compete with private enterprise, should reform be accomplished
by such a general constitutional provision as this or by legislation, selectively,
and after a careful consideration of the facts for each activity?

Section 2 of the proposed amendment would seem to impose additional limitations
to those already in the Constitution on the treaty-making power of the United States.
The League of Women Voters opposes such additional limitations as detrimental to the
conduct of our foreign relations.

Section 3 of the proposed amendment provides for liquidation and sale of pro-
perties and facilities which violate the intent of the amendment within three years

from the date of ratification.

The repeal of the income tax in Section 4 of the proposed amendment presupposes that the revenue realized under this Section (i.e. Section 3) will be sufficient to reduce the public debt by a large enough amount to make it unnecessary to raise revenue to pay interest and amortization on this debt. We have several questions about this. First, how can we even begin to estimate the amount to be realized on such a sale or even whether people will bid at all on many of the facilities? Does the history of the sale of government assets in fact warrant the assumption that anything like market value will be realized on such a sale? What will be the effect of the three-year deadline on bidding? Might it not be profitable for bidders to wait till deadline time and then make very low bids? Who will bid for regulatory agencies like the Securities & Exchange Commission or the Federal Reserve Bank, and how could the value of such agencies be determined? Further, can the large federal structure which has grown up over a long period be dismantled within a three-year period in our highly complex economy without tremendous social and economic upheaval?

Section 4 of the proposed amendment proposes within three years after ratification to repeal the 16th Amendment to the United States Constitution and bar Congress from levying taxes on "personal income, estates and/or gifts."

Over 50% of the revenue of the federal government is derived from taxation of the income of individuals and gift and estate taxes. In fiscal 1962-63, 28% of the tax dollar was derived from the tax on corporate incomes. While proponents of the amendment claim that the corporate income tax would not be repealed by it, the wording is unclear. It refers to "personal" incomes and corporations have been held to be "persons" within the meaning of the Constitution. Personal income and corporate income taxation together account for about 80% of federal tax revenue. How is this income spent? According to the Bureau of the Budget in 1962-63, 63 cents of every tax dollar went for national security (57¢ for national defense, 3¢ on space technology and 3¢ for international assistance). According to a study made by the staff of the Congressional Joint Economic Committee, to accomplish the expenditure reduction required by the proposed amendment would necessitate cutting the Defense Department budget by 50%, cutting the atomic energy expenditures to one-fifth of the 1962 fiscal level, and cessation of all work on peaceful applications of atomic energy and space exploration. In addition, the government would have to abandon numerous other activities including farm price supports, soil conservation, home mortgage insurance, domestic surplus food distribution to the needy, flood control and watershed activities. Sharp curtailment of other activities such as medical research, grants to states for hospital construction and for vocational rehabilitation for disabled persons would be required. Of course, the tax structure would no longer be graduated; those with smaller incomes would assume larger tax burdens. A more complete analysis of the far-reaching effect of Section 4 of the proposed amendment can be found in Senate Document 5, based on the Joint Economic Committee study previously mentioned. Copies of Senate Document 5 (88th Congress, 2nd Session) have been requested and will be sent to members of the Senate and House Tax Committees, if available.

You who are legislators, whose responsibility it is to determine expenditures and revenues on the state level, can readily understand the problems you would face if you were constitutionally forbidden to levy a tax which heretofore had produced 80% of your tax revenue. It is the responsibility of citizens to be interested and concerned with the tax programs of this country and to keep a watchful eye on federal expenditures. It is the responsibility of legislators, our elected representatives, to evaluate needs and reforms in relation to current national needs for services and national security and current economic conditions. They can do this job best if unfettered by constitutional limitations on the power to tax incomes. Almost since the inception of the Constitution, the Bill of Rights has been considered the safeguard of citizens against incursions of arbitrary government power. We urge that we continue to rely on this time-tested safeguard rather than on a constitutional limitation on tax rates.

STATEMENT IN SUPPORT OF THE 1967 CIVIL RIGHTS BILL
(S.F. 1287 H.F. 1545)

BY THE LEAGUE OF WOMEN VOTERS OF MINNESOTA

Minnesota has a tradition! Some 20 years ago Minnesota businesses took special steps to hire minorities on an equal basis. Since 1955, the State Legislature of Minnesota has consistently moved ahead enacting legislation to insure equality of opportunity. Subsequent legislation has strengthened the state's stand for equality. This is the pattern throughout Minnesota's history. Minnesota has and can continue to lead in civil and human rights for all its citizens with the passage of this Bill.

The League of Women Voters of Minnesota also has a tradition! Since 1949, the League has studied equality of opportunity. Our early efforts were directed toward securing a Fair Employment Practices Law in 1955. Recently, members of the League studied equality of opportunity in housing and arrived at a consensus supporting the extension of the housing coverage to owner-occupied, single family dwellings which are privately financed. Our housing study in 1966 was done by local Leagues representing every area of the state from International Falls to Albert Lea, Moorhead to Winona, White Bear Lake to Rock County. We have strong member agreement throughout the entire state for the extension of fair housing coverage.

The League supports the additional housing coverage included in this proposed Bill. With the broad base of community which the League represents, this is an indication of widespread acceptance of a stronger anti-discrimination housing law by Minnesotans. This additional coverage includes 73% of the home market, none of which is presently covered. The most effective work in civil rights in Minnesota to date has been with employment in large industries - housing lags behind. The League also supports the provisions of the Bill which provide for more effective procedures and adequate funds to administer our anti-discrimination law.

The Civil Rights Bill which you are considering is another step forward in insuring equality of opportunity to all citizens of the state - thus strengthening the human resources of the State of Minnesota.

Eg. 70p

STATEMENT OF THE LEAGUE OF WOMEN VOTERS OF MINNESOTA
TO THE HOUSE CIVIL ADMINISTRATION COMMITTEE
IN REGARD TO H.F. 1545

The League of Women Voters of Minnesota supports the general principles contained in H.F. 1545 and S.F. 1287 but opposes the inclusion of the Indian Affairs Commission in a Department of Human Rights.

When the League began its study of problems of discrimination in 1961 we took a position favoring anti-discrimination legislation, enforced by commission administration. We intended to include the problems of Indians in Minnesota in our study, but as we progressed it became increasingly clear to us that, while Indians faced discrimination and prejudice, most of their affairs had nothing to do with human rights at all but rather were related to problems of economic development, education, law enforcement and public health - problems similar to those facing any other community. Since reservation land is federal land, these problems were complicated by jurisdictional battles between various levels of government.

It was agreed that the legislature should establish a state agency which would be answerable to that body; that the agency should not depend on volunteers; that it should be empowered to bargain on the question of where federal responsibility ends and state responsibility begins; that it should coordinate services and offer the assistance of experts. Its task was to be to remove impediments to progress.

We believe the present Indian Affairs Commission constitutes such a body. Its accomplishments in the fourteen months since it acquired a staff are very impressive. We believe it should be allowed to continue, but more importantly, primary decisions regarding their lives and property should be left to the Indians themselves. These would be decisions they could accept and live by since they would be their own, and their plans could be altered and improved as experience might dictate.

TIME FOR ACTION

CONSOLIDATION OF SCHOOLS

TO LEAGUES WITH SENATORS ON THE SENATE EDUCATION COMMITTEE:

Albert Lea (Hanson); Rochester (Krieger); Edina, Minnetonka (Bergerud); St. Croix Valley, Mahtomedi Area (Brown); Alexandria (Bursch); Red Wing (Conzemius); Moorhead (Dosland); St. Paul (Grittner); Minneapolis (Mel Hansen, Holsten, Wright); Duluth, Silver Bay (Higgins); North St. Paul, Maplewood, White Bear Lake (J. Hughes); St. Cloud (K. Hughes); Granite Falls (V. Jensen); Willmar (Johnson); Crookston (N. Larson); Bemidji, International Falls (Mammenga); Hibbing, Chisholm (R. Perpich); Worthington (Olson).

Our brand new consensus on equality in education says in part, "The League of Women Voters believes that the state should work to achieve equality of opportunity in education through the organization and consolidation of elementary and secondary schools to create districts which meet state standards."

A major bill to achieve consolidation has been wending its way through the legislative maze for some time now. It was debated at length in the House Education Committee and on the floor of the House. When the bill was heard in the House, the gallery was filled with people from the rural areas concerned with loss of local control. When the vote came on the bill, opposition was mainly from Representatives of these rural areas. It did, however, pass the House by 81 to 50.

The bill (S.F. 446) has now gone to the Senate. It is scheduled to be heard in the Senate Education Committee on April 14. It is expected to have substantial opposition. Senate authors are L. Larson, Mammenga and R. Hanson. Your letters are needed now urging Education Committee members to support passage of this bill in Committee. Write your Senator before April 14 telling him you support this bill. Get members to write. Think of other concerned groups or contacts in your area and ask for their support (PTA, newspaper editors, etc.). If you are interested in attending this hearing, it will be on April 14, Room 28, at 9:00 a.m.

THE SUPPORT OF OUTSTATE LEAGUES IS ABSOLUTELY ESSENTIAL. Your responses to Times for Action have been outstanding so continue your good work on this bill.

Additional Background:

Minnesota still has more than 850 common school districts. There are about ⁷⁰⁰ 5000 one-room schools still operating in the state, and ~~over 700 of these are staffed by one teacher~~. There are another 200 schools that do not meet the graded school requirement of having at least one teacher for each two grades. Most of these schools are in common school districts. It is these districts, small in area, small in population and small in financial resources that are seen as the problem.

The concern of many rural parents that consolidation will mean loss of their local school and loss of local control is not well-founded. The State Department of Education estimates that most of the schools in current use will continue in use. The areas will be organized into larger units and will have a larger tax base and will thus stand a better chance of providing better facilities. People will have to relate to a larger area, but they also will have a vote and a voice in high school matters which they do not now have because their children are sent to high schools in neighboring districts; presently they cannot vote for school board members in these districts.

Arlene

CITIZENS' COMMUNITY ACTION PROGRAM

~~Arne Carlson~~
Candidate for Mayor

he may
go Fat.

Program Paper #1
April 10, 1967

PREPARED AND CIRCULATED BY
CARLSON FOR MAYOR VOLUNTEERS
MRS. SEYMOUR MANDEL, CO-CHAIRWOMAN
93 SOUTH 11TH ST., MINNEAPOLIS, MINN.

ARNE CARLSON PROGRAM PAPER

PROPOSAL FOR A CITIZENS' COMMUNITY ACTION PROGRAM (CCAP)

Minneapolis is the center of a major urban complex--an area constantly growing and changing.

To meet the challenges of the '60s and '70s, a catalyst is needed to replace public apathy with public concern and action. The Ribicoff Hearings in the U.S. Senate clearly pointed out that local government is going to have to extend leadership in this area.

The deterioration of the core city area must be met with an all-out mobilization of the city's most potent weapon -- its people.

The premise of our proposal is that a community functions best when its people are concerned, alert and involved.

The CCAP program calls for the development of neighborhood organizations throughout the city to:

- 1) Determine local problems
- 2) Outline plans of action to solve these problems.

HOW THE PROGRAM WOULD FUNCTION

Neighborhood groups representing their specific areas and an Executive Council representing major governmental bodies in the city would be formed.

The Executive Council would be composed of the mayor, and presidents of the School Board, Park Board, Library Board, and City Council.

Community areas (for example, Loring Park, Lake Harriet, Blaine, Kenwood, etc.) would be specifically defined.

Leaders for these community groups would be selected--persons whose task would be to assemble their own panel of neighborhood experts who would:

- 1) List problems
- 2) Submit recommendations to a panel of city-wide experts selected by the Executive Council.
(For example, the city-wide panel might be a group knowledgeable in education, finance, recreation, etc.)

With this "action program" neighborhood problems throughout the city would be exposed to the Executive Council, whose recommendations would lead to a final priority listing for action.

THE MAYOR'S FUNCTION

The mayor, exercising his unique position as the only city-wide elected official, would use his office to draw public attention to various problems and spark public participation and interest.

The prestige of the Executive Council would be utilized to mobilize the entire city to face the challenge -- filling a leadership vacuum that has plagued Minneapolis and has contributed to the seriousness of the city's problems.

Participation of the mayor does not end with merely pointing out neighborhood problems. Instead the mayor would work closely with those in the neighborhoods, using the powers and prestige of his office to help implement the action programs.

Leadership and follow-through will be employed to its greatest possible potential. With correct employment of the mayor's formal and informal powers, projects can be accomplished. A working mayor makes Minneapolis' city government work.

ADVANTAGES OF CCAP

CCAP would:

- 1) PROVIDE a vehicle for specific definition of problems to be solved.
- 2) GO TO THE SOURCE of the problems--the neighborhood--thus going to those who know their own needs best.
- 3) PROVIDE a method to get the general public active in community affairs at the grass-roots level, (fitting into our concept of bringing government to the people) and

involving people on a neighborhood basis, where the average person is more likely to take part.

- 4) MOBILIZE the entire city to bear on specific problems.

(Instead of a neighborhood group trying to cope with a problem that may be particular to its area and perhaps be unable to muster resources of the city for support, the city's resources would be mobilized to bear on the problem when its priority came up.)

- 5) DEVELOP a city-wide spirit of cooperation in solving community problems. Citizens working together develop a bond of attachment to the community and to their fellow neighbors.
- 6) PROVIDE an established organization that can deal with every community problem. Instead of a system which now has uncoordinated groups so often working on the same problems, one organization has the unique ability to replace several disassociated groups, provide coordination, and produce action.

#

PROPOSED PROGRAM 1969-1971

1. Financing government in Minnesota: Support of property tax reform. Evaluation of the financing of schools in Minnesota.
2. Organization of State Government: Support of improved structure and procedures for the Minnesota Legislature. Evaluation of the Executive branch.
3. Evaluation of the structure and procedures of the Judicial system with emphasis on equality of justice.
4. Welfare: A study of public assistance programs, policies, and practices in Minnesota.
5. Environmental planning: Evaluation of the management of air, land and water resources, with emphasis on the pollution control factor.
6. Election Laws: Support of party designation for legislators and improvements in election laws in the fields of campaign practices, election procedures and voting.
7. Equality of Opportunity: A. Support of policies to insure equality of opportunity in employment, housing, public accommodations, education and other public services for all citizens. B. Support of commission administration of anti-discrimination laws. C. Support of state responsibility for Indian citizens.
8. Lobby Regulation and Conflict of Interest: Support of legislation to regulate lobbying and conflict of interest.
9. Constitutional Revision: Support of constitutional revision based on previously reached positions as follows: A. An easy amending process. B. Regular and equitable reapportionment. C. Legislative sessions of adequate length. D. Provision for a post-auditor.

A choice, not an echo

"The more we discussed proposed items, the more we wanted to give them equal billing; though I don't think we want to tangle with all in the same year," said FALCON HEIGHTS. With no single proposal having a clear majority of member support, the state Board has recommended five possible studies for second round consideration. You, the members, may now decide how much time you wish to devote to state Program and how that time can most effectively be spent. We hope this procedure will allow for more effective member participation in program-making than would the arbitrary selection of one or two items by the state Board. To aid you in your decision this VOTER gives a brief discussion of the scope and amount of study involved in the various proposals as well as some alternative suggestions for handling some of the topics.

Single List

You will note that program format is once again a single list containing both items which will require study and those that are primarily action item with little or no new study anticipated. Election Laws, Equality of Opportunity, Lobby Regulation, and Conflict of Interest, and Constitutional Revision are all primarily action items.

You may wish to place either Organization of State Government or Financing Government in this category. With Action items the state Board may provide updates as directed by convention or as circumstances seem to warrant. Although normally the state Board will determine

positions, the state Board may ask members a clarifying question. An overwhelming number of members wish to retain all six items on the 1967-1969 Agenda.

Demise of an old friend?

A few members suggested and the state Board discussed the possibility of eliminating Constitutional Revision as a separate item by placing the positions for adequate session, equitable reapportionment, and post auditor under the Organization of State Government study and the position for an easier amending process under Election Laws. Constitutional Revision has appeared on League program in some form since 1944. Removal of the constitutional item per se might reflect the fact that members are now more interested in improving the operations of government than in improving the constitution. However, removal might undermine a basic League assumption that the constitution should be a workable document and make more difficult future studies of the constitution. We would like you to consider these points in deciding whether a constitutional item should be retained or whether the positions under the item should be shifted to other items.

Too much, too little program?

As always you must balance your desire for a study in depth with the number of different areas that are of interest to you. You must consider studies on the local or national level, too. And, please, give some consideration to the resources of the state Board. If you request a complex study you really cannot expect a shiny publication in your mailbox on August 1. On the first round with 52 Leagues reporting, 5 Leagues requested no new study, 12 Leagues requested one study, 15 requested 2, 15 listed three items and 5 listed four or more. This excludes suggestions that were clearly indicated as minority sentiment.

Financing Education

Combining those Leagues that asked for a study of fiscal disparities with an emphasis on financing schools and those Leagues that wanted a study of equality in education with emphasis on financing, 30 of 52 Leagues indicated that they had members interested in this topic. In the first year we might look at how we finance schools now, alternate sources of revenue, and possible changes in the state-aid formula. In the second year we might be ready for consensus with perhaps some additional study of organizational changes which might be necessary for school districts with an inadequate tax base and with some consideration of municipal over-burden in the core cities. In proposing this study, the state Board would not contemplate a comprehensive study of education and would not get into curriculum, code of ethics, or coordination of higher education, but would limit the study to finances. Though some discussion of fiscal disparities would be involved, we would not give detailed attention to problems of financing welfare or other municipal or county services.

In evaluating the effectiveness of the League in this area you may wish to consider whether we would be duplicating the work of other groups interested in education.

Executive Branch

The League has not yet completed the assignment given it by the 1967 Convention in adopting a study of Organization of State Government. Although we have reached consensus on a number of aspects of legislative change we have not really examined the relationship between the governor and the legislature, nor have we studied reorganization of the executive in any depth.

The big question facing League members in mid-March is how much of Governor LeVander's proposed reorganization will be adopted by the Minnesota legislature. If the legislature is unable to reach agreement on proposed changes Leagues might be effective in continuing this study, educating their communities, reaching consensus and preparing for action in the 1971 Legislature.

A League study could focus on recommendations of the Governor's Council and develop criteria for reorganization. Members might wish to examine the pros and cons of the short ballot. With the background members have developed in the past two years, the study should be relatively simple. Eighteen Leagues specifically mentioned an emphasis on the executive as a focus for new study. A number of others perhaps implied their willingness to continue study by readopting the Organization study.

Justice

In the first round, 32 of 52 Leagues, indicated an interest in studying some aspect of the judicial system. However, there was great diversity of approach. Some members saw a study of the judiciary as a rounding out of the Organization study. Others were concerned with equality of justice. Some were particularly interested in treatment of juveniles while others wished to focus on penal institutions.

Your first task if you are interested in this subject will be to define the scope of the item. You will want to look at the legislature's action on reorganization bills which are expected to be introduced. You will want to consider whether the League can be as effective in this area as groups with more professional standing, such as the Bar Association, or the Police Association.

The state Board feels that adding judiciary to the Organization study would not prove satisfactory. In a one year study as proposed by many we would not be able to more than scratch the surface and would certainly be unable to reach any meaningful consensus. Therefore, we would suggest that if you are interested in this subject, you propose it as a separate subject.

A study of the structure of the Judicial Branch could begin with the constitutional basis for courts, examine qualifications and selection of judges, court reorganization and consolidation of courts. An investigation of equality of justice would look at the individual in his relation with the system from the Justice of the Peace to the Supreme Court. Consideration would be given to procedures, availability of public defenders and rehabilitation programs.

Welfare

The frustration of many members who have discovered problems in welfare through our national study of human resources, our Indian study or financing public services was shown by the 28 Leagues which indicated welfare as a topic of concern. A study of welfare might consider the philosophies underlying the system, administration and standards at the state, county and local level, adequacy of grants and services to recipients, residence requirements, training programs and reforms and future outlook.

With relatively few groups interested in Welfare the League could play an important role in focusing public interest on welfare problems. However, you will want to consider the overriding role of the federal government in the welfare picture. Would a state study lead to ideas of reform that could only be accomplished at the national level? Would this topic be more appropriate for study at the national level?

Environmental Planning

In discussing this topic you will want to decide whether your primary interest is in water pollution and water management or whether you are equally concerned with air pollution and land management. If water is your first love as was suggested by 14 of the 27 Leagues proposing this topic, your needs might be served by requesting the state League to prepare a publication under our national item. Such a publication could bridge the gap between what we have studied at the national level and what you may have learned about local problems. National positions on water would seem sufficient for almost any proposed action.

An environmental study might begin by looking at how Minnesota develops plans and standards, what agencies are involved, how plans are implemented and standards enforced. A second phase of the study might be concerned with the park system and preservation of wilderness.

Non-recommended Items

The following studies were recommended by members in one or more Leagues. Precise wording may be obtained from the state office.

- Consumer protection
- Regional planning
- Education
- Fiscal disparities
- Conservation Department
- Civil Service
- Lowering voting age
- Gun registration
- State College System
- Abortion laws
- Highway planning
- Highway safety
- Migrant workers
- Mentally retarded
- Hospital and nursing home costs
- Parks
- Pari-mutual betting
- Industrial and commercial subsidies
- Vocational training
- League of Women Voters of Minnesota
- Metropolitan Council
- Sales tax
- Sex in Equality of Opportunity

STATE PROGRAM 1973 - 1975

1. Corrections: Study of the organization of both adult and juvenile correctional systems.

Dimensions:

- a. Philosophy of rehabilitation and institutionalization (analysis of recidivism)
 - b. Facilities
 - c. Personnel
 - d. Adult Corrections Commission, Youth Conservation Commission - personnel, powers, procedures
 - e. The interface between judiciary and corrections; i.e. sentencing, probation
 - f. Alternatives
2. Judiciary: Support of a judicial system with the capacity to assure a speedy trial and equal justice for all.
 3. Environmental Quality: Support positions adopted through national consensus supporting a physical environment beneficial to life: action to promote wise use of water resources and improvement of water and air quality. Support of measures to reduce generation of solid waste.
 4. Equality of Opportunity: Support of policies to ensure equality of opportunity in employment, real property, public accommodations, education, and other public services for all citizens. Support of administrative enforcement of anti-discrimination laws. Support of state responsibility for Indian citizens.
 5. Education: Support of increased state responsibility in creating equal public educational opportunities for all Minnesota children through measures to correct racial imbalance and ensure adequate financing of public schools.
 6. Election Laws: Support of party designation for legislators. Support of improvements in election laws regulating campaign practices, election procedures, voting, and school district elections.
 7. Organization of State Government: Support of improved structure and procedures for the Minnesota Legislature and Executive Branch. Support of easing of the amending process.
 8. Financing Government: Support of property tax reform.

