

PARTY . . . ORGANIZER

. FEBRUARY . 1938 .

Key Problems in Educational Work
—Landy

Mass Agitation for Collective Security
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Educational Problems in Kings County
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SPECIAL EDUCATION ISSUE

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PARTY ORGANIZER

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Key Problems in Our Educational Work

By A. LANDY, Organization-Education Commission, C.C.

THIS issue of the *Party Organizer* is devoted entirely to various phases of the Party's educational work. At no time has the Party paid so much attention to this work as at the present. The various articles printed here are a splendid illustration of this. These articles cover a range of problems which are among the most important that we face in this phase of our work.

Without attempting to deal with all the problems that face us in our present work it is necessary to emphasize in these few notes those aspects which require primary attention at the present time.

1. The central problem to which all others are subordinate is to get the Party, every one of its members, every branch, unit and fraction, to think and act politically, to develop intense political life, initiative, responsibility, and generally fulfil the vanguard role of the Party among the masses.

The big job before the entire Party is to popularize our program on the most burning questions facing the working class and the people of the country. The article on peace in the present issue is an outstanding example of the great responsibility that rests upon the shoulders of the Communists in the face of powerful isolationist tendencies among the masses. The Party has the task of carrying through speedily and with the utmost energy a tremendous

campaign of education to win the masses for a policy of collective security as the road to peace, to organize their independent power, to see that a policy in the interests of the masses becomes the official policy of the country. This is precisely what Comrade Browder meant when he said that the masses are intensely interested in politics, are talking politics and that our Party cannot fulfil its vanguard role without placing these politics in the center of its activity.

Concentrate in the Branches and Units

The key link in all our educational work is to be found in the branches and units of the Party, in the Party membership which is in direct contact with the masses and through which the Party fulfills its role. If we are to improve the quality of our work and raise its political level it is precisely here that we must concentrate our attention. The problem of improving the political life of the branches, old as it is, still remains for us a key problem to the solution of which we must give our best efforts.

The real question is: where is this solution to be found? By and large the Party knows what has to be done. The difficulty seems to be actually to get it done. Many districts have been experimenting with various new approaches, particularly new technical aids, such as charts, film strips, different forms of discussion, skits, etc. All these are good and their use will have to be encouraged and systematized to a much greater extent than heretofore. Nevertheless, no amount of new technical methods will contribute essentially to the solution of the central question of developing political life, thought and activity down below unless we really deal with politics in the branches and units, *unless we develop the living people who can give leadership in the branches and units* and effectively carry out the Party's line and slogans among the masses. It is not sufficient for a leading committee, a district or section educational department merely to send out material, work up outlines, etc. We will be able to put political life into the branches and units only if leading, politically prepared forces go

directly into the branches and units, help lead discussions, conduct classes and involve the membership in active politics.

A number of districts, realizing this, are making serious efforts to meet it. The article from the Chicago District, dealing with the problem of transmitting the decisions from the higher committees down below, should be studied carefully in this respect. Districts like New York, Philadelphia and New Jersey, have begun to assemble selected comrades and to train them as teachers and educational workers so that they can be sent into the branches and units. This is working in the right direction and other districts should take fullest advantage of this experience. The special contribution of the Philadelphia district, as will be noted from the short article in this issue of the *Party Organizer*, consists precisely in the fact that it has concentrated its educational efforts in the branches and units. But even here, where only a beginning has been made, the results indicate the direction which our efforts must take.

Our Mass Agitation

2. Without this our branches and units will find it exceedingly difficult to improve their political life, to develop their political activity, and particularly their mass agitation. We cannot here examine the status of our shop papers, our neighborhood papers and our leaflets, but it is a fact that branches and units go for months without issuing a single leaflet on vital questions. It is of absolutely no help to keep repeating that this is due to lack of sufficient political life in the units. *The immediate task is to organize our attention to these instruments of our mass agitation in connection with our main political tasks today, with the task of popularizing our program, on the questions of peace, trade union unity, struggle against layoffs, the developing crisis, etc.* The next few months must see really intense efforts to increase the number of shop papers, neighborhood papers, and leaflets issued by the branches and units. If this task is to be approached seri-

ously, the educational departments will have to assign special comrades to pay attention to this phase of the work down below.

3. The education of the thousands of our new members is a key link in our educational work today. If the new members are to be kept, if they are to be developed into conscious Communists, really serious, really responsible *work* must be done in developing the education of new members. A lot of good work has been done on this, particularly by such districts as New York, and California. It is still a question, however, whether the overwhelming majority of the new members have been reached by new members classes or other forms of education suited to them. These new members will not be reached if we do not make strenuous organized efforts, checking on every recruit, taking care of all the details connected with the organization of classes and preparation of teachers, and where new members classes are impractical, organizing the self-study of the new members, providing for political discussions in their branches that will take into account the presence of these new members. The six new-members lessons issued by the Org.-Education Department of the Central Committee have met with a good response. But these lessons must be used even more extensively, their contents improved, as a result of the practical experience of the districts, and additional material of a similar character for new members prepared.

Elementary Education

4. The question of elementary education generally throughout the Party is another vital link in our educational work. It is a mistake to think that only our new members need education. The overwhelming majority of our membership is new. Both new and old members need elementary education. Once the new members have gone through the new members classes, their general elementary education, together with the other members of the Party, should begin. In the past period a lot of very good work has been done in training selected comrades, various functionaries

and leading forces. While here, too, it is of the utmost importance to concentrate on the selection and training of branch and unit organizers, nevertheless, none of this type of educational work can become a substitute for the general elementary education of the overwhelming bulk of the Party membership.

It is impossible to listen to the discussions and the questions raised in the branches and units, even in a district like New York, without realizing that the development of elementary Marxist-Leninist education is an immediate necessity. The type of questions asked about the relation of the People's Front to socialism, our attitude towards the Ludlow amendment, to mention only a few, indicates that this problem of elementary education must be taken in hand at once. This means really arranging to teach our comrades the fundamentals of Marxism-Leninism, and not being satisfied with a mere presentation of our current policies.

This is not the place to enter into a discussion of the methods and the concrete approaches to this question. It is only necessary to stress here what has already been raised elsewhere with the district educational departments, that is, the big contribution which the proper use of Comrade Bittelman's "Review of the Month" in *The Communist* can make towards the solution of this question. Properly organized political discussions in the branches and units must play a big role in the elementary education of the membership. Such discussions, if tied up with the practical work of the unit, and then brought to the masses, will develop politically minded and politically active Communists. It is precisely because Comrade Bittelman's "Review of the Month" deals with the vital current questions and policies of the Party, anchored firmly in Marxist-Leninist theory, that it serves splendidly as a basis for a monthly discussion in all the branches and units.

