

DOCUMENT RESUME

ED 070 733

SO 005 165

AUTHOR Schakel, Minnekus  
TITLE Manual on Political Action.  
INSTITUTION Des Moines Education Association, Iowa.  
PUB DATE [72]  
NOTE 32p.; A Curriculum Guide for High Schools  
AVAILABLE FROM Des Moines Education Association, 3116 Ingersoll, Des Moines, Iowa 50312 (\$1.00)

EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS \*Activism; Cocurricular Activities; Curriculum Guides; Elections; \*High School Students; \*Political Socialization; \*Politics; Secondary Grades; \*Student Participation; Student Projects; Teaching Techniques

ABSTRACT

This guide offers teachers and senior high school students the simple facts of how he can make a difference in the operation of the two-party system in the United States at the precinct level. It also attempts to show that students, teachers, the school curriculum, and our American political structure definitely need large numbers of high school students working in the election process. The handbook suggests many specific activities to implement such a plan. Moreover, it attempts to demonstrate that these plans are practical by relating the specific projects participated in by the Des Moines East High School students in a span stretching more than two decades. Finally, a section is devoted to listing names of people who have worked with youth through the school in political work. All this is discussed in an attempt to help anyone interested in instituting a political action program by providing answers for those who might be apprehensive about moving into such a program.  
(FDI)

ED 070733



A curriculum guide  
for High Schools  
published by the  
Des Moines  
Education Association

50005165

MANUAL  
ON  
POLITICAL ACTION

*"Students Will Make a Difference"*

by

Minnekus Schakel

Short summaries of this political action story also appeared in the January issue of MIDLAND SCHOOLS, and in an Iowa State Department of Education publication, September of 1972.

ED 070733

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY.

MANUAL

ON

POLITICAL ACTION

by

Minnekus Schakel  
Instructor of Government  
East High School  
Des Moines

\$1.00 per copy

copies can be purchased from the The Des Moines  
Education Association, 3116 Ingersoll, Des Moines  
50312

## TABLE OF CONTENTS

	<u>Page</u>
Preface	
Part I Introduction, Purpose	2
Part II Need for High School Political Action	3
Part III A Plan for High School Political Action	7
Political Action as Part of the Curriculum	
High School Political Activities	
Organizing for the Election	
Part IV Success Stories of High School Political Action (Actionettes)	15
Part V Adults in High School Political Action	21
Part VI Answers to Critics of High School Political Action	24

## Preface

Since the "coming of age" of the high school senior, no other event has the potential for political power--and governmental improvement--as the young men and women entering the political arena.

This guide offers every teacher--and every senior--the simple facts of how he can make a difference in the operation of the two-party system in the United States at the precinct level.

If the high school seniors are given a chance to furnish the grass roots support to political parties, this guide will have been worth the effort.

Walter Galvin,  
Past President, ISEA

George Hampel, Jr.  
Executive Director, DMEA

The manual has been reviewed by members of the DMEA Governmental Affairs Committee.

## Part I

### Introduction - Purpose

During in-service workshops for Iowa teachers in 1971 and 1972, considerable interest was evinced in political action by high school students, and, in particular, how to incorporate such work into the school curriculum. The teachers were apprehensive about the feasibility of such an activity, and the same questions surfaced in each meeting. Teachers especially enjoyed asking the student participants of the program specific questions and were delighted with the candid answers. THIS HANDBOOK IS FRANKLY AN ATTEMPT TO HELP ANY TEACHER OR ADMINISTRATOR BRING POLITICAL ACTION INTO HIS HIGH SCHOOL'S CURRICULUM BY PROVIDING ANSWERS TO THESE RECURRENT QUESTIONS.

The handbook attempts to show that students, teachers, the school curriculum, and our American political structure definitely need large numbers of high school students working in the election process. It suggests many specific activities to implement such a plan. Further, it attempts to show that these plans are practical by relating the specific projects participated in by Des Moines East High School students in a span stretching more than two decades. Finally, a section is devoted to listing names of people who have worked with youth through the school in political work. All this is developed in an attempt to help anyone interested in instituting a political action program by providing answers for those who might be apprehensive about moving into such a program.