State Program 1973 - 1975
Detail Regarding Positions

1. Corrections: Study of the organization of both adult and juvenile correctional systems.

Dimensions:

- a. Philosophy of rehabilitation and institutionalization (analysis of recidivism)
- b. Facilities
- c. Personnel
- d. Adult Corrections Commission, Youth Conservation Commission - personnel, powers, procedures
- e. The interface between judiciary and corrections; i.e. sentencing, probation
- f. Alternatives

2. Judiciary: Support of a judicial system with the capacity to assure a speedy trial and equal justice for all.

Positions:

- Support of administrative reforms that expedite justice: establishment of a unified court system, an intermediate appellate court and procedures to strengthen and streamline judicial administration; additional staff for prosecution, public defenders and legal services when such needs are established; statewide guidelines on bail-fixing process; standardization of forms and procedures; use of technology in administration; use of juries in civil cases only by request.
- Support of methods to improve judicial quality: a non-partisan selection with a commission to propose names for all appointments to the bench; mandatory training for all judges; adequate salary increases for judges and related revision of retirement benefits.
- Support of procedural reforms that ensure individual rights and access to due process of law: reform of bail process to recognize methods other than monetary to ensure appearance of accused at trial; strict guarantees to ensure protection of the defendant and society in the use of plea bargaining; sentencing alternatives; methods to reduce disparity in sentencing; a no-fault divorce procedure using irremediable grounds as means for dissolution; guarantees to witnesses in grand jury proceedings re: counsel in proceedings, availability of information to defense counsel and restrictions on waiving immunity in later trials; retention of age 18 for persons under jurisdiction of juvenile court; mandatory first appearance in juvenile court for all persons under jurisdiction of such court; requirement of formal transcript of commitment hearings with a rule or regulation protecting privacy of such records.
- Support of the development of community alternatives as an adjunct to the judicial system: alternatives for sentencing; alternatives for handling behavior now defined as "status offenses" and "social (or victimless) crimes."

3. Environmental Quality: Support positions adopted through national consensus supporting a physical environment beneficial to life: action to promote wise use of water resources and improvement of water and air quality. Support of measures to reduce generation of solid waste.

Positions:

- Support of the state government taking measures to reduce the generation of municipal solid waste through research and development of alternatives to sanitary landfills and measures to discourage the use of non-returnable beverage containers.

Support flexibility in the establishment and enforcement of standards in solid waste management to allow the state to adopt more stringent standards than the federal standards.

4. Equality of Opportunity: Support of policies to ensure equality of opportunity in employment, real property, public accommodations, education, and other public services for all citizens. Support of administrative enforcement of anti-discrimination laws. Support of state responsibility for Indian citizens.

Positions:

1. Support of the principle that the state is responsible for all its citizens on an equal basis and should work to ensure equal treatment for all citizens by all levels of government.
2. Support of anti-discrimination legislation as a necessary means of eliminating discrimination.
3. Support of the principle of fair housing and anti-discrimination laws governing transactions of all real property regardless of whether the financing is public or private.
4. Support of adequately financed enforcement of anti-discrimination laws dealing with employment, housing, real property, public accommodations, education and other public services.
5. Support of legislation to ensure services for Indian citizens which are equal to those provided for other citizens. Where Indians are singled out for special attention, that attention should be directed towards solving existing jurisdictional conflicts in order to guarantee equal treatment of Indian citizens by all levels of government. Program should have the explicit recognition that the basic decisions regarding Indian lives and property are to be made by them.
6. Support of a state agency of Indian affairs which meets the following criteria: acceptable to the Indians themselves, permanent, staffed by professionally qualified people, authorized to act in setting up, carrying out and coordinating programs, empowered to use the services of other existing agencies, and provided with adequate funds.
7. Support of the correction of racial imbalance in the schools.

5. Education: Support of increased state responsibility in creating equal public educational opportunities for all Minnesota children through measures to correct racial imbalance and ensure adequate financing of public schools.

Positions:

1. Correction of racial imbalance in the schools. The state should have the power to investigate, to set and enforce standards and to give extra financial help to achieve these standards.
2. An equalization aid formula which would include:
 - a. a greater proportion of local operating expenses
 - b. consideration of per capita income in addition to assessed valuation
 - c. continued consideration of the proportion of children at different grade levels
 - d. recognition of the proportion of property taxes used for municipal services
 - e. partial financing by property tax to maintain local control.
3. Transportation aid reflecting current costs.
4. Adequate financing of special aids for:
 - a. children with physical and mental problems
 - b. gifted children
 - c. children with other learning disabilities.
5. Increasing state responsibility for phases of education which may require financial aid, specifically:
 - a. assistance in capital improvements

- b. upgrading local educational standards
- c. encouraging experimental programs.

6. Election Laws: Support of party designation for legislators. Support of improvements in election laws regulating campaign practices, election procedures, voting, and school district elections.

Positions:

1. Support of party designation for legislators.
2. Support of the public's right to comprehensive disclosure of all political campaign contributions and expenditures.
 - a. Mandatory, timely, uniform and complete reports of campaign contributions and expenditures should be made to a central authority responsible for disseminating such information to the public.
 - b. Responsibility for reporting contributions to the candidate's campaign and for reporting expenditures by the candidate and those made on the candidate's behalf rests squarely on the candidate.
 - c. Penalties should be stringent enough to ensure compliance by candidates.
3. Judicious use of public resources to finance campaigns.
4. Reduction of the amount of money spent on campaigns.
5. Support of centralized responsibility in the state government for achieving uniform election procedures and for training election officials.
6. Support of extension of mandatory voter registration prior to election day to cover more voters through inclusion of more municipalities, through county-wide registration, or through state-wide registration.
7. Support of extension of election laws to cover school district elections, including uniform mandatory voter registration.

7. Organization of State Government: Support of improved structure and procedures for the Minnesota Legislature and Executive Branch. Support of easing of the amending process.

Positions:

1. Support of legislative reform through:
 - a. improved procedures for providing information
 - b. increased research assistance
 - c. no increase in size; reduction in size is desirable
 - d. realistic compensation for legislators
 - e. improved organization of committees
 - f. legislative sessions of adequate length. The legislature should meet annually and should have the power to determine the time of meeting, the length of session and have the power to recess.
 - g. allowing the legislature to call itself into special session.
2. Support of a post-auditor appointed by and directly responsible to the legislature.
3. The legislature should reapportion itself regularly and equitably. Though primary responsibility for reapportionment rests with the legislature, definite procedures should be established when the legislature fails to act.
4. Support of measures to ease the process of amending the state constitution by retaining a simple majority vote by the legislature in proposing an amendment and requiring a simple majority of those voting on the question for ratification.
5. Support of changes in executive structure characterized by:
 - a. clear lines of authority and responsibility. Support of the short ballot.
 - b. elimination of duplication and overlapping of agencies
 - c. a structure and organization designed to focus on current and emerging problems

d. a system of standard nomenclature.

8. Financing Government: Support of property tax reform.

Positions:

1. Support of property tax reform through:
 - a. equitable assessments
 - b. fewer classifications
 - c. more restrictive criteria for determining exemptions.
2. Support of less dependence on the property tax as a source of revenue.

"The Big P - Program"

Remarks prepared by Elizabeth Ebbott,
1st Vice President, League of Women Voters of Minnesota
Sheraton-Ritz Hotel, Minneapolis

I'm here to tell you all about the Big P, Program --- in 10 minutes. Unfortunately, it's a painfully puny, parsimonious parcel of time to tell you why League exists in the first place and why you find yourself here as President (but then Jerry considers me biased).

Program - is what annual meetings adopt.

Program - is why people want to go to League conventions.

Program - is why members cherish their unit meetings.

Better Program presentation is why you should use discussion leaders in unit meetings.

Program - is why you can get all upset about those consensus questions, they wouldn't exist if program didn't.

Program - is why it's a good idea to be up to date on a Know Your Town Survey and to be active observers of public bodies so you'll know what issues would make good programs.

Program - is why you provide unit time for live issue discussions - before local, state, national program decisions are made.

Program - is why League is listened to because there has been respected research and balanced weighing of alternatives on program issues.

Program - is promised material that doesn't come when promised.

Program people never have enough help - too few Board positions, too small a committee, too much program to begin to keep track of - and they will be the first to tell you so.

Program - is a good part of the president's mailing that probably never gets to the program person.

Program - is realizing that state and national Voters, national and state Board mailings, Report from the Hill, Capitol Letter, committee guides, Times for Action are all the substance of program.

Program - is realizing that if all this material were read you'd be very well informed.

Program - is knowing that using this information would improve your bulletin.

Program - is knowing that program isn't enough, in fact that it is just the beginning.

And so we come to that often hidden, neglected part of League - sometimes such a forgotten stepchild that it doesn't even get a place on a Presidents Workshop agenda --- the much bigger A (scarlet, yet).

A for Action -

Action - is what you do with consensus.

Action - is why you as president write official League letters in response to Time for Action calls - state and national.

Action - is why you go to the League interview with your U.S. Congressman.

Action - is why you get to know your legislators, take your newspaper editor to lunch, have a speakers' bureau.

Action - is making a positive impact on your local community by using those vague local agenda items that you have had for years, and really doing something - even though the issue is controversial or you didn't study just where that specific park is supposed to go.

Action - is getting support for positive answers to situations you know are going to come up - rather than acting only as a negative force to get rid of undesirable plans.

Action - is ingenuity.

Action - is coalition.

Action - is letters, talking, radio, TV, meetings, posters, buttons, flyers, petitions, marches, testimony, pressure, writing bills, serving on committees, legally monitoring, going to court, making news.

Action - is League member's personal satisfaction.

Action - is the way to get new members, young members.

Action - is what League is all about, what citizenship is all about.

So we have League's Program and Action - our own PA system:

Public Announcements of
Pleasing Arrangements for
Posing Answers to
Perplexing Arguments surrounding
Present-day Antagonisms resulting in
Positive Accomplishments

Yea - Yea - Yea - League Team

PROGRAM 1975-1977

AS ADOPTED

- I. CORRECTIONS: Support of a correctional system responsive to the needs of the individual offender and of society.
- II. JUDICIARY: Support of a judicial system with the capacity to assure a speedy trial and equal justice for all.
- III. ENVIRONMENTAL QUALITY: Support positions adopted through national consensus supporting a physical environment beneficial to health: action to promote wise use of water resources and improvement of water and air quality. Support of measures to reduce generation of solid waste. Support of an overall state land use plan with maximum cooperation and implementation at the regional and local level.
- IV. EQUALITY OF OPPORTUNITY: Support of policies to ensure equality of opportunity in employment, real property, public accommodations, education and other public services for all persons. Support of administrative enforcement of antidiscrimination laws. Support of state responsibility for and responsiveness to Indian citizens.
- V. EDUCATION: Support of increased state responsibility in creating equal public educational opportunities for all Minnesota children through measures to correct racial imbalance and ensure adequate financing of public schools.
 - . Study on Foundation Aid Formula: Focus on cost differences caused by location and/or degree of urbanization and the effects of fluctuating enrollments.
 - . Study of tenure laws (public employment regulations) and the impact of public employee bargaining laws as they apply to schools. Mini-consensus 1977.
- VI. ELECTION LAWS: Support of improvements in election laws regulating campaign practices, election procedures, voting and school district election.
- VII. ORGANIZATION OF STATE GOVERNMENT: Support of improved structure and procedures for the Minnesota Legislature and Executive Branch; and support of an improved process for amending the Minnesota Constitution.
- VIII. FINANCING GOVERNMENT: Support of property tax reform.
 - . A study of the source and distribution of state revenue.
 - . A study of the effects of shifting tax burdens.
 - . Evaluation of the most equitable and effective method of funding services to all levels of government.



**LEAGUE OF WOMEN VOTERS
OF MINNESOTA**

PHONE (612) 224-5445

555 WABASHA • ST PAUL, MINNESOTA 55102

news release

NEWSPAPER ARTICLE PREPARED FOR YOUR

USE BY BETTY PHELAN, LWV-WESTONKA

May, 1977

The Bill of Rights. Is it anything more than a lesson we had in civics class or the theoretical "something out there" invoked by protesters or dissenters?

The League of Women Voters, with a grant from the National Endowment for the Humanities, is sponsoring a series of six seminars around the United States with the Federalist Papers a focus to answer the question. The Federalist Papers were a series of articles addressed to the people of New York by Alexander Hamilton, James Madison, and John Jay, writing under the pseudonym "Publius." They appeared in various New York papers from October, 1787, to August, 1788, in response to attacks on the newly adopted Constitution. The Federalist Papers included a great deal of discussion on the need for a Bill of Rights.

The League seminar held recently in Wisconsin focused on the need for a Bill of Rights, its relevancy to today's complicated society and the prospects for changing it.

Alexander Hamilton, who although privately did not place a lot of faith in the ability of the populace to conduct a democracy, publically espoused the notion that the power of public opinion would protect individual rights. He saw no need for a separate Bill of Rights saying, "For why declare that things shall not be done which there is no power to do?" "Why, for instance, should it be said that the liberty of the press shall not be restrained, when no power is given by which restrictions may be imposed?" Federalist #84.

Panelist Harold Nelson, former Dean, School of Journalism, University of Wisconsin, allowed that Hamilton was probably partially correct. Hamilton argued that freedom of the press could not be defined, and this has been somewhat true. It wasn't until the 1920's that the Supreme Court took up the problem, protecting individual liberties in the teeth of a local or regional majority's prejudices or beliefs - the Jehovah's Witnesses cases and the expansive protection of writing on sexual subjects are examples.

Nelson went on to point out, however, the Court has been in retreat if public clamor is loud and prolonged. Indeed, he added, ".....the Court seems to have read the election returns before taking a new step in protecting free speech and press guarantees."

Daniel Friedman, Deputy Solicitor General, Department of Justice, disagreed with Hamilton's viewpoint. Friedman sees the Bill of Rights as a very visible moral barrier against government violation of individual rights. It is on the mind of every policy maker and governmental official, and it plays a great role in all decision making, he said.

Discussing the ways the Bill of Rights affects our lives proved to be a lively topic with panelists. The newspapers we read, the public speaker we hear, the meeting we attend, the faith we follow, all are guarantees in the First Amendment. The right "to keep and bear arms," a phrase used by gun control opponents, is taken from the Second Amendment.

(Over)

Panelist Harry Ashmore, President, Center for the Study of Democratic Institutions, believed the founding fathers would have been shocked to see our present system of licensing the media. "Licensing was the scare word they used when they talked about censorship," he said.

Ashmore went on to discuss the conflicting rights involved in press coverage of trials. Originally, proceedings were made public to protect the rights of the defendant. Now the reverse is happening, he said - The Patty Hearst case a prime example. The court, the lawyers and the press are to blame, he added, for the great human tragedy that took place.

Most panelists agreed against changing the Bill of Rights, to any great degree. Some felt there was strength in the vagueness which has enabled the courts to adjust government to the temper of the times. Others felt the court shouldn't always be trusted to do the right thing, members being, after all, political appointees.

Ashmore, defending the court, said it historically has done the best possible considering the times. Social change cannot be hurried, he added, by the courts or by the Legislature.

Friedman, ending the seminar on an upbeat note, saw the group coming full circle back to the discussion of hearts and minds of the people, where the future of individual liberty rests, he said. Quoting Learned Hand, he said, "Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it. While it lies there, it needs no constitution, no law to save it..... The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the minds of other men and women; the spirit of liberty is the spirit which weighs their interest alongside its own without bias....."

To get your copy of the complete proceedings, call your local League at _____ and ask for publication #377, cost \$1.00.

Copy for Bond Meeting

CENSORSHIP IN A DEMOCRATIC SOCIETY

Sponsored by the

Minnesota Coalition Against Censorship

SATURDAY, APRIL 21, 1979

St. Paul's Episcopal Church, Logan and Franklin Avenues in Minneapolis

10:00 - 10:30 Registration

10:30 - 12:00 Concurrent Workshops

- A. Censorship of Textbooks/Materials in Public Schools and in School Libraries
- B. Censorship in Public Libraries
- C. Newspapers/TV/Radios and Free Expression

12:00 - 1:30 Lunch and

Keynote Speaker: Roger Funk, Assistant Director, the Intellectual Freedom Committee of the American Library Association. The title of his talk is "Paul Bunyon meets Sambo, Tonto, and the Girls." Subtitle: "The Growing Campaign Against Isms."

1:30 - 3:00 Concurrent Workshops

- D. Censorship of Books, Magazines, and Films in General Retail Stores and Theaters
- E. Censorship of High School Newspapers
- B. Censorship in Public Libraries (Repeat)

3:00 - 3:30 Summary — General Session

The workshops and discussions are open to the public. There is a fee of \$1 for those who register prior to Saturday, April 21. The registration fee on Saturday, April 21 is \$2. (All students are admitted free.)

There will be a \$2.50 charge for box lunches which may be ordered and paid for during the 10-10:30 registration period.

The constituent groups of the Minnesota Coalition Against Censorship are: the Minnesota Association of Law Libraries, the Minnesota Civil Liberties Union, the Minnesota Council for the Social Studies, the Minnesota Council of Teachers of English, the Minnesota Education Association, the Minnesota Education Media Organization, the Minnesota Library Association, the National Conference of Christians and Jews, and the Society of Professional Journalists.

Persons interested in securing further information concerning the MCAC should contact the organization at 628 Central Avenue, Minneapolis, 55414. Pre-registration checks should be sent to the same address.

SATURDAY, APRIL 21, 1979

NAME _____ **PHONE NO.** _____

ADDRESS _____

_____ **ZIP CODE** _____

Enclosed is \$ _____ for advanced registration.

Mail to: MCAC — CENSORSHIP WORKSHOP; 628 Central Avenue, Minneapolis, Minnesota 55414.

Memo to: Katharine Muff
From: Helene Borg
Re: Standard Policies and Procedures for LWVMN Program Study Chairpersons
and Committee Members
Date: November 18, 1977

It is our policy that any and all communications of Program study committees be channeled through the LWVMN office. Correspondence, meeting notices, minutes, research materials, etc., need to be kept on file both at the office and the chairperson's home so we have a complete record of the study from its beginning to its completion.

The office, as you know, is staffed, equipped, willing and capable to handle all of your correspondence for you and to duplicate all of your materials.

Any knowledge or research gained or developed by a committee member or chairperson should be sent to the office for duplication and routing. This is the only way we have of maintaining a complete record of a study, and a complete record is vital to LWVMN's credibility and for its protection.

While a League study is in progress - indeed, until consensus is reached by the members and the position is approved by your state Board - no comments should be made about the study except in the most general of terms. Studies have ways of taking unexpected twists, and member agreement is unpredictable.

Staff is available to collate the responses to the questionnaire you had sent out in August, so if you will mail them back, first class, please, staff can begin that process and circulate the results to all of your committee members.

Since we will be seeking external-to-the-League funding for parts of this study, it is incumbent upon us to keep accurate records of costs incurred and time spent on the study. Enclosed is a voucher and a time sheet for your use. It really impresses grantors when we can show that League members have given our studies hundreds (or thousands) of hours of research.

Thanks, Katharine, for your cooperation - and continued success in chairing this study.

B:H:M

D.C. REPRESENTATION: THE LAST COLONY

To: Minnesota Legislators
From: Erica Buffington, Government Co-Chair
Helene Borg, President
Re: D.C. Representation: The Last Colony
Date: January 4, 1979

Washington has grown from a rural farming area when the city was incorporated to a national capital with 690,000 people (1977 census estimate). It now has more inhabitants than Alaska, Delaware, Nevada, North Dakota, South Dakota, Vermont or Wyoming. Each of these seven states sends senators and representatives to the U.S. Congress; the District of Columbia none. In 1972 D.C. was granted one non-voting Delegate to the House of Representatives to speak, but not to vote, for almost three-quarters of a million Americans.

Residents of the District paid \$1.4 billion in fiscal 1977 in federal taxes. That is more than 11 states paid in 1977.

The per capita tax payment for District residents in 1977 was \$491 above the national average - a payment exceeded only by one state, Alaska.

Locally, D.C. residents also pay among the highest taxes in the nation. According to the Bureau of Census, in 1976, only the residents in 4 states (Alaska, New York, California and Hawaii) paid more. The D.C. average was \$924, compared with the \$731 national average.

There are special responsibilities in relation to the federal government which place burdens on the local government. The D.C. Department of Finance and Revenue reports show the federal government owning 42.6% of the potentially taxable land area in D.C. and an additional 7.8% consisting of foreign holdings, national non-profit organization headquarters, etc., which are tax-exempt in D.C. and are because it is the capital. Thus 50.4% of the real estate in D.C. is tax-exempt because of the federal government's presence. Yet, police, fire, street maintenance and other service must be provided everywhere.

Acts of Congress have placed severe limitations on revenue sources for the District including restrictions on the height of buildings, and a ban on taxation of income earned within the city by non-residents. Every state with an income tax has reciprocal agreements with other states enabling collection of income taxes from those who live outside the state but earn their income within its borders. D.C. cannot tax the incomes of non-residents who make up 60% of those who work in the District resulting in a \$250 million loss of revenue.

There is no Constitutional prohibition against providing full voting representation for the District of Columbia.

The House of Representatives on March 2, 1978, by a vote of 289-127 and the Senate on August 22, 1978, by a vote of 67-32 passed House Joint Resolution 554, which if ratified by 38 states will give the District:

- * Two Senators
- * The number of House Members its population demands (1 or 2)
- * The number of Presidential electors commensurate with its population
- * Participation in the ratification of Constitutional Amendments

In addition to the inability to participate in the enactment of Federal laws which govern the nation, the lack of full voting representation means District of Columbia residents presently have no vote and no voice in the ratification of treaties with foreign nations, in the confirmation of Presidential appointees and Federal judges, in the selection of the President and Vice President should the candidates have equal electoral college votes and the election be thrown to the Congress, or in the trial of a President should he be impeached.

Vice President Mondale, speaking for President Carter, has stated:

"...to promote equal representation, the Administration supports approval of a Constitutional Amendment proposed by District Delegate Fauntroy, which would provide full voting representation in both Houses of Congress, as well as in the selection of the President and Vice President and in the ratification of Constitutional Amendments."

It is now up to the states to act to correct this glaring inequity in our democracy.

DEMOCRATIC PLATFORM - 1976

"We support full Home Rule for the District of Columbia, including - full voting representation in the Congress."

REPUBLICAN PLATFORM - 1976

"We support giving the District of Columbia voting representation in the U.S. Senate and House of Representatives..."

To put the present plight of D.C. residents in perspective, one need only consider the tax revolt sweeping across America. Taxpayers who live in Washington, D.C., are uniquely frustrated: their ability to influence the federal tax rate is blocked by a lack of voting representation. At the same time, D.C. residents who might contemplate a Proposition 13, instead, face a Catch 22: local taxes in Washington, D.C., are obviously a function of the District's budget, which is set, incredibly enough, by a Congress lacking a single voting member from our nation's capital.

The case for D.C. voting rights is an overwhelming one, linked to essential concepts of American democracy.

It was not until 1961 that a major corrective step was taken toward establishing the political rights of District residents; the 23rd Amendment gave District residents the right to vote for President for the first time. The Amendment began the road toward full self-government which led to the provision of partial Home Rule to D.C. in 1974, including an elected Mayor and City Council.*

UNDERSTANDING THE ISSUE

WHY SENATE REPRESENTATION?

1. Critics have asserted that the District's representation should be limited to the House. Yet, it is the Senate which is charged with confirming Presidential appoint-

*While providing for elected officials and the transfer of some legislative powers, Congress retained control over the local city budget.

ments and ratifying treaties. Under current law, the citizens of the District of Columbia will have as much say on the critical question of ratifying the SALT Treaty or confirming a nominated Supreme Court Justice as will the citizens of Pago-Pago. It is simply unacceptable that we disenfranchise nearly three-quarters of a million Americans on an issue so vital to war and peace and government spending priorities as arms limitation.

WHY NOT RETROCESSION?

2. Other critics contend the amendment should be rejected in favor of an allegedly more equitable solution: retrocession of the District to Maryland which in 1788 ceded to the federal government the land that now comprises the District of Columbia. Such a suggestion is impractical and unfair to the residents of the District. In the first place, Maryland would resist retrocession. Secondly, the District of Columbia has evolved as a distinct community which deserves its own representation in Congress, rather than an artificial linkage with a state with which it has no common history.

WHAT ABOUT ARTICLE V?

