

Transcript of an Oral History Interview

with

JOHN RYAN

MARGARET KELLY

NORA KELLY

ALBERT J. (CODY) HANZEL

August 12, 1974

Interviewer: James J. Dooley

This interview was conducted as part of a series on labor history in Minnesota.

All four persons interviewed were teachers in St. Paul at the time of the teacher's strike in 1946. Mr. Hanzel was vice president of the Men's Federation. Mr. Ryan was one of the chief spokesman of the striking teachers at the time.

The St. Paul teacher's strike of 1946, the first organized teacher's strike in the United States is discussed. Several times mention is made of a 'book' or brochure. This is a thirty six page booklet written by Michael J. McDonough called St. Paul Federation of Teachers, Fifty Years of Service 1918-1968.

This is a verbatim transcript of a tape recorded interview. It was edited slightly for clarity, subsequently approved by all four persons. The original tape recording is available in the Minnesota Historical Society's Audio-Visual Library.

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Hanzel: What do you think about the strike that we had, and before hand -  
what took place before hand?

Ryan: Oh, we were in a rough way, very rough way.

M. Kelly: He wants us to introduce first, so ....

Dooley: Oh, that's all right.

M. Kelly: Okay.

Dooley: You can keep on.

Hanzel: You know, when I first came to St. Paul after fourteen years of  
experience, I started at \$140 a month. And the first school I came  
to - I was an itinerant shop teacher at the first school I came to.  
The janitor said, "Mr. Hanzel, here is a bunch of towels. Hang on  
to them because that's all you're going to get till the middle of the  
year is over. We just haven't got any." He said, "I'd be glad to  
give it to you."

And then we were told several times to tell the kids to bring  
toilet paper and soap to school because they just didn't have any; and  
if you could bring two rolls, bring two, because some won't bring any.

And I thought what in the world am I coming into?

Ryan: I can parallel that somewhat. I came in here with five years experience. It wasn't from small towns either. It was teaching in Chicago and St. Louis. The first four months I was in St. Paul, my salary was \$100 a month.

Hanzel: Boy!

Ryan: So, as I say it wasn't from teaching in small towns either. So the situation was really a bad situation. Five years experience, and I should have been put on the schedule at a minimum of \$200 a month. But in those years they were using every excuse that they could use in the book, and they were putting teachers on as what they called permanent substitutes. I had taken the place of a teacher who had died, so I actually had a permanent position. Mr. Madergene had died. They had to have someone take his place, so they gave me his job and I was up at Humboldt as a bookkeeping teacher. I had a permanent job. They told me it was going to be permanent, but they gave it to me as a permanent sub - temporary substitute. So that's the title they gave me, and so there was nothing I could do about it at the time. And that was the situation with a lot of other teachers in the city of St. Paul at that time. They were doing it as an economic situation. I suppose they had to do it. The money just wasn't available at that time. At least that was the excuse they gave us.

Hanzel: Eddie Liston was over at the Jefferson School and I talked with him and he was on that same basis. He was full-time, but he was just a substitute teacher. And in fact that carried that on for so many years that afterward he couldn't - he had a hard time getting tenure, because they did not want to give him credit for tenure. But after the strike - afterward the Federation did finally get those years counted as -towards

his tenure.

M. Kelly: I think you'll have to remember that the ... most of the teachers at this time belonged to what they call the Education Association. It was never an organization that was too interested in obtaining solutions for teachers' problems. Their best concern was just having you as a member, and so they never worked very hard for teacher welfare. They were an organization considered to be very professional, so any rocking of the boat for teacher benefits was not very professional in their thinking. And this was the reason why the teachers of St. Paul, with all their problems, began to investigate, and feel that there must be some other method of solving their problems. And in looking around, they chose the American Federation of Teachers so that it would have the support of an organization that was made up of teachers who would be working for teachers, and who would look into teachers' problems. The St. Paul Schools at that time were very ripe - had a very ripe situation as the men have said. The school was run almost by remote control. The administration had it so tied up that - and so regulated that teachers didn't seem to even know what kind of a salary they were going to get when they came in for awhile. There wasn't a school board. It was under sort of a commission and this person was not experienced in school or too highly interested in school problems. And so the problems of the teachers of St. Paul really were multiplying as the years went by. And with the formation of the teacher's federation, a need was being created that had to be satisfied very soon or the education of the children of St. Paul was going to suffer more and more. And not only in the lines of supplies, but in textbooks and the assurance of teachers. The teachers aren't a happy lot; they [weren't] going to do a very good job. I was not here at the time of the strike. I came

in afterwards, so I was able to reap the rewards that the strike really brought about for the children of St. Paul, for the school system of St. Paul, and for teachers and school systems nation-wide. It gave teachers at least a first-hand chance of feeling that they could solve some of their own problems. They began to feel that they had a voice in solving some of these problems. And they began to lose a little bit of their timidity, and being made a rug of and walked on and made to do new things that they knew were not professional.

Dooley: Where were you, Miss Kelly, when the ...?

M. Kelly: I was at the Pipestone Indian School.

Dooley: And what did you think of the publicity that was given to the strike here?

M. Kelly: From here to Pipestone, the teachers at Pipestone were very, very highly interested. I remember some of them around the dinner tables at night when they got the Minneapolis paper or the St. Paul paper, would, with the news from the strike, would talk about the leadership, that at last the teachers would begin to be able to talk and were not afraid to voice their opinions, and that they were going to be the ones who were going to have to solve some of the problems, instead of expecting the administration, who was rather a do-nothing group. It had an impact - I might mention - it had an impact clear around the United States. It was felt in every little school and every little community, and nearly all the schools in all these areas were having about the same type of problems. Education was not financed correctly, or it wasn't financed to the advantage of students, and that is the reason. It was not for salaries alone that teachers were interested; it was in the working conditions, in the things that they could do for students that were being

deprived.

Dooley: Miss Kelly, you were here at the time?

N. Kelly: I came to St. Paul a year before the strike, and being young, it didn't make much difference to me at that time whether I stayed or not, after I had found out what the conditions were in St. Paul. But I will say this. I never have worked with such a loyal group of teachers as I did the next year, when we - when the conditions kept building up to this strike. A strike was new to me because I'd come from South Dakota where labor was never mentioned. And so I really was - it was an adventure when I think back. It was really cold too, that first week we went out on strike ....

Hanzel: Was it ever!

N. Kelly: ... ten below, and I wasn't prepared for it. But our teachers loaned me clothes and warm ski suits, and we had lots of fun. And - but we felt it was a good cause.

Dooley: You did picket?

N. Kelly: Oh, I should say I did, the whole month. Lost a whole month's pay.

Hanzel: Right. Five weeks really.