Such a discussion if properly prepared and organized, with advance meetings of the discussion leaders, will truly involve the members in intense political discussions of a high calibre. *It is necessary to carry through a systematic*

campaign to see that the monthly discussion of the "Review of the Month" really becomes an institution in our Party.

Importance of Apparatus

5. In order really to organize the educational work it is essential that we have a proper understanding of the importance of educational apparatus. The experience of the New York District, described in part in the article by Comrade Begun in this issue, carries an important lesson for us in this respect. From top down it is essential that educational committees and educational forces be built up, prepared and developed. While the educational work is the responsibility of the entire Party this responsibility can only be fulfilled if a special apparatus, a special educational corps, is organized. This is another vital link in our educational work today and requires our immediate attention.

In this article, we have only indicated a few of the problems that need our attention. There are a number of other questions which are of strategic importance at the present time but which we will not go into here. I refer particularly to the question of trade union education. Our experiences are rich; the approaches to the solution of our educational problems are manifold. It will be exceptionally fruitful if this issue of the *Party Organizer* not only stimulates further thought on our educational problems, but also the exchange of experiences and the intensification of our efforts.

Mass Agitation for Collective Security

By CLARENCE A. HATHAWAY

THE question of peace is one of the most vital of all the issues before the present session of Congress. Since President Roosevelt's Chicago speech on October 5, proclaiming a policy of quarantining the fascist aggressors,

the administration has not taken any measures to press this issue sharply before Congress. It may be that in due course the Foreign Relations Committee will bring out a bill that will be an administration bill containing a revision of the Neutrality Law along the lines of Roosevelt's speech. But the fact remains that so far the administration has been passive on this question, concentrating its whole attention on the construction of a bigger navy and the building up of armed forces generally.

Peace Bills

It is evident that the only force that can make the policy of collective security, as proclaimed by Roosevelt, a reality in America is the millions of people who voted for Roosevelt's domestic policy in 1936. It is only as the masses are aroused that effective pressure can be brought to bear upon Congress for the enactment of measures in line with the President's peace policy.

A number of bills have already been introduced in Congress around which the masses can be rallied. One of these is the O'Connell bill, a joint resolution that fundamentally revises the present Neutrality Act along the line of collective security. At the present, no campaign has as yet been developed to popularize this bill or to put pressure on the Foreign Relations Committee to consider it, although it has been endorsed by the American League for Peace and Democracy and this organization has written a formal letter to Congressmen urging its consideration. There are also several other bills, introduced under the influence of other peace groups.

One resolution has been introduced by Congressman Bierman of Iowa. This is a short resolution which in a very direct way proposes to revise the Neutrality Law in such a manner as to differentiate between the aggressor and the victim of aggression. It does not go into detail but merely calls for the revision of the law in that direction. Another bill has been introduced by the Democratic Congressman, Lewis, of Maryland. This is not a proposal for a general revision of the Neutrality Act as such but

for direct cooperation with other nations and for the application of economic sanctions against Japan.

Mass Pressure on Congress

A joint bill representing all of these different currents would be most effective. But it is precisely in this connection that the progressive forces in Congress need the help and the pressure of the masses at home if these forces are to be united for the enactment of a policy of collective security. It is a fact that Congressmen who are progressive on domestic questions have the greatest difficulty in understanding that peace can only be secured by concerted action with other nations. The seriousness of this lies in the fact that the same isolationist trend of thought prevails outside of Congress among important sections of the labor and progressive movement.

*To have any effect upon Congress, it is necessary to develop a really broad movement for collective security, with the union chiefly as its base. The development of a real educational campaign that will carry deep into the ranks of the working class and progressive movement is now of the utmost importance. The masses must be won for the policy of collective security and the Communist Party has the responsibility of being the major factor in bringing this slogan to them. Every conceivable way of bringing this down below, among the people, must be utilized, including educational lectures, forums, debates, etc. The Party must really set an example of mass education on a gigantic scale on this whole question. Not a single unit, branch or fraction of the Party should let a week go by without bringing the message of collective security, as the road to peace, into the neighborhoods, shops, unions and mass organizations. Leaflets, shop papers, neighborhood papers—all should take up the fight for collective security, using the articles in the *Daily Worker* to prove that this alone is the road to peace.*

A Crusade For Peace

Such a campaign must result in a flood of resolutions

to Congress and to the President. And it must be done quickly to be effective in the present situation. The pressure that is now exerted on the Congressmen does not come from those sources that will really convince them that the masses of people are ready for a change. This pressure stems mainly from the isolationists. To counteract this pressure will require real work on the part of peace and progressive forces. Let every Party member and Party organization plunge into a real crusade for peace.

How to Make the People's Voice For Collective Security Heard In Congress

THE following are a few suggestions that will be most effective in getting Congress to resound with the voices of the people for collective security:

1. Write a letter to your Congressman at once.
2. Start a chain letter and get at least one friend to do the same. A personal letter carries a lot of weight with Congressmen.
3. Get two or three to act as a committee with you in your union or in a mass organization to mobilize the membership for a letter-writing campaign; to spread literature on collective security; to work for the adoption of resolutions.

Here is a suggestion from an industrial unit in New York:

"We propose to set up Correspondence Committees. There has been, in the past period, a crying need for letter-writing campaigns on various issues of the day, most of which have failed, or at least suffered greatly because of the lack of proper organization of such campaigns.

Such committees, as proposed, should provide an organized mechanism to fulfill this need, and should be able to flood Senators, Congressmen, etc., with individual letters at practically a moment's notice. The organizational form suggested is that such committees be formed immediately within the lowest Party bodies, the units and branches, the members of these committees to function as captains to a group of non-Party people, on the broadest People's Front basis.

"Letter-writing campaigns, especially those of protest, must be carried out promptly on a mobilization basis, which is possible only with such a mechanism. This also affords a better check-up. These committees should also be encouraged in the unions, the Labor Party branches and other mass organizations."

New Members— How to Keep Them

By BETTY GANNETT, District Educational Director, California

NEW people by the hundreds—no, the thousands—are coming into our Party. Will we keep them?

We in California have been giving this question considerable attention for nearly two years. We have not solved it by a long shot. However, several of our experiences have indicated some of the steps we should take to reduce at least the serious fluctuation in our membership.

I can remember the day, some two years ago, when the Organization-Education Commission with great hesitation made the "historic" decision to establish new members classes as the only assignment for new members. We thought then we were breaking all precedents and Party rules. But this hesitant decision has been applied with greater boldness as thousands of workers have come into

our Party in California and just as quickly have left our midst.