## Part II

### Need for High School Political Action

The late Vince Lombardi was not only a great football coach, he was a keen student of human nature. Lombardi did not neglect fundamentals--he stressed them--but his teams wouldn't have won a game had they never scrimmaged. The fastest way to kill interest in anything is to talk it to death; read and talk about, but never to participate. All history and no scrimmage would make even football a dull game.

For a million years man learned by doing and then he invented books. Sometimes we rely on reading about it when doing it would be a better way to learn. DesCartes pointed to caged rabbits and observed, "There are my research books." Government teachers have always realized that the band teacher uses musical instruments; the salesmanship students went out and sold, and had a national D.E.C.A. organization; woodshop classes built coffee tables and sometimes houses; auto shop students actually worked on cars; but social studies classes spent eight semesters reading about the history and activities of government.

A political action class will demonstrate for you why even a Vince Lombardi had his teams scrimmage instead of relying on reading about football year in and year out. By the time our students are graduating, they are not only turned out, but turned off. There is little carry-over from history books to participating in elections. Most Americans don't care to run for an office. Most Americans feel that most politicians serve special interests. A common attitude is "Who would help me, if I did run?", and the idea is then dismissed. Our high school graduates usually know little of working in precincts or through party machinery. They probably didn't register and most young people didn't begin to vote until age 25. The 18-year olds now vote. The very

least we should be able to expect of a high school government course, in a democracy, is that the student would register to vote. At best we should be able to develop in-service, interning, experience-centered curriculums to stimulate interest in government jobs and the election process.

#### Grass Roots - The Key...

Democracy in America needs young people to be introduced into career jobs in an informed political governmental atmosphere. Unfortunately, a career in politics is often the haven for people dissatisfied with their work. The emotional and physical drains and insecurity in elective office are largely the result of apathetic and fickle voter response. Too often, in self defense, special interests will put up a candidate to log roll and trade votes in the legislature in order to have their voice heard. To be effective, a legislator might have to trade votes to get support for his special interest--environment, education, longer trucks, or what have you--with other legislators, and then find himself supporting bills he really didn't like.

The late U.S. Senator Thomas Martin of Iowa, after his defeat for re-election, once wrote the students at East High who had helped him, thanked them for their support, and then bitterly observed that he'd had almost no grass-roots help, only money from the National Central Committee's war chest. Senator Martin felt that his opponent had been willing to make commitments that he, the incumbent senator, had been unwilling to make. A 16-year veteran legislator, upon retirement from the Iowa Senate, commented that there was no place to go except the governorship, and he wouldn't make the commitments to special interests in order to raise that kind of money for his campaign. Recently a suggestion was made here in Iowa by two state officials that the candidate for governor should recommend to the convention a running mate (for lieutenant governor) who would be an aide instead of presiding in the



senate, where often the lieutenant governor is kept busy short-circuiting bills to dead end committees.

### Log Rolling and Apathy

Even a casual observance of newscasts or perusal of newspaper headlines should make it obvious that our Iowa general assembly is like a chow-line with no guard -- the lobbyists dash to the front of the line with their bills, and public interest bills are neglected. Furthermore, because of apathy which eight semesters of social studies apparently doesn't resolve, if a legislator doesn't get in there to log roll, his bill doesn't come up, or will be buried and reburied by a hostile leadership with a hostile committee chairman. In the 1972 Iowa legislature one education bill was routed out four times, and re-assigned four times, before 26 senatorial signatures put it, under leadership protest on the agenda.

A recent trend in education is to abandon social studies requirements--the students don't see them as relevant, so schools relax requirements. Certainly in this age of credibility gaps there is need for more interest and participation. Some people feel the present curriculum isn't meeting the need. IOWA'S SENATOR HAROLD HUGHES, DURING THE HEIGHT OF COLLEGE UNREST, TELEGRAPHED THE STUDENT BODY PRESIDENTS OF IOWA'S TWENTY-FIVE COLLEGES TO ABANDON DEMONSTRATIONS AND GET INTO PARTY ORGANIZATION. THEY DID, AND NOMINATED GEORGE MCGOVERN. Some Democrats believe moderate young people should have been working for Senator Muskie. Should young Nixon supporters have been more active?