3. Finally, some opponents of full voting rights for D.C. have charged that the amendment now submitted for ratification violates Article V of the Constitution, which declares, "no state, without its consent, shall be deprived of its equal suffrage in the Senate." However, this argument has been invalidated by many scholars, including one of America's most learned constitutional law professors, Charles Alan Wright of the University of Texas.

"It seems to me that the clear purpose of (the Equal Suffrage Clause) was to insure that the Great Compromise (between large and small states) would not be undone and that the representation in the Senate would not be put on the basis of population," Professor Wright has said. "That purpose is not compromised by allowing the District to have two Senators any more than it is when a new state is admitted."

There is a stereotyped image of Washington in the minds of many. The District is seen as "too liberal," "too urban," "too black," "too devoted to the federal interest." Some people assume that all people who live in D.C. work for the federal government and are interested in making "big government" bigger. In fact, less than 1/3 of the District's total work force is employed by the federal government; and more than half of working D.C. residents work for the private sector. Representatives from the District would also represent small businessmen, the construction industry, bankers, lawyers, doctors, teachers, the elderly, as do any other representatives. If Minnesota farmers, teachers, small businessmen, bankers, lawyers, doctors and all of her citizens need someone to guard their interests, so does the District. It's a matter of simple justice.

The League of Women Voters adopted a position for District representation in Congress and the electoral college in 1924. The League position states: "Action for self-government and for full voting representation in Congress for citizens of the District of Columbia."

For the citizens of our nation's capital, the struggle to end taxation without representation has never ended. There have been organized efforts in the District since 1889 to rectify this gross injustice and to give the residents the same democratic representation that all other Americans enjoy. In 1978 the House of Representatives and the Senate of the United States voted by more than a two-thirds majority to approve the constitutional amendment to provide full representation for these citizens. Now this amendment needs the approval of 38 state legislatures to bring the rights of democracy to those American citizens living in the federal district.

63 pct. in Minnesota favor amendment for D.C. representation

Copyright 1978 Minneapolis Tribune

A solid majority of Minnesotans favor amending the U.S. Constitution to let District of Columbia residents elect two U.S. senators and a congressman.

Minnesota Poll

This Minnesota Poll involved interviews with 613 men and women 18 or

Should Legislature Vote For Proposed Amendment?

	Yes	No	Don't know
All adults	63%	27%	10%
Men	60	33	7
Women	67	22	11
18-24 years	72	25	3
65 years & over	57	29	14
Liberals	77	19	4
Moderates	60	31	9
Conservatives	59	30	11



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Calendar No. 686

95TH CONGRESS
2D SESSION

H. J. RES. 554

IN THE SENATE OF THE UNITED STATES

MARCH 6, 1978

Received; read the first time

APRIL 24, 1978

Read the second time; ordered placed on the calendar

JOINT RESOLUTION

Proposing an amendment to the Constitution to provide for representation of the District of Columbia in the Congress.

1 *Resolved by the Senate and House of Representatives*
2 *of the United States of America in Congress assembled*
3 *(two-thirds of each House concurring therein), That the*
4 following article is proposed as an amendment to the Con-
5 stitution of the United States, which shall be valid to all
6 intents and purposes as part of the Constitution when ratified
7 by the legislatures of three-fourths of the several States
8 within seven years from the date of its submission by the
9 Congress:

II—O

1 "ARTICLE —

2 "SECTION 1. For purposes of representation in the
3 Congress, election of the President and Vice President, and
4 article V of this Constitution, the District constituting the
5 seat of government of the United States shall be treated as
6 though it were a State.

7 "SEC. 2. The exercise of the rights and powers con-
8 ferred under this article shall be by the people of the Dis-
9 trict constituting the seat of government, and as shall be
10 provided by the Congress.

11 "SEC. 3. The twenty-third article of amendment to the
12 Constitution of the United States is hereby repealed.

13 "SEC. 4. This article shall be inoperative, unless it shall
14 have been ratified as an amendment to the Constitution by
15 the legislatures of three-fourths of the several States within
16 seven years from the date of its submission."

Passed the House of Representatives March 2, 1978.

Attest: EDMUND L. HENSHAW, JR.,
Clerk.

December 1, 1978

On October 19, 1978, I sent your organization a letter regarding ratification of the proposed Constitutional amendment granting full voting representation for the residents of the District of Columbia. Since that time I have met with representatives from Common Cause regarding the formation of a coalition to achieve ratification in the Minnesota Legislature. We have formed the Self-Determination for D.C. Coalition, and once again, I am asking for your support.

We would appreciate a statement of support from your organization regarding this issue and/or your membership in the Self-Determination for D.C. Coalition.

For your information I have enclosed some informational material on this subject.

Please send your statement of support to the Self-Determination for D.C. Coalition, League of Women Voters of Minnesota, 555 Wabasha, St. Paul, MN 55102.

Thank you.

Sincerely,

Erica Buffington

B:M

Enclosures



**LEAGUE OF WOMEN VOTERS
OF MINNESOTA**

PHONE (612) 224-5445
555 WABASHA • ST PAUL, MINNESOTA 55102

STATE PROGRAM MAKING

To: Local LWV State Program Making Chair
From: Mary Poppleton, LWVMN State Program Making Chair
Date: January 15, 1979

Members have now received the Lively Issues Minnesota VOTER and are ready to begin making decisions on state program.

Program Making forms are due back in the State Office by March 1, 1979.

Your Program Making meeting should have a discussion leader and a recorder. The recorder should include both majority and minority choices. Completed forms should be submitted to your local Board before sending to the State Office.

Remember consideration of Program includes present Program; recommendations may include dropping items if you consider them no longer relevant.

Following is the recommendation for the 1979-81 State Program submitted by the League of Women Voters of

Number of members participating _____

RETURN BY MARCH 1

See PROGRAM FOR ACTION 1977-79 for full statement of position.

- | | <u>Keep</u> | <u>Drop</u> | <u>Update</u> | <u>Study</u> |
|--|-------------|-------------|---------------|--------------|
| 1. <u>Criminal Justice</u> - Support of a judicial system with the capacity to assure a speedy trial and equal justice for all. Support of a correctional system responsive to the needs of the offender and of society. | | | | |
| 2. <u>Human Resources</u> - Support of equal opportunity in employment, real property, public accommodations, education and other public services for all persons. | | | | |
| 3. <u>Education</u> - Support of greater state responsibility for equal educational opportunities. | | | | |
| 4. <u>Natural Resources</u> - Support of policies promoting a physical environment beneficial to life. | | | | |
| 5. <u>Government</u> - Support of improved election laws, legislative reform, executive structure, multi-tax system, property tax reform. | | | | |
| 6. <u>Libraries</u> - (consensus has not yet been finalized) | | | | |
-

Give explanation here of items you wish to study, update or drop in Present Positions:

We propose a new study. It is worded as follows:

LWVMN 3/21/79

Proposal for Board Recommended State Program for
APPORTIONMENT - Karen Anderson

LWVMN Position -- Support of apportionment substantially on population of congressional districts and of all elected state and local governments. (The Legislature should reapportion itself regularly and equitably. Though primary responsibility for reapportionment rests with the Legislature, definite procedures should be established to use when the Legislature fails to act.) Support of regular and equitable reapportionment, with definite procedures established to ensure prompt redistricting by the legislature or by a multi-partisan reapportionment commission. Support of procedures which provide for:

- *compact contiguous districts giving ~~advantage~~ advantage to no particular person or group
- *public accessibility to legislative or commission deliberations and actions
- *prompt judicial review

Additions are underlined, deletions are in ()

EXPLANATION: The first recommended change combines LWVUS position with that of LWVMN, making our position inclusive regardless of future LWVUS action. The second change was recommended by several local Leagues. While some recommended simply to drop the rest of the MN position, ~~the~~ several other Leagues (most notably St. Paul) recommended the concept (if not the exact wording) of the additional wording. I believe the membership was given ample background and would like to see the convention have the opportunity to deal with this.



LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA • ST. PAUL, MINNESOTA 55102

PHONE: (612) 224-5445

MEMO

TO: Boarders

FROM: Helene

SUBJECT: Board meeting

DATE: March 15, 1979

There will be a brief Board meeting on Wednesday, March 21 at 10:00 a.m. at Silver Lake Camp (before the retreat).

AGENDA:

1. review current 1977-79 LWVMN program
2. approval of proposed program for 1979-81

To: Board Members
 From: Mary Poppleton
 Re: Program Making
 Date: March 16, 1979

Number of Leagues participating - 28
 Number of Members participating - 913

<u>Present Program</u>	<u>Keep</u>	<u>Drop</u>	<u>Update</u>	<u>Study</u>
1. Criminal Justice	28	0	6	2
2. Human Resources	28	0	2	2
3. Education	28	0	5	4
4. Natural Resources	28 + 1	0	3	6
5. Government	28 + 1	0	7	4
6. Libraries	26	2		

Proposed New Studies

Number of LWVs Proposing Item

Initiative and Referendum	15 + 1
Competency Testing	7
Reapportionment	5
Hazardous Waste Disposal	4
Utility Rate Structure	3
Health Care Costs	2
Individual Rights vs. Eminent Domain	2
Who Owns Minnesota?	1
Rights of Foster Parents	1
Study HRA's	1
Study Department of Natural Resources	1

Suggested Updates

Number of LWVs Suggesting Item

Reapportionment	3
School Financing - Declining Enrollments	2
Financing Stage Government	2
Judiciary - Selection of Judges	1
Corrections - Women Offenders	1
Election Laws - Powers of Lame Ducks	1
Education - Shared Resources Between School Districts	1

(Over)

<u>Suggested Updates</u>	<u>Number of LWVs Suggeting Item</u>
Energy Needs in Minnesota	1
Minnesota Planning Agencies	1
Employment	1
Property Tax Reform	1
Water Quality and Quantity	1

About half of the Leagues suggesting Reapportionment felt that it could be handled at Convention.

934-2674

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA • ST. PAUL, MINNESOTA 55102

PHONE: (612) 224-5445



MEMO

TO:

Helene

FROM:

Karen

SUBJECT:

State Study Guidelines

DATE:

5/25/29

Here are the remaining parts of
the state study guideline that
Judy R. & I are working on.

- new revised style guide
- sample publication timeline as part
IV of the "Research & Publications Guidelines"

STYLE GUIDE

June 1979
October 1979

A-P.

The reason for any style guide is to provide a uniform presentation of the printed word. This STYLE GUIDE covers the most common problems encountered in general writing and in the use of League phraseology. For points not covered in this guide, refer to the standard rules of grammar and punctuation found in most dictionaries.

GENERAL RULES

-Use the full name of the League of Women Voters of Minnesota (or the League of Women Voters of Happy Town) when first mentioned. After that, reference can be shortened to "the League," "the state League," "the local League," "LWVMN," "LWV."

-Refer to the League in the third person rather than first person. (Can use "we" for informal, internal usage.)

In 1956, local Leagues in Minnesota began to study...
(NOT: In 1956, we began to study....)

CAPITALIZATION -Capitalize titles preceding a name.

When Governor ^{Al Quie} ~~Wendell Anderson~~ spoke today...

-Use lower case when title follows a name.

^{Al Quie} ~~Wendell Anderson~~, governor, said today...

-Use lower case when any title stands alone in the sentence. Exception: The President of the United States is always capitalized however used.

The governor said today that the fuel shortage...

The job of the President is a difficult one.

^{Jimmy Carter} ~~Richard Nixon~~, President and former senator, said...

BUT: The president of the state League said...

-Long titles should be placed after the name.

John Jones, executive director and general manager...

-Always identify individual by title the first time person is mentioned.

-Capitalize governmental bodies.

Minnesota Legislature, Executive Branch, Senate, House, U.S. Congress, Cabinet, State Capitol (building).

The Legislature passed 300 bills.

The Senate is in session.

BUT: The legislative session adjourned...

-Capitalize names of committees, commissions, agencies.

The Senate Judiciary Committee met today...

CAPITALIZATION
continued

2.

- Use lower case for subcommittees.

The meeting of the judiciary subcommittee began...

- Capitalize specific regions.

Metropolitan Area, Midwest, North Side, Mall.

- In League usage, the word "state" is used often as an adjective rather than a noun.

state Board (national Board, local Board)
state League (national League, local League)
state Convention (national Convention)
state Council (national Council)

- In general usage, the word "state" is capitalized when it follows the state name (New York State) but not when used before a name of state (state of Ohio).

- When one is a member of an organization and is writing about it, it is customary to capitalize shortened forms when they replace the full name.

The state League began its water study...
She has been a Leaguer since...
The local Board referred to action taken at...

- Always capitalize "Program" when it refers to League study items.

League Program begins at the grass roots...
The study of Corrections is part of the state Program...
BUT: The League's evening program on Corrections went smoothly.

- Put titles of League publications all in capitals (caps).

LOCAL LEAGUE HANDBOOK
PROGRAM FOR ACTION
~~OUTLOOK FOR WORK~~
~~INDIANS IN MINNESOTA~~ FOCUS ON HOUSING
~~THE LAND USE PUZZLE~~ OPEN MEETING LAW UPDATE
~~ADMINISTRATIVE OBSTACLES TO VOTING~~ ENERGY OPTIONS

- Some titles have a specific style (combining caps and lower case with all caps) which should be followed.

Minnesota VOTER
National VOTER
FACTS about the League of Women Voters of Minnesota

- Titles of League intercommunication pieces are simply capitalized.

~~Outlook For Work~~
Board Memo
Time for Action
Capitol Letter

- In titles of newspapers, magazines, books, pamphlets, magazine articles, and the like, capitalize all words except articles (the, a, an), short conjunctions (and, as, but, if, or, and nor), and short prepositions (at, by, for, in, of, on, to, up). For the purpose of this capitalization rule, "short" implies a word with fewer than four letters.

CAPITALIZATION
continued

An article entitled "What to Do With Your Vacation" appeared in the last issue of TODAY'S SECRETARY.

3.

- The first and last words of a title should always be capitalized, even if they are articles or prepositions.

Have you read his article entitled "The Shape This Country Is In"?

ABBREVIATIONS

- First mention of organizations, groups, etc., should be spelled out. Thereafter initials or an abbreviation may be used if they have been designated this way.

The proposal was made regarding Aid to Families with Dependent Children (AFDC). AFDC recipients will be...

The League of Women Voters of Minnesota (LWVMN) has a long history. In its early days the LWVMN...

The League of Women Voters of the United States (LWVUS) has received a grant of \$15,000 to survey League activities. Recently the LWVUS also received...

- In addresses, abbreviate: St., Ave., Blvd.

4064 Main St., St. Paul. (BUT: Spell out when no number is used. She had lived on Main Street all her life.)

- In addresses, always spell out: Point, Port, Circle, Place, Drive, Road, Lane.

- Directions in addresses are abbreviated: E., W., N., S., NW, SW, NE, SE.

She lived at 1692 Harriet Ave. S.

BUT: She lives at 1692 Harriet Ave. NW now. (No periods here.)

- Minnesota now becomes MN rather than Minn. because of new postal regulations.

She lives at 4064 Jersey Ave. N., Crystal, MN 55427. (No period or comma used between state and zip code.)

COMMA

- Among its other usual functions, the comma separates these figures, words:

On August 1, 1977, the group left...

BUT: It was August 1977 when the group left...

(No comma with just month and year.)

The Selma, AL, group saw the governor...

They moved to 1900 Apple Lane, New Hope, MN 55427, many years ago.

(No period or comma between abbreviation of state and zip code.)

- In series of words, phrases, etc., omit comma before conjunction, unless the meaning might be confused

The oranges, apples and cherries were on the...

But; The green, red and blue, and yellow T-shirts were sold.....

SEMICOLON

- Remember to use the semicolon to separate phrases containing commas which become confusing.

The party consisted of B. M. Jordan; R. J. Kelly, his secretary; Mrs. Jordan; Martha Brown, her nurse; and a stranger.

QUOTATION MARKS

- The comma and period are placed **INSIDE** the quotation marks.
- Other punctuation is placed according to construction.

The play was "hokey."
Why call it a "gentlemen's agreement"?

HYPHEN

- Use the hyphen for compound words: program-making, land-use planning.
(BUT: Land use is a major concern...)
- Do not use the hyphen to achieve a compound word with adverb ending in "ly" such as: badly damaged, fully informed, newly chosen, etc.
- Use: vice-president
- No hyphens in these: statewide nationwide worldwide outstate

NUMERALS

- In general, spell out numbers below 10, use numerals for 10 and over.
Do not begin a sentence with a numeral.

Thirty children were present... (NOT: 30 children were...)

- Casual numbers are spelled: Gay Nineties, in the Forties, wouldn't touch it with a ten-foot pole.

FREQUENTLY MISSPELLED

- adviser judgment
- accommodate bus, busing (for transportation)
- commitment buss, bussing (for kissing)
- consensus liaison initiative

TROUBLESOME PREFIXES

- anti (solid): antidiscrimination...except in proper noun usage such as anti-American
- bi (solid): Biennial, bimonthly
- by (solid): bylaw, bypass...BUT by-line, by-product
- ex (solid): expatriate, explosion...BUT ex-president
- extra (solid): extraplenary, extralegal, extrajudicial
- inter and intra (solid): interstate, intrastate...BUT inter-League (proper noun)
- multi (solid): multimillion
- non (solid): nonpartisan, nonpolitical, nonproductive
- out (solid): outtalk, outvote, outstate, outset, output
- pre (solid): precommitted, predetermined, predate
- re (solid): refund...except in double-vowel instance such as re-evaluate
- semi (solid): semiannual, semifinal
- sub (solid): subcommittee, subcontract, subculture, subdivide
- un (solid): unnatural...except in proper noun usage such as un-American

MISCELLANEOUS

- federal (lower case) They are 13- and 16-year-old sisters.
- 1920s (no apostrophe) 3% (use ~~sign~~; more visible than spelling out)
use numeral with sign;

Refer to elected officials in this style:

Dave Durenburger
Sen. ~~Walter Mondale~~, R-MN, said today...
Rep. Bill Frenzel, R-MN, said today...
Sen. ~~Harold Krieger~~, IR-33, said today... *Nancy Brataas, IR-33,*
(OR: Sen. ~~Harold Krieger~~, IR-Rochester, said today...) *Nancy Brataas*
Rep. Joan Grove, DFL-45B, said today... *IR-Rochester*
(OR: Rep. Joan Grove, DFL-Minnetonka, said today...)

Rep. *Phyllis Kahn,*
DFL-57A
Phyllis Kahn,
DFL-Minneapolis

(this page is an addition)

FOOTNOTES

-Footnotes are used in a variety of ways, but usually to give credit for a quotation or to cite the source for an important fact or idea. A summary of another writer's facts or ideas as well as figures, dates, opinions and interpretations should ^{also} be credited to their source. Footnotes are numbered in the order they appear, often for a chapter, occasionally for each page.

-Footnotes are varied, the most important feature, however, is that they be consistent in the same work. Generally, they follow this order: The author comes first, with the given name before the surname. The title of a book follows in italics if printed, underlined if in typescript. The title of an article in a periodical or a chapter in a book is put in quotation marks, and the title of the periodical or book is put in italics in type or underlined in typescript. The first time a book is mentioned the facts of publication are given, the city and year (sometimes the publisher between city and year). The first time an article in a periodical is cited, the year is given, the volume number in Roman numerals, and the pages in Arabic numbers. For later references to the same sources, short forms can be used. When two references to the same work follow in sequence, the second may use ibid instead of ~~the~~ author and title.

e.g.

1. L. Laszlo Ecker-Racz, It's Your Business: Local and State Finance (New York: National Municipal League, 1976), 58-72.
2. Ibid., 28-31.
3. Gina Rieke, "Membership Options," The National Voter, Winter 1979, Vol. XXVIII, No. 4 (League of Women Voters of the United States), 23.

BIBLIOGRAPHIES

A bibliography follows a piece of writing as a record of the books, articles and other items drawn on by the writers for material. Bibliographies are varied but, as with footnotes, it is important that they be consistent. The following information should be included: author (last name first, followed by first name or initials), exact title in full, and the facts of publication. As in footnotes, book titles are put in italics when printed, underlined in typescript. Titles of magazine articles, chapters of books, and the like are put in quotation marks; titles of magazines or newspapers in italics or underlined. ~~Items~~ ^{Items} in a bibliography are usually listed alphabetically.

Ecker-Racz, L. Laszlo, It's Your Business: Local and State Finance, New York: National Municipal League, 1976.

Rieke, Gina, "Membership Options," The National Voter, Winter 1979, Vol. XXVIII, No. 4, p. 23.

League of Women Voters of the United States,

Research and Publications Guidelines (cont.)

IV. SAMPLE PUBLICATION ~~TIMETABLE~~ TIMELINE

1. Publication outline ready and assigned to researchers/writers on committee
 - Allow 4 to 6 weeks depending on scope of research and time of year (major holidays require additional time)
2. First drafts due from committee
 - Allow 1 week for committee editor to organize, find gaps or inconsistencies, and return to researchers
 - Allow 1 to 2 weeks for researchers to revise material and fill in gaps
3. Second drafts due from committee
 - Allow 1 week for revisions, retypings
4. Send to LWVMN Editor
 - Allow 1 to 2 weeks for editorial revisions
5. Revise draft and send to LWVMN on-Board readers
 - Allow 7 to 10 days for readers to comment and return
6. Revise draft and send to off-Board readers (off-Board readers must be approved by LWVMN Board in advance)
 - Allow 1 week for office to type, reproduce and mail to readers
 - Allow 2 weeks for off-Board readers to comment and return
7. Revise for final printing
 - Allow several days for revisions
 - Allow several days for office to type final copy
 - Notify printer in advance to schedule time and negotiate finished date
8. Deliver to printer *or coordinate with VOTER copy.*
 - Allow 2 to 3 weeks for key lining, proofreading and printing. Time depends on size of publication and availability of committee person to proofread on demand.
9. Send to local LWVs
 - Coordinate with time of regular Board Memo mailings *or VOTER.*
- ~~10. Time committee guide and consensus questions for local LWV use~~
 - ~~- Allow 3 1/2 to 4 months for local Leagues to go through unit, consensus, Board approval process. Always wise to meet Minneapolis LWV deadline, since theirs is longest and you will then meet other LWVs deadlines.~~
- ~~11. Receive consensus returns from local LWVs~~
 - ~~- Allow 1 month for project committee to compile consensus returns and compose position statement (less time for short, simple consensus)~~
 - ~~- Allow 1 week for LWVMN Board to review and comment on position statement before presenting for official Board approval.~~
10. If you are expecting a response from local LWVs (consensus), you will need to add an additional 4 to 5 months to complete the entire process (see Guidelines for State Study Programs and All About Consensus).

This ~~time~~ *line* is meant to be a guideline for planning the progress of a study committee, not to restrict a committee through time limitations. It is based on the experiences of an actual state study committee working on a "new" study item. While the timetable is written in a "beginning to end" manner, it will be helpful for the committee to write the timetable from the end, using the targetted completion date and being flexible with the time allowances. If the schedule permits, additional time for unforeseen complications would be beneficial. If committee members participate in setting the timetable and corresponding due dates, they are more apt to stick to it.

Too brief

graph

1
Lg. prog. process begins in research, study
+ discussion + culminates in action + change.

Problem — Is gov. action needed? Is it
possible? Does the proposal fall in LNV
Principles?

Consensus requires questions

Financing of Local Government.

Are we interested in the income
or outgo? Do we think too much
tax money is collected or not enough?
Are we considering people's ability
to pay.

On outgo — Are we concerned in
the amounts of money spent or
on what we spend it.

So — we need to know our goal.

— Maybe we already have Lg.
positions that cover it — if so, we're
searching for background info + we
are not heading towards a new consensus.
In which case, at our next Com. we
must clarify this + not consider this a
new prog. item.