N. Kelly: Yes, that's right.

Hanzel: We had another one, another one. They told us if we came back during Christmas vacation, we'd get paid.

N. Kelly: Yes, that's right.

Hanzel: We came back and then they said they cannot pay you during Christmas vacation, therefore we lost an extra week's pay. After we taught for a week. But when I was - when I first applied - I was asked to come in for an interview to Mr. Peterson. Mr. Peterson was the commissioner of education. He was a plumber. But he was a fair man and he was a good man.

And he was in a board meeting, in a council meeting, and I was sitting there. And he said, "Did you want to see me?" And I said, "Yes, I was told to see you about this job." They had lost two men, two shop men had died in just a few weeks time. And he said, "How in the - expletive deleted - can I hire anybody when they cut my - expletive deleted - budget by so many thousand." I forget what it was. But he said, "Come on in and we'll talk anyway." And so I figured there's no sense in hanging around here, but I did. They had two men short. They were short two men. Two men had died, so I did get one of the jobs. It was really rough.

Dooley: Now, the commissioner really was a councilman, wasn't he?

Hanzel: Yes.

Dooley: St. Paul councilman?

Hanzel: Yes.

Dooley: No separate commission involved.

Hanzel: No.

Dooley: It seems to me that when the federation first formed, that was true also, obviously. One of the few large cities in the country that had it that way, and it continued. I wonder why. Why they didn't make education a separate commission, rather than .... In fact the council members were the commissioners as I remember it.

Ryan: Well, we had six commissioners. They were elected at large by the people. Then the mayor appointed one of those six to be the commissioner of education. And of course, it always happened that not a one of the six knew anything about education, regardless of .... As Mr. Hanzel said, Mr. Peterson had been a plumber before he was elected to the council. And that's the way it always happened. But we never got a

specialist in education to be the commissioner of education. Of course what he did, he had a specialist who was appointed to be the superintendent of education, and that man then was supposed to run the department.

Hanzel: That was Mr. Ammidon, was it not?

Ryan: At that time it was Mr. Ammidon, yes.

Hanzel: He was the one who asked me to come for an interview.

Dooley: So education was always tied in with the city business as a whole.

Ryan: With politics, always.

Hanzel: Always.

N. Kelly: Yes, that was it. It was political.

Hanzel: And if any of the teachers, were in a position to - the federation to ask for a raise, if the teachers were going to get a raise, immediately the other commissioners tied in the firemen and the police department and everybody else went in on the ...!

Dooley: This is a question that is a little bit out of the context but .... When the teachers federations first began, they were mainly comprised of women. Now, was that simply because women made up the largest part of our teaching staff, was that it?

Ryan: That's right.

N. Kelly: Yes, that's true.

Ryan: We had two federations, a women's federation and a men's. And as you go back years and years ago, the women outnumbered the men in the teaching profession three, four, five to one. So naturally that same proportion held over in the federations. So the women's federation outnumbered the men, oh, I would say at least five to one.

Hanzel: We did - I think this is right, John, isn't it? - that we did have meetings occasionally and these representatives of the women's federation



and the men's, a joint council.

Ryan: We had a joint council where the officers of the men's met once a month with the officers of the women. That was called the joint federation.

Dooley: Now, that was in effect, I believe, until - was it '57 or ...?

Hanzel: Oh, even later than that, I believe.

Dooley: I don't remember when the two federations became one. Does it say in the book [ St. Paul Federation of Teachers, 50 Years of Service, 1918-1968, by Michael J. McDonough]?

N. Kelly: Does it say?

Hanzel: I imagine it would say so.

M. Kelly: Oh, yes.

N. Kelly: Let's see.

M. Kelly: They merged in '57.

Dooley: In '57?

Ryan: In '57 the two federations merged and became one.

Dooley: So, I suppose since the men formed back in 1919, there was a joint council practically all that time.

Hanzel: Yes.

Dooley: Did any of you hold official positions at the time, or near the time of the '46 strike? Mr. Ryan?

Ryan: I was trying to remember. I should know because I was treasurer of the men's federation back in 1939 up till ... I was the treasurer of the men's federation for several years, but I don't remember if I held office at the time of the strike.

Hanzel: I was vice president at the time of the strike.

Ryan: I don't think I held an office at that time, but ....

Hanzel: You were on the board, John.

Ryan: I was on the finance board. But I don't know if I held one of the offices at the time. But you see - I don't know if you want this brought in at this time or not - but you see what had been happening, we had been going to the city council for raise and improvement of teaching conditions year after year after year, and we got a standard answer all of the time. "We know you should have a raise. You deserve a raise. We would like to give you a raise. Just one simple thing. Tell us where to get the money and we'll give it to you." That was always our answer. Well - God rest his soul - but Herb Sitzer used to come to the men's federation - we hadn't joined with the women at that time - and he'd come in with .... He did a terrific job of getting studies together, and he came at our meeting at Mechanic Arts at this time and he got up there and he read from a sheaf of paper. And he got up, and he said, now if we can persuade the council to put a five cent admissions tax on theatres, we'll - it'll raise a hundred and some thousand dollars; and if we put a five cent tax on a bottle of beer, it'll raise .... And I was sitting there, and I got so tired of this I said, "Listen, let me interrupt a minute, Herb. We are a union. Why should we do this? The other unions don't do it. They go to the head of the - the president of the company and they say, 'We want this, or ...' they say, 'We'll strike.'" Now I was the first one to bring out the word in public. We had talked among ourselves, but bring out the word in public "strike". Let's tell them if you don't give us what we want, and you get it, we're not going to tell you where to get it, but you get us what we want we are going to strike. Well then it was brought out in the open. So, they said, will the women go with us? I said, "Well, there's only one way

to find out. Ask them." Well, ... the men talked it over for some time and they decided, okay, let's do it. Nothing else has brought us success up until now. Let's go the final way. We'll try it. Well, okay, the word got back to the women. And they asked me down to their meeting, their executive meeting. They had it a couple of days after we had ours, and I sat there. What was Strong's first name?

Hanzel: Harry.

Ryan: Harry. Fred Strong. Strong and I were the only two men in the room with all these women. And they started ...

Hanzel: He was a ... retained attorney for the ....

Ryan: Yes, PR man. He was PR man for the federation.

Hanzel: Yes.