The 1968 Eugene McCarthy meteoric rise which may have led to President Johnson's decision not to run again should have warned people everywhere to enlist the help of all young people in politics. The 18-year old vote has apparently awakened a slumbering worker potential more powerful than all the television advertising combined.

Upon graduating and realizing that there is little carry-over from social studies book theory to government in action, many an American shrugs his shoulders and wonders how much longer we'll cut timber without planting trees; knows that since the masses are uninformed and not working for public interest bills that he is helpless, too, so he turns to the sports page, Congress passes a \$440 billion debt limit, and Lockheed flounders again while voting their retirees \$60,000 pensions!

"Scrimmage" can change apathy to interest, vandalism to precinct work, special interest legislation to public interest laws, the credibility gap to leveling with the public, lavish campaign budgets<sup>1</sup> to grass-roots efforts--in short, democracy means the power of the people, yet our social studies program produces a 20 percent voter turnout at the primary. IN FACT, IF THOSE WHO DID NOT VOTE HAD VOTED FOR THE LOSER IN ANY ELECTION ANYWHERE IN AMERICA, IT IS DOUBTFUL IF ONE PERCENT OF OUR ELECTED OFFICIALS WOULD BE IN OFFICE NOW.

Politicians are fond of believing that they speak for the great American silent majority. The far left and the far right are lighting the way--it should become obvious that the great middle groups could be represented by curriculum-organized high school participation.

<sup>1</sup> In 16 of the 1970 national elections the big-budget candidate lost--the voters may have become suspicious of the source of the money. The more money you spend, the more you need to spend to overcome the suspicions induced by the big spending.

### Part III

#### A Plan for High School Political Action

The far-right and special-interest activities are, of course, always in evidence. Many people fear the far left, the ultra "individual-liberty" liberals as opposed to the "rights-of-the-general-public" group. However, little is done to encourage participation of the masses of middle-of-the-road, industrious, average American young people. Political activity is left to the foot-loose, away-from-home groups. Moderates and conservatives in politics would do well to take note and give the great majority of students who have close home ties encouragement to also participate. Schools could let them compile hours of independent study, guided by political party workers and candidates, throughout their school careers. When these students are seniors, they might even have a time-block schedule for a month or six weeks during a campaign. The political action student might have a half day, trading with a shop, art, or similar class and making up the time after the election.

Students need this experience and America needs their help. If this activity in politics is simply left as an afterthought, with no credit or recognition, the average student will be somewhat reluctant to participate. He will reason that he is being exploited, and if it were really as important as other classes, there'd be a provision made for it. Here are some suggestions for political action learning experiences.

#### FIRST - POLITICAL ACTION AS PART OF THE CURRICULUM

- A. Designate a teacher to keep a record of letters and notes documenting the time, place, and kind of work done by the students. Have a notation made on the student's transcript--"Political Action", as is currently done for Latin Club, Band, etc.

- B. Schedule a last-hour class of students who are activists, who perhaps have cars available, and with time after school hours to do some political work for a few weeks. It isn't practical to leave school, work for a short while, and get back for the next class, all in one class period.
- C. Have students turn in records, verified by party officials, then actually give them Political Action credits; e.g., 90 hours work by the student equals 1/2 unit or 45 hours equals 1/4 unit of school credit.
- D. Schedule a time-block arrangement whereby the political action class meets two or three times a week, alternating with another class which might prefer longer periods. This would provide time for the students to actually go outside the school and do participation activities.
- E. Organize political clubs through which the adult party members can contact students, and hold club meetings after school.
- F. Beware of having too many simulation activities. The student may suspect that he is once more going to be compared and graded. Further, when students go to actual conventions, it is fun and offers lasting learning experiences with real carry-over values. When a student comes back to school with real canvassing activity stories, with discoveries that were his own, then the student, not the teacher, is the center of attention and interest. Some simulation of precinct meetings or convention activities may be a great help, too. If a student got "taken" at some caucus by a parliamentary gambit, he might wish he had been forewarned! The techniques used to steal control of a precinct or party caucus might well be studied.

Conclusion: Anarchy-type demonstrations are an indication that we have neglected to help our

problem. Since students like doing these jobs, it relieves the elected officials of owing favors.