New study in some problems identified.
Must outline scope — how deep do we go?
Start research — a study is not a
program for a meeting.

Communicate research — publish info
Who's audience? — Public, local officials,
Lg. members,
— Other methods possible — slide shows, cont.
speeches

Funding — A clear presentation of some sort
of loc. finances might be worth dollars

2 - Time Line

- when, who, what
to include research, presentation,
consensus questions, etc - all
done before meeting of study &
discussion & taking of consensus.
Leads to a position & future action

Draft

CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH

~~XXXXXXXXXXXX~~

*call corrections
to Judy R*

I. Establish the purpose of the project:

- A. Are you presenting background to prepare LWV members for consensus?
- B. Are you presenting new information on an issue on which LWV has a position?
- C. Are you presenting information on an issue on which LWV has no position and on which consensus is not to be taken?
- D. Will you be presenting all sides of the issue?
- E. What will the "point of view" be?
- F. How long will the information be useful?
- G. Are there other publications/projects available that address this issue?
- H. *Is another group doing a similar project?*
Why is yours necessary?

II. Establish the audience:

- A. Who is the audience (total LWV membership, resource people, knowledgeable public, students, average citizen, etc.)?
- B. What does the audience need/want to know?
- C. Why does the audience need/want to know it?
- D. How will the audience use the information once it is obtained?

III. What is the best method to reach your audience?

- A. publication: - ^{to} provide lots of information about a subject;
 - for reference (subject with long-lasting interest);
 - subject of passing interest (can be produced cheaply);
 - readily useable by many people on their own timetable
 - may be presented in a variety of forms (in VOTER, flyer, pamphlet or book, through another organization's newsletter, etc.).
- B. slide show - good for conveying one specific idea;
 - as introduction to a concept;
 - to communicate in a fixed location or at a fixed event;
 - where visuals are needed to convey the message.
- C. movie/video tape/TV show
 - when visuals are needed to convey the message;
 - to reach a large audience in their homes;
 - to convey a message of very broad concern;
 - to produce a product useable in many places around the state;
 - for fixed locations or fixed events.
 - *as a PR tool*

*Funding
- in eq, etc.
possible*

IV. Constraints

- A. budgetary (work closely with Development to assess realistically)
- B. time limitation
- C. size of committee (don't ignore non-LWV resources)
- D. committee commitment (involvement in this assessment process and initial planning will help assure involvement in completing project)

V. Scope of project

- A. Decide on length, breadth, depth and level of difficulty.
- B. Decide on appearance of project: attractive and enticing; something you'll be proud of; up to "League standards".

[illegible]

VI. Next step

- A. If the project is the research part of a study, continue with GUIDELINES FOR STATE RESEARCH/STUDY PROGRAMS, Section III.

- B. If the project is not part of a study, continue with sections below.

VII. Establish a time line for the project (see sample in RESEARCH AND PUBLICATION GUIDELINES).

- A. Explore technical production possibilities.

- B. Be sure to check with suppliers re their time lines.

VIII. Work with the office staff to develop a detailed distribution list for individuals; organizations/events to receive the material developed.

- IX. Submit above to Board liaison and/or president for review/approval.

Draft RESEARCH AND PUBLICATION GUIDELINES

*Call corrections
to Judy R.*

I. Before you begin:

- A. Read IN LEAGUE, pp. 58-59 on publications.
- B. Read CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH to make sure it really is a publication you want/need.

II. Style

- A. If there are several writers, aim for a consistent writing style.
 - 1. Editor, committee chair and, if possible, all writers meet and discuss consistency early in the process.
 - 2. Predetermine style for quotations, references/footnotes and bibliography, voice, tense, use of nonsexist nouns and pronouns, headlines, subheads, etc. Internal consistency is very important.
- B. 3. See that each writer has a copy of the LWVN STYLE GUIDE and any agreements you make on things not covered there.

III. Techniques

A. Outlines

- 1. Outline the publication(s). Possible outline "patterns" include:
 - a. chronological order.
 - ? b. geographical pattern.
 - c. issue or topic (public library publication is an example of this)
 - (1) history
 - (2) current status
 - (3) perceived problems
 - (4) possible solutions (may include pros and cons)
- 2. Outline subheadings or sections. A sentence outline--or even one composed of summary paragraphs--is strongly suggested and preferred.

- B. Choose an editor, one who is not part of the regular resource committee and doesn't have extensive knowledge of the subject.
- C. Recommend a method of publication (in VOTER, flyer, pamphlet, book, in another organization's newsletter, etc.)
- D. Submit outline and recommendation on publication method for review and approval by the Board liaison and/or president and editor.

Funding
IV. Sample publication timetable

V. Standards

- A. Is the information presented in a factual, non-biased, non-leading manner, allowing the reader to draw his/her own conclusions? ^(if appropriate)
- B. Are there facts and/or figures to substantiate comparisons between (among) items needing them? (E.g., in ____ (year) ____ was spent and the \$1 was worth \$1, but in ____ (year) ____ was spent and a \$1 was worth only 90¢ according to the Consumer Price Index.) As you know, figures can be found to substantiate almost any claim re government services. Document all figures. Beware of comparing apples with oranges. Beware of figures from subjective sources.
- C. Are all sides of the issue presented? ^(if appropriate)
 1. Use a pro and con format if necessary.
 2. If there is a statewide focus/balance, does the non-Metro area get as much emphasis as the Metro area (if appropriate)?
- D. Are interpretations of data objective, rather than subjective, and adjectives/adverbs bias free?
- E. Is format attractive, enticing to the reader?

GUIDELINES FOR STATE RESEARCH/STUDY PROGRAMS

*See connections
to July R*

- I. Form committee (recruit through Board Memo, VOTER, by calling people who spoke in favor of the Program item at Convention). Get as many people as possible; some may drop away later. Criteria: geographic location (widespread participation)
available time
experience/expertise/enthusiasm

II. Committee Meeting #1 (may need more than one)

- A. Chair is responsible for seeing that everyone attending has received notice of the meeting, an agenda, ~~and~~ a copy of CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LEAGUE RESEARCH, and references to IN LEAGUE.
- B. Before the meeting, committee members should read IN LEAGUE, pp. 19-20 (Guidelines for Resource Committees), and pp. 35-36 (Managing Program); and CHOOSING A PROJECT...
- C. Discuss final goal (e.g. consensus, information only, etc.) and specific projects to fulfill goal.
- D. Assign any resource information needed to help determine what the project will be/
- E. Establish communication process and meeting schedule for committee (e.g., choose secretary or arrange for staff secretary to take minutes; arrange for mailing of minutes and agendas).

III. Committee Meeting #2 (or more, as needed)

A. Determine project(s)

1. If decision is a publication, read RESEARCH AND PUBLICATION GUIDELINES and IN LEAGUE, pp. 58-59 (Publications).
2. If decision is a slide show, read PROJECTING YOUR IMAGE, relevant sections of RESEARCH AND PUBLICATION GUIDELINES, and any other resources you need to know what you are doing.
3. If decision is a movie/videotape/TV show, read BREAKING INTO BROADCASTING, relevant sections of RESEARCH AND PUBLICATION GUIDELINES, and any other resources you may need.

*educ. film
4-conf. or
speeches*

- B. Begin developing timetable; start from the end--when must project be completed?
usually referred to as timeline
- C. Begin developing project outline
- D. Assign any of above tasks to subcommittee or individual(s) for completion before next committee meeting (make sure enough research is done to make a realistic outline).

IV. Before the next meeting, submit plans to Board liaison and/or president for review/approval.

*Meet & David. chair or staff to discuss funding
Meet & Exec. Dir. to coordinate plans & other office demands*

V. Committee Meeting #3

A. Finalize project outline

1. Discuss possible resources
2. If researchers have preconceived biases, do the biases balance out to assure all views will be (re)presented?
3. Assign all parts of outline to committee members by name.

B. Finalize timetable--Allow maximum time limits to provide for later revisions due to unforeseen circumstances (and to provide peace of mind).

1. Explore technical production possibilities
2. Be sure to check with suppliers re their time lines.

At all times keep in mind state of world at completion of project - what will be relevant? & useful

D. Work with the office staff to develop a detailed distribution list for individuals/organizations/events to receive the material developed.

C. Plan and assign inter-LWV communications

1. Committee--keep in touch regularly; be sure all understand goals, assignments and are working/finding needed resources.
2. State Board and Staff--Committee minutes, timetables, etc., must go to President, Development and appropriate Program and staff people for coordinated effort.
3. Local LWVs--Monthly communications via Board Memo (check office for deadlines); initial committee guide (including timetable of what you will be doing, what's expected from them, and resource bibliography)
4. Other state LWVs--the LWVMN office receives VOTERS and publications from many other state Leagues. It's always possible that someone else is doing or has done the same thing you are.

VI. Subsequent committee meetings

A. Monitor progress of projects; keep track of names of all contributors to the work so they can be given credit for it.

B. Collect project assignments.

C. Periodically review timetable and outline for revisions.

D. Plan additional or complementary projects, e.g., writing of committee guides, consensus questions, etc. (samples are available at the state office). For background, read IN LEAGUE, pp. 37-38 on Consensus, and ALL ABOUT CONSENSUS.

1. Time committee guide and consensus questions for local LWV use: allow 3½-4 months for local LWVs to go through unit, consensus, Board approval process. It's always wise to meet the Minneapolis League's deadline, since theirs is longest and you will then meet other Leagues' deadlines.

2. Consensus returns from local Leagues:

a. Allow 1 month for project committee to compile returns and compose position statement (less time for short, simple consensus).

b. Allow 1 month for LWVMN Board to review and comment on position statement and revisions to be made, if necessary.

c. Present for official Board approval at least 1 week before Board meeting.

± # #

LEAGUE OF WOMEN VOTERS OF MINNESOTA



555 WABASHA • ST. PAUL, MINNESOTA 55102

PHONE: (612) 224-5445

MEMO

✓
TO: Pam, Helene, Sally

FROM: Judy R. and Karen A.

SUBJECT: Reference Packet for LWV
Research/Study Committee

DATE: June 18, 1979

Enclosed are four of the publications and the cover letter for our new reference packet. Please read, comment and return them to the office by June 25.

Thanks.

Cover page on colored heading

Reference Packet for
LWV Research/Study Committees

This packet includes the following information pieces:

1. Guidelines for LWV Research/Study
2. Choosing a Project to Communicate the Results of LWV Research
3. Development Procedures for LWVMN Board Members
4. Research and Publication Guidelines
5. Checklist for Meeting Arrangements
6. LWVMN Style Guide
7. All About Consensus
8. Back to the Basics (consensus)

This information will be useful for ¹⁾ state and local study committees and
2) any LWV resource or Program person/committee planning an educational project
or update.

The first item, Guidelines for LWV Research/Study, is the basic outline of
procedures. It contains references to the other publications included. The
others may be used as needed.

GUIDELINES FOR LWV RESEARCH/STUDY

- I. Form committee.
 - A. Recruit through Board Memo, VOTER, by calling people who spoke in favor of the Program item at Convention.
 - B. Get as many people as possible; some may drop away later.
 - C. Criteria:
 1. Geographic location (widespread participation)
 2. Available time
 3. Experience/expertise/enthusiasm
- II. Committee Meeting #1 (may need more than one)
 - A. Chair is responsible for seeking that everyone attending has received notice of the meeting, an agenda, a copy of CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH, and references to IN LEAGUE.
 - B. Before the meeting, committee members should read IN LEAGUE, pp. 19-20 (Guidelines for Resource Committees), and pp. 35-36 (Managing Program, and CHOOSING A PROJECT...
 - C. Discuss final goal (e.g., consensus, information only, etc.) and specific projects to fulfill goal.
 - D. Assign any resource information needed to help determine what the project will be.
 - E. Establish communication process and meeting schedule for committee (e.g., choose secretary or arrange for staff secretary to take minutes; arrange for mailing of minutes and agendas).
- III. Committee meeting #2 (or more, as needed)
 - A. Determine project(s)
 1. If decision is a publication, read RESEARCH AND PUBLICATION GUIDELINES and IN LEAGUE, pp. 58-59 (Publications).
 2. If decision is a slide show, read PROJECTING YOUR IMAGE, relevant sections of RESEARCH AND PUBLICATION GUIDELINES, and any other resources you need to know what you are doing.
 3. If decision is a movie/videotape/TV show, read BREAKING INTO BROADCASTING, relevant sections of RESEARCH AND PUBLICATION GUIDELINES, and any other resources you may need.
 4. If decision is a conference/meeting/workshop/speech, read CHECKLIST FOR MEETING ARRANGEMENTS and any other references you may need.
 - B. Begin developing timeline; start from the end--when must project be completed?
 - C. Begin developing project outline.

Guidelines for LWV Research/Study - 2

- D. Assign any of above tasks to subcommittee or individual(s) for completion before next committee meeting (make sure enough research is done to make a realistic outline).
- IV. Before the next meeting, chair submits plans to Board liaison and/or president for review/approval. Chair or committee meet with Development chair or staff to discuss funding. (Read "Development Procedures for LWVMN Board Members.") Meet with executive director to coordinate plans with other office demands.
- V. Committee Meeting #3
 - A. Finalize project outline.
 - 1. Discuss possible resources
 - 2. If researchers have preconceived biases, do the biases balance out to assure all views will be (re)presented?
 - 3. Assign all parts of outline to committee members by name.
 - B. Finalize timeline -- Allow maximum time limits to provide for later revisions due to unforeseen circumstances (and to provide peace of mind).
 - 1. Explore technical production possibilities.
 - 2. Be sure to check with suppliers re their timelines.
 - 3. At all times, keep in mind the "state of the world" at the completion of the project -- what will be useful and relevant. If there is a consensus, will it be useful for lobbying?
 - C. Plan and assign inter-LWV communications.
 - 1. Committee -- keep in touch regularly; be sure all understand goals, assignments and are working/finding needed resources.
 - 2. State Board and Staff -- Committee minutes, timetables, etc., must go to president, development and appropriate Program and staff people for coordinated effort.
 - 3. Local LWVs -- Monthly communications via Board Memo (check office for deadlines); initial committee guide (including timeline of what you will be doing, what's expected from them, and resource bibliography).
 - 4. Other state LWVs -- the LWVMN office receives VOTERs and publications from many other state Leagues. It's always possible that someone else is doing or has done the same thing you are.
- VI. Subsequent committee meetings
 - A. Monitor progress of projects; keep track of names of all contributors to the work so they can be given credit for it.
 - B. Collect project assignments.
 - C. Periodically review timeline and outline for revisions.
 - D. Work with the office staff and Publications/Marketing chair to develop a

detailed distribution list for individuals/organizations/events to receive the material developed.

- E. Plan and carry out additional or complementary projects, e.g., writing of committee guides, consensus questions, etc. (samples are available at the state office). For background, read IN LEAGUE, pp. 37-38 on Consensus, ALL ABOUT CONSENSUS and "Back to the BASICS."
1. Timelines in ALL ABOUT CONSENSUS are appropriate for local LWV use. For state studies, allow more time for the consensus procedures. Also allow time for LWVMN approval of consensus questions, consensus statement, and on- and off-Board readers/reviewers of the project.
 2. Time committee guide and consensus questions for local LWV use: allow 3½-4 months for local LWVs to go through unit, consensus, Board approval process. It's always wise to meet the Minneapolis League's deadlines, since theirs is longest, and you will then meet other League's deadlines.
 3. Consensus returns from local Leagues:
 - a. Allow 1 month for project committee to compile returns and compose position statement (less time for short, simple consensus).
 - b. Allow 1 month for LWVMN Board to review and comment on position statement and revisions to be made, if necessary.
 - c. Present for official Board approval at least 1 week before Board meeting so the statement can be mailed with the meeting agenda.

CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH

~~XXXXXXXXXXXX~~

I. Establish the purpose of the project:

- A. Are you presenting background to prepare LWV members for consensus?
- B. Are you presenting new information on an issue on which LWV has a position?
- C. Are you presenting information on an issue on which LWV has no position and on which consensus is not to be taken?
- D. Will you be presenting all sides of the issue?
- E. What will the "point of view" be?
- F. How long will the information be useful?
- G. Are there other publications/projects available ^{or in progress} that address this issue?
Why is yours necessary?

II. Establish the audience:

- A. Who is the audience (total LWV membership, resource people, knowledgeable public, students, average citizen, etc.)?
- B. What does the audience need/want to know?
- C. Why does the audience need/want to know it?
- D. How will the audience use the information once it is obtained?

III. What is the best method to reach your audience?

- A. publication: - ^{to} provide lots of information about a subject;
 - for reference (subject with long-lasting interest);
 - subject of passing interest (can be produced cheaply);
 - readily usable by many people on their own timetable
 - may be presented in a variety of forms (in VOTER, flyer, pamphlet or book, through another organization's newsletter, etc.).
- B. slide show - good for conveying one specific idea;
 - as introduction to a concept;
 - to communicate in a fixed location or at a fixed event;
 - where visuals are needed to convey the message.
- C. movie/video tape/TV show
 - to convey a lot of information in a short time by using sight and sound;
 - when visuals are needed to convey the message;
 - to reach a large audience in their homes;
 - to convey a message of very broad concern;
 - to produce a product usable in many places around the state;
 - for fixed locations or fixed events.
- D. Conference/meeting/workshop/speech
 - for fixed locations or fixed events;
 - to provide information inexpensively or quickly;
 - to provide information of passing interest;
 - to use expertise of others.

- to prov. info + exchange of ideas

IV. Funding the Project

A. Discuss the possible funding sources with committee and Development chair (development is the term used to describe the entire range of LWV fundraising efforts).

1. LWV operating funds: present budget considerations preclude using operating funds except for the simplest projects.
2. Self-supporting projects: publications, especially, may be priced at a level to cover costs of production. This is most appropriate for those products not eligible for funding through the LWV Education Fund (LWVEF).
3. Tax-deductible funds through LWVEF: the types of projects that qualify are those that make no mention of League positions. Examples of such projects, as well as information for using the LWVEF are included in The Way to Go, how to use the LWVEF to raise tax-deductible money to fund state and local League projects (LWVUS Pub. No. 348, revised 1979).

B. If the development committee will be involved in the funding of your project, see Development Procedures for LWVMN Board Members (LWVMN, Nov. 1977)

1. Establish statement of problem, goals and objectives, plan of action, evaluation and follow-up as needed for project requests (details in Development Procedures..., part C, 2, a and b).
2. Establish regular communication with Development chair and appropriate staff to implement development procedures (see Development Procedures..., part C, 2 c through g).

V. Possible Constraints

- A. Time limitation
- B. Size of committee (don't ignore non-LWV resources)
- C. Committee commitment (involvement in this assessment process and initial planning may help assure involvement in completing the project)

VI. Scope of project

- A. Decide on length, breadth, depth and level of difficulty.
- B. Decide on appearance of project: attractive and enticing; something you'll be proud of; up to "League standards."

VII. Next step

- A. If the project is the research part of a study, continue with GUIDELINES FOR STATE RESEARCH/STUDY PROGRAMS, Section III.
- B. If the project is not part of a study, continue with sections below.

VIII. Establish a time line for the project (see sample in RESEARCH AND PUBLICATION GUIDELINES).

- A. Explore technical production possibilities.
- B. Be sure to check with suppliers re their time lines.

IX. Work with the office staff to coordinate plans with other office demands and to develop a detailed distribution list for individuals/organizations/events to receive the material developed.

X. Submit above to Board liaison and/or president for review/approval.

4-Using in kind
conting. for printing
camera etc.
5-pos. outside
funding com. Ed. fund

RESEARCH AND PUBLICATION GUIDELINES

I. Before you begin:

- A. Read IN LEAGUE, pp. 58-59 on publications.
- B. Read CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH to make sure it really is a publication you want/need. (Pay particular attention to Section on funding.)

II. Style

- A. If there are several writers, aim for a consistent writing style.
 - 1. Editor, committee chair and, if possible, all writers meet and discuss consistency early in the process.
 - 2. Predetermine style for quotations, references/footnotes and bibliography, voice, tense, use of nonsexist nouns and pronouns, headlines, subheads, etc. Internal consistency is very important.
- B. 3. See that each writer has a copy of the LWVN STYLE GUIDE and any agreements you make on things not covered there.

III. Techniques

A. Outlines

- 1. Outline the publication(s). Possible outline "patterns" include:
 - a. chronological order.
 - b. geographical pattern.
 - c. issue or topic (public library publication is an example of this)
 - (1) history
 - (2) current status
 - (3) perceived problems
 - (4) possible solutions (may include pros and cons)
- 2. Outline subheadings or sections. A sentence outline--or even one composed of summary paragraphs--is strongly suggested and preferred.

- B. Choose an editor, ~~one~~ who is not part of the regular resource committee and doesn't have extensive knowledge of the subject.

- C. Recommend a method of publication (in VOTER, flyer, pamphlet, book, in another organization's newsletter, etc.)

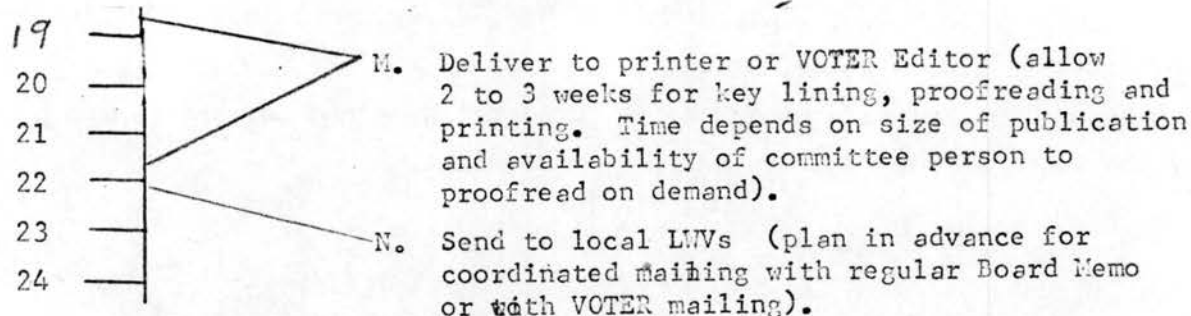
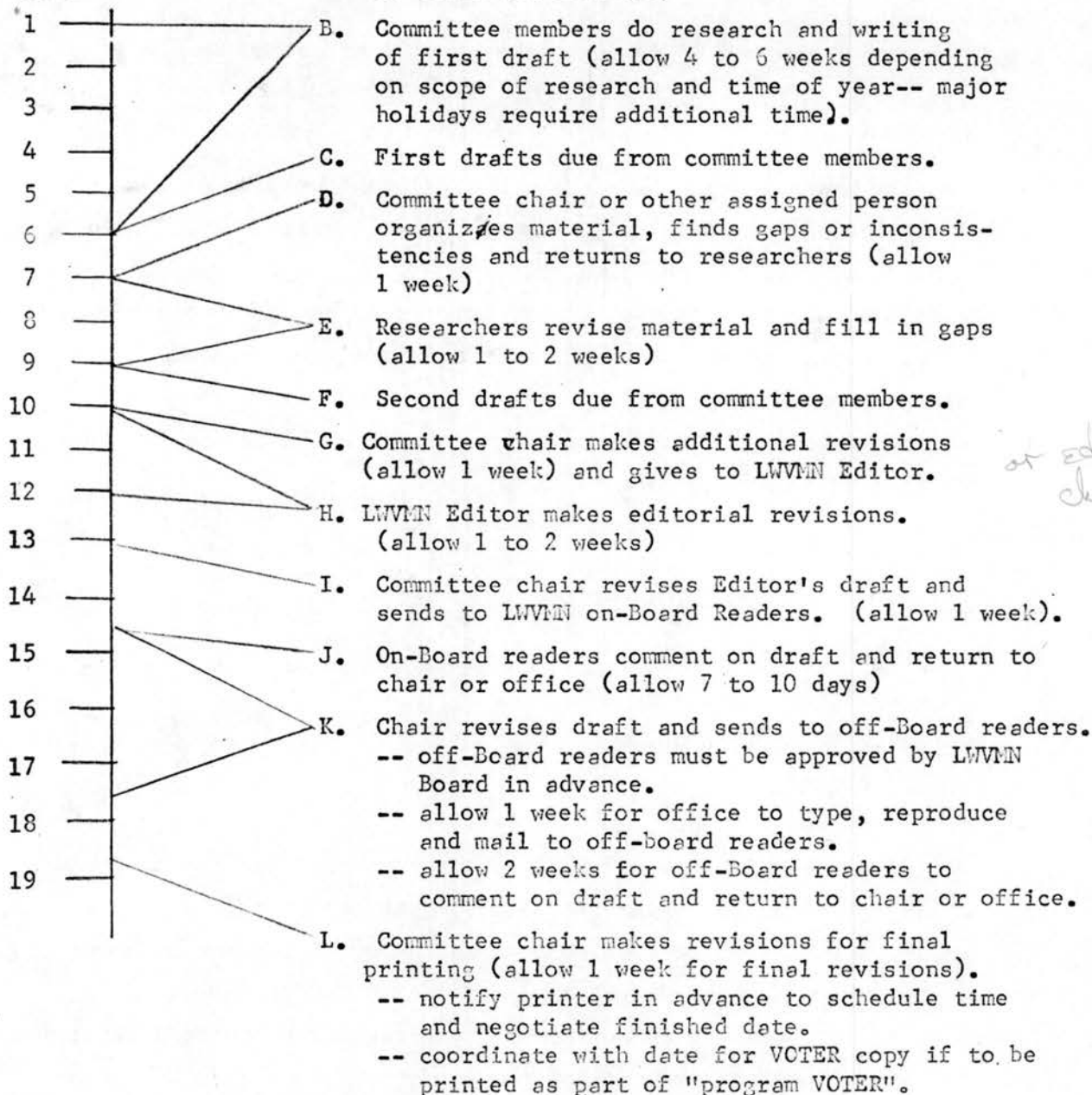
- D. Submit outline and recommendation on publication method for review and approval by the Board liaison and/or president and editor.