Ryan: And they started to talk, and they discussed various things, and finally the gist of the thing was coming up, and they didn't want to bring up the word "strike". They said that they had heard what had gone on at our meeting a couple of days before, and they were wondering if ... they would do what the men had done. And I says, "Well, what are you driving at?" And Fred Strong got a little aggravated. He says, "Why don't you tell Mr. Ryan what he is anxious to hear?" So they finally did say, "Okay, we want to know if you think the women would also go along with the men on a strike?" And I said, "There's only one way to find out. Ask them." So they finally brought the word "strike" out again in public. Now those two times, the one before the men, and the one before the women, the word "strike" was used the first times in public. And from then on, no one seemed to be ashamed to use the word "strike". And we decided, okay, we'll bring the membership together. We'll tell them this is what we're going to do, and like a wildfire,

everybody in the whole system, practically every ... there were about seven people decided not to go along with us.

Hanzel: I don't think there were even that many, John.

Ryan: Seven or less out of ... 1600 and some people said, okay we'll go out on strike.

Hanzel: And those were very close to retiring, and they were afraid they would lose their pensions.

John, I would like to add this. Maybe he wants to delete this but if it hadn't been for the fact that ...

Ryan: I don't care. If it's up to me, I don't care.

Hanzel: If it hadn't been for the fact that you had been so active in the federation and in the strike at that time, that that definitely interfered with you getting a promotion in the Department of Education in several instances.

Ryan: Oh, yes.

Hanzel: Am I right?

Ryan: Yes. There were a lot of people that were active in the federation who were blackballed.

Dooley: This is something else that I think we should talk about a little bit. It's sounding more like management against labor when you start bringing in blackballing and non-promotion and this type of thing. Was that quite prominent in St. Paul at that time?

Hanzel: Oh, definitely it was. Mike McDonough definitely wanted to be promoted to a principal, and he had the support of the federation, but that didn't mean anything either. John Lacknor ... look how long John Lacknor was kept a teacher - he finally ended up as superintendent of all of the American schools in Europe - before they realized how good a man

he was, and moved him up. That's just a few of the instances.

M. Kelly: Well, that was one of the reasons for the organization of the federation. Up to this time, there was merit pay; there was ... unfair dismissal of teachers; there was the conniving in the way they supplied the textbooks; there was a hidden fund that the teachers were really protesting; and there was no way that they seemed to get at it; and they couldn't get their information off the daily .... The organized newspapers didn't seem to want to take it and it didn't get out until the labor papers .... That was another strong point for the teachers uniting with labor - that labor was the ones who was giving the support.

Dooley: Can we go back just a bit, Miss Kelly? How did the merit system work?

M. Kelly: The merit system worked if you were a good friend of the superintendent, and perhaps would treat him to a vacation party at your house, or to a coffee party or some ... [If you] won favoritism with him, why you .... In the first place, you got a job; and then the merit pay was if you could prove that you had done something a little better than somebody else. And as I said, many of the teachers' salaries were hidden. There was no real established salary schedule.

Hanzel: I got a bang out of this article written by Rice in the St. Paul paper just the other day. He said I'm earning his merit pay by getting to work fifteen minutes sooner than he did before. He used to come half an hour late, now only fifteen minutes late. And it's really ... that is the way it was. That is the way it was. And there are a lot of good men and women that were not promoted because of their principle of sticking together, and if it hadn't been for labor ... I recall one statement. Some of the women were very much afraid. Some of the men

were. They were close to retiring and their pensions would have been about \$50 a month, I think. Am I right? About that? And they said; "We can't afford to strike, because we would lose our job." It specifically stated they lose their tenure. They lose their seniority rights. They lose their pensions and their certificates. That's what we were told.

N. Kelly: You were threatened.

Hanzel: And I recall Frank Gill, do you remember him?

Ryan: Yes.

Hanzel: Frank Gill and Bill Guiderson and there were a couple of others. I can't remember. One was an electrician - he was the head of the electricians - he's in New York now. They said, don't let them kid you, because they cannot find 900 teachers to fill your jobs, and you do what we tell you; follow our instructions and you have nothing to worry about. When he said that, believe me the thing was really rolling then.

Dooley: Isn't it strange, though, that - I'm sure the merit system and tenure and nonscheduled payments had been going on all over the country for a long time, and the federation, national federation had been in, going on, since 1916 - that it took thirty years for the teachers to organize in one area. I wonder if it could have been the support of labor here.

Hanzel: Personally, I think if it hadn't been for the support of labor, we never would have gotten off the ground.

M. Kelly: Teachers have always been a timid group ...

Hanzel: Easily intimidated because there was always ....

M. Kelly: ... because you'd lose your job.

Hanzel: You may lose your job.

M. Kelly: You always had a threat holding over your head.

Hanzel: One individual can't argue with management - with the superintendent or the commissioner - to get a raise.

Dooley: In the '40's, were there plenty of teachers for each teaching job?

Ryan: Oh, yes.

Hanzel: Yes.

Ryan: Oh, gosh, yes.

Hanzel: Yes, yes. Jobs [teachers] were a dime a dozen.

Dooley: Why was that?

Ryan: Jobs were hard to find. Very hard to find.

Hanzel: Just hard to find. It was after the depression, you know, and so many areas they had cut out departments, and jobs were very hard to find.

M. Kelly: Only there was a surplus of teachers.

Hanzel: Yes, a surplus of teachers.

N. Kelly: But Cody, I think about the time that I came in, jobs were plentiful.

As I remember ....

M. Kelly: After the war.

N. Kelly: The war had just ceased, and there were a lot of ... I know I could have had lots of positions then.

M. Kelly: Just starting.

N. Kelly: And there were a lot of teachers that came in with me and we were young and new and we were adventuresome, and we thought if we can help the situation, we will, and we didn't have much to lose because we still didn't have tenure. And I think there were quite a few new ones came in about the same time I did.

Hanzel: Well, as I said, I had fourteen years of experience. The superintendent said, "Well, you know, all I can start you at, Mr. Hanzel, is \$1400.

Ryan: That wasn't in the '40's though according ....

Hanzel: Huh?

Ryan: That wasn't in the '40's.

Hanzel: '41.

[All at once; unclear]

N. Kelly: When I came in, I got - I came in in '45 and I ...

Hanzel: Yes, then ....

M. Kelly: Four years made a lot of difference. Just like four years now have made a lot of difference. We have too many teachers. Four years ago there weren't enough teachers for the positions. Our education, our whole social problems, seem to be running in a cycle. Now we're repeating some of those things that were taking place way back in the ....

N. Kelly: I think the salary that year was right at \$200 [monthly]. It was \$2000 that year.

Hanzel: The maximum after sixteen years was \$2350, with sixteen years of experience, with a bachelor's.

Dooley: Did teachers have second jobs at that time?

Hanzel: They had to.

Ryan: A lot of us did.

Hanzel: A lot of the men had to. They worked in the post office, Montgomery Wards, Sears, and bartenders.