- H. Help plan election day activities. From 3:30 a.m. when the polling area signs go up until poll-closing time, it will be one round of poll-watching, babysitting, telephoning those who haven't voted yet, runners carrying to central headquarters lists of names of those who have voted (and not voted), driving voters to the polls, and finally, to cap the day's activities, the election night parties at the homes of candidates or at various campaign headquarters to watch the returns come in.
- I. Make contacts with precinct committeemen, if the community is organized. The county chairman will furnish you with the names of his precinct committeeman. If it isn't organized, help build the organization.

### THIRD - ORGANIZING FOR THE ELECTION

The strength of a political party lies in the ability of each precinct committeeman to deliver the vote on election day, and this is accomplished by making lists of names, addresses, and phone numbers of each precinct's potential voters whom the party's block worker feels will vote for the candidate or the party.

The simplest way to begin building such a list of potential voters for which your groups will be responsible on election day is to copy the voter registration books at the auditor's office. The party workers must acquaint themselves with the boundaries of the precinct in which they work so that the addresses on the list will be within the district or precinct being worked. If up-to-date precinct voting books are available, the work is further simplified.

An even more effective approach, when workers are

available, is to make an enlarged map of each precinct (perhaps using an opaque projector) on large sheets of oaktag, and to have each worker put his name on the blocks he will cover. The party worker rings a doorbell and informs the occupant that he is working on voter registration. He puts the voter's name, address, and phone number on a file card and, if the potential voter isn't registered, the worker has a name for the registration squad. If the resident is registered as an independent, the block worker has a prospect for handbill and election-day phone lists. If some handbills are available at this time, it is usually quite simple, as the folder is handed to the voter, to find out in which party he is registered. If this affiliation is unknown, keep him as a possibility. If the voter is known to be a dyed-in-the-wool, straight ticket opposition voter, mark the card as a lost cause. If, in the opinion of the canvasser, follow-up work might get you a vote, work it. This may shock some student workers, but the usual procedure, upon returning to headquarters, is to destroy known-opposition cards so that time and energy are not expended driving the opponents to the polls.

After the precincts have been canvassed, check with the central committee, the county chairman, or the candidates for any handbills to be delivered. As election day approaches, be ready to have the signs put up at the polling places on election morning. If parties are poorly organized, each candidate's own workers will have to go to every polling place. If it is well organized, the precinct committeeman will simply put up all the signs for his party's candidates at that voting place.

#### Babysitting and Free Rides

The lists of your party's potential voters should be duplicated, and a pollwatcher should be marking off the names as each one votes. At about 3:00 p.m. and again at 5:00 p.m. the lists should be picked up by runners and delivered to a central telephone

headquarters, where other workers should contact each person on the list who hasn't yet voted. If any voter needs a babysitter or a ride to the polls, more workers in your machine should be available for this service. The name of the game is get your friends to the polls. This writer once saw a Drake University professor and his student workers quadruple the vote for his party in a precinct over the previous election by simply working the voting lists.

Students may also participate in the registration of voters. Those who will be 18 years old at the time of the next election are eligible to vote, and many older voters, because of apathy or change of address, are no longer eligible to vote. To set up registration teams, any registered voter may be sworn in at the county auditor's office and be qualified to register other voters within the county. Working in pairs, Democrat and Republican, these teams can register people in the high schools, in churches, or in any other designated areas. Have your young people set up bi-partisan registration squads--this in itself defeats special interests. A candidate can then rely on that great silent majority, the mass of middle groups voters.

**MOST AMERICANS HAVE COME TO FEEL THAT IF THERE IS VERY LITTLE POLITICAL ACTIVITY, THE VOTER TURNOUT WILL BE LIGHT, AND THAT INCUMBENTS AND JOB-HOLDERS WILL SIMPLY BE RE-ELECTED.** If, however, a concerted voter drive is made, close to 90 percent of the voters can be brought to the polls in your precinct. People will vote because they know that everyone else is voting, and they will feel that their votes do count.

In a precinct at West 51st Street and Grand Avenue in the early 1950's, Des Moines was once embarrassed to find more ballots than voters, indicating extremely poor poll-watching and voting procedures. In this same era West Des Moines once had 103 percent voter participation - an investigation revealed that people were registered and voting for 15 years after they had died....Few precincts may have fraud, but apathy

may needlessly rob your community.