IV. Sample Publication Timeline

This timeline is meant to be a guide for planning the progress of a study committee, not to restrict a committee through time limitations. It is based on the experiences of an actual state study committee working on a "new" study item. While the timeline is written in a "beginning to end" manner, it will be helpful for the committee to write the timeline from the end, using the targetted completion date and being flexible with the time allowances. If the schedule permits, additional time for unforeseen complications would be beneficial. If committee members participate in setting the timeline and corresponding due dates, they are more apt to stick to it.

RESEARCH AND PUBLICATION GUIDELINES - 2

Number of
Weeks



- O. If a response is expected from local LWMs (consensus), an additional 4 to 5 months is needed to complete the entire process (see Guidelines for ~~State~~ Study Programs and All About Consensus).

Research

or editor chosen

V. Standards

- A. Is the information presented in a factual, nonbiased, nonleading manner, allowing the reader to draw his/her own conclusions?
- B. Are there facts and/or figures to substantiate comparisons between (among) items needing them? (E.g., in _____ (year) _____ was spent, and the \$1 was worth \$1, but in _____ (year) _____ was spent, and a \$1 was worth only 90¢ according to the Consumer Price Index.) As you know, figures can be found to substantiate almost any claim re government services. Document all figures. Beware of comparing apples with oranges. Beware of figures from subjective sources or make sure they are clearly labeled as such.
- C. Are all sides of the issue presented (if appropriate)?
 - 1. Use a pro and con format if necessary.
 - 2. If there is a statewide focus/balance, does the non-Metro area get as much emphasis as the Metro area (if appropriate)?
- D. Are interpretations of data objective, rather than subjective, and adjectives/adverbs bias-free?
- E. Is format attractive, enticing to the reader?

STYLE GUIDE

A style guide provides for uniform presentation of the printed word. This Guide covers the most common problems encountered in general writing and in the use of LWV phraseology. For points not covered in this Guide, refer to the standard rules of grammar, punctuation and usage found in most dictionaries or English texts.

GENERAL RULES

- Refer to the League in the third person, except for informal, internal use of "we."

In 1976, local Leagues in Minnesota began to study...

NOT: In 1976, we began to study...

- Long titles should be placed after the name.

John Jones, executive director and general manager,...

- Always identify individual by title the first time person is mentioned.

CAPITALI- ZATION

- Capitalize titles preceding names.

When Governor Al Quie spoke today...

- Use lower case when title follows the name.

Al Quie, governor, said today...

- Use lower case when any title stands alone in the sentence. Exception: The President of the United States is always capitalized, however used.

The governor said today that the fuel shortage...

The job of the President is a difficult one.

Jimmy Carter, President and former governor, said...

BUT: The president of the state League said...

- Capitalize governmental bodies.

Minnesota Legislature, Executive Branch, Senate, House, US Congress, Cabinet, State Capitol (building); BUT: do not capitalize federal/state government, city council (without city name).

The Legislature passed 300 bills.

The Senate is in session at the Capitol.

BUT: The legislative session adjourned...

- Capitalize names of committees (including LWV committees), commissions, agencies.

The Senate Judiciary Committee met today...

The Human Resources Committee presented information...

CAPITALI- -Use lower case for subcommittees.

ZATION The meeting of the judiciary subcommittee began...

(Con't) -Capitalize specific regions.

Metropolitan Area, Midwest, North Side

-In League usage, the word "state" is used often as an adjective rather than noun.

state Board (national Board, local Board)

state League (national League, local League)

state Council (national Council)

state Convention (national Convention)

-In general usage, the word "state" is capitalized when it follows the state name but not when used before a state name.

New York State BUT: state of Ohio

-When one is a member of an organization and is writing about it, it is customary to capitalize shortened forms when they replace the full name.

The state League began its water study...

She has been a Leaguer since...

-Capitalize "Program" when it refers to League study items, and capitalize the name of the study too.

League Program begins at the grass roots...

The study of Corrections is part of the state Program.

BUT: The League's evening program on Corrections...

-Put titles of League publications in capital letters (caps).

IN LEAGUE FOCUS ON HOUSING

PROGRAM FOR ACTION OPEN MEETING LAW UPDATE

CAPITOL LETTER ENERGY OPTIONS

-Some titles have a specific style combining caps and lower case letters, which should be followed:

Minnesota VOTER, National VOTER, FACTS about the League of Women Voters of ...

-Titles of League intercommunication pieces are simply capitalized.

Outlook 1979-80, Board Memo, Time for Action.

-Whatever League positions, Board jobs, study titles, meetings, etc., you choose to capitalize, be consistent. Make a decision, write it down for future reference, and follow through.

-In titles of newspapers, magazines, books, pamphlets, magazine articles, and the like, capitalize all words except articles (the, a, an), short conjunctions (and, as, but, if, or, nor), and short prepositions (at, by, for, in, of, on, to, up, with from). (Short means

fewer than five letters.)

An article entitled "What to Do on Your Vacation" appeared in the last issue of TODAY'S SECRETARY.

I read "Health Through Exercise" in TODAY'S HEALTH.

-The first and last words of a title should always be capitalized, even if they are articles or prepositions.

Have you read his article entitled "The Shape This Country Is In"?

ABBREVIATIONS

-First mention of organization, group, etc., should be spelled out.

Thereafter, initials or an abbreviation may be used if they have been designated this way.

-References to our organization can be shortened to "the LWV," "the League," "the state League," "the local League," "LWVMN," "LWVUS," or "LWVHT" (The League of Women Voters of Happy Town) after the first mention.

The proposal was made regarding Aid to Families with Dependent Children (AFDC). AFDC recipients will be...

The League of Women Voters of Minnesota (LWVMN) has a long history. In its early days the LWVMN...

The League of Women Voters of the United States (LWVUS) has received a grant of \$15,000 to survey League activities. Recently the LWVUS also received...

-You may abbreviate a title before a name:

Sen. Boschwitz announced today...

-In addresses, abbreviate: St., Ave., Blvd.

She lives at 4064 Main St., St. Paul. BUT: Spell out when no number is used: She has lived on Main Street all her life.

-In addresses, spell out: Point, Port, Circle, Place, Drive, Road, Lane.

-Directions in addresses are abbreviated: E., W., N., S., NW, SW, NE, SE.

She lived at 1982 Harriet Ave. SW until last year. (Note no periods).

-Minnesota is abbreviated MN rather than Minn. because of postal regulations. She lives at 4064 Jersey Ave. N., Crystal, MN 55427. (note there is no period or comma between state and zip code.)

COMMA

-Among its other usual functions, the comma separates these figures and words: On August 1, 1979, the group left...

BUT: It was August 1979 when the group left...(No comma with month and year)

The Selma, AL, group saw the governor...

They moved to 1900 Apple Lane, New Hope, MN 55427, many years ago.

-Two commas separate an appositive phrase or clause from the rest of the sentence.

The president, who lives near the Capitol, often lobbies...

-In a series of words, phrases, etc., omit comma before conjunction unless the meaning might be confused.

The oranges, apples and cherries were in the bowl.

BUT: The green, red and blue, and yellow T-shirts were sold...

SEMI-
COLON

-Use the semicolon to separate phrases containing commas which become confusing. The party consisted of B.M. Jordan; R.J. Kelly, his secretary; Mrs. Jordan; Martha Brown, her nurse; and a stranger.

-Semicolons join independent clauses.

The League is a great organization; we enjoy being part of it.

QUOTA-
TION
MARKS

-The comma and period are always placed inside the quotation marks. Other punctuation is placed according to construction.

The play was "hokey," but everyone liked its "inside jokes."

Why call it a "gentleman's agreement"?

HYPHEN

-Use the hyphen for compound words: Program-making, land-use planning.

BUT: Land use is a major concern...

-Do not use the hyphen to achieve a compound word with adverb ending in "ly," such as: badly damaged, fully informed, newly chosen.

-Use: vice-president; the 13- and 16-year-old sisters.

-No hyphens in: statewide, nationwide, worldwide, outstate.

NUMERALS

-In general, spell out numbers below 10; use numerals for 10 or over. Do not begin a sentence with a numeral.

Thirty children were present, nine of whom were under 12.

-Casual numbers are spelled: Gay nineties, in the Forties, wouldn't touch it with a ten-foot pole.

-No apostrophe in 1920s; but use apostrophe when "19" is omitted:

In '49, we...

-Use numeral and percent sign (easier to read than when spelled out): 3%.

TROUBLE-
SOME

-anti (no hyphen except with proper noun: anti-American): antidiscrimination.

PREFIXES

bi (no hyphen): biennial, bimonthly.

by (no hyphen): bylaw, bypass. EXCEPTIONS: by-line, by-product.

ex (no hyphen): expatriate, explosion. BUT: ex-president.

extra (no hyphen): extraplenary, extralegal, extrajudicial.

inter/intra (no hyphen): interstate, intrastate. BUT: inter-League

(proper noun)

multi (no hyphen): multimillion

non (no hyphen): nonpartisan, nonpolitical, nonproductive.
 out (no hyphen): outtalk, outvote, outstate, outset, output.
 pre (no hyphen): precommitted, predetermined, predate.
 re (no hyphen): refund, reevaluate, reinvest.
 semi (no hyphen): seminannual, semifinal.
 sub (no hyphen): subcommittee, subcontract, subdivide.
 un (no hyphen): unnatural. BUT: un-American (proper noun).

FRE-	adviser (BUT: "advisory")	consensus
QUENTLY	bus, busing (transportation)	judgment
MIS-	buss, bussing (kissing)	liaison
SPELLED	all right (no such word as "alright")	initiative
WORDS	cc assommodate	targeted
	commitment	

REFER-	-Sen. Dave Durenberger, R-MN, said today...
ENCES TO	Rep. Bill Frenzel, R-MN, said today...
ELECTED	Sen. Nancy Brataas, IR-33, said today...OR Sen. Nancy Brataas, IR-
OFFICIALS	Rochester, said... Rep. Phyllis Kahn, DFL-57A, said today...OR Rep. Phyllis Kahn, DFL- Minneapolis said...

FOOT-
 NOTES

-Footnotes are usually used to give credit for a quotation or to cite the source for an important fact or idea. A summary of another writer's facts or ideas as well as figures, dates, opinions and interpretations should also be credited to their source. Footnotes are numbered in the order they appear, often for a chapter, occasionally for each page.

Footnotes are varied; the most important feature, however, is that they be consistent in the same work. Generally, they follow this order:

1. The author comes first, with the given name before the surname.
2. The title of a book follows, in italics if printed, underlines if typed.
3. The title of an article in a periodical or a chapter in a book is put in quotation marks, and the title of the periodical or book is as in (2) above.
4. The first time a book is mentioned, the facts of publication are given: city and year, sometimes publisher between city and year.
5. The first time an article in a periodical is cited, the year is given, the volume number in Roman numerals and the pages in Arabic numerals.
6. For later references to the same sources, short forms can be used.

When two references to the same work follow in sequence, the second may use ibid instead of author and title.

1. L. Laszlo Ecker-Racz, It's Your Business: Local and State Finance (New York: National Municipal League, 1976), 58-72.
2. Ibid., 28-31.
3. Gina Rieke, "Membership Options," The National VOTER, Winter, 1979, Vol. XXVIII, No. 4 (League of Women Voters of the United States), 23.

BIBLIO- GRAPHIES

-A bibliography follows a piece of writing as a record of the books, articles, and other items drawn on by the writers for material. Bibliographies are varied; but, as with footnotes, it is important that they be consistent. The following information should be included:

1. Author, last name first, followed by first name or initials.
2. Exact title in full.
3. The facts of publication.

As in footnotes, book titles are put in italics when printed, underlined when typed. Titles of magazine articles, chapters of books, and the like are put in quotation marks; titles of magazines or newspapers are in italics if printed or underlined if typed. Items are usually listed alphabetically.

Ecker-Racz, L. Laszlo, It's Your Business: Local and State Finance, New York: National Municipal League, 1976.
Rieke, Gina, "Membership Options," The National VOTER, Winter 1979, Vol. XXVIII, No. 4, League of Women Voters of the United State, p.23.

SOME BASIC PRINCIPLES OF COMPO- SITION AND USAGE

-A participial phrase at the beginning of a sentence must refer to the grammatical subject of the sentence.

WRONG: ON arriving at Council, our friends met us at the station.
RIGHT: On arriving at Council, we were met at the station by our friends.

WRONG: New at lobbying, the task seemed easy to me.

RIGHT: New at lobbying, I found the task easy.

-The results of construction errors following participial phrases can be quite silly, as:

Being in a delapidated condition, the League was able to get the addressograph at a very low price.

Wondering irresolutely what to do next, the clock struck 12.

-The basic structure for expository writing: tell the reader what you're going to write about in the first paragraph; write about it

in as many paragraphs as you need; conclude by telling the reader what you wrote about.

-Vary your sentence length and sentence structure to avoid monotony.

-Use the active voice wherever possible.

I will always remember my first Convention.

NOT: My first trip to Convention will always be remembered.

Many people stayed after the meeting.

NOT: There were a great number of people remaining after the meeting ended.

-Use definite, specific, concrete language. Omit needless words.

It began to rain.

NOT: A period of unfavorable weather set in.

Politicians like the income tax.

NOT: Politicians find themselves comfortable with a tax on incomes.

NOT:

BUT:

represented an increase in

increased

order to

to

owing to the fact that

since (or because)

in spite of the fact that

although (or though)

the question as to whether

whether

used for fuel purposes

used for fuel

he is a man who

he

(one more page)

SOME
BASIC
PRINCIPLES OF
COMPOSITION AND
USAGE

Continued

-Parallel construction is good; it helps the reader to understand similarities of content or function. Don't strain to find different ways to say things in a series.

-Use the same grammatical construction on both sides of a correlative (both, and; but, not; either, or; first, second, third).

RIGHT: A time not for words but for action.

WRONG: A time not for words but action.

RIGHT: My objections are, first, that the law is unjust; second, that it is unconstitutional.

WRONG: My objections are, first, the injustice of the law; second, that it is unconstitutional.

-Keep related words together.

RIGHT: Purchasers of new or used vehicles weighing more than 1000 pounds pay a fee of \$1.00.

WRONG: Purchasers of vehicles weighing more than 1000 pounds, whether old or new, pay a fee of \$1.00.

-But is unnecessary after doubt or help:

RIGHT: I have no doubt that... NOT: I have no doubt but that...

RIGHT: She can't help... NOT: She can't help but...

-Case is often unnecessary.

Many of the rooms were poorly heated.

NOT: In many cases, the rooms were poorly heated.

Few mistakes have been made.

NOT: It has rarely been the case that any mistake has been made.

-Factor and feature usually add nothing to the sentences in which they occur.

She won the election by doing the best work.

NOT: Her superior work was the great factor in her winning the election.

-Imply and infer are not interchangeable. Imply: to involve or implicate by association or natural consequence, express indirectly or hint at. Infer: derive, guess or surmise from facts or premises.

You imply that you think I'm qualified by offering me a job; I infer your faith from your offer.

-Irregardless is not a word; use regardless.

-Like governs nouns and pronouns; as precedes phrases and clauses. (The commercial should be "Winstons taste good as a cigarette should.")

-Presently means soon; if you mean now or today, say so.

-Unique means without equal; so there can be no degree of uniqueness ("most unique" or "very unique" are wrong).

-Feel means to be aware of through physical sensation, to be sensitive to or emotionally moved by. Think means to hold an opinion, judge, consider, believe, surmise, expect; to use the mind for arriving at conclusions, making decisions, drawing inferences, etc.

Committee members feel sorry for the victims of child abuse.

Members think the correct response of welfare authorities should be...

-Don't say "I would like to thank the members..." or "I would like to tell you..." If you would like to, just do it.

Warm thanks to the members of my committee, who...

Great



**LEAGUE OF WOMEN VOTERS
OF MINNESOTA**

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**REFERENCE PACKET FOR
LWV RESEARCH/STUDY COMMITTEES**

July, 1979

This packet includes the following information pieces:

1. GUIDELINES FOR LWV RESEARCH/STUDY
2. CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH
3. DEVELOPMENT PROCEDURES FOR LWVMN BOARD MEMBERS
4. RESEARCH AND PUBLICATION GUIDELINES
5. CHECKLIST FOR MEETING ARRANGEMENTS
6. LWVMN STYLE GUIDE
7. ALL ABOUT CONSENSUS
8. BACK TO THE BASICS (CONSENSUS)
9. CONSENSUS: FLEXIBILITY IN REACHING MEMBER AGREEMENT

This information will be useful for (1) state and local LWV study committees and (2) any LWV resource or Program person/committee planning an educational project or update.

The first item, GUIDELINES FOR LWV RESEARCH/STUDY, is the basic outline of procedures. It contains references to the other publications included. The others may be used as needed. The sequence of committee activities mentioned is that followed by an actual LWVMN study committee. However, it is possible that another committee would find a different sequence more useful. Feel free to vary the order (or omit those suggestions that don't suit your purposes). However, committees must adhere to policies and decisions established by the state Board. If in doubt, check.

GUIDELINES FOR LWV RESEARCH/STUDY

- I. Form committee.
 - A. Recruit through BOARD MEMO, VOTER, by calling people who spoke in favor of the Program item at Convention.
 - B. Get as many people as possible; some may drop away later.
 - C. Criteria:
 1. Geographic location (widespread participation)
 2. Available time
 3. Experience/expertise/enthusiasm
- II. Committee Meeting #1 (may need more than one)
 - A. Chair is responsible for seeing (by directing office staff) that everyone attending has received notice of the meeting, an agenda, a copy of CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH, a voucher form and references to IN LEAGUE.
 - B. Before the meeting, committee members should read IN LEAGUE, pp. 19-20 (Guidelines for Resource Committees), and pp. 35-36 (Managing Program); and CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH.
 - C. Discuss final goal (e.g., consensus, information only, etc.) and specific projects to fulfill goal.
 - D. Assign to committee members any research needed to help determine what the project will be.
 - E. Establish communication process and meeting schedule for committee (e.g., choose secretary or arrange for staff secretary to take minutes; arrange for mailing of minutes and agendas).
- III. Committee meeting #2 (or more, as needed)
 - A. Determine project(s)
 1. If decision is a publication, read RESEARCH AND PUBLICATION GUIDELINES and IN LEAGUE, pp. 58-59 (Publications).
 2. If decision is a slide show, read PROJECTING YOUR IMAGE, relevant sections of RESEARCH AND PUBLICATION GUIDELINES, and any other resources you need to know what you are doing.
 3. If decision is a movie/videotape, TV show, read BREAKING INTO BROADCASTING, relevant sections of RESEARCH AND PUBLICATION GUIDELINES, and any other resources you may need.
 4. If decision is a conference/meeting/workshop/speech, read CHECKLIST FOR MEETING ARRANGEMENTS and any other references you may need.
 - B. Begin developing timeline; start from the end--when must project be completed?
 - C. Begin developing project outline.
 - D. Assign any of above tasks to subcommittee or individual(s) for completion before next committee meeting (make sure enough research is done to make a realistic outline).
- IV. Before the next meeting, chair submits plans to Board liaison and/or president for review/approval. Chair or committee meet with Development chair or staff to discuss funding. (Read DEVELOPMENT PROCEDURES FOR LWMN BOARD MEMBERS.) Meet with executive director to coordinate plans with other office demands.
- V. Committee Meeting #3
 - A. Finalize project outline.
 1. Discuss possible resources
 2. If researchers have preconceived biases, do the biases balance out to assure all views will be (re)presented?
 3. Assign all parts of outline to committee members by name.
 - B. Finalize timeline - allow maximum time limits to provide for later revisions due to unforeseen circumstances (and to provide peace of mind).
 1. Explore technical production possibilities.

2. Be sure to check with suppliers outside of LWV (such as printer) re their timelines.
3. At all times, keep in mind the "state of the world" at the completion of the project - what will be useful and relevant. If there is a consensus, will it be useful for lobbying?
- C. Plan and assign inter-LWV communications.
 1. Committee - keep in touch regularly; be sure all understand goals, assignments and are working/finding needed resources.
 2. State Board and Staff - Committee minutes, timelines, etc., must go to president, development and appropriate Program and staff people for coordinated effort.
 3. Local LWVs - Monthly communications via BOARD MEMO (check office for deadlines); initial committee guide (including timeline of what you will be doing, what's expected from them, and resource bibliography).
 4. Other state LWVs - The LWVMN office receives VOTERS and publications from many other state Leagues. It's always possible that someone else is doing or has done the same thing you are.

VI. Subsequent committee meetings

- A. Monitor progress of projects; keep track of names of all contributors to the work so they can be given credit for it.
- B. Collect project assignments.
- C. Periodically review timeline and outline for revisions.
- D. Work with the office staff and Publications/Marketing chair to develop a detailed distribution list for individuals/organizations, events to receive the material developed.
- E. Plan and carry out additional or complementary projects, e.g., writing of committee guides, consensus questions, etc. (samples are available at the state office). For background, read IN LEAGUE, pp. 37-38 on Consensus, ALL ABOUT CONSENSUS, BACK TO THE BASICS and Karen Anderson's memo on Flexibility.
 1. Timelines in ALL ABOUT CONSENSUS are appropriate for local LWV use. For state studies, allow more time for the consensus procedures. Also allow time for LWVMN approval of consensus questions, consensus statement, and on- and off-Board readers/reviewers of the project.
 2. Time committee guide and consensus questions for local LWV use: allow 3½-4 months for local LWVs to go through unit, consensus, Board approval process. It's always wise to meet the Minneapolis League's deadline, since theirs is longest, and you will then meet other Leagues' deadlines.
 3. Consensus returns from local Leagues:
 - a. Allow 1 month for project committee to compile returns and compose position statement (less time for short, simple consensus).
 - b. Allow 1 month for LWVMN Board to review and comment on position statement and revisions to be made, if necessary.
 - c. Present for official Board approval at least 1 week before Board meeting so the statement can be mailed with the meeting agenda.

CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH

- I. Establish the purpose of the project:
 - A. Are you presenting background to prepare LWV members for consensus?
 - B. Are you presenting new information on an issue on which LWV has a position?
 - C. Are you presenting information on an issue on which LWV has no position and on which consensus is not to be taken?
 - D. Will you be presenting all sides of the issue?
 - E. What will the "point of view" be?
 - F. How long will the information be useful?
 - G. Are there other publications/projects available or in progress that address this issue? Why is yours necessary?
- II. Establish the audience:
 - A. Who is the audience (total LWV membership, resource people, knowledgeable public, students, average citizen, etc.)?
 - B. What does the audience need/want to know?
 - C. Why does the audience need/want to know it?
 - D. How will the audience use the information once it is obtained?
- III. What is the best method to reach your audience?
 - A. publication:
 - to provide lots of information about a subject;
 - for reference (subject with long-lasting interest);
 - subject of passing interest (can be produced cheaply);
 - readily usable by many people on their own timetable;
 - may be presented in a variety of forms (in VOTER, flyer, pamphlet or book, through another organization's newsletter, etc.);
 - to encourage public awareness of important issues on which LWV has no position.
 - B. slide show:
 - good for conveying one specific idea;
 - as introduction to a concept;
 - to communicate in a fixed location or at a fixed event (an equipment operator - possibly narrator - knowledgeable on the subject is usually required);
 - where visuals are needed to convey the message.
 - C. movie/video tape/TV show:
 - to convey a lot of information in a short time by using sight and sound;
 - when visuals are needed to convey the message;
 - to reach a large audience in their homes;
 - to convey a message of very broad concern;
 - to produce a product usable in many places around the state;
 - for fixed locations or fixed events.
 - D. Conference/meeting/workshop/speech:
 - for fixed locations or fixed events;
 - to provide information inexpensively or quickly;
 - to provide information of passing interest;
 - to use expertise of others;
 - to provide information and an exchange of ideas.
 - to provide for public discussion of an important issue on which LWV has no position.
- IV. Funding the Project
 - A. Discuss the possible funding sources with committee and Development chair ("development" is the term used to describe the entire range of LWV fundraising efforts).
 1. LWV operating funds: present budget considerations preclude using operating funds except for the simplest projects.

2. Self-supporting projects: publications, especially, may be priced at a level to cover costs of production. This is most appropriate for those products not eligible for funding through the LWV Education Fund (LWVEF).
3. In-kind contributions for printing, camera work, etc.
4. Tax-deductible funds through LWVEF: the types of projects that qualify are those that make no mention of League positions. Examples of such projects, as well as information for using the LWVEF, are included in THE WAY TO GO, How to Use the LWVEF to Raise Tax-deductible Money to Fund State and Local League Projects (LWVUS Pub. No. 348, revised 1979).
5. Grants (without going through the Ed Fund) in return for credit.
- B. If the Development Committee will be involved in the funding of your project, see DEVELOPMENT PROCEDURES FOR LWVMN BOARD MEMBERS (LWVMN, Revised July, 1979).
 1. Establish statement of problem, goals and objectives, plan of action, evaluation and follow-up as needed for project requests (details in DEVELOPMENT PROCEDURES..., Part C, 2, a and b).
 2. Establish regular communication with Development chair and appropriate staff to implement development procedures (see DEVELOPMENT PROCEDURES..., Part C, 2, c through g).
- V. Possible Constraints
 - A. Time limitation
 - B. Size of committee (don't ignore non-LWV resources)
 - C. Committee commitment (involvement in this assessment process and initial planning may help assure involvement in completing the project)
- VI. Scope of project
 - A. Decide on length, breadth, depth and level of difficulty.
 - B. Decide on appearance of project: attractive and enticing; something you'll be proud of; up to "League standards."
- VII. Next step
 - A. If the project is the research part of a study, continue with GUIDELINES FOR STATE RESEARCH/STUDY PROGRAMS, Section III.
 - B. If the project is not part of a study, continue with sections below.
- VIII. Establish a timeline for the project (see sample in RESEARCH AND PUBLICATION GUIDELINES).
 - A. Explore technical production possibilities.
 - B. Be sure to check with suppliers (such as printer) re their timelines.
- IX. Work with the office staff to coordinate plans with other office demands and to develop a detailed distribution list for individuals/organizations/events to receive the material developed.
- X. Submit above to Board liaison and/or president for review-approval.

DEVELOPMENT PROCEDURES FOR LWVMN BOARD MEMBERS

A. ROLE OF THE STATE BOARD:

1. Fund raising at the state level is the responsibility of the Development Chair, the Development staff person, the Development Committee and the entire state Board. However, the final solicitation of funds or the submission of proposals should not be made without the knowledge and approval of the Development chair, the President and the Development staff person.
2. All state Board members should make a continuous effort to:
 - supply information on potential contributors, e.e., individuals, businesses, corporations, foundations, unions.
 - supply information on foundations and government grants.
 - report personal contacts that might lead to either immediate or future support for the League's activities. Any contact, no matter how informal, should be reported.
 - recommend potential members for the state League Advisory Committee.
 - identify and develop projects which might include workshops, conferences, courses, TV and/or radio programs, films, publications on League Program for tax-deductible monies.
 - identify League projects and services which might provide a monetary return.
 - identify potential purchasers of League services.All of the above reports and information should be given to the Development staff person.
3. All state Board members should be ready to use personal contacts, to send appeal letters and to assist in calling on prospects when requested to do so.
4. State Board members must fill out a Development Report Form whenever they have either real or potential funding information to share with the Development staff person. A copy of this report also goes to the President and to the Development Chair.

B. ROLE OF THE DEVELOPMENT COMMITTEE:

1. The Development Committee will include the Development Chair, Treasurer and the three Board Vice Presidents. Other members may include both Board and non-Board members.
2. Development Committee responsibilities should include (but are not restricted to) the following:
 - to meet regularly with the Development staff person and help to develop a continuing statewide fund raising strategy and to provide a continuing evaluation of current fund raising activities;
 - to assist the Development staff person with the research for potential sources of funding;
 - to assist on finance calls when requested.

C. DEVELOPMENT PROCEDURES:

1. Statewide finance calls are made in conjunction with the local Leagues in whose area of organization the call occurs. The call is made under the Guidelines established by the state Board, which are reviewed and approved on a yearly basis. These calls are the primary responsibility of the state Board members and local Leagues, coordinated by the Development staff person.
2. Project proposal procedures:
 - a. The Treasurer and/or Executive Director will be responsible for obtaining approval from the League of Women Voters Education Fund.
 - b. A state Board member who wishes to submit a project proposal to a foundation, corporation or government agency must gather the following information and present it in writing to the Development staff person:
 - (1) Statement of problem to be addressed. What is the need? Why is it important? Implications. Any pertinent statistics.
 - (2) Goals and objectives of the project. (Goal is overall purpose of pro-

ject; objectives are steps taken to reach this goal.) What you plan to accomplish. How the project will deal with the problem or subject matter. State why the project offers a unique opportunity. Show how your goals mesh with the goals of the prospective donor.

- (3) Plan of action. Specific activities. Steps to be taken. Timetable. Target audience. Other organizations or groups involved. Give evidence of why this method would work to bring about the desired result.
 - (4) Evaluation. How will you know you have achieved your goals? Will you give progress reports?
 - (5) Follow-up. Is this a one-time project or one which will need additional work? If it is ongoing, how will it be funded, carried out after the grant expires?
- c. A state Board member who wishes to submit a project proposal will consult with and assist the Development staff person to determine the following:
- (1) Staffing. Volunteer or paid effort? Effect on state Board and the individual members.
 - (2) Why the League? Who we are and what is our previous experience in the project field?
 - (3) Budget. Staff; equipment, supplies, postage; travel; cost of any conference (meeting rooms, honoraria, materials); publication printing and distribution costs; "overhead" in the event that League office space and equipment will be used at some point in the project; cost of committee meetings; estimated effort required in volunteer and staff hours.
- d. The Development chair, Development Committee and Development staff person will assist in identifying and developing fundable projects.
- e. The writing of the proposal will be the responsibility of the Development staff person. Copies of the proposal will be sent to the President, Development chair and the Program or project person for approval before it is sent out.
- f. The final proposal will be sent to the appropriate recipient together with a cover letter written by the Development staff person and signed by the President and/or an appropriate authorized alternate.
- g. All visits to the funding source in connection with the project proposal will be made by the President, the appropriate portfolio director or by an authorized alternate.

D. PROCEDURE UPON RECEIPT OF CONTRIBUTIONS:

1. A non-deductible contribution should be made out to the LWVMN and sent to the Treasurer.
2. For tax-deductible Ed Fund money:
 - a. All tax-deductible checks must be made payable to the League of Women Voters Education Fund.
 - b. All Education Fund money should be channeled through the state office, to the attention of the Executive Director. Copies of the material will be provided to the Treasurer and Development staff person for their files. A central record will be kept by the Executive Director.
 - c. Treasurer will routinely acknowledge to donor the receipt of check.
 - d. Please send the Executive Director a copy of all agreements, budgets and other information needed for understanding any limitations on use of the money. A copy of the final proposal could serve this purpose.
 - e. To secure a project grant approval from the LWVEF takes several weeks. Advance preparations must be made because the money may not be spent before the request is officially approved.
3. Thank-you/follow-up procedures for project grants:
 - a. A thank-you letter will be written by the Development staff person and signed by the President and/or an authorized alternate.
 - b. All required financial reporting to both the LWVMN and the donor will be done by the Treasurer and/or Executive Director, in consultation with the Development staff person.

- c. The distribution of publications resulting from the project will be the responsibility of the Marketing chair, with assistance from project director and the Development staff person.
 - d. Follow-up attention to the donor, e.g., invitations to conferences, new publications, etc., will be the responsibility of the Development staff person and the Development chair.
4. Thank-you/follow-up procedures for other contributions:
- a. Small contributions will be acknowledged by a printed card with the President's signature.
 - b. For special gifts (the amount to be determined by the Development Committee), a thank-you letter will be written by the Development staff person and signed by the President and/or an appropriate authorized alternate. Included with the letter will be a League publication, such as the Federalist Papers or Financing State Government.
 - c. A thank-you letter will be written by the Development staff person to any local League involved, and it will be signed by the President and/or an appropriate authorized alternate.
 - d. Local League(s) involved in any contributions will also write a thank-you letter.
 - e. Follow-up to the contribution is the responsibility of the Development staff person.

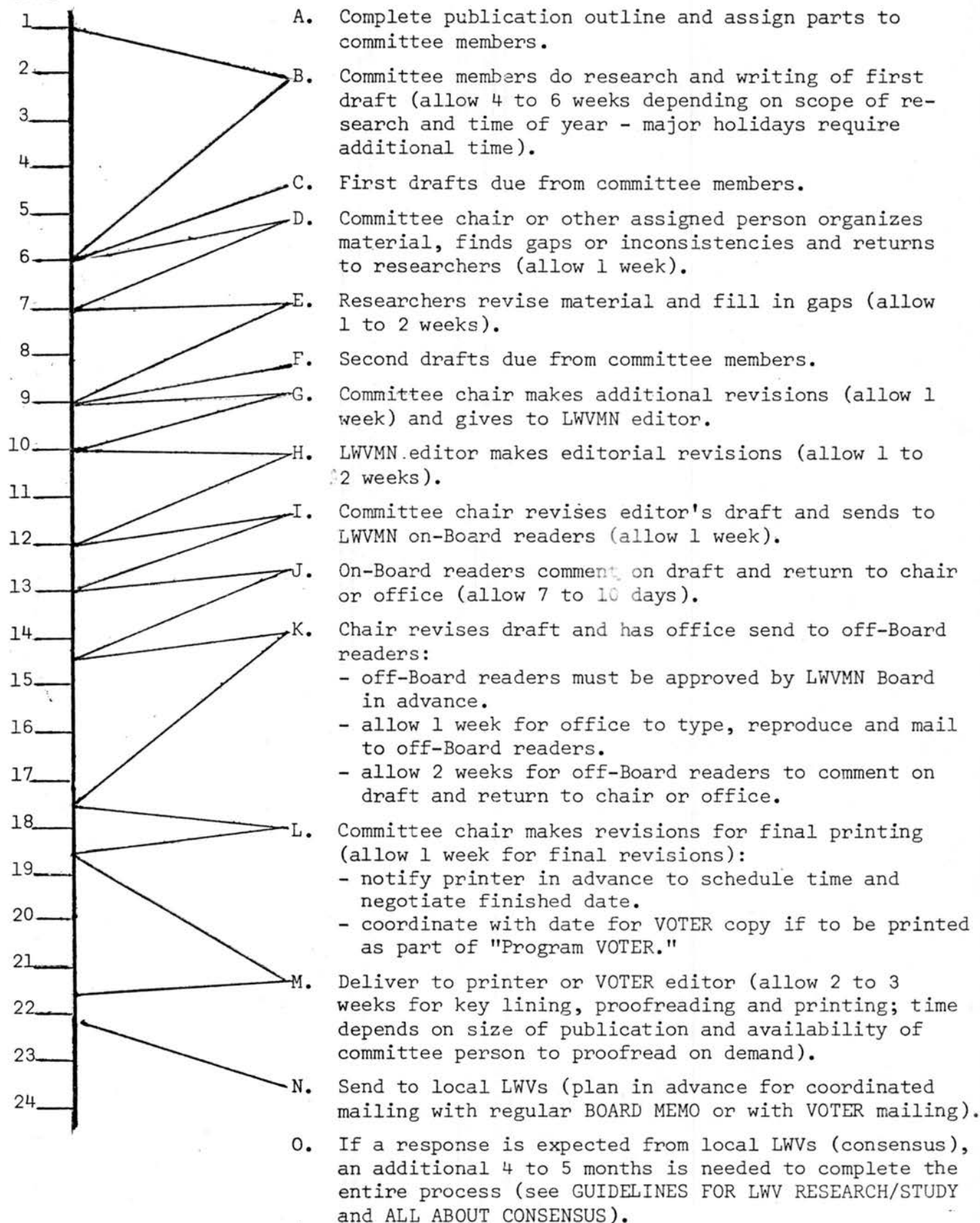
RESEARCH AND PUBLICATION GUIDELINES

- I. Before you begin:
 - A. Read IN LEAGUE, pp. 58-59, on publications.
 - B. Read CHOOSING A PROJECT TO COMMUNICATE THE RESULTS OF LWV RESEARCH to make sure it really is a publication you want/need. (Pay particular attention to section on funding.)
 - II. Style
 - A. If there are several writers, aim for a consistent writing style.
 1. Editor, committee chair and, if possible, all writers meet and discuss consistency early in the process.
 2. Predetermine style for quotations, references/footnotes and bibliography, voice, tense, use of nonsexist nouns and pronouns, headlines, subheads, etc. Internal consistency is very important.
 - B. See that each writer has a copy of the LWVMN STYLE GUIDE and any agreements you make on things not covered there.
 - III. A. Outlines
 1. Outline the publication(s). Possible outline "patterns" include:
 - a. chronological order.
 - b. geographical pattern.
 - c. issue or topic (FUNDING OF PUBLIC LIBRARIES publication is an example of this)
 - (1) history
 - (2) current status
 - (3) perceived problems
 - (4) possible solutions (may include pros and cons)
 2. Outline subheadings or sections. A sentence outline - or even one composed of summary paragraphs - is strongly suggested and preferred.
 - B. Choose an editor who is not part of the regular resource committee and doesn't have extensive knowledge of the subject.
 - C. Recommend a method of publication (in VOTER, flyer, pamphlet, book, in another organization's newsletter, etc.).
 - D. Submit outline and recommendation on publication method for review and approval by the Board liaison and/or president and editor.
- IV. Sample Publication Timeline

This timeline is meant to be a guide for planning the progress of a research committee, not to restrict a committee through time limitations. It is based on the experiences of an actual state study committee working on a "new" study item. While the timeline is written in a "beginning to end" manner, it will be helpful for the committee to write the timeline from the end, using the targeted completion date and being flexible with the time allowances. If the schedule permits, allow additional time for unforeseen complications. If committee members participate in setting the timeline and corresponding due dates, they are more apt to stick to them.

(Over)

Number of
Weeks



CHECKLIST FOR MEETING ARRANGEMENTS

Location of Meeting

- . Number of people to be accommodated
- . Need for additional workshop rooms
 - Check with Program planning committee for special requirements.
- . Sign rental agreement; compare costs of comparable facilities.
- . Have name of person in charge of facility.
- . Have name of custodial person.
- . Parking available; consider in-site selection.

Meeting Day Arrangements

- . Meeting rooms clearly identified
 - Is directory or map needed?
- . Identify restrooms, water fountains, phones.
- . Registration Area
 - easily accessible, clearly identified
 - outside of meeting area - to avoid disturbing meeting in progress
 - name tags
 - coat racks available
 - need person to be in charge of registration
 - pre-registration lists
 - sign-in sheets - need to know participants for evaluation purposes and for future contact.
 - money to be collected - change, money container needed
 - luncheon reservations verified
- . Publications Display
 - need person to be in charge
 - what publications should be included - check with Program planning committee.
 - need change, money box
 - consider order blanks, publications catalogs
- . Refreshment Area
 - signs needed ("donuts 25¢; coffee and alternate beverage ?")
 - may need change here.
 - need person to be in charge of setup if area is self-serve.
- . Hostesses/Hosts
 - to direct participants
 - to meet, greet speakers
 - may serve as timekeepers to help keep meeting on schedule
- . Meeting Room
 - physical setting: temperature, lighting, etc.
 - table(s), chairs, arrangement of room
 - program needs
 - microphone, tape recorders, audio-visual equipment (projector, screens, etc.), blackboards, podium
 - pitchers of water available for speakers
- . Child Care Available
 - need one person per (1) pre-schoolers.
 - sign-in sheets
 - child's name, parents' name, nametags
 - need large room with play equipment.
 - should not be next door to meeting (perhaps down the hall or around the corner).

LWVMN STYLE GUIDE

A style guide provides for uniform presentation of the printed word. This Guide covers the most common problems encountered in general writing and in the use of LWV phraseology. For points not covered in this Guide, refer to the standard rules of grammar, punctuation and usage found in most dictionaries or English texts.

GENERAL RULES

- Refer to the League in the third person, except for informal, internal use of "we."
In 1976, local Leagues in Minnesota began to study...
NOT: In 1976, we began to study...

- Long titles should be placed after the name.
John Jones, executive director and general manager,...

- Always identify individual by title the first time person is mentioned.

CAPITALI- ZATION

- Capitalize titles preceding names.

When Governor Al Quie spoke today...

- Use lower case when title follows the name.
Al Quie, governor, said today...

- Use upper case when the title of a high government official stands alone.
The President of the United States is always capitalized, however used.
The Governor said today that the fuel shortage...
The job of the President is a difficult one.
Jimmy Carter, President and former Governor, said...
BUT: The president of the state League said...

- Capitalize governmental bodies.

Minnesota Legislature, Executive Branch, Senate, House, U.S. Congress, Cabinet, State Capitol (building); BUT: do not capitalize federal/state government, city council (without city name).

The Legislature passed 300 bills.

The Senate is in session at the Capitol.

BUT: The legislative session adjourned...

- Capitalize names of committees (including LWV committees), commissions, agencies.

The Senate Judiciary Committee met today...

The Human Resources Committee presented information...

- Use lower case for subcommittees.

The meeting of the judiciary subcommittee began...

- Capitalize specific regions.

Metropolitan Area, Midwest, North Side

- In League usage, the word "state" is used often as an adjective rather than noun.

state Board (national Board, local Board)

state League (national League, local League)

state Council (national Council)

state Convention (national Convention)

- In general usage, the word "state" is capitalized when it follows the state name but not when used before a state name.

New York State

BUT: state of Ohio

- When one is a member of an organization and is writing about it, it is customary to capitalize shortened forms when they replace the full name.

The state League began its water study...

She has been a Leaguer since...

CAPITALI-
ZATION
(Con't)

- Capitalize "Program" when it refers to League study items, and capitalize the name of the study too.

League Program begins at the grass roots...

The study of Corrections is part of the state Program.

BUT: The League's evening program on Corrections...

- Put titles of League publications in capital letters (caps).

IN LEAGUE

FOCUS ON HOUSING

PROGRAM FOR ACTION

OPEN MEETING LAW UPDATE

CAPITOL LETTER

ENERGY OPTIONS

OUTLOOK 1979-80

BOARD MEMO

TIME FOR ACTION

- Some titles have a specific style combining caps and lower case letters, which should be followed:

Minnesota VOTER, National VOTER, FACTS about the League of Women Voters of...

- Whatever League positions, Board jobs, study titles, meetings, etc., you choose to capitalize, be consistent. Make a decision, write it down for future reference, and follow through.

- In titles of newspapers, magazines, books, pamphlets, magazine articles, and the like, capitalize all words except articles (the, a, an), short conjunctions (and, as, but, if, or, nor), and short prepositions (at, by, for, in, of, on, to, up, with, from). (Short means fewer than five letters.)

An article entitled "What to Do on Your Vacation" appeared in the last issue of TODAY'S SECRETARY.

I read "Health Through Exercise" in TODAY'S HEALTH.

- The first and last words of a title should always be capitalized, even if they are articles or prepositions.

Have you read his article entitled "The Shape This Country Is In"?

ABBREVIA-
TIONS

- First mention of organization, group, etc., should be spelled out. Thereafter, initials or an abbreviation may be used if they have been designated this way. References to our organization can be shortened to "the LWV," "the League," "the state League," "the local League," "LWVMN," "LWVUS," or "LWVHT" (The League of Women Voters of Happy Town) after the first mention. If frequent references are necessary, vary the form for the sake of variety (LWVMN, the state League, LWV of Minnesota, etc.).

The proposal was made regarding Aid to Families with Dependent Children (AFDC). AFDC recipients will be...

The League of Women Voters of Minnesota (LWVMN) has a long history. In its early days the LWVMN...

The League of Women Voters of the United States (LWVUS) has received a grant of \$15,000 to survey League activities. Recently the LWVUS also received...

- You may abbreviate a title before a name:
Sen. Boschwitz announced today...

- In addresses, abbreviate: St., Ave., Blvd.
She lives at 4064 Main St., St. Paul. BUT: Spell out when no number is used: She has lived on Main Street all her life.

- In addresses, spell out: Point, Port, Circle, Place, Drive, Road, Lane.

- Directions in addresses are abbreviated: E., W., N., S., NW, SW, NE, SE.
She lived at 1982 Harriet Ave. SW until last year. (Note no periods).