Dooley: What did you do, Mr. Ryan?

Ryan: I worked for thirty summers at Hamms Brewery.

M. Kelly: Thirty summers.

Hanzel: And fortunately, when I was teaching outstate, I started a desk refinishing business so I did that during the summers - refinished school desks.

Ryan: And had teachers working for you.



Hanzel: I had teachers working for me.

Ryan: Right.

Hanzel: Tom Jessen, John Delane ...

Ryan: Coley Kelly.

Hanzel: Coley Kelly.

Ryan: Reno Rossini.

Hanzel: Right. And you talk about Pipestone. Was Knowlen Nelson in there at the time that you were there teaching at Pipestone?

M. Kelly: At the Indian school?

Hanzel: Yes. Knowlen Nelson, a science teacher.

M. Kelly: No.

Hanzel: He worked for me down there at Pipestone when we refinished all of their desks. He worked for me.

M. Kelly: See, I was in the federal government school.

Hanzel: Oh, you weren't in the high school.

M. Kelly: No, I wasn't in the public high school, I was in the ...

Hanzel: That's right.

M. Kelly: ... federal Indian School.

Dooley: In the booklet it says that one of the things the city council tried to do, once the strike seemed to be imminent, was to say that they were going to appoint a citizen's committee to look at all the grievances. Now I understand actually that a committee of the teachers had been looking at those grievances for a couple of years. Did any of you participate in that, or did you know what in particular they were looking for?

Hanzel: I don't. I was not involved in that.

Dooley: Okay, let's get ...

M. Kelly: I heard Mary McGough talking about that many times. But these

teachers were looking into I think, the conniving of the school - of the superintendent. I think there was a little ring of suspicion there over the purchase of textbooks and supplies and ... Ammidon ... didn't they put - didn't they - how did Ammidon fit into that show, that there was a typewriter ...

Hanzel: John, you should know, you were in jail. [Laughter]

Ryan: No, I was not. No, Cody, I think you were wrong in your statement that Ammidon was .... Remember, it was Martin - ah, not Martin, Marshall ....

M. Kelly: Marshall.

Ryan: Marshall. Remember Marshall was up on the stage there ...

M. Kelly: During the ...

Hanzel: For the strike, yes.

Ryan: For the strike, yes. He lost so many friends there. He had been principal at Central for so many, many years, and he was on the stage at Central when those handbills were passed out, and they threatened the teachers with all those ... with the loss of so many things - tenure and everything else. And of course any person who thought it out, knew god-damn well that they couldn't take away tenure, and they couldn't take away the pension rights. You can't take away pension rights from a teacher who has earned them after all those years. So he really went down in the estimation of so many people in town at that time.

But regarding that thing - that grievance thing there - with money that the teachers had donated themselves in St. Paul, and received from other teachers federations throughout the country, we purchased ads in the newspapers, and we had the photographers go around to the various schools in town that were absolutely in disrepair, where the walls or the ceilings were falling down. The walls were falling down. They

took pictures of lavatories where you wouldn't allow your child at home or any place else to go into a lavatory in such disrepair. And those things were in the daily papers where people could see them, and they had to realize then what terrible condition some of the schools were in in St. Paul. And we wanted the people to realize that we were going not only for salary, but we were going for better school systems; physical conditions, in the St. Paul school system. That's what we wanted, along with salaries. We weren't only out for teacher's salaries; but we were also out for a better physical plant for the school children of St. Paul. And that again was the grievances that we were after to have rectified as far as our strike was concerned.

Dooley:           And you had to pay for that exposure?

Ryan:             Oh, we had to pay for that out of our pocket, absolutely.

Hanzel:           The shops were so poor, this one shop in particular, at the Drew School, there were pipes and actually a tall boy would have to stoop to get into the room and then keep ducking all of the time, and the lavatories as John says, were so very, very bad. There was a - not pleasant to talk about but - a toilet paper dispenser by the door, and one in the entire lavatory. One toilet [paper] dispenser. You was supposed to take your papers and then that was it. And soap, if you brought your soap you were okay, or towels.

N. Kelly:         Or you didn't get any.

Hanzel:           But there just wasn't any there.

I had been teaching in a small town, where I was coaching football. I taught shop and academic subjects. And I coached all sports. I came into St. Paul. I was interested in sports but then I ... there were no vacancies at the time except coach of the B squad. So the first year

I was asked to coach football at Wilson, and then in basketball I coached Monroe - the B squad; and in the spring I was supposed to coach track at Harding. We got \$20 for the season, for each season. And our transportation was rough because tires were hard to get; gasoline was hard to get. It was all being rationed at that time, but nevertheless that was the pay that we got. And I think the head coaches, I think, got about \$250, right, am I right?

Ryan: \$200.

Hanzel: \$200.

Ryan: \$200 a season.

Hanzel: At that time. Whereas now, I'm not saying that they're getting too much, but I think they get about twelve, fourteen hundred dollars.

Ryan: They're getting seventeen hundred and sixty some dollars.

Hanzel: Is that right? And they have more assistant coaches than they have squad members now. And at that time they had one of each. [Laughter]

Dooley: You know, Mr. Ryan, when you finally spoke the word "strike" ... I'm sure teachers in other parts of the country thought of that, but nobody really brought it up. That was more of a labor term than a teacher's term. How, then, did the strike get organized? Teachers weren't really prepared for strikes the way unions are.

Ryan: Well, no, and not the way most unions are. But as I said, a lot of us had talked strike. I was the one that brought it up at the meeting and used the word "strike", but I don't claim to be the author of it there. A lot of us at Central had said, well, what in the world are we doing? Why don't we go out on strike? We're getting no place. A lot of the teachers said, I'd just as soon be out on strike. You had [asked were] any of the teachers in these times moonlighting? Well, they were, they had to. They thought well, if we're moonlighting for three or four

hours a night, a lot of them could have extended those hours to eight hours a day or eight hours a night and could have gotten by for quite an extended period of time. And they were willing to risk it. So they said well, let's try it. Let's go out on strike. Maybe the women will go along with us. So I said, okay, here's an opportunity. So when Mr. Sitzer was talking up there, it just kind of nauseated me in a way. I thought, Ye Gods we're a union, why don't we use union tactics? So when he got through, I said, "This isn't right. Let's tell them not where to get the money, or how to attempt to get the money, let's just tell them, here's what we want. You go ahead, it's your duty to get the money and until you get it for us, we're just going out on strike and we'll stay out until you get it for us." And it was - I was surprised that the next day when I went back to school, and the fellows that heard about it said, good, we're with you. We'll stay out. And the women were the big surprise, because they were almost a hundred percent - practically a hundred percent solid. As soon as they heard it, they were all for it. And it was received, the word "strike" was not anathema to them. It was a blessing as far as they were concerned, and Mike McDonough, right off the bat he was elected our captain, and boy he got the teachers right down the line for us.