In the early 1950's there was no precinct organization in Des Moines. A Democratic Polk County chairman of 20 years standing recently commented "The only democratic machinery consisted of three sound trucks" and the Republican organization was certainly no better. High school students can successfully initiate political organization.



## Part IV

### Success Stories of High School Political Action

Political action is a valuable high school project, a completely workable and useful activity. An in-service teacher workshop in which invariably came up was: Were the students as effective as workers, and wasn't there a lot of tension between parties and community interests? Don't the students get into trouble because of political involvement?

Some years ago, working with a foundation grant, Dr. George Mather, secretary of the National Association of college presidents and college trustees, encouraged for students to participate in political action on college campuses. In February, 1971, this writer's privilege to participate in a meeting in Des Moines planned by Dr. Mather and other concerned people. The purpose of the meeting was to promote political action in Iowa. Five directors of both major political parties were there, and candidly discussed the need for election workers as well as the need for those hired by special interest groups. Discussed was the need for more worker training, job security than is normally available in the present political-uncertain atmosphere.

This writer or his students later participated in meetings during the spring and fall of 1971 in Cedar Falls, in a statewide workshop for teachers at Hotel Fort Des Moines, in the spring of 1972, in a workshop at Hotel Fort Des Moines. The political action work distributed at these meetings was also distributed at Wake University. Dr. Mather says simply that participation by students

<sup>2</sup>Dr. George Mather, University of Iowa, Iowa Center for Education in Politics

different political workers and candidates as guest speakers at East High during the months of September and October, 1970.

ACTIONETTE 9 -- In a meeting for planning political curriculum change, both parties had officials present. A Democratic leader commented on the Republican student activity in the upset by the County Recorder, and Republicans promptly countered by mentioning the Democratic students working at Hoover High School where the Hoover students had engaged in a massive campaign, and their young history teacher was elected state representative over a highly-regarded Republican incumbent, in a Republican neighborhood--an incumbent who, incidentally, was recently in the news, fighting for the public interest in a Blue Cross case, as the new state insurance commissioner.

ACTIONETTE 10 -- A school bond issue had failed (Des Moines' first such experience), in spite of a 100-telephone operation on the east side alone. The following year the bond issue came up again. At school administration suggestion, the sixteen East High School social studies teachers sent their classes to the auditorium for one day. A film, "How to Win Elections," was shown; two very young East High alumni, a state Senator and a supervisor, and the Des Moines Schools' Supervisor of Social Science talked about election organization. This program was repeated each hour all day in order to allow all students to attend. Each social studies teacher received an enlarged precinct map upon which students wrote their names, indicating which houses and which blocks each canvasser would cover. Eight hundred students delivered 47,000 handbills in three nights, tripled the "Yes" vote over the previous year (in this 15,000 home area), and the bond issue carried by 1/2 of 1 percent! Every high school in Des Moines had student workers in this campaign. This account is only one more example of successful canvassing by young people.

ACTIONETTE 11 -- All political parties have had student participants, and the students were given credit for the work they did for the candidates and parties of their choice. This, then, is not only Republican and Democrat but also American Independent party students who worked in a George Wallace campaign, some who were aligned with the John Birch Society, etc. Once, simultaneously, students and teachers had a choice of listening to the executive director of the Republican Central Committee; a candidate representing the American Independent party; and the executive director of the Democratic Central Committee. This activity had been announced as a worker-recruiting project. Another time a Democratic candidate for lieutenant governor spoke in the cafeteria while a Republican state treasurer was talking in the auditorium.

ACTIONETTE 12 -- One morning in 1954 the East High principal met this writer at the schoolhouse door. A political maneuver left the East Side Kiwanis Club without their patronage slice--the proposed East Side swimming pool on the ballot...the petitions had been invalidated and an entire new set was due by 4:30 that day. The principal knew that the students had previously worked out the area's precinct organization for their classroom political activities, so he dismissed the first and second hour classes of this writer and a fellow teacher's class to circulate the petitions for signatures. At 9:30 the first class was back in school. At 10:15 the job had been completed--the petitions were filed, the project was later approved by the voters, and Teachout Pool became a reality. In retrospect it seems odd that apparently no one realized then that the carriers of petitions should be registered voters.