New Members Units—Not Classes

With the exception of the smaller outlying counties, new members units, lasting a period of eight weeks, are today a regular established form of Party organization in California. A new member, as soon as he or she is accepted into the Party, is assigned to a new members unit. The unit is either located in the county headquarters, or in a convenient place in the community readily reached by the new members. Here the new members not only get a birds-eye view of the Party and its work, but immediately become involved in the carrying out of elementary practical tasks.

The new members units have gone through various stages of evolution. At first, we conducted classes of new members—where the new members for two hours each week “learned” about the Party—and did nothing. In some instances, the instruction was almost entirely divorced from the practical day-to-day life of our Party. At the conclusion of these classes, although the new members had received some elementary Party education, they knew practically nothing of how to react to issues in their unions or mass organizations, how to conduct work in the neighborhoods, etc. We soon found that many new members resisted attending such classes. Attendance rapidly declined. The new members did not get an answer in these classes to the problems agitating them most—what to do and how to go about putting into practice what we were teaching them.

Many revisions had to be made, and after a number of experiments, certain general conclusions put into practice.

Today we have no new members classes. *We have new members units.* Here a unit executive committee is established and efforts are made to see that it functions regularly. An order of business is prepared to conform with the standard order of business used in all our units. Certain modifications are necessarily made. The educa-

tional work in the new members unit takes up the major part of the two-hour meeting and deals with a carefully-prepared new members outline. The balance of the time is devoted to new and old business—minimum practical tasks in which every member is involved on a voluntary basis.

We have thus attempted to eliminate the classroom atmosphere, to develop the units into practical working bodies which combine theory with the live Party problems of the day. This arms the new members for their future tasks, overcomes their doubts and confusions, helps them determine the kind of activity they wish to follow after they complete the new members unit and are assigned to a regular unit or branch of the Party. We have innumerable examples of outstanding work of our new members units in the recent financial drive for a people's daily paper on the West Coast, and in the recruiting of their friends and contacts.

These new members units are not functioning entirely smoothly. We still have thousands of problems which have to be met with and solved daily. Proper-functioning new members units are still rare and isolated, but these examples indicate what can be done if we have the proper personnel to direct the work and life of these units.

Experienced Comrades Must Be Assigned

We have found, after many costly lessons, that if these units are really to accomplish the purpose for which they were organized, it is essential to assign one experienced comrade who can act as an organizer, in addition to the instructor, to each unit. Around the organizer, an executive committee of two or four additional comrades from among the new members is elected, usually at the second unit meeting when the new members have already had an opportunity to become acquainted. We have found that with proper assistance the new members selected for various posts carry out their obligations with great enthusiasm, and very often upon completing the new members units they have gone into the regular branches to fill simi-

lar positions with great efficiency.

Where a number of new members units exist in a particular county, we are now experimenting with the establishment of new members sections, or new members committees, of three or more experienced comrades to coordinate the work. The section leadership or new members committee is to meet regularly with the instructors, the organizers and new members representatives to discuss the work of the units, the quality of instruction, the kind of work to be taken up in all units, the assignment to regular branches, the development of a uniform inner social life, and to check carefully on the new members after they have left the new members units. While this is an innovation our aim is to expand this method which we feel will help further to improve the quality of our new members units. It is especially important that in such work the new members actively participate—because it is precisely from the new members that we learn how best to improve the work of the new members units.

We cannot emphasize too strongly the need of establishing leading committees to direct the work of the new members units. This work cannot be handled by people who are involved in a thousand-and-one other tasks. It requires careful, systematic—one can say—scientific attention, which can be accomplished only by a trained personnel devoting all its time to this work. For us in California this is a key problem which we must solve to make the necessary step forward to embrace all new members in our new members units.

Personal Approach Needed

We now demand that our instructors and organizers know each new member to some extent even before the new members unit actually begins. A knowledge of such small details as the name of the comrade, his occupation and something about his background, helps to immediately introduce that friendly spirit into the unit which should permeate the whole work of the new members unit from beginning to end. To ensure individual attention to

the new members we limit the units to a maximum of fifteen people, keeping them down to ten wherever possible. We urge personal discussions with each new member several times during the eight-week session of the unit, and the adaptation of the new members outline to the composition and level of understanding of the unit.

In almost all instances our new members units hold graduation parties at which time leading people, the recruiters and the friends of the new members attend. These graduation parties are really enthusiastic gatherings which help to conclude the new members units in an atmosphere which encourages real devotion and loyalty to the Party and the carrying out of Party work.

Well-conducted new members units have brought excellent results. The percentage of fluctuation among comrades attending such units is almost insignificant in comparison to the turnover among new members who do not go through the preliminary training or who attend new members units where the instruction and attention are not carefully planned. These comrades have become a live fresh force in our industrial and assembly branches. In many instances they have become the center of increased activity and helped to revitalize the life of many of our branches.

But new members units are only one phase of our really tremendous task of keeping new members. There are a number of other problems which, unless overcome, will not help solve this question: organizational looseness in the assignment of the applicants to the new members units; failure to check up systematically on the attendance at the new members units resulting in the loss of people even before they receive membership books; poor assignment to the regular units. We are now instituting a method whereby the new members will be assigned to a regular unit with a recommendation from the organizer of the new members unit on the work of the comrade and the kind of activity he is best equipped to carry out. This may help somewhat to overcome the weak spots in this phase of the work.

But even this is not sufficient. We find that many new people drop out after several week's attendance at the regular branch and unit meetings. Here they find a dull, dry approach to the problems of the Party and an almost complete absence of comradely attention and aid in the carrying out of assignments. Therefore, the follow-up of the new members regularly through the holding of new members meetings to discuss the problems of the regular units and branches is of prime importance. And lastly but surely our most difficult problem remains the need of improving the work and life of our units so that they really become centers of Communist mass work in which our new members become an important cog in the carrying through of the huge tasks now confronting us.

Note: We should like to hear from other districts as to their experience in handling new members.

Shop Papers in the Chicago Area

By JACK MARTIN, Illinois State Educational Director

DURING the year 1937, there appeared in the Chicago area, five shop papers which came out with a degree of regularity. Several other papers appeared sporadically. Appearing regularly were the following:

Illinois Steel Worker, issued by the Communist Party units in the South Works of the Carnegie-Illinois Steel Co.

Harvester Worker, issued by the Communist Party unit in the International Harvester Co.

Chicago & Northwestern Headlight, issued by the units on the Chicago & Northwestern.

Yard News, issued by the stockyards section of the Communist Party.

Gary Steel Worker, issued by the Communist organizations in the Gary Steel Mills.

Reaching the Basic Industries

It is seen that although there are only five shop papers, these are issued in the mightiest of the mighty industrial plants of Chicago. The plants mentioned employ between 60,000 and 100,000 workers, depending on the season of the year and the state of business. The industries represented include steel, railroad, packing and machinery. With the exception of railroad, the plants are organized or are being organized by the C.I.O. In all of them, the influence of the Communist Party is growing, and the units of the Party have grown markedly during the past year.