- ABBREVIATIONS (Con't)
- Minnesota is abbreviated MN rather than Minn. because of postal regulations. She lives at 4064 Jersey Ave. N., Crystal, MN 55427. (Note there is no period or comma between state and zip code.)
- COMMA
- Among its other usual functions, the comma separates these figures and words: On August 1, 1979, the group left...
 BUT: It was August 1979 when the group left...(no comma with month and year).
 The Selma, AL, group saw the governor...
 They moved to 1900 Apple Lane, New Hope, MN 55427, many years ago.
 - Two commas separate an appositive phrase or clause from the rest of the sentence.
 The president, who lives near the Capitol, often lobbies...
 - In a series of words, phrases, etc., omit comma before conjunction unless the meaning might be confused.
 The oranges, apples and cherries were in the bowl.
 BUT: The green, red and blue, and yellow T-shirts were sold...
- SEMI-COLON
- Use the semicolon to separate phrases containing commas which become confusing. The party consisted of B.M. Jordan; R.J. Kelly, his secretary; Mrs. Jordan; Martha Brown, her nurse; and a stranger.
 - Semicolons join independent clauses.
 The League is a great organization; we enjoy being part of it.
- QUOTATION MARKS
- The comma and period are always placed inside the quotation marks. Other punctuation is placed according to construction.
 The play was "hokey," but everyone liked its "inside jokes."
 Why call it a "gentleman's agreement"?
- HYPHEN
- Use the hyphen for compound words: Program-making, land-use planning.
 BUT: Land use is a major concern...
 - Do not use the hyphen to achieve a compound word with adverb ending in "ly," such as: badly damaged, fully informed, newly chosen.
 - Use: vice-president; the 13- and 16-year-old sisters.
 - No hyphens in: statewide, nationwide, worldwide, outstate.
- NUMERALS
- In general, spell out numbers below 10; use numerals for 10 or over. Do not begin a sentence with a numeral.
 Thirty children were present, nine of whom were under 12.
 - Casual numbers are spelled: Gay nineties, in the Forties, wouldn't touch it with a ten-foot pole.
 - No apostrophe in 1920s; but use apostrophe when "19" is omitted: In '49, we...
 - Use numeral and percent sign (easier to read than when spelled out): 3%.
- TROUBLE-SOME PREFIXES
- anti (no hyphen except with proper noun: anti-American): antidiscrimination.
 - bi (no hyphen): biennial, bimonthly.
 - by (no hyphen): bylaw, bypass. EXCEPTIONS: by-line, by-product.
 - ex (no hyphen): expatriate, explosion. BUT: ex-president.
 - extra (no hyphen): extraplenary, extralegal, extrajudicial.
 - inter/intra (no hyphen): interstate, intrastate. BUT: inter-League (proper noun).
 - multi (no hyphen): multimillion.
 - non (no hyphen): nonpartisan, nonpolitical, nonproductive.
 - out (no hyphen): outtalk, outvote, outstate, outset, output.
 - pre (no hyphen): precommitted, predetermined, predate.
 - re (no hyphen): refund, reevaluate, reinvest.

TROUBLE- -semi (no hyphen): semiannual, semifinal.
SOME -sub (no hyphen): subcommittee, subcontract, subdivide.
PREFIXES -un (no hyphen): unnatural. BUT: un-American (proper noun).
(Con't)

FRE-	adviser (BUT: "advisory")	consensus
QUENTLY	bus, busing (transportation)	judgment
MIS-	buss, bussing (kissing)	liaison
SPELLED	all right (no such word as "alright")	initiative
WORDS	accommodate	targeted
	commitment	budgeted

REFER-
ENCES TO
ELECTED
OFFICIALS

-Sen. Dave Durenberger, R-MN, said today...
Rep. Bill Frenzel, R-MN, said today...
Sen. Nancy Brataas, IR-33, said today... OR Sen. Nancy Brataas,
IR-Rochester, said...
Rep. Phyllis Kahn, DFL-57A, said today... OR Rep. Phyllis Kahn, DFL-
Minneapolis, said...

FOOT-
NOTES

-Footnotes are usually used to give credit for a quotation or to cite the source for an important fact or idea. A summary of another writer's facts or ideas as well as figures, dates, opinions and interpretations should also be credited to their source. Footnotes are numbered in the order they appear, often for a chapter, occasionally for each page.

Footnotes are varied; the most important feature, however, is that they be consistent in the same work. Generally, they follow this order:

1. The author comes first, with the given name before the surname.
2. The title of a book follows, in italics if printed, underlined if typed.
3. The title of an article in a periodical or a chapter in a book is put in quotation marks, and the title of the periodical or book follows as in (2) above.
4. The first time a book is mentioned, the facts of publication are given: city and year, sometimes publisher between city and year.
5. The first time an article in a periodical is cited, the year is given, the volume number in Roman numerals and the pages in Arabic numerals.
6. For later references to the same sources, short forms can be used. When two references to the same work follow in sequence, the second may use ibid instead of author and title. For another reference to an item previously cited (but not in sequence), you may use the author's name followed by op. cit.
 - a. L. Laszlo Ecker-Racz, It's Your Business: Local and State Finance (New York: National Municipal League, 1976), 58-72.
 - b. Ibid., 28-31.
 - c. Gina Rieke, "Membership Options," The National VOTER, Winter, 1979, Vol. XXVIII, No. 4 (League of Women Voters of the United States), 23.
 - d. L. Laszlo Ecker-Racz, op. cit.

BIBLIO-
GRAPHIES

-A bibliography follows a piece of writing as a record of the books, articles, and other items drawn on by the writers for material. Bibliographies are varied; but, as with footnotes, it is important that they be consistent. The following information should be included:

1. Author, last name first, followed by first name or initials.
2. Exact title in full.
3. The facts of publication.

BIBLIO-
GRAPHIES
(Con't)

As in footnotes, book titles are put in italics when printed, underlined when typed. Titles of magazine articles, chapters of books, and the like are put in quotation marks; titles of magazines or newspapers are in italics if printed or underlined if typed. Items are usually listed alphabetically.

- a. Ecker-Racz, L. Laszlo, It's Your Business: Local and State Finance, New York: National Municipal League, 1976.
- b. Reike, Gina, "Membership Options," *The National VOTER*, Winter 1979, Vol. XXVIII, No. 4, League of Women Voters of the United States, p. 23.

SOME BASIC
PRINCIPLES
OF COMPOSI-
TION AND
USAGE

-A participial phrase at the beginning of a sentence must refer to the grammatical subject of the sentence.

WRONG: On arriving at Council, our friends met us at the station.

RIGHT: On arriving at Council, we were met at the station by our friends.

WRONG: New at lobbying, the task seemed easy to me.

RIGHT: New at lobbying, I found the task easy.

The results of construction errors following participial phrases can be quite silly, as:

Being in a dilapidated condition, the League was able to get the addressograph at a very low price.

Wondering irresolutely what to do next, the clock struck 12.

-The basic structure for expository writing: tell the reader what you're going to write about in the first paragraph; write about it in as many paragraphs as you need; conclude by telling the reader what you wrote about.

-The basic structure for news writing: the most important or latest information comes first (the who, why, what, where, etc.), followed by explanatory and background material. If you need to cut the story, you cut the least important information from the end.

-Vary your sentence length and sentence structure to avoid monotony.

-Use the active voice wherever possible.

I will always remember my first Convention.

NOT: My first trip to Convention will always be remembered.

Many people stayed after the meeting.

NOT: There were a great number of people remaining after the meeting ended.

-Use definite, specific, concrete language. Omit needless words.

It began to rain.

NOT: A period of unfavorable weather set in.

Politicians like the income tax.

NOT: Politicians find themselves comfortable with a tax on incomes.

NOT:

represented an increase in
in order to
owing to the fact that
in spite of the fact that
the question as to whether
used for fuel purposes
he is a man who

BUT:

increased
to
since (or because)
although (or though)
whether
used for fuel
he

SOME BASIC
PRINCIPLES
OF COMPOSITION AND
USAGE
(Con't)

-Parallel construction is good; it helps the reader to understand similarities of content or function. Don't strain to find different ways to say things in a series.

-Use the same grammatical construction on both sides of a correlative (both, and; not, but; either, or; first, second, third).

RIGHT: A time not for words but for action.

WRONG: A time not for words but action.

RIGHT: My objections are, first, that the law is unjust; second, that it is unconstitutional.

WRONG: My objections are, first, the injustice of the law; second, that it is unconstitutional.

-Keep related words together.

RIGHT: Purchasers of new or used vehicles weighing more than 1000 pounds pay a fee of \$1.00.

WRONG: Purchasers of vehicles weighing more than 1000 pounds, whether old or new, pay a fee of \$1.00.

COMMONLY
MISUSED
WORDS AND
EXPRESSIONS

-But is unnecessary after doubt or help:

RIGHT: I have no doubt that... NOT: I have no doubt but that...

RIGHT: She can't help... NOT: She can't help but...

-Case is often unnecessary.

Many of the rooms were poorly heated.

NOT: In many cases, the rooms were poorly heated.

Few mistakes have been made.

NOT: It has rarely been the case that any mistake has been made.

-Factor and feature usually add nothing to the sentences in which they occur.

She won the election by doing the best work.

NOT: Her superior work was the great factor in her winning the election.

-Imply and infer are not interchangeable. Imply: to involve or implicate by association or natural consequence, express indirectly or hint at. Infer: derive, guess or surmise from facts or premises.

You imply that you think I'm qualified by offering me a job; I infer your faith from your offer.

-Irregardless is not a word; use regardless.

-Like governs nouns and pronouns; as precedes phrases and clauses.

(The commercial should be "Winstons taste good as a cigarette should.")

-Presently means soon; if you mean now or today, say so.

-Unique means without equal; so there can be no degree of uniqueness ("most unique" or "very unique" are wrong).

-Feel means to be aware of through physical sensation, to be sensitive or emotionally moved by. Think means to hold an opinion, judge, consider, believe, surmise, expect; to use the mind for arriving at conclusions, making decisions, drawing inferences, etc.

Committee members feel sorry for the victims of child abuse.

Members think the correct response of welfare authorities should be...

-Don't say "I would like to thank the members..." or "I would like to tell you..." If you would like to, just do it.

Warm thanks to the members of my committee, who...

-Less refers to amount; fewer refers to number.

less money

fewer dollars

less pudding

fewer children

less experience

fewer experiences

ALL ABOUT CONSENSUS
a 1973-1975
LWVMN AD HOC STUDY
(Revised 1979)

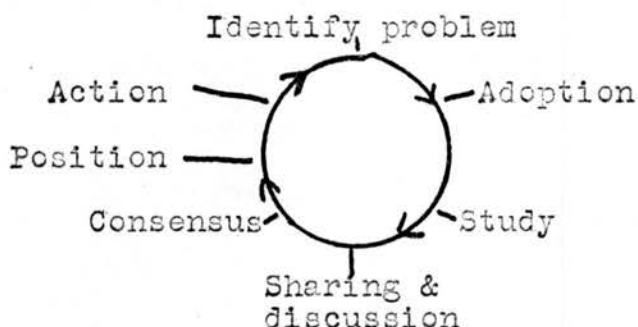
May 1975

Memo to: Local Leagues
From: Dottie Stone, Chairman, AD HOC COMMITTEE ON CONSENSUS
Re: Consensus Committee Mini-publication on Consensus

This booklet is a result of a two-year study of the consensus process which was conducted by the AD HOC COMMITTEE ON CONSENSUS of the League of Women Voters of Minnesota. It was created as an informational tool to help to help League members who are involved in Program development. In it, the committee has tried to define the role that consensus plays in the League, identify some of the problems in the process and propose possible solutions to them. The format has been designed so that Leagues can easily and economically reproduce all or parts of the booklet for their committees or general membership. The information can also be used as the basis for a consensus workshop, especially when combined with a consensus question drafting exercise.

? WHERE DOES CONSENSUS FIT INTO THE TOTAL LEAGUE PICTURE ?

League operates in a continuous, circular pattern, with consensus being one important link in that circle. After members have identified a problem, one which may need governmental action, they vote to adopt a study of the problem as part of League Program. They research it, share their findings, discuss and finally reach agreement. (Consensus) From that agreement, they draft a statement of position, and go on to action based on the position.



From League action come new ideas which lead to the adoption of another item and the circle begins again. Ultimately, the purpose of consensus is to enable action. In the League of Women Voters, the consensus meeting gives each member a share of the decision making and therefore, a reason to be committed to the resulting action.

? WHAT DOES CONSENSUS ACCOMPLISH ?

The scope of a study and the direction to the Board at the annual meeting or Convention provide a study committee with some guidelines. But, a committee must also set its goals, determining exactly what it needs to know and do. If a committee has not clearly defined its goals, chances are good that the resulting consensus will also be unclear. Some of the things that consensus can do are ---

1. Indicate agreement on general philosophy
2. Give more specific direction for action in an area where there is already agreement on general philosophy.

3. Encourage members to develop opinions on issues for which there is presently no consensus.
4. Elicit from members additional solutions to problems.
5. Define an existing position for use at another level of government, when necessary.

? HOW DOES A COMMITTEE DEFINE CONSENSUS AREAS ?

A committee has prepared a study, shared information and is now ready for agreement. How do they sort out issues for consensus? In thinking about this, they might ask ---

- What methods and time restrictions do we have for reaching consensus? (Have we been allotted one unit meeting for consensus, or could we use a tear-off in the bulletin?)
- What policies could most realistically be changed by League action?
- What issues fall within the scope of the study as adopted by the members?
- What issues do the members know about, care about and want to decide?
- What are the realistic alternatives for League action?
- What provisions should be made for alternative solutions to the problem -- ideas that have merit, but aren't being widely discussed at the present time?

? WHO DRAFTS THE CONSENSUS QUESTIONS ?

Committee is the key word, as drafting consensus questions should be a cooperative effort. Many Leagues make it a policy to call in some additional people to act as editors at consensus-drafting time. These people have not been deeply involved in the study and therefore may be able to offer objectivity and new perspectives to the questions. Who should be asked to screen the questions? A committee could ...

- ... ask a new member if the questions are clear and easily understood,
- ... ask a League pro if they are biased or show the committee's preferences,
- ... ask an English major if the language is ambiguous or awkward.

Groups of Leagues cooperating on a study, such as ad hoc committees or Inter-League Organizations (ILOs), sometimes have special problems at consensus time. Most successful joint ventures have made a concerted effort to include representatives of all member Leagues in every step of the study. While a group may find it necessary to pare down the question drafting committee to a workable number, each League representative should have a meaningful opportunity to offer suggestions or changes.

Some Leagues, particularly those which adopt extensive local programs, have found it helpful to establish a consensus screening committee. This committee works with local study committees in reviewing, editing and clarifying proposed consensus questions. The committee is composed of members selected for their writing expertise and League experience. Use of this specialized committee lessens the workload for the Board, as the consensus questions are usually well-polished by the time they reach the Board review stage. This does add another step to the consensus process, however, and makes careful planning and scheduling very important.

? WHAT IS THE BOARD'S ROLE IN CONSENSUS ?

While the LWV depends on committees to plan and implement its Program and Action, the responsibility for the League as a whole rests with the Board of Directors. Its task is to consider matters from a total League perspective, while a committee concentrates on a specific area. At consensus time, the Board must review proposed consensus questions. (Local Boards review local study questions, state Boards review state study questions, etc.) Directors are not all experts in each study area, nor should they try to be. They can, however, determine if the questions will benefit the League, both in the way that they fulfill the goals of the study and in the way that they involve members in decision making.

If unsuitable questions come before the Board, it is more effective and efficient for the Board to briefly outline the problems, make a few suggestions and refer the questions back to the committee for revision. Naturally, the committee must have allowed sufficient time to make the needed changes and return the revised questions to the Board for approval.

After consensus results are tabulated, the Board again reviews the results to be sure that they accurately reflect the thinking of the League as a whole. When a new position statement is drafted, the Board must review it, considering whether it is true to the consensus, and if it will allow for effective action, and then approve it.

? HOW SHOULD CONSENSUS QUESTIONS BE STRUCTURED. ?

There is no official "League" format for consensus questions. Leagues have used many different types, and each has some advantages and disadvantages. Listed are some examples, with a few positive and negative aspects of each.

Obvious

"Should the LWV support a comprehensive program of park development for our town?"

Yes _____ No _____

Plus - Elicits agreement on broad philosophical principles.

Minus - Few people ever object or say no, therefore these may seem loaded.

Good consensus questions do not necessarily make good discussion questions. They are designed to facilitate action. Sometimes it is necessary to ask a very obvious question in order to get a statement of member support on basic philosophy. Obvious questions may seem less loaded if they are followed by a more specific question on the same subject, such as:

"Should the LWV make park development a major goal when speaking and lobbying before city agencies?"

Yes _____ No _____ Comments:

or

"What funding priority should park development be given in comparison to other city projects?"

1	2	3	4	5
Very				Very
high				low

Explain:

Paragraph

"Do you think that the LWV should support the repeal of the present drunkenness statutes and ordinances?" (This would not affect the legal status of crimes committed when drunk. For example, drunken driving, assault, etc.)

Yes _____ no _____ Comments:

Plus - Provides consistent definitions and everyone has the same information and interpretation of the question.

Minus - Technique may be considered leading or "spoon feeding."

Objections to this type of question can be modified by providing members with opportunities for lively discussion, considering all sides of the issue.

Multiple Choice

"What do you see as the major role of the Metropolitan Council?"

____ reviewing
____ coordinating
____ policy-making
____ operating
____ combination of the above
____ other (list) "

- Plus - Easy to control answers, easy to compile
- Minus - May limit choices, no space for qualifying answers.

These objections can be modified by encouraging members to list "other" options and by adding a space for comments.

Ranking

"What are your priorities for Corrections funding? Rank.

- ☐ community treatment centers
- ☐ probation programs
- ☐ personnel training
- ☐ research
- ☐ evaluation
- ☐ educational programs
- ☐ therapeutic programs
- ☐ specialized prisons"

- Plus - Shows strength of minorities, gives good direction for action.
- Minus - May limit choices; participant must choose one item over another, even if they consider them of equal importance.

These objections could be modified by including an "other" option, space for comments and by allowing participants to assign the same rank to several goals.

Branching

"Do you favor an evaluation system for the juvenile justice system in our county?

Yes ☐ No ☐ If no, explain

If yes, who should do the evaluating?

- ☐ clients
- ☐ juvenile justice system personnel
- ☐ outside experts
- ☐ community representatives
- ☐ other (list)

What factors should be considered when evaluating?

- ☐ accomplishment of stated goals
- ☐ cost
- ☐ effect on individual
- ☐ impact on community
- ☐ cooperation with other agencies
- ☐ other (list)"

- Plus - Thorough, gets much information.
- Minus - Could be confusing or difficult to explain and handle in large groups.

This objection could be modified by providing each member with a copy of the question or displaying it on a large blackboard or poster.

? WHAT ARE SOME OF THE PROBLEM OF CONSENSUS QUESTIONS ?

Problem

Example



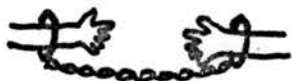
Fuzzy language

"Do you favor the decentralization of the decision making process of city government to allow for more citizen participation and involvement?"

What exactly does "decentralization" mean, what is the "decision making process"? Does each member understand every word in the question?



<u>Problem</u>	<u>Example</u>
Shop talk	"Do you favor increased use of LEAA funds to establish residential treatment centers for adjudicated delinquents?"
Does the question contain jargon or terms familiar to only those members well-versed in the subject?	



Leading	"Do you favor increased use of inter-racial study materials to improve education quality in our school district?"
Does the question make assumptions for people and lead them to a conclusion?	



Two in one	"Do you support the establishment of a park and recreation department in our town with emphasis on the recreational needs of senior citizens?"
Does the question contain two separate issues which should be presented in two separate questions?	

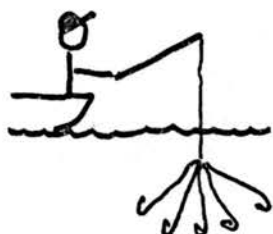


Moral leper	"Do you favor expanding welfare assistance payments to help the elderly in our community?"
Perhaps a member doesn't favor expanding assistance, believing that it is adequate now. But, what does a no vote imply? -- that the member is opposed to helping elderly people?	

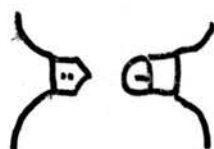


Loaded words	"Do you favor urban renewal projects that provide clean, adequate housing for deserving residents in our community?"
Words like clean, adequate, deserving, are often defined emotionally and therefore do not mean the same thing to each member. To avoid wrangles over the definition of such a word, it's best to avoid them entirely.	

Avoiding these problems can help keep members happy and can keep your consensus meeting running smoothly. Other mistakes in questions can cause troubles for a committee when it wants to compile consensus results or take action. For instance,



<u>Problem</u>	<u>Example</u>
Open end	"What changes would you favor in our school district's administration procedures?"
Compiling answers to this type of question could be a nightmare. It's very possible that the answers would be so varied that a committee would end up with no areas of agreement.	



Too broad	"Do you favor reforms in city government?"
This type of question really says or answers nothing. How could a Board ever interpret it in relation to a specific action proposal?	



Problem

Tunnel vision

Example

"Do you support the installation of lighted athletic fields at Freedom Park?"

Isn't this too restrictive? Couldn't it be restructured in a more flexible way to apply to related proposals or future projects?

Finally, one common problem that traps many study committees is including too many questions in a consensus. A long consensus may severely limit discussion time and increase member frustration. Committees should constantly be thinking about time limits and member needs when drafting their questions.

? HOW SHOULD A CONSENSUS MEETING BE ORGANIZED ?

Each League has its own way of doing things and techniques successful for one can fail miserably elsewhere. Nevertheless, the following ideas have proved themselves in many groups.

Setting and Keeping a Time Schedule.....

When beginning to plan for a consensus meeting, a committee should determine how much time is available. They should analyze the necessary parts of the meeting and set a realistic limit for each of them.

<u>A SAMPLE SCHEDULE</u>	9:15-9:30	Coffee and greetings
	9:30-9:45	Unit business and announcements
	9:45-10:15	Questions 1, 2, 3
	10:15-10:30	Break
	10:30-11:30	Questions 4,5
	11:30	Adjourn
	2 hrs. 15 min.	Total time

In looking at consensus questions, the committee considers where there is likely to be agreement and where extra discussion would be helpful. Most obvious questions can be answered in a very few minutes, while more complex issues could require a half hour. For example, a more detailed breakdown of the consensus portion of the sample schedule might look like this.

<u>Question</u>	<u>Allotted time</u>
1. Obvious	3 minutes
2. Secure institutions	
Yes/No	7 minutes
3. Rights of offenders	20 minutes
4. Goals of corrections	30 minutes
5. Community corrections	30 minutes
Total time	90 minutes

Sometimes, committees find it helpful to provide everyone with a copy of the time schedule. If members know that each question has a limit, they may be more concise in their comments and less apt to repeat what has already been said. A good discussion leader is really a necessity for a successful consensus meeting.

Answering the Questions.....

Some Leagues:

Give each member a sheet with printed questions and room for answers; discuss a question as a group, then have each member answer it on the sheet.

Split into small discussion groups headed by a discussion leader. Discuss questions and have recorder write "sense of the meeting" answers on blackboard or flip chart as discussion progresses.

"How do we handle graded answers?"

Ranking questions may seem more difficult to compile, as to be completely accurate, the answers should be computed statistically or on a graph or chart. Still, the results give a good indication of member preference. They may be worth the extra effort in light of the clear direction they provide for League action.

"What do we do with intense minority opinions?"

Realizing that effective League action needs broad member support, committees should be sure to include minority views in their report to the Board. If a strong minority exists, the Board will want to discuss whether or not there is enough agreement within the membership to include that issue in the support position.

After the committee has compiled all the questions and the results are clearly prepared, they're ready to submit to the Board for approval. Many Board members appreciate having a copy of the results, or seeing them recorded on a large visual aid for use at the Board meeting.

? HOW IS A POSITION STATEMENT DRAFTED ?