Dooley: Do you really feel that it wasn't threat-counteracting-threat, it was - the teachers really felt that if it came to a strike, that they would strike?

Ryan: Oh, absolutely.

Hanzel: Yes.

Ryan: They were right down the ... they were behind us one hundred percent.

Hanzel: [unclear] they were going to go out.

Ryan: And it was ... there was no feeling there that boy, this is - we're going to take a chance, maybe they wouldn't follow us. We didn't have that idea.

N. Kelly: I think it was .... Remember the meeting we went to at Pioneer Hall, was it?

Ryan: Right.

N. Kelly: I just felt that everybody was just so united ...

Ryan: Um hum.

N. Kelly: ... there was just no ifs and ands about it, was there?

Hanzel: By that time they were tremendously .... We were in a meeting at the auditorium and that is where the superintendent - I believe it's right here, "On October 31st, the superintendent of schools publicly announced that we would not have enough money. He said, Teachers who faced - who strike shall face loss of tenure, seniority rights, pension, teacher's certificates." We were supposed to lose everything. And then he made the statement that - I think this is right, John - he made the statement, he said we will leave now - the councilmen were there - we'll leave now and you people can hold your meeting right here. And they walked off the stage, and I don't know whether it was Mike who said, "We don't want to meet here. We're going over to Pioneer Hall." We went over there and we jammed it. You know that jam psychology, because ... they could standing, because it was so small. And I know of one individual who really said, let us discuss it with them some more. Do you remember that?

Ryan: Um hum.

Hanzel: You know who that was?

Ryan: Yes.

Hanzel: And ... no, no; that's all you could hear. That was it. That was

it. And then some of the labor men got up, Frank Thill and Bill Gidesons and some of those people and ....

Ryan: The guy that's head of St. Paul now. What's his name? Not Cohen ... who's the other guy? Oh, he lives three blocks from me.

Hanzel: Was mayor, you mean?

Ryan: No, no. No. Who's the ....

N. Kelly: It isn't ....

M. Kelly: Marzitelli?

Ryan: Marzitelli.

Hanzel: Oh, Frank Marzitelli.

Ryan: We got help from Frank Marzitelli, lots of it.

Hanzel: Oh, yes, I'll say we did.

Ryan: Marzitelli gave us a lot of help during the strike and ....

Hanzel: Oh, yes, and he was soft-spoken ....

Ryan: Yes.

Hanzel: You know there wasn't any ....

Ryan: He was a lot of help.

Hanzel: Yes, he did. He was tremendous.

M. Kelly: I believe you asked something about why the teachers accepted the word "strike" and really supported it. It was the result of this committee that you spoke about before that had been studying the grievances, and they had these grievances down pat, and they had them ready to supply. We have mentioned a few of them - the merit pay, the lack of ... unsanitary conditions in the whole building - and the ability to have those publicized, and the support of labor. That was the reason why they were not afraid of the word "strike" any more. Their timidness had sort of evaporated with the support that they were getting, and even though it

was a brand new idea, it was catching, and they had lost their fears.  
They were ready to go, and even though there was a lot of ....

Hanzel: We had some very good people at the head; for instance Tish Henderson and Mary McGough ....

Ryan: Art Anderson.

Hanzel: Art Anderson. And they were just scads of them that really knew everything about the situation. There wasn't a single thing that any of the councilmen could argue with Mary McGough but what she had it up here, when they had to be looking it up in books.

Ryan: A very, very smart move.

N. Kelly: John, who was the one who organized .... It was just organized to a T, because I can remember our buildings ... everyone knew what they were going to do and when they were going to do it and it was just ....

M. Kelly: Well, didn't Florence Rood ... have some .... Wasn't Florence Rood a good organizer and Rowe ....

Hanzel: Florence wasn't in on it ....

Ryan: Florence was pension board.

M. Kelly: The other little girl that died - that had ....

Hanzel: Bea Barrett ....

Ryan: No.

Hanzel: Marie Cook?

M. Kelly: That organized it so well ....

N. Kelly: Molly?

Hanzel: Molly Garrigan.

M. Kelly: Yes, Molly Garrigan.

Hanzel: She was chairman of the joint council.

M. Kelly: Yes, Molly Garrigan and ....

Ryan: She was good.



M. Kelly: She ... these women operated then, not like timid women any more, but as very sure of themselves, and they did their homework and they were able to influence the other teachers that there was a real need. And they didn't look like they were prima donnas, just doing it for a show or a name, but they were really doing it for a good cause. I believe that was the mood that went out over the country, and the other teachers in other areas, in other cities, felt that this was really a time in which something had to be done, now or never, because the teachers had .... The whole history of the teaching profession had been rather an insecure profession. It was not a profession, it was just an insecure position you had all over the country. Up until about 1916, when the Chicago federation was formed, up until that time, teachers were just ... you might say knocking other teachers out of a position.

Dooley: I guess we should mention that prior to the strike, of course, the teachers in St. Paul did try to get a couple of amendments passed to change the financing of the city.

Hanzel: They were all ...

Ryan: More than a couple, wasn't it, Cody?

Hanzel: Oh, yes, we were voting all the time. But you know, a lot of the property downtown was at that time - maybe it still is - owned by eastern interests. They were the ones that were pouring in the money every time there was an election vote on some amendment. They poured in the money. I recall one very prominent real estate man, when the teachers said they were going to go on strike, said, "Let them pound their heels on that cold pavement for a couple of days. They'll be glad to come back." By George, we didn't come back.

Ryan: And it was cold.

Hanzel: Oh, bitterly cold. I was captain of our district, and I had about seven schools I had to keep, and pinch-hitting if someone didn't show up. Why I carried a picket and checked on the pickets to see how they were getting along. And the people - the support that we had - especially in that Maxfield district, by George, they were being called in for hot soup and coffee several times a day. It was tremendous, the support that the people gave to the teachers that time. It was really tremendous.

Dooley: Mr. Ryan, maybe we can continue on this. I know earlier you had been mentioning the support that came from outside the area, money as well as people backing you with their wishes. Can you comment any more on that?