Just a moment's reflection on the nature of the industries represented, and the number of workers employed, should convince one that this battery of five shop papers can influence decisively the economic and political developments in Chicago. Steel, packing, railroad, machinery—here is where the People's Front will find its main base and support, and without these workers there can be no People's Front.

Mass Influence of these Shop Papers

How do these shop papers take advantage of this great opportunity, how do they come forward as the organs of the Party in the shop?

In the first place, let us record that all five of the shop papers have a real influence and following among the workers in their shops; the workers look forward to each issue; they pay attention to the counsel of the shop papers.

Typical is the *Chicago & Northwestern Headlight*. Three thousand copies are distributed each month at the terminals and roundhouses. At least 4,000 out of the 6,000 workers normally employed at the yards receive this printed paper. (Until recently, when the *Illinois Steel Worker* went back to a mimeographed edition, all five papers were printed. Four are now regularly issued in printed editions of 4,000). The *Headlight* has built up a subscriber's list of a few score workers, in addition

to another large number who can be depended upon for regular monthly financial support. Its influence has grown markedly this year. A special edition of the paper, distributed at the railroad wage convention this summer, received much favorable comment from the delegates, while Wharton, Grand Lodge President of the machinists, took time off at the convention to attack the paper, thus indirectly giving tribute to the influence of the paper.

Another paper with a mass following is the *Yard News*. This paper, by the way, is the best of the papers as far as make-up goes. It is always enlivened with cuts, cartoons, jokes, etc. In some departments at Armour & Wilson's the paper is taken into the shop and distributed quite openly. This paper too has a large circle of workers ready to donate monthly sums, although this possibility has been allowed to lapse in recent months. Recently, at a council meeting of organizers, where the Red scare was raised against the paper, the scare fell through completely.

The *Harvester Worker* is another example of a paper with a mass following. One unit member has in the course of the year built around himself a circle of fifteen to twenty workers in his department who contribute ten cents, twenty-five cents, and even more for the support of the paper each month. This paper has been particularly successful in exposing stool-pigeons in the plant. One issue of the paper carried the names of no less than sixteen members of the plant's Rogues Gallery. Another, carrying details on one of these spies, was passed from hand to hand, and resulted in such a complete exposure of the company stooge that the company union, opponent of the C.I.O. union, was forced to circulate a leaflet attempting to refute the article in the shop paper.

Political Weaknesses

In reviewing this group of shop papers, we can note that they have some very definite accomplishments to their credit. All of them carry news of the shops, all of them reflect the trade union struggles in their respective industries. They have succeeded in becoming a part of the

traditions and life of the workers in their shops.

Yet all the papers suffer from one common and major weakness: they do not speak as a political organ which answers all questions, not only of building the union, but of national and local politics, questions of war and peace, the high cost of living, taxation, the revolutionary goal of socialism. The papers remain on the whole only good trade union papers. This is shown (1) in their failure consistently to raise questions of local politics, as a part of the problems of the workers in the shops; (2) in their failure to make the Party campaigns an integral part of the shop problems; and (3) in the fact that the Party still does not appear before the workers in the shops as the leader and organizer, as the political party of the working class.

One example: The best of the shop papers from the point of view of dealing with political problems is the *Gary Steel Worker*. At present it consistently puts in the forefront the problem of unemployment, which faces the steel workers as their major problem. The *Gary Steel Worker* presents a good Marxian analysis of the causes of the sabotage by the monopolists. It presents the program of the C.I.O. for meeting unemployment, and it calls upon the workers to organize Labor's Non-Partisan League. What is lacking, then? Definitely putting the finger on local and state political administrations. What have these appropriated for relief? How is this financed? This in turn brings in the question of taxation. Who bears the brunt in Gary, the small home-owner and worker, or big business? What taxes do the steel companies in Gary pay?

What is lacking in this paper is our own Party program which goes beyond that of the C.I.O. We propose meeting the problems of unemployment by the government taking over the closed-down factories, if the monopolists cannot or will not run them. Here is a slogan which would show the workers clearly the independent role of the Party.

Or take the problem of housing in Gary. Low-cost housing would not only provide better living quarters at lower rents; it would provide jobs for the steel workers.

But this question again does not appear in the issues of the paper.

More Shop Papers Are Necessary

It is necessary for the section and county leadership particularly to become more aware of the great weapon that the Party has in shop papers with which to bring our message to the workers in the basic industries. The Party must be awakened to the fact that in the shop paper we have one of our best weapons for the building of the People's Front and the Party. Then, not one of these shop papers would lag or miss issues.

It is necessary to issue additional shop papers—in the Crane Company, in the I.L.G.W.U., the Amalgamated, and everywhere where we have shop units and industrial units. This also applies to the out-of-town sections, particularly in the mining regions.

Finally, it is necessary to develop an apparatus to furnish technical and political help to the shop papers, reviewing each issue, supplying them with factual research material, cuts, cartoons, etc.

Educational Work In the Philadelphia Units

By **CARL REEVE**, District Educational Director, Philadelphia

A YEAR or more ago it was necessary to press upon many units and fractions the necessity of political discussions and educational work. Today this is no longer necessary, except in isolated cases. Today it is a pressing problem of the District Educational Commission to supply the great demand for teachers of unit classes and political discussion leaders. Even a number of union groups and non-Party mass organizations are persistently demanding speakers and group leaders. The District Bureau is now concentrating, as one of its organizational tasks, on the set-

ting up of stronger section committees. The educational work simultaneously is being organized on a section basis.

Today there are approximately one hundred educational workers, including members of the educational commission, educational directors of units, literature agents, teachers in various schools and forum leaders. One of our immediate tasks is to raise the political level of these educational workers and weld them into a strong politically trained educational apparatus. Many of these educational workers are new Party members themselves.

Shop Units

The educational commission has been concentrating on improving political discussions in the shop units. A score of political discussion leaders and teachers of unit classes have been assigned by the educational commission directly to shop units and Party sections. These educational workers from the district office are in addition to the unit educational director.

The results have been good. Political discussion leaders have been attending every meeting of such units as the L.S. unit, the S. unit, the P. unit, the M. unit, and a number of white-collar units and others. In addition, special district forces are sent out to Chester, Bucks County, Reading and other sections outside of Philadelphia for section schools. In the shop units these discussion leaders do not carry out unit assignments, but they attend every meeting, discuss current political questions, linking them up to basic Party theory. The results in the main have been good, although there are shortcomings and difficulties. Practically all of these units did very well in the recruiting drive, and this was partly due to the raising of the political level of the unit and of unit discussions, as well as to the measures taken by our industrial department which strengthened the units organizationally.