ACTIONETTE 13' -- Students have interned for school credit at the county jail, at several campaign headquarters, at the police station, have done research for a district judge on court records,

and for a supervisor working on streamlining archaic county procedures. The governor once gave a party for thirty-five high school students in the capitol reception lounge, and they have had occasional invitations to the governor's inaugural ball. Political action students have visited a number of state and local agencies, and discussed first hand with the personnel, e.g., the Polk County home, the problems of the agencies.

ACTIONETTE 14 -- Five students, under adult supervision, worked for 22 hours in Omaha, on the week end preceding the 1972 Nebraska primary election. The party worker who verified the work commented, "and they really worked."

ACTIONETTE 15 -- Several students, again under adult supervision, went to California and worked in that state's primary during the first week in June, 1972. Senator McGovern's campaign assistant had contacts in Des Moines.

ACTIONETTE 16 -- Students often show up with autographed "thank you" notes for their help to candidates during a campaign, and this writer has received hundreds of sincere letters verifying time and type of work involved. Many, many of the students have amassed more than 90 hours each, and this year about eighty students from all over Des Moines worked for political action credits in Adult Evening High School. This was, of course, independent study credit.

## Part V

### Adults in High School Political Action

Teachers fear that the idea of having young people involved in politics while they are still in high school is too new and not acceptable to "establishment" people. Teachers are aware that these young workers can be tireless, loyal, and extraordinarily effective--for a McGovern or a McCarthy. This section of the handbook will be devoted to supplying the teacher of a political action class with a list of Iowa and Polk County people who have been working with high school students since 1951, or who have been helping the cause of political action in high school.

The people listed here have helped this writer and may furnish an answer to the question, "Who has worked with political action for high schools, or has supported the idea of youth in politics?"

Maurice Baringer, state treasurer  
Vernon Bennett, state representative  
Richard Blome, editor of Midland Schools  
Earl Bridgewater, principal at East High School,  
Des Moines  
James E. Brick, Democratic county chairman  
Charles Dickey, Republican central committee  
Minnette Doderer, state senator, Democratic  
candidate for lieutenant governor, 1970  
District Judge Allen Donielson, former Republican  
Polk County chairman  
Mike Doyle, former Democratic Polk County chairman  
Kenneth Fenton, county recorder  
Paul Franzenburg, former state treasurer, Democratic  
candidate for governor, 1972  
June Franklin, state representative  
Walter Galvin, ISEA, immediate past-president  
Mike Getto, campaign manager for Governor Ray, 1970  
George Hampel, Jr., DMEA, Executive Director

Lex Hawkins, former Democratic Polk County chairman  
Wilbur Hildreth, Polk County sheriff  
David Houghton, campaign manager for county recorder  
Harold Hughes, U.S. senator  
Dr. Gareld Jackson, Director of Adult Education,  
Des Moines Public Schools  
John Kilgore, supervisor, social science, Des  
Moines Public Schools  
Cliff Larson, executive director, Democratic state  
central committee  
Russell LaVine, American Independent Party  
Sugar MacCauley, Republican Polk County central  
committee  
Irene Maley, former Polk County recorder  
Don Mahon, candidate for U.S. congressman, fifth  
district, 1970  
Thomas Martin, U.S. senator, deceased  
Norma Matthews, candidate for state representative,  
1970  
Manford Meier, candidate for state representative,  
1970  
Jack Miller, U.S. senator  
Richard Olson, Des Moines Mayor  
District Judge Leo Oxberger, former Republican  
Polk County chairman  
William Palmer, state senator  
Clark Rasmussen, former executive director,  
Democratic state central committee  
Robert Ray, Governor  
Steve Robinson, executive director, Republican  
state central committee  
Paul Romans, Republican Polk County central  
committee  
Duane Semler, executive director, Polk Suburban  
UNISERV  
Katie Shinstine, city clerk, Des Moines  
Lloyd Smith, state auditor  
Neal Smith, U.S. representative, fifth district  
J. Edgar Stonecipher, retired, Director of  
Secondary Education, Des Moines Schools  
Kenneth Stratton, ISEA, past president  
John Tapscott, state senator, Democratic candidate  
for governor, 1972