Ryan: Well, we had ... I think I said it before ... we received checks from various teachers federations all throughout the country, as Mr. Hanzel said. We received a check in the neighborhood of \$1500 from the New York teachers federation, and of course that was something that bouyed the teachers up very, very much in spirit, because everybody looks to the New York teachers federation. It was a big and powerful federation. And when we had their moral backing, why, we figured that's it. We've got the backing of one of the most powerful federations of teachers in the country. And every one of the checks that came in, of course, had a note attached to it that - keep your chin up; keep fighting; this is to help you along. And we were very much, and very pleasantly surprised, of course as the checks kept coming in, because we had a lot of expenses. I don't know what they are now, but a full page ad, center page ad, in the paper at that time was \$650. So if you had one or two of those a week, why .... And our strike went on for five or six weeks. Why it really cost us quite a bit of money to keep the strike going.

So every bit helped us financially, and of course also it helped us morally.

Dooley: I know you were one of those with Molly Guerry and Mary McGough listed as public ... on a public information organization. Did they try to funnel out the information through certain people, was that it, rather than as now happens quite often, the reporters stopping anybody and asking them what their opinion was or how did that go?

Ryan: Well, I know I appeared on all of the TV stations that we had in town at the time and ... We gave out information on the radio stations and on the TV stations and we had .... Fred Strong was our PR man. It was his duty to write articles for the newspapers, and have the information in the newspapers as to the progress of the strike at all times. He was the one that took the photographer around to the various schools. Of course we told him which schools were in the worst conditions, and had these pictures done in the papers and .... We got an awful lot of real good publicity, that is from our point of view. Fred took care of the publicity part of it. We dispensed it as Fred thought was best.

Dooley: I think I saw one pamphlet one time in which it encouraged the people on the picket lines to talk to parents and students, but not really make any other comments in case people wanted to try to get them .... Now were you .... There wasn't much obviously, much trouble with pickets crossing - or people crossing the picket line was there?

Ryan: No. We had the support of the janitors, the custodians ... Of course, we had an agreement that the engineers could cross the picket lines - of course naturally we didn't want any damage to the schools - so that the heat could be kept at such a level that there would be no damage to the school buildings whatsoever. But outside of that, no

trouble whatsoever. We had complete cooperation from the other unions.

Hanzel: There was one incident where a trucker was bringing some supplies to a school. Perhaps you remember this, John? Brought supplies to a school, and he was told that there was a picket line, but he insisted and backed up and unloaded his load, but he was reported immediately and ... he paid the fine, but his company paid the fine for him. But it was that tight.

[End of side 1; beginning of side 2]

Dooley: Governor Thye was governor at that time. Did the state have much to do with the strike, or was it pretty much located between the St. Paul teachers and the St. Paul government?

Ryan: Well, no, because - that was a funny way to answer your question - the state did have something to do with it. If I remember correctly it was in the law that in the case of a strike, we had to give the state a ten day notice. I still recall that we went to the Capitol and we had a meeting with Governor Thye, and then it was turned over to the conciliator. But I don't remember the name of the state conciliator at that time. We did meet with the state conciliator also. So there was a state law requiring us to give that ten day notice to the state conciliator.

Dooley: I notice not too many years after your strike, there was also a law passed forbidding public employees from striking.

Ryan: Yes, well, our strike didn't bring that on. The Minneapolis teachers strike brought that one on. [Laughter]

M. Kelly: Yes.

Hanzel: Yes. They were advised against it by everybody.

Ryan: Yes, yes.

Dooley: And they almost went on strike when you did. Or at least they were

talking about it. But they had a different situation, again, as I recall. Hubert Humphrey was mayor over there. Of course they didn't - they had a separate education board or a separate school district.

Hanzel: They had a school board, yes.

Ryan: Um hum.

Dooley: Yes. A little better - maybe a little more stable - situation.

M. Kelly: Now you did read it, you read it on page 27 [of St. Paul Federation of Teachers, 50 years of Service, 1918-1968, by Michael J. McDonough] "it's a hundred percent effective despite a no-strike policy of the American Federation of Teachers. This was later changed by the influence of the St. Paul local."

Dooley: Miss Kelly, you say you remember Mary McGough talking ....

M. Kelly: Yes, I can remember that some statement was made that the American Federation of Teachers did say something about going to vote to take our charter away.

Dooley: Well, the more you look at it, then, the more you realize that it was quite an event, quite an event.

Hanzel: It was felt all over.

Ryan: Yes.

Dooley: Let's get up to the days just prior to the strike. We've already established that the teachers actually did feel that if they had to, they would go on strike. It was in November. It was getting cold. I'll ask Mr. Hanzel this. Did you ... how long did you think the strike might last, and did you realize that if you struck, there would be no income at all for you?

Hanzel: We knew there would be no income, but somehow it did not seem to me that there was any reason why it shouldn't be successful. I never

thought of not going through it right to the end. And before that, we got together. We worked, and we had the stakes and the pickets, you know. We had to be putting them together. We had them printed and they were all going down for certain schools to get them dishing them out, and believe me, it was so darn cold. It was really terrible. In one instance, I don't know, the principal that I had in Marshall, Mr. Higbee, I mentioned ... I said I think the principals should all be told and invited to join us. And some of them said, "Oh, they'll never go out with you." Some of them said, "Some of them sure will." And I said, "Well, I think we ought to at least show them the courtesy of asking them." So they said, "Well, go ahead. Ask your man." And I asked Mr. Higbee and he, strictly a no-strike man, I'm sure .... But I said, "Mr. Higbee, I have charge of this building, and of this area and the teachers are going out on strike. And I want to ask you if you are going to go out and carry a picket for us." And he looked at me and he said, "Well, Mr. Hanzel, I am not going to go and see the teachers going around my building picketing without my carrying a sign with them." And he was there at seven o'clock every single morning, every single morning.

One nice thing about it for a lot of the fellows was that this was just coming close to the Christmas holidays, and mail was rushed. And these teachers, some of them did their picketing early in the morning, you know, and then they'd go to the post office and work; or work at Sears and Wards, and so a lot of them were able to ... but I had charge of a building, and I didn't have a dog-gone thing to go to for income. And my income was way, way, way down at that time yet. And going from one building to the other, gas getting .... We didn't get any expense

money of any kind. It was rough, but we just had no thought of not going through with it, of failing. That was just not a word to be even talked about.

Dooley: Miss Kelly, getting back again to the picketing, on the line .... Can you remember a - let's use the word typical - day when you would picket on the line, when you would start and what you would do; and if you encountered anyone that gave you any trouble?

N. Kelly: I'd like to reinforce what Cody said. It was one hundred percent in the buildings. Our principal I remember picketing with me. We were assigned two hours at a stretch ...

Hanzel: Two hours at a stretch, yes.

N. Kelly: ... and the first morning we went out ...

Dooley: What building were you at?