As an example: In one unit in a basic industry, Comrade A has been attending for four months. He speaks for twenty minutes or a half hour at every unit meeting on a subject relating to the work of the unit at that particular

time. There is then a short discussion. During the twentieth anniversary celebration Comrade A conducted three or four such short discussions (this unit meets once a week). Each discussion took up a basic socialist principle as now carried out in the Soviet Union, contrasted to the situation here.

Attendance of the unit is good (about 25), and the comrades appreciate the help given and ask that it be continued.

In another shop unit in a basic industry, the unit had fallen apart due to inaction and to layoffs, and only three or four people were attending the unit meeting. The comrade from the educational commission was sent in and he has been attending this unit for three months. There is now an attendance of eight or ten at the unit. In addition, he is teaching a class of non-Party progressives from the union at which ten or fifteen attend and practically all of whom are about to join the Party.

In another unit in a basic industry, after a comrade from the educational commission gave six political discussions at successive unit meetings, *this was followed up by a new members class.*

These units were all units in which there were practically no political discussions previously or where those held were done in a haphazard manner. One of the main tasks of these political discussion leaders is to train and develop educational directors of the units so that they can put the unit in shape to carry on its own educational work. The educational commission now has on its list eleven additional shop units, a number of them organized in the recruiting drive, for which we are going to supply political discussion leaders and teachers.

Street Units

In the street units, although political discussions have improved, there is much to be desired. There are nine street units out of twenty-five which are badly in need of additional help in raising the political level of the membership and stimulating better unit discussions. Practically all

of the street units now have educational directors, but their political level must be raised. Many of them are new members themselves. A lot of improvement must be made in the organization of lively unit meetings and the elimination of boring, deadly routine and ticket selling.

We are mobilizing the Party for a broad mass agitational campaign to build the People's Front in the neighborhoods, in the congressional districts and wards for the coming primary elections which take place in four months. We are emphasizing the development of Negro forces and women forces. Both of them have been neglected in our district. We are stimulating the initiative of the units during the Lenin Memorial Campaign to arrange for their own mass meetings, neighborhood papers, leaflets, etc. We are getting a good response.

Every main section now has its new members classes.

Our educational work in the street and shop units is still weak, still needs better organization and systematization. Only beginnings have been made in the work of training forces. Political discussions must be held more often with unit organizers and section committee members. However, the membership meeting that we held, at which more than one thousand were present, shows that the Party is on the right road and that the political work of the units is improving. The substantial increase in the sale of *The Communist* for December—nearly one thousand were sold in our district—is a good sign.

How to Popularize Decisions

By J. M., Illinois

HOW shall we transmit decisions and discussions of the higher bodies to the lower ones? How can we do this quickly and yet in such a way that the rich political discussion that goes on in the higher bodies is repeated below, and there is no distortion of decisions as they travel

the pathway from state to county to section to branch?

If we can find ways and means of doing this we will then be on the way to developing that good inner life in our Party branches and units which we are all striving for.

Such a rich political life in our branches will only come about when the leading comrades, those most politically developed, those most active in mass work, those known as trade union leaders, will make it a part of their daily organizational work to talk politics in the branches of the Party, to participate in discussions there, to interest themselves directly in the work of educating the Party and non-Party workers. Only in this way can we remove the still existing gap between the level of political discussion in the higher committees and that in the lower organizations.

Planning the Discussion on Comrade Browder's Report

It was with the foregoing in mind, that the state educational commission approached the task of quickly and most effectively bringing down to the Party membership in Illinois the discussion and decisions of the recent enlarged meeting of the Political Bureau of the Party.

Two points were kept in mind: we must have capable comrades to lead the discussions; the entire Party membership must be prepared to participate in the discussions and preparing of plans upon the basis of the discussions. The result has been that with careful planning, we have been able to organize a discussion period in which a larger proportion of the membership has been involved than has been the case for a long time, and in which the level of discussion has been unusually high.

The political mobilization began with the calling of an enlarged meeting of the District Bureau immediately following the return of the State Secretary from the meeting of the enlarged Political Bureau. This meeting also prepared for a plenum of the State Committee to which were invited about 200 leading comrades in various fields of work—trade union, language, etc.

About two weeks before the state committee meeting

50 of these comrades received a letter from the Educational Director, assigning them for a period of three weeks (December 16, 23 and 30) to an important branch or shop unit.

A memorandum from the educational department, carrying the same information, called upon the Party branches to really mobilize for the meetings of December 16, 23 and 30. The branches were told that they were expected to draw in workers in the neighborhoods to hear the message of the Party upon the major questions before the people of the United States and of Chicago, in particular.

A special point was made that the branches should take pains to secure attendance of new members at these meetings.

In the meantime, all section organizers were made personally responsible to quadruple the sale of the December issue of *The Communist*, which contains Comrade Browder's report. This aim was accomplished, the literature department selling out completely its order of *The Communist*, which was increased from the average 300 in preceding months to 1,200.

A series of section functionaries meetings, language group meetings, and a trade union functionaries meeting were also organized. Comrade Steve Nelson who was in Chicago for a week was utilized to report at a number of these meetings on the struggle in Spain; his presence raised high the enthusiasm of the comrades.

The result has been a series of discussions well attended, well-organized, with an unusually high level of discussion, and with an unusually large number of comrades participating in the discussions. This has been the report from most branches.

An indication of the enthusiasm aroused is the fact that not one leading comrade assigned to these three discussions found reasons for not being able to carry through the assignment. On the contrary, comrades present at the state committee meeting who were not assigned came in to the district office to be asked to be assigned to branches.

A number of meetings were also arranged in sections

outside of Chicago, to which leading comrades were assigned to deliver reports.

A good feature of the discussions has been that in a number of places the discussions were accompanied by the laying out of concrete plans of work. The importance of this was emphasized to the reporters by mailing to them within a few days after the State Committee meeting the main decisions made there, which were in the form of concretizing for the state the Central Committee decisions.

All reporters also received a letter from the educational department asking them to stress the education of new members by suggesting to the branch the assigning of new members to take classes at the coming term of the Workers School, by organizing study groups, etc.

While the foregoing plan of mobilization has been generally successful, it is necessary to warn against finding speakers by shifting comrades from their branches. We must strive to keep leading comrades in their branches, to strive to develop discussion among the branch members, and to raise the political level there. But for special campaigns, and if not used too often, the plan we have described can be highly successful.