A position statement is a tool for action--it determines what League can and cannot do. It has been suggested that positions should be drafted as a joint effort; a group consisting of study committee members knowledgeable about the issues, unit or Board members concerned about accurately reflecting the consensus and action people with lobbying expertise.

Most position statements list the broad principles and general philosophy statements first, following them with more specific items and suggested ways of implementation. This latter part gives lobbyists clearer direction in determining priorities for action.

Position statements must go to the Board for approval. In the case of ad hoc committees or ILOs, requiring approval from each participating Board may be cumbersome and time-consuming. A more streamlined method, such as sending one or two representatives from each Board to a joint meeting, might prove more satisfactory. This process works when there has been good communication among participating Leagues and when there is broad member support for the study. If these conditions don't exist, however, the group might be wise to involve all of the Boards in order to build support for action.

? WHAT SHOULD A CONSENSUS TIMETABLE LOOK LIKE ?

Suggested timetable for a one-year local study item.

Month 1	Adoption of item Recruit study committee Define scope of study Set committee goals for the year Establish study timetable
Months 2-7	Further define scope Research Share information (Bulletin articles, general meetings, unit meetings, speakers, etc.)
Month 8	Determine consensus areas First draft of consensus questions Submit consensus questions to "editors" or consensus committee
Month 9	Final draft of consensus questions. Submit to Board. Plan consensus meeting Draft discussion outline
Month 10	Revise consensus questions, if necessary. Resubmit to Board. Brief discussion leaders Pretest consensus meeting. Revise if necessary.

- Month 11 Hold consensus meetings
 Compile consensus results. Submit to Board.
- Month 12 Draft position statement. Submit to Board.
 Evaluate the entire study.
-

Members of the AD HOC COMMITTEE ON CONSENSUS -

Dottie Stone (New Brighton), Chairman
Henrietta Britton (Bemidji)
Barb Dols (Minneapolis)
Dolores Hastings (Brooklyn Center)
Judy Hove (New Brighton)
Marge Jacobsen (Winona)
Dot Lilja (Minneapolis)
Jean Reeves (Northfield)
Hazel Shimmin (Bemidji)
Mary Lou Siems (Crystal-New Hope)
Karen Siemers (Winona)
Mabel Spear (Winona)

This mini-guide was developed as part of a two-year review of the consensus process initiated by delegates to the 1973 State Convention.

A variation of the above--hold a general discussion on the entire consensus first, then go back and compile the discussion into specific answers. Record visually on a blackboard or flip chart.

Have individual members write answers to a few of the questions at the meeting or at home, then discuss the remaining questions at the meeting.

Occasionally there may be studies for which the consensus is too long or complex to be handled by any of the above methods. In those cases, Leagues have tried the following.

Splitting the questions among the units, each unit answering only part of the questions.

Designating some of the more technical questions to be answered by the committee and submitted to the members for approval. The more general questions would be handled in one of the conventional ways.

These methods do remove a part of the decision making from the individual members. Splitting the questions among the units may cause problems and skewed results if the units differ widely in their opinions. Leagues considering these methods should weigh their disadvantages against the disadvantages inherent in a long, complicated consensus.

Keeping Members Happy.....

To make consensus work, the members must believe in it, participate in it and support its results. Consensus represents "grass roots," the individual member's control over League policy. It's important, then, to consider the members when planning for consensus. How will a committee's decision affect them? How do they react to the process?

Are they saying.....



"It lets me be a part of things."

"I like to hear everyone else's opinions, then make up my own mind."

"It's more democratic than if the Board just made all the important decisions."

"I like to be given a choice."

"It's a learning experience and it stimulates my thinking."

"It helps me identify issues."

Or are they complaining.....



"The questions are cut and dried; there really is no choice."

"The consensus meetings are too long."

"My opinions don't really count."

"It's confusing; no one ever explains what we're doing."

"You have to be an expert to understand the questions."

"There's never enough time for a good discussion."

Many of these complaints could be eliminated if committees:

- Before the big day, pretest the consensus meeting with a small group of members to determine if the format and time schedule will work. Include the discussion leaders so they feel comfortable in their role.
- At the beginning of the consensus meeting, give a brief resume of the study and the consensus process. There may be new members or guests attending who would like to know what's going on.
- Make sure everyone understands exactly what procedures will be used for reaching agreement.
- Try to assure that everyone has a chance to contribute to the discussion.

- Welcome comments by guests, even though their opinions are not recorded.
- Record both majority and minority opinions. Comments and minority views may be significant when combined with those from other units.
- Use resource people only when the group really needs them, or when information needs correcting or clarifying.
- Stick to the time schedule so people can leave on time.
- Think positive thoughts about consensus--this enthusiasm will be transmitted to others.

? HOW MUCH DO MEMBERS NEED TO KNOW ?

The LWV expects its members to answer consensus questions as well-informed citizens would, not experts. While many issues are difficult and few choices are clear-cut, members shouldn't feel that they're not qualified to express their opinion on an issue. Study committees can help members deal with complex issues by -

providing good background information,
referring to pertinent parts of the information when discussing consensus questions,
drafting thought-provoking discussion questions to stimulate lively discussion of the issues,
providing adequate time for member discussion,
and drafting clear, succinct consensus questions.

? IS IT POSSIBLE TO REACH "NO CONSENSUS" ?

Certainly. This can happen at any level--among members of a unit, among units in a League, etc. Sometimes there are true differences of opinion on a question and it's impossible to get a "sense of the meeting" or "sense of the League." The consensus process is really intended to see if consensus--in the sense of broad general agreement--exists among the members. If there is none, this is a perfectly valid outcome, and the committee has discovered that no consensus exists.

? WHO COMPILES CONSENSUS RESULTS? HOW ?

In many Leagues, the bulk of the compiling is done by the study committee, although efforts should be made to include a representative from each unit at some point. This helps insure that the units' answers are fairly represented in the compilation. This may be impossible in very large Leagues, but some additional unit representation should be encouraged.

It's helpful for committees to determine early in the study what criteria they will use in combining answers. Consensus, in the League of Women Voters, is generally considered to be more than a simple majority--at least 2/3 to 3/4. When applying this definition to specific situations, committees often ask,

"Should we have each member vote or just consider the sense of the meeting at each unit?"

It is usually necessary to know how many members are participating at each unit. Voting, however, except on individual ballots, can be very time-consuming and awkward. Many Leagues simply record the number of participants, list areas of strong agreement (consensus), and record comments and minority opinions, indicating their strength. When the study committee compiles the results of all units, they consider the number of participants at each unit, look for issues on which there is strong agreement, check for comments and minority opinions to see if they are significant. If a League or committee is more comfortable knowing actual percentages, it would probably be wise for them to use a written ballot.

BACK TO THE BASICS

CONSENSUS: defined as "collective opinion of concord; general agreement or accord." Consensus is used interchangeably with the term "member agreement" to refer to the overall decision-making process by which SUBSTANTIAL agreement among members is reached on an issue.

WHEN TO WRITE CONSENSUS QUESTIONS:

Early enough in the study process to give the resource committee some limits and direction and for the members to understand what kinds of decisions need to be made.

Far enough in advance for local Board discussion and approval and for inclusion in the local VOTER preceeding the units at which consensus will be taken.

In other words, your resource committee needs some flexibility in developing questions as they get into the study process and see how and where the study is leading them.

WHAT MAKES A GOOD CONSENSUS QUESTION:

It is difficult to talk about what makes a good consensus question without keeping in mind what the overall goals of consensus are, namely, where are we going?

Overall objectives of Consensus:

- To obtain member agreement on general concepts.
- To define goals to be achieved.
- To provide guidelines for decision making.
- To lead to action at the appropriate League level.

WHAT ARE SOME OF THE GUIDELINES FOR WRITING A GOOD CONSENSUS QUESTION:

A good consensus question should be:

1. Easy to understand.
Don't use technical words. The question should be clear and direct enough for a sixth grader to understand. Ask yourself, "What questions will reveal the member's opinion on the issues raised by this study?"
2. Free of loaded words, unbiased and should not suggest a "right answer."
Frame consensus questions in a neutral way, never leading or unintentionally discouraging certain points of view. If you asked, "Do you think the budget process in our county is really open to citizen input?" you are suggesting that it really is not! If you asked instead, "Do you think the budget process in our county should or should not be open to citizen input? Explain your answer or give your reasons," you would leave the members free to decide for themselves.
3. Focus on the kind of decision a citizen can make.
We aren't trying to make technicians of our members. If you asked, "How many planners should the planning staff have?" you might

get an answer or several answers, but you most likely would not be getting an informed citizen answer unless you just happen to have a planning background. If you asked instead, "What guidelines can be used to evaluate planning in our county?", you would be at a level citizens can handle, with the background that you have given them in the study, i.e., short-range or long-range, budget, workload, etc.

4. Possible to answer on the basis of material presented.

Suppose that your resource committee is studying the budget of your county and they have carefully traced the budget process, the kind of budget used, and the overall structure of the budget. Would you ask, "Is the budget adequate to meet the needs of our county?" Would your members be able to answer that question with the background you have given them? Of course not! You have given them material on which to discuss and answer questions about the process, not on the needs of the county.

5. Zeros in on areas that will have future action possibilities.

To quote from MEANINGFUL MEETINGS, "... be certain that the area covered and the questions asked are so designed that the resulting member agreement can be applied in the political arena." Remember our end goal - ACTIONS.

6. Should not be a "yes" or "no" question unless qualified.

If the consensus question simply asked, "Are present methods of management adequate to meet the needs of our county?", you would get a yes or no answer with little direction for the Board in making a decision on action. Admittedly it is difficult to stay away from yes and no questions, but if you added a qualifying phrase, "What changes, if any, should be made?", your Board would not only know whether or not members wanted change, but if so, in what direction.

7. Broad enough to allow for implementation, (i.e., it should provide guidelines and criteria and not be related to specific legislation).

It does not help your local Board very much to know if the members favor or oppose the long-range plan for 1978 for the county. What the Board needs to know to take effective action is if members favor long-range planning, then "What guidelines should be incorporated in developing long-range plans?" so that they can evaluate the long-range plan for 1978, 1985, and 2001!

IF you keep the goals of consensus firmly in mind,

IF your resource committee keeps asking itself, "What can informed citizens decide in this area?

IF you and your resource committee discuss your questions thoroughly with your Board ahead of time,

YOU CAN'T HELP BUT SUCCEED!

-From material developed by
The ColoradoLWV

To: Local Leagues
From: Karen Anderson
Re: Consensus: Flexibility in reaching member agreement
Date: November 15, 1977

Various methods of reaching member agreement, or consensus, are detailed in In League, Guidelines for League Boards. While the term "consensus" refers to a "specific technique" used by League for determining member agreement, it is not the only technique which may be used.

It has been found, in many recent League studies, that Program items are not as simple as they may once have been and that they overlap into other Program areas. It is also true that the diversity of League membership supplies a diversity of individual philosophies and that members are concerned, in this time of increased citizen participation, that their individual viewpoints be heard. How, then, is it possible to reach member agreement on an issue and also be assured that members do, in fact, support a position and will stand behind subsequent action?

As In League states, "The Board chooses the approach to be used, recognizing that since issues are different in scope, they need not all be treated alike. The nature of an issue will bear on how it is studied and how decisions are reached." Some issues, of course, may be simple enough for agreement to be measured by a "Voter" questionnaire or a telephone poll. Other issues are more complex; they require further discussion by members and agreement determined in a group setting via the consensus technique. Some issues may be very complex, and a simple discussion and general agreement may not adequately reflect the views of the entire membership. Then it may be necessary to expand discussion, to be specific about the issues, and to ensure member agreement by allowing each member's voice to be heard.

A recent example of such a complex issue was the study/consensus on Financing State Government. When reaching member agreement, it was necessary to determine if members truly agreed on issues specific enough to allow the resulting position to be used for support or opposition of specific legislation. While a consensus technique may have reflected general agreement, it could not adequately reflect the diversity of membership opinion. Therefore, by using a method of membership voting, responses to the FSG questions showed the areas in which there was truly agreement, regardless of type, size or location of the League a person belonged to. On the other hand, it was possible to isolate responses to see if the type, size or location of a League influenced member agreement. Interestingly, responses showed these factors to be of minimal importance. Responses were overwhelmingly alike in many areas, regardless of size or location of League. But, only by using a voting method of consensus was this able to be determined. The voting method also made it possible to determine the one area of agreement in which location of the League played a part (that of support of local government aids). By isolating this issue, future action will be able to reflect how Leagues truly stand on the issue.

Reaching member agreement often sounds simpler than it is, as most Boards have discovered through local studies. A review of In League of the entire study-to-action process may help local Boards in understanding the flexibility offered in dealing with the process.

INITIATIVE, REFERENDUM AND RECALL

LWVMN POSITION: Support of the continuation of legislative initiative and compulsory voter referendum on constitutional amendments; opposition to most forms of voter initiative and referendum on statutes; opposition to recall by voters of members of the Legislature and state constitutional officers; support of strict procedural limits on any process of initiative, referendum or recall.

Details:

The League of Women Voters of Minnesota

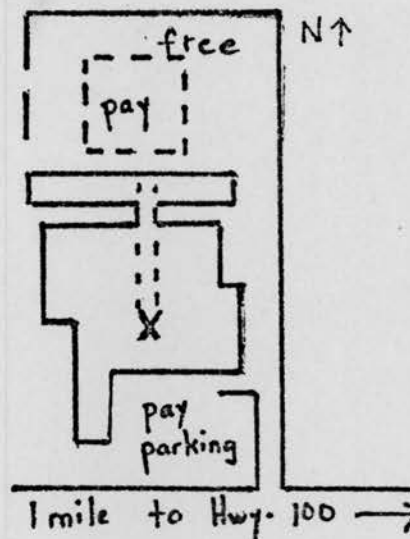
- . supports the continued initiation of constitutional amendments by the legislative branch; opposes all forms of voter initiative of such amendments (direct, indirect or advisory).
- . supports the continuation of compulsory voter referendum on constitutional amendments.
- . opposes direct initiative and advisory initiative on statutes; does not agree on indirect initiative on statutes.
- . opposes optional and compulsory referendum on statutes; does not agree on petition referendum on statutes.
- . opposes voter recall of members of the Legislature and state constitutional officers; does not agree on voter recall of judges or appointed officials.
- . supports strict procedural limits on any form of initiative, referendum or recall considered or adopted in Minnesota, including restrictions on:
 - time span for collecting signatures;
 - eligibility requirements for persons signing and collecting petitions;
 - percentage of signatures required, geographic distribution of signers, and verification of signatures;
 - size of vote required for passage;
 - procedure for repeal or amendment of a successful initiative or referendum;
 - contributions to and spending for ballot issue campaigns.

FOCUS ON HEALTH CARE COSTS

THURSDAY, MARCH 11, 1982

Methodist Hospital Auditorium
6500 Excelsior Blvd., St. Louis Park
(1 mile west of Highway 100)

- * limited free parking in north lot
- * auditorium on lower level



AGENDA

- 3:30 Registration
- 4:00 Department Tours and Discussion Groups (Choose one)
- * Utilization Review: physicians oversee treatment and length of stay
 - * Short Stay Surgery: out patient minor surgery
 - * Health Education: classes for patients and community
 - * Management Engineering: productivity and shared services
 - * Extended Care: intermediate, hospice, and home programs
- 5:00 Keynote Address: Overview of Problems and Solutions
Dr. Paul Ellwood, President, Interstudy
- 6:00 Dinner
- 7:00 Responsibilities in Cost Containment
- Moderator: Pamela Berkwitz, Past President, LWVMN
- Panel: Consumer - Charles Neerland, Chairman, Citizens League Task Force on Health and Hospitals
- Provider - Earl Dresser, President, Methodist Hospital
- Payor - Liz Solem, Employee Health Care Programs Manager, 3M
- Government - Barbara O'Grady, Chairman, Metropolitan Health Board
- Reaction Panel:
- Virginia Rybin, medical writer, St. Paul PIONEER PRESS
- Alice Swan, President, Third District Minnesota Nurses Association
- Leon Cook, Consumer member, Minnesota Coalition on Health Care Costs
- Sally Howard, Consumer member, Metropolitan Health Board
- 9:00 Adjourn

TO: Local League Presidents and Voter Service Chairs

FROM: Betty Bayless, Citizens Information Chair

RE: Every Vote Counts film

DATE: March 18, 1982

Every Vote Counts is a 16-minute 16mm film from LWVEF and was produced using a grant from the J. C. Penney Company. It tells the story of a 1978 state legislative race where the vote ended with a nine-vote difference. The vote was challenged by one of the candidates and the outcome decided whether the district would be represented by a Republican or a Democrat and which party would have the majority in the state assembly! The process by which the votes were recounted and the reasons citizens and friends of the candidates gave for not voting give us all much food for thought.

Use this order form to reserve Every Vote Counts for use in conjunction with your 1982 Voter Service/Citizens Information programming. Your only expense will be postage and handling.

League of Women Voters of Minnesota
555 Wabasha
St. Paul, MN 55102

The LWV of _____ would like to use Every VOTE COUNTS
on _____
(dates)

We will return the film immediately after use to the state office.

Signed: _____

Portfolio: _____

Name and address to which to mail film: _____



ORDER FORM

CITIZENS IN ACTION, a citizen lobbyist's handbook, published by LWVMN.

Everything you need to know to make a difference in government: how-to guides and maps, explanations of the legislative process and executive branch, directories of legislators and Minnesota members of Congress.

Cost: \$4.00 per copy
1.50 postage and handling, 3rd class
 \$5.50 total

(Bulk discounts: 11-50, 10%; 51-200, 20%)

of copies

Name

Address

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



**LEAGUE OF WOMEN VOTERS
OF MINNESOTA**

PHONE (612) 224-5445

555 WABASHA • ST PAUL, MINNESOTA 55102

STATE PROGRAM MAKING

TO: Local LWV State Program Making Chair

FROM: Nancy Grimsby, LWVMN State Program Making Chair

DATE: November 17, 1982

Resources: PROGRAM FOR ACTION, 1979-1981 with updates
"Lively Issues," October-November, 1982, VOTER

Members have now received the Lively Issues Minnesota VOTER and are ready to begin making decisions on state Program.

Program Making forms are due back in the state office by February 28, 1983.

Your Program Making meeting should have a discussion leader and a recorder. The recorder should include both majority and minority choices. Completed forms should be submitted to your local Board before sending to the state office.

Remember consideration of Program includes present Program; recommendations may include dropping items if you consider them no longer relevant.

CRITERIA FOR CHOOSING A STATE PROGRAM FOR 1983-85

For the selection of League Program, two criteria should be met:
(See IN LEAGUE: Guidelines for League Boards, p. 35)

1. Is governmental action needed?
2. Does the proposal fall within the Principles of the League of Women Voters?

Additional questions to consider are:

How much member interest has been expressed for the issue?

Is this the crucial time for the issue?

Is it a current topic of discussion in the community? Could community interest be developed?

Do the political realities permit effective action? Are local/state officials aware of the issue?

Is the issue one on which League members will spend time and effort?

Will the League's involvement make an impact?

Will the League be able to draw on allies?

Will League involvement increase the League's political influence and credibility?

What are the prospects for funding anticipated educational activities and/or action campaign?

(over)

STATE PROGRAM MAKING (cont.)

Program Adoption

League members receive the program recommended by state Board, including the proposed new study. Information on non-recommended items is also included.

The wording of a proposed issue may be amended at the annual meeting or convention, provided the intent is not changed nor the scope enlarged. Only program issues submitted by the deadline may be considered. Since League program consists of issues specifically adopted by vote at the annual meeting or convention, issues previously on the program must be readopted in the same or amended form in order to continue to be part of the program.

STATE PROGRAM MAKING

Following is the recommendation for the 1983-85 state Program submitted by the
League of Women Voters of _____

Number of members participating: _____

Please return to LWVMN, 555 Wabasha, St. Paul, MN 55102 by FEBRUARY 28, 1983.

See PROGRAM FOR ACTION 1979-81 with update for details of position.

- | | <u>Keep</u> | <u>Drop</u> | <u>Update</u> | <u>Study</u> |
|--|-------------|-------------|---------------|--------------|
| 1. <u>Criminal Justice</u> - Support of a judicial system with the capacity to assure a speedy trial and equal justice for all.
-Support of a correctional system responsive to the needs of the offender and of society.
-Support of sentencing decisions based on circumstances in relation to the crime, the offender and the effect on public safety, made by the judge within legislative guidelines. | | | | |
| 2. <u>Human Resources</u> - Support of policies to insure equality of opportunity in employment, real property, public accommodations, education and other public services for all persons.
-Support of administrative enforcement of anti-discrimination laws.
-Support of state responsibility for and responsiveness to Indian citizens.
-Support for improved procedures for agencies dealing with family violence.
-Support for improved services for the victims.
-Support of stricter enforcement of court ordered child support payments. | | | | |
| 3. <u>Education</u> - Support of increased state responsibility in creating equal public educational opportunities for all Minnesota children through measures to correct racial imbalance and insure adequate financing of public schools.
-Support of improvements in the collective bargaining and tenure laws of the state as they apply to K-12 teachers only.
-Support for increased and restructured funding for public libraries. | | | | |
| 4. <u>Natural Resources</u> - Support of measures to reduce generation of solid waste.
-Support of an overall land use plan with maximum cooperation and implementation at the regional and local level, with state help in developing and exercising land use management, with opportunity for maximum local decision making, and with regional planning and regulation for matters of more than local concern. | | | | |

(over)

Keep Drop Update Study

5. Government - Support of improvements in election laws regulating election procedures, voting and school district elections.
 - Support of improvements in election laws regulating campaign practices.
 - Support of improved structures and procedures for the Minnesota Legislature and Executive Branch.
 - Support of an improved process for amending the Minnesota Constitution.
 - Support of apportionment substantially on population of congressional districts and of all elected state and local governmental bodies.
 - Support of a flexible Minnesota multi-tax system with emphasis on maintaining state services through a combination of spending cuts and increased taxation when state funds are short and decreased taxation when there is a budget surplus.
 - Support of using the Minnesota individual income tax as the elastic tax, making rates more progressive when increasing state revenue and lowering rates for all income levels when decreasing state revenue.
 - Support of state relief for property taxes.
 - Support of property tax reform.
 - Support for setting priorities in allocating state funds.
 - Support of state aids to local governments, especially to local school districts and to the local governmental unit that provides the major portion of local services(county and/or city).
 - Support of more efficient state administrative and legislative expenditures.
 - Support of the continuation of legislative initiative and compulsory voter referendum on constitutional amendments.
 - Opposition to most forms of voter initiative and referendum on statutes.
 - Opposition to recall by voters of members of the Legislature and state constitutional officers.
 - Support of strict procedural limits on any process of initiative, referendum or recall.

6. Financing of Public Education in Minnesota (grades K-12) - (position to be announced following February State Board Meeting) Scope of Study: to look at our current position on financing of public schools and compare "the Minnesota Miracle," the formula for state funding which attempts to equalize per pupil expenditures, with other possible formulas.

STATE PROGRAM MAKING (cont.)

LWV of _____

Give explanation here of items you wish to study, update or drop in present Positions:

We propose a new study. It is worded as follows:

1983 LWVMN ACTION AWARD ENTRY

(Deadline May 1, 1983)

(Feel free to attach additional
information)

1. Brief description of the Action Campaign:
2. Was the action taken under a local, state or national position or League principle?
3. Describe how the plan was carried out:
4. Duration of campaign:
5. How was the membership involved?

Percent of members involved:

6. Approximate amount of money spent:
7. Was there a periodic evaluation? Explain:
8. Summarize the outcome, successes and failures of the campaign:
9. Assessment:

Name of League _____

Report prepared by: _____ Date: _____