N. Kelly: I was at Gordon. And it was ten below, if you remember. And the neighbors around felt so sorry for the women, that the men would come and carry the picket for us, and we would go into their homes, and they'd have coffee for us and ...

Hanzel: Yes.

N. Kelly: ... then we'd go back out after we got warm. The children would come along with us and visit. They liked to see the teachers carrying the signs, because we were helping them. I'm sure, as Cody said, we never once dreamed that it wasn't going to have an impact and be successful.

Hanzel: In the Maxfield district, that was the same thing. The men and women, when it was real cold, went out and carried the pickets for the women, while the women went in to have soup and coffee and .... It was - the support was tremendous.

Dooley: Now, do you mean people who were not teachers or ...?

N. Kelly: Sure.

Hanzel: Yes, yes. All of the residents around the school.

N. Kelly: The neighbors and the parents. That's what I think reinforced our idea of going on strike. The parents were really with us.

Hanzel: Right. Definitely. In fact, at the end, they told the city council that either do something for the teachers, or we will let all of our kids loose in the courthouse. [Laughter] And that brought results. It did.

Dooley: Yes, this is something that we haven't mentioned too much about. What do you feel was the response of the children? Did they get out of school? Obviously, they must have.

Hanzel: But they wanted to ... and they wanted to be in school because ... they paraded downtown to get the thing going. And another thing was very, very bad - all the athletics were shut off. I was coaching the basketball team at Marshall. We won the city championship, and we won the regional and went into the state. But we lost one whole month of practice. We could not get into a gym anywhere. One whole month. And we lost the championship by four points. Now maybe that one additional month of practice ....

Ryan: It might have brought you through.

Hanzel: ... might have brought us through.

Dooley: I know that one of the other brochures that I read said that those who were opposing the strike were promising that the children would run wild, and there would be quite a bit of damage to the schools because the schools would not be patrolled. Did any of this happen?

Hanzel: No. They - I - they don't know of a window that was broken at any time anywhere.



M. Kelly: No. The response of the children - as I hear the teachers say - it was excellent. They couldn't expect the same thing of the mood of the kid of today. But the kid of that day was one hundred percent behind their teacher; and one hundred percent behind the cause that the teachers were fighting for because they understood after they saw the pictures, and began to have it pointed up the bad conditions that the schools were in. Not one speck of money was being spent for school repair.

N. Kelly: And as Cody said, some of the supplies were so limited that they didn't have ...

Hanzel: That's right.

M. Kelly: So the children and the parents .... You'll have to say that the parents of that day really trained their kids, because the kids depicted the mood of the parent, the cooperative mood of the parent. Nowadays, the parents and everybody else talks against the teachers, and against education, and against us. So the same mood isn't prevalent today as it was in those days. Kids were behind the teachers. It was more fun teaching school in those days.

Dooley: Was there any attempt by those opposing the strike and .... I don't know, who was the ... opposition? Well, was it the city council?

Ryan: No, it wasn't the city council.

Hanzel: I don't think the city council individually, no.

Ryan: It was always the real estate people ...

Hanzel: Real estate people.

Ryan: As Cody says, so much of the real estate downtown was owned by absent landlords.

Dooley: Was there any attempt by those then to divide the teachers? Obviously, it didn't work.

Ryan: No, I don't think so, because they knew ahead of time that it wouldn't work.

Hanzel: I don't recall of one instance where any of them - there were only about three .... The teachers were told that if you are ready and willing to teach, if you were not going to go out on strike, you come to the school building and you will get paid. And I know of one but I was told that there were about three that did cross, and said that they were ready to teach. And one was at Wilson. But where the others were, I do not know.

M. Kelly: It said somewhere in here that the solidarity of the teachers of St. Paul and the community amazed the people. The community's - local and national as well.

Dooley: Yes, I think that prior to that, the general idea had been that the teachers were a bunch of individuals. Well, as you said earlier, for awhile there it was teacher pushing another teacher out, taking his job and ....

M. Kelly: Well, even teachers that came in with the same qualifications and maybe the same years of experience ... the principal - the superintendent - did not treat them alike. But there was nothing to say that he had to, so he bargained with them, and if he could get one for a couple of hundred dollars less a year than the other, well, there it went.

Hanzel: Oh, they put some on that were fully qualified, as John said, on a substitute basis, permanent substitute - that is, you had no rights towards tenure, with that type of job.

Dooley: All right, now, you got on strike. The strike lasted five weeks, three days; and the strike ended. What did you get out of it? What was the result?

Hanzel: Financial result? Well, I think, as close as I can come to ....  
It was based on longevity basis, and I think most of them, those that  
had been in for a long, long time, I think they got \$900. Am I right,  
John?

Ryan: Cody, you'll just have to go with what you remember, because I -  
my memory is about the same as yours, and it would be strictly on ....

Hanzel: I think it was close to \$900.

Ryan: Whatever it was, we got ....

Hanzel: But I was not in long enough, therefore it was on a so much per  
year basis. For each additional year, you got more up to the time that  
you were at maximum. So I know that if it was \$900, my increase I think  
was about \$650, because I was not at the top.

N. Kelly: Then too, we came out of it. The physical plants were improved.

Hanzel: Oh yes, immediately.

N. Kelly: Um hum.

Hanzel: The supplies were pouring in and they had the ....

M. Kelly: The per capita ....

N. Kelly: They painted and plastered and ....

M. Kelly: The thing that really took place was they influenced the finances  
of the city to increase the per capita spending of the - per each child.  
I don't know whether it was from \$18 to \$24. Anyhow, this surplus money  
then was able to improve the physical plant. And that was one of the  
things that they had really worked for.

Hanzel: The dickering that the city council used to do - \$1 and \$2 increase  
per capita in order to raise the funds - it was really ridiculous.

Dooley: And I think the fact that the educational budget had to come out  
of the overall budget .... It seems to me that part of what you won,

was to somewhat separate them.

M, Kelly: Yes, get a financial program ...

Hanzel: Fiscal independence.

M. Kelly: ... and another thing was that the teachers asked and got was a more established salary schedule, so that they would have something to bargain toward, and they could see how that salary schedule would increase each year. And this would become established, so that it was enough so that even the community would sometimes - realtors - pick it up and use it as a means for defeating referendums in the later years, because they published the teachers salaries. And that was because this strike made them prepare a teachers salary. Up until that time no teacher could really - and even felt like they wanted to - quote their salary to anybody else.

Hanzel: But they put out a full page, just a whole page with all of the teacher's names and salaries, and a lot of those salaries were not put in there correctly. I don't recall how they did it, whether they put the maximum salary even though the teacher was not at maximum; but that salary .... And there was a differential in the maximums, also. Of course, as far as degrees, that was okay. But I think at that time, wasn't there a differential between men and women?