Self-Study

By A. MARKOFF

OUR Party has done considerable work in the line of Marxist-Leninist education and we can record definite achievements in the field of inner-Party education as well as in setting up institutions which carry Marxist-Leninist education to the masses. The greater utilization of the Workers Schools, the new members classes, part time and full time schools within the Party, all help considerably to equip many of our comrades with the necessary political knowledge to enable them to develop a correct

Marxist-Leninist orientation in the application of the policies of the Party.

But with the growth of the Party and the constant promotion of comrades to higher and more responsible positions, the problem of political education must be tackled in a more fundamental manner. In the words of Comrade Browder:

“We must take up this question of education in a more systematic and fundamental way, not only in the development of our school system, excellent and necessary as that is, but above all, by the development of habits of self-education among all our active Party people and as far as possible throughout the whole Party.” (Summation at the enlarged Political Bureau meeting, November 18-19, 1937.)

What should be the character of self-education? Self-education must be a continuous process, not only on the part of those who have had no training but especially on the part of those who have already received a certain political development in theory and practice. Self-education means self-study.

The question is how should self-study be organized. First and foremost is the problem of organizing one's activities in such a manner as to permit a few hours during the week for self-study. No matter how busy one is, with the proper organization of activities one can set aside a few hours each week.

It is also clear that the hours for study should not be sometime in the early morning, after one is completely fatigued after a day's work. The hours must be arranged at the time when the comrade can approach the study with a more or less clear mind.

The next question is what to study. It is our opinion that this may be divided into two parts. On the one hand, we must, all of us, read regularly the Party press, daily and monthly, *The Communist*, *The Communist International* and the *Inprecor* and this often requires not an ordinary superficial reading but a very careful reading

which assumes the character of study. But, besides that, one must make a thorough study of at least some of the basic works of the leaders of the Communist movement in order to enable one to orientate correctly and quickly to the rapidly changing situations in the country which, of course, create constantly new problems, new tasks for the Party. While we cannot at the present time go into an elaborate development of a program for self-study—which we hope we will be able to do in the near future—we can suggest a number of basic books and pamphlets of which every comrade must have a thorough knowledge. We would suggest the following list:

1. *The Communist Manifesto*
2. *Program of the Communist International*
3. *State and Revolution*—Lenin
4. *Imperialism*—Lenin
5. *“Left Wing” Communism*—Lenin
6. *Foundations of Leninism*—Stalin
7. *Socialism, Utopian and Scientific*—Engels
8. *Marxism and the National and Colonial*

Question—Stalin

9. *The October Revolution*—Stalin
10. *What Is to Be Done?*—Lenin

We would also add some of the historical works of Marx such as *The Eighteenth Brumaire*, *The Class Struggle in France* and the *Civil War in France*.

Should these works of Marx, Engels, Lenin and Stalin be followed in any special sequence? It seems to us that it depends a good deal on the individual comrade and to what extent he is familiar with one or the other piece of literature. As a general suggestion, the sequence in which we placed the literature could be followed.

In this connection it is also necessary to state that there are two ways in which we can approach the self-study of the above-mentioned literature. It can be done by taking one pamphlet or one book at a time and studying it systematically, putting aside a definite time for it, making notes in a special notebook on the material read. If there

are sections which are not clear to the comrade, he should communicate with someone who can give him the necessary help.

On the other hand, the above can also be studied in connection with some important documents of today. For example, one could take the report made by Comrade Browder at the last Political Bureau meeting or the speech made at the June Plenum of the Central Committee and study the various sections of the speech together with some basic works of Marxism-Leninism. This will give the comrade a more elaborate theoretical understanding of the problems dealt with by Comrade Browder. The same thing can be done in connection with speeches made by Comrade Foster, Comrade Stalin, Comrade Molotov, etc.

We would also suggest at this time, in line with this, that comrades write in to the National Education Commission of the Central Committee asking for explanations of questions which are not clear to them and which appear during the course of study. This will help to develop a system of consultation which may, in the future, lead to the introduction of a special section in *The Communist*, a section for consultation where special political problems will be dealt with by leading comrades, thus helping in the education of all the Party members.

There is no doubt that once we begin this work it will gradually develop on a larger scale and self-education will become a real institution in our Party and will thus lead to the development of more theoretical forces which the Party needs so badly.

A Neighborhood Paper in California

By M. C., San Francisco

CREDIT for a big step forward in the task of bringing the Communist Party's message to the people of San Francisco goes this month to the 22nd Assembly District branch for the December issue of its *Western Addition News*. As lively as it is timely, this six-page mimeographed edition is more than a mere bulletin; it is a vest-pocket newspaper. Its graphic presentation of the living issues which face the people shows how well the 22nd A. D. branch is rooted in the life of the neighborhood.

What first attracts attention about this December issue is its appeal to the eye. From a technical standpoint alone it commands admiration for its streamlined appearance. Cleverly drawn cartoons and decorations on each page break up the columns of print; besides enlivening the look of the page, they provide pungent comment on the articles themselves. The make-up is pleasing, with well-balanced arrangement of articles and headlines and effective use of white space by way of contrast. The result of such careful attention to mechanical details is a miniature newspaper so striking to look at that no reader is going to drop it until he has read it through.

The Contents of the "News"

Just as effective are the paper's contents. Within the limited space of six small-sized pages, the *News* covers a surprising range of subjects. Departmentalized in the manner of a full-sized daily paper, it contains news stories, articles and in addition a "Women's Page," a "Books" column, and a calendar of meetings and events. It even has room to spare for a "plug" for its bigger brother in the newspaper field, the *People's World*.

In its leading article, the *Western Addition News* deals with an issue of vital importance to all the people of the 22nd Assembly District: the housing situation. Well-written and comprehensive, the article forcefully exposes the

slum conditions with their toll of death, disease, and crime which exist in the Fillmore and Western Addition areas. Pointing out the responsibility of the big landlords, real estate agencies and banks for this situation, it goes on to stress the political steps which the people must take: support of federal housing legislation, election in 1938 of a progressive governor and assemblyman who will bring the housing program to California, and pressure on the city administration to force landlords to comply with the state housing laws. Two other issues of basic importance to the people—transportation and unemployment—are dealt with in the articles: the one-man streetcar situation and the Workers Alliance fight against relief cuts.

Special Features

Some of the special features deserve comment. The "Women's Page" is designed to be of real service to the housewives and working women of the 22nd Assembly District; it even contains a recipe for a Christmas plum pudding. A column of advice to Christmas shoppers puts into practice the Communist Party's stand for aid to the Chinese people by boycotting of Japanese goods. Of interest to housewives whose dollars won't stretch far enough is Comrade Anita Whitney's article, "How We Can Combat Rising Living Costs."

Appealing to trade unionists in particular as well as readers in general, the "Books" column offers a short but informative review of Leo Huberman's *The Labor Spy Racket*. Useful to everybody is the page of news notes announcing Open Forums of the 22nd A. D. Branch, Sunday meetings in Jefferson Park, the December 5 Mooney Rally, the Ralph Bates speech, and meetings of the National Association for the Advancement of Colored People.

