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The Growing Need for the Teaching of Industrial Relations in Primary and Secondary Schools

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THE GROWING NEED FOR THE TEACHING OF
INDUSTRIAL RELATIONS IN PRIMARY
AND SECONDARY SCHOOLS

by

Robert Joseph Dryfoos Jr.

A Thesis Submitted to the Faculty of the Institute of Social
and Industrial Relations of Loyola University in Partial
Fulfillment of the Requirements for the Degree of
Master of Social and Industrial Relations

June

1956

LIFE

Robert Joseph Dryfoos Jr. was born in Chicago, Illinois, December 27, 1928.

He was graduated from South Shore High School, Chicago, Illinois, January, 1947, and received the degree of Bachelor of Arts in the fields of sociology and anthropology from Michigan State University in June of 1951.

He began his graduate studies in the Institute of Social and Industrial Relations at Loyola University in February, 1953.

The author is an elementary school teacher, a fact which influenced him in the choice of the subject for this study.

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CHAPTER I

INTRODUCTION

The teaching profession is faced with the overwhelming problem of what to teach students so as to better prepare them for the world into which they are to be catapulted.

Teacher conferences, meetings, discussion groups, and seminars (many times on a national level) are constantly being held to make attempts at deciding on a proper curricula in an ever changing society. It seems, however, that these endeavors to improve our primary and secondary school systems have almost totally neglected one particular field in their plannings, that field being the one of labor-management relations. Some of the reasons for the exclusion of this field in the curriculum might be the inadequate subject background of the teachers, the difficulties of introducing a new subject in an already overcrowded curriculum, the uncertainty which accompanies a rather controversial field, and the sparse amount of materials available and suitable for presentation on the primary and secondary level.

This writer shall in the following pages endeavor to give some answers to these reasons for omitting this field in our basic school systems.

The undertaking of this work has been influenced by the geographical location in the highly industrialized area of Chicago. Since the midwest and northeast are predominantly industrial in nature and since the entire United States

is becoming increasingly industrialized, the discussion herein will apply to most of the nation.

On commencing this particular thesis, there were many warnings as to the lack of available information. On further research, not only were these warnings borne out, but the problem became more and more serious. As a result, the following pages will be largely concerned with the writer's own suggestions, ideas, and opinions.

It is hoped, however, that what is written here will be a beginning in helping people to realize the importance and even urgency in preparing youngsters for the future by familiarizing them with the field of industrial relations.

This writer feels very close to this problem, for being a school teacher, the inadequacies of the present curriculum are quite vivid, and, being