M. Kelly: Yes, and even between elementary and high school.

Hanzel: Elementary and high school.

M. Kelly: Married and single, oh there was all kinds of differentials. So that's why the federation became strong; they organized the high school and the elementary teachers ...

Hanzel: On an equal basis.

M. Kelly: ... and put them on an equal basis, not equal basis according to

preparation, according to your years of experience, and to your qualifications. Then they began to equalize the salary schedules.

Dooley: Looking back now, almost thirty years after the strike, maybe we can go to each one of you. What do you remember most about the strike, and what still impresses you about the strike. Mr. Ryan, maybe we can start with you.

Ryan: I think that the thing that impressed me the most was the unity of the teachers. When we asked them to go out on strike for the benefit of not the teachers only, but to the benefit of the entire school system, which would eventually benefit the pupils and the educational system in St. Paul, the tremendous response from 99.9% of the teachers is what I think struck me more than anything else. It was such that I don't think we could ever get that type of a response again. The circumstances are not such that those conditions would ever again exist in any school system in the country. And that's what impressed me more than anything.

Dooley: Mr. Hanzel?

Hanzel: I'd have to concur with that on that phase. Just one thing that's kind of humorous, where this one fellow said, "Let the teachers pound their heels on the pavement for a couple of days. They'll be glad to come back." But they didn't. They didn't come back. And the people - the support that the teachers .... In most strikes people are opposed to the workers and so forth. But the people were so behind these teachers. In these schools where I was the captain, they'd come out and [say] "I'll carry your picket. You go in and have some lunch." And they'd have soup and just complete dinners. They were just tremendous. Support was really ... and the unity of the teachers was beyond description.

Dooley: Miss Kelly?

M. Kelly: I think it - my theory is that it's given the teachers backbone. By that I mean that they can make a decision. The teachers who are now federation people, are the teachers who are the leaders and are very, very strong, and I think it kept the whole school system moving. The teachers who were timid, and the teachers who are now still timid, who say that belonging to a union is not professional, are the ones who are not professional. And looking back, I think the unity between labor ... how labor has given education such strong support ... that any teacher organization can never be a success in any community without support of labor, and being affiliated with labor. I think it's labor that gives the teachers in the larger cities their importance. That is why teachers out in the small communities today never can organize, because there's not a good labor backing there. And this proves that labor has a good deal of punch when it's needed. It was the cause of the teachers in Huntville, Wisconsin not being a success this spring because they didn't have labor support, they didn't have the know how to handle a strike. That's why I feel that - looking back - I feel that teachers belonging to a labor union had strength and has vitality and has the know how to organize.

Dooley: Miss Kelly?

N. Kelly: As I think about the strike and look back at it now, I think it left a permanent bond among these teachers and even our community. We were ... it wasn't a strike that brought animosity among anyone. It really bound up - just had a - [was] a source of bringing us all together.

Hanzel: Belonging together.

N. Kelly: Yes. And we were really a group that stuck together. Even today you can find those teachers that were on strike. There was just something about it that has brought you together, because you were fighting for a common cause. And the same way with the community. And even the children, they never looked upon us ... were angry with us .... They would come out and [say] "I'll carry the sign for you." It just did something for a permanent feeling of good will among everybody. It was the reverse of what you usually think of with a strike today. Really, it was.

Dooley: It seems to bear you out, I think, the fact that the St. Paul federation was given number twenty-eight, and according to the article here, it's about the fifth oldest. Many of the others that were chartered prior to this have folded, but the unity has kept on throughout the years.

M. Kelly: No, the larger the city and the more connected with labor, such as Chicago and Philadelphia and New York ... that's one, two; I don't know who four is. Four is Buffalo, I believe. Those unions are strong because they have backing. They know where to go to get backing. They know where to go to get advice. They have the know how to operate, and that's the reason why an awful lot of teachers who do not belong to any organization in St. Paul today, or some that even belong to the education association, when it comes down to a vote where there's going to be negotiations, they'll slip over and say, well, we'll vote for the federation because it has the know how.

Hanzel: That is what I can't understand. They'll vote - they'll vote yes we'll vote to go for a strike, we'll vote, but they do not seem to .... They think it's unprofessional to be connected with labor. And yet who

started the free schools? All they have to do is look back at their history. It wasn't industry - big business - that started the schools. Sure, rich people had private schools, but the public schools were started by labor. And that they can't see. It's .... There's a stigma attached to it. They just can't see being connected with labor.

Dooley: We're doing this a little bit backwards, but we might as well put it on someplace. Mr. Hanzel, maybe we can begin with you. If you would just give me your full name, where you were born, and what school you were or have been associated with in St. Paul.

Hanzel: I was born at New Prague, Minnesota. My name is Albert J. Hanzel. When I came into St. Paul in 1941, I was an itinerant teachers. I taught in seven schools during the week. And I had to keep my names written down so that I wouldn't be at the wrong school on the right day. And then after being there three years in those different schools, I was transferred to the Cleveland Junior High. I was there for two years. Then I went to Marshall High School where I was seven years; up to the time that it was closed as a senior high. Then I transferred to Mechanics, and I started the on-the-job training program. I was there for sixteen years. Then I was asked to start a program at Highland Senior High - on-the-job training program - and I was there two years. And then I retired. And I'm retired now, but I still do some substituting. In fact this last year I substituted fifty-eight days, you're permitted sixty, but fifty-eight is what I done.

Dooley: Miss Kelly?

N. Kelly: Well, I was born in Wisconsin, but grew up in South Dakota and I taught there before I came to St. Paul. And the schools that I have been associated with in St. Paul were Horace Mann elementary, one year,



and Gordon, seventeen years, and now at Wilson for the past nine years.

I'm still at Wilson.

Dooley: And your full name?

N. Kelly: Nora A. Kelly.

Dooley: Miss Kelly?

M. Kelly: I'm Margaret Kelly, Nora's sister, so our background is [the same]; birth in Wisconsin and life in South Dakota where our parents were very active in the Farmers Union. So I suppose that's where we get a little of our spirit of unionization. And our education first was in South Dakota at Huron College; then we worked at the Indian school - government Indian school in Minnesota - and I came to St. Paul in 1948. I have been in the junior high program ever since. I teach at Highland Park Junior High School in the core program.

Dooley: Mr. Ryan?

Ryan: I was born in Minneapolis, and I first taught in Chicago and in St. Louis. I came into the St. Paul system in 1937. I taught at Humbolt High School for seven years, and in 1944 I went to Central, where I have been for the last thirty years.

Dooley: You are not retired?

Ryan: That's a moot question.

[End of interview]