More issues of the *News* as alert and resourceful as this December issue in uncovering the vital problems of the people and answering them with the Communist solution will make it a rapidly growing force. As it grows, it can become the 22nd A. D. Branch's best organizer in winning the people of the neighborhood to support of the Party's program.

New York State Section

ISSUED BY NEW YORK STATE COMMITTEE, COMMUNIST PARTY

Building Educational Apparatus in New York State

By I. BEGUN, N. Y. State Educational Director

THE development of political life in the units and branches still remains the key task of our educational work. To do this, we attempted to improve the following three phases of our work:

1. Improve the educational apparatus where it existed and to create such apparatus in the state, county and assembly districts.

2. To supply educational material from the state office to stimulate branch discussion and to speak directly, upon occasion, to the people in the name of the State Committee through the radio, leaflets and press.

3. To build a chain of Party schools and classes to serve as heavy industry, which would supply not only functionaries, including educational workers, but also provide one or two people in every unit to improve and vitalize branch and unit life.

State Apparatus

In this article we shall deal only with the educational apparatus. The State Committee educational staff consists of the heads of various departments, namely, shop paper and leaflets, speakers' bureau, literature department, school director, research, Y.C.L., trade union educational, and the five county educational directors. When special topics are discussed the comrades involved in the work are invited to our staff meetings, giving us meetings of about fifteen people. At these monthly meetings general

problems are reviewed, such as new members classes, Party training schools, work of various commissions, educational apparatus, achievements and shortcomings in the counties, education of the educational personnel itself, etc. Every two weeks there is a short meeting of the five county educational directors with a comrade of the state office to follow up decisions made at the monthly staff meetings. The county educational directors are also members of the State Organization-Education Commission.

County Apparatus

Each of the five counties has a functioning educational apparatus.

1. Manhattan County has a part-time educational director and with three other comrades constitute the leading County Educational Committee. A new members education committee composed of three comrades supervises new members classes, trains teachers and adjusts curricula to the needs of the students. Another committee of six members is charged with development and guidance of section training schools in the county. A county school commission, consisting of the county organizer, secretary and educational director, *the three leading functionaries in the county apparatus*, constitute the County School Commission to carry out the program of full-time and part-time county schools. Of the twelve assembly districts in the county, ten have educational directors, the remaining two are soon to have directors appointed. We are urging an educational committee of at least two or three comrades in each A. D.

2. Harlem Division has a full-time educational director for the division and a committee of five who have divided the work as follows: new members classes, schools, shop papers and leaflets, research, and literature. Each of the four sections in the division has an educational director with the following committees: Upper Harlem, eight comrades; Washington Heights, three; Lower Harlem, two; East Harlem, three.

3. Kings County has a full-time educational director

and a county educational committee of seven members. Of the 17 assembly districts in the county, 14 have educational directors and the other three will soon have people appointed. Usually the assembly district education committee is composed of two or three comrades.

4. In Bronx County the educational director was released because of illness and a new one will soon be selected. While the educational committee is composed of seven people, it is not yet functioning smoothly. A school commission of three takes care of the county and section schools. Each of the seven assembly districts has an educational director and in five of these there are functioning departments.

5. In Queens County there is an educational director on part-time and the county educational department is composed of the county educational director, the literature director and the four assembly district educational directors. Thus the county has an educational department of six.

Insufficient attention has been paid to the up-state territory in regard to building educational apparatus in the smaller cities and in the farm areas. This apparatus must be carefully followed up and ways and means found for the educational development of the educational personnel itself. Special classes and discussions are being planned by the education staff for the education personnel.

This apparatus must now be consolidated, and some way found to keep in constant touch with the comrades and their development in the work. In the state apparatus we intend to have one comrade placed in charge of new members classes, one for visual education, and one comrade for coordination of the activities of our cultural forces—writers, artists, actors, for educational work.

The Educational Workers

Who are the educational workers? A study made of 34 educational workers (25 assembly district directors and nine county workers) who replied to a questionnaire, showed the following: 26 were men and eight women; 33 white and one Negro (not including Comrades Bassett and New-

ton, Negro comrades who are the county educational directors of Harlem Division and Kings County); nationality; Russian—two, Jewish—17, Italian—two, American—nine. The majority of them have been doing educational work for six months or less. Less than six months—24, six months to one year—six, two years and more—two. Before getting into educational work the comrades had the following work in the Party; official functions—one was in the organization department of the assembly district, one a trade union functionary, one shop paper director, one branch leaflet director, one literature agent and the rest scattered. The largest group were branch or unit educational directors before they entered assembly district or county educational work. The ages are as follows: under 25—three; 25 to 30—eight; over 40—one. Almost half are under 30. Length of time in the Party: less than one year—one; one year—nine; two years—eight; three or more years—ten; out of 34 one year or less, ten comrades; two years or less—18 comrades. That means that more than half are new comrades.

Party schooling: five had none; 18 had courses in the Workers School; two had gone to section training schools; two had gone to county training schools; two to National Training School; four to professionals' training school.

Thus, while in beginning our apparatus we have had to draw upon white-collar people, it is planned carefully to develop more shop workers and trade unionists for educational work. The Party schools also are giving us more and more shop workers for general Party work, including education workers. Since so many of these comrades are new, and very few have had the opportunity for extended Party training, outside of courses in the Workers School, it becomes doubly necessary carefully to guide the work as well as provide opportunity for self-study and continued education of our educational workers.

The conduct of our educational work, with all of its shortcomings, would have been impossible without the development of an apparatus. We expect the full fruits of this with the further growth of the Party in New York.

Educational Problems In Kings County

By HERBERT NEWTON, Kings County Educational Director

THE establishment of a county organization (Kings County, Brooklyn, N. Y.) created some new problems in educational work and brought old ones to a focal point. Before I go into these, however, I wish to describe our set-up.

Our Educational Committee consists of the County Educational Director and all section (or assembly district) educational directors. It meets every alternate Thursday night. The agenda consists of three points:

1. Political discussion—aimed at increased knowledge of basic Party theory, not necessarily connected with some current campaign.

2. A detailed examination of some phase of educational work, in which we arrive at the organizational conclusions necessary to improve our work in that field.

3. Check-up and suggestions. Here discussion is facilitated by previous study of a written report, received from each section educational director two days before, which records the educational work for the past two weeks and plans for the two coming. This report provides a basis for check-up, a means of detecting weaknesses and a source for new ideas.

Once a month each section educational director meets individually with the County Director. A similar procedure is adopted in each section with unit educational directors.

The educational staff consists of the leaflet and shop paper director, chairman of the school commission, trade union educational director, research director, *Daily Worker* manager, literature director, the Visual Education Director, the comrade in charge of instructors of New Members classes, publicity director, the author of the *Daily Worker* "March of Time" and the Speakers Bureau head. We have no cultural-social director. Last summer, however, a baseball game between our county and the Negro

concentration section opened our eyes to the possibilities of work in this direction.

The staff meets once a month. Its agenda is a brief check-up on each department and a discussion on the application of decisions of the Educational Committee.

The Educational Corps

Our educational corps consists of unit and section educational directors who lead the discussion back in the unit. They meet bi-weekly. Most recent discussions have been: Bittelman's speech on the economic situation, the far Eastern situation, Lenin and the press, and the Jewish question. The educational corps has proven a real factor in raising the political level of our membership.

We have just concluded a most successful training school, although we had difficulty in securing students. Despite Stalin's speech, the sections "couldn't spare forces." They raised the question of replacing those sent to school. They failed to heed Stalin's adapted dictum: "Seek and ye shall find." We, therefore, did as Stalin did. We announced a school for unit organizers, proceeded to register them, selected the best and started our school. The tremendous enthusiasm of the students so permeated the ranks of the Party that we have not only solved the student scarcity problem, but have also given great impetus to section training schools. We are now using the same method, that of arbitrarily assigning a definite category to secure students for our class on the Jewish question. After the first class, I am confident that there will exist no problem of securing students for further classes.

The development of a spirit of socialist competition among the school applicants plays no small role in securing the best students. During 1938 we expect to send 20 per cent of our 5,700 members through section or county training schools. This, of course, is in addition to hundreds of others we expect to send to New York Workers School.

Too many meetings have always been a problem in our Party. It is a problem not only of having fewer meetings, but—and this is of equal importance—of organizing those

fewer meetings in such a manner as to accomplish the best possible use of each comrade's increased time.

In a small way, one section is beginning to tackle this problem.

Education in Industrial Units

Another problem is: How can we change the situation in most of our industrial units? Our feeble experimental efforts in solving this question have brought splendid results. A painters' industrial unit that did no recruiting, did not sell the *Daily Worker*, and was poorly attended, decided to have political discussion three weeks of the month, the fourth week alone being devoted to specific trade union problems (the fourth week it meets as a fraction). The results are an increase in recruits, the beginning of a mass sale of the *Daily Worker*, a greater attendance, and much enthusiasm. A similar experiment with a waiters' industrial unit has brought the same results.

Still another problem is: How to improve the political content and technical appearance of leaflets and shop papers. Many leaflets are slovenly. Worse still, almost all leaflets (and even shop papers) fail to tie up each local neighborhood grievance with the general Party program, and show what should be done. To overcome this we have issued a leaflet and shop paper bulletin—the first of its kind. We are also organizing a class.

Other classes being organized are: a speakers class, a class for new members class instructors, a class for leading functionaries, and a class in Labor Law.

Some problems that we are only beginning to tackle are: How to stimulate work among the various national and religious groups, and how to lay the basis for the immediate reaction of our Party to the many complicated and changing problems arising out of Kings County politics. But that we can solve these problems is due to our policy of involving every available person in some phase of educational work. Our theory is that educational work is so wide and varied that there is no person to whom some phase is not attractive.

New Members Classes in New York

By D. R.

THE new members class is being recognized as an important institution. The large increase of new Party members as a result of the recruiting drive has sharpened the awareness of the Party to the necessity of starting the Party life of the new comrades with less confusion and more clarity on the aims, structure of the Party, and the Party activity among the masses.

A survey of the conditions of new members classes, particularly in New York county (Manhattan), showed definite progress in the quality of new members work. New recruits are placed into new members classes for at least five weeks, and are released from their unit activity. Where a sufficient number of comrades have been recruited in one shop or industry a special new members class is formed there. With some new shop and industrial units, of necessity a major part of the unit meeting is devoted to new members teaching. In some instances special language classes, as Russian and Spanish, are conducted, for example, Section 29, New York County, and Harlem.

Advance Preparations

New York county has shown initiative and leadership. It has set the pace for a progressive understanding of the problems of new members' teaching. It took cognizance of the recruiting drive and prepared in advance the groundwork for the heavy enrollment. Every section has at least one new members class functioning regularly. Some have as many as eleven. Throughout the county there are 38 classes, at the moment, but additional classes are being organized constantly. In this section, of the 450 members recently recruited, approximately 300 have attended new members classes. Because of difficult hours the other 150, mainly food workers, had not been assigned to class. The problem is being met by obtaining teachers who will be

able to meet these workers at hours convenient to them.

The curriculum has been standardized. There are ten sessions, two a week. The class is closed to additional students after the first or second session. The student, therefore, obtains the full benefit of the courses. He is requested to repeat if he has missed two classes.

The topics are:

1. Why a Communist Party?
2. The structure and the functioning of the Party.
3. A visit to a shop unit.
4. Analysis of the visit.
5. The mass work of the Party.
6. The Farmer-Labor Party.
7. The People's Front.
8. The Negro question.
9. A visit to a street branch.
10. Conference of organizers and political report of section organizer.

Two sessions are arranged for field trips to shops and industrial units for a better understanding of the activity of these basic organs of the Party. A short discussion before the meeting raises points to look for. Typical questions are: Did the meeting reflect the purpose for which it was organized in its present form? What Party campaigns were discussed? How was the meeting conducted? Was it well prepared? Was it democratically run? Was there full discussion? The students discuss the units visited and send letters of constructive criticism to the bureaus.

One teacher is assigned to the class for the entire period. In this way the teacher establishes personal friendly contact with the new comrades. Personal work is the key question here. Realizing that the quality of the teacher is an important consideration, New York, Kings and Queens counties are holding new members instructors classes to train teachers for the task of putting the new career of the new members on a firm foundation. Emphasis is placed on methods and approach. The teacher must be part of the section life and attached to the section apparatus. For

most new comrades, the teacher is the first Party functionary he meets. The teacher must exemplify the quality of leadership expected from our Party leaders.

A Special Commission

In order to routinize and stabilize new members classes, New York county has set up a New Members School Commission which will supervise and improve the work in the county. The commission consists of the county educational and membership directors and three new members teachers. The closest coordination of work between the education and membership departments is necessary. In several sections comrades are assigned as personnel directors to check up on the attendance and keep the units informed of its new members. Here still exists the greatest weakness in the new members classes. Although many sections have taken particular care and use many effective methods, in others the check-up is still too loose and too many comrades either get lost in the transfer from unit to class or completely disappear from the classes.

Other counties are taking similar steps to place responsible comrades into the work of organizing and building up new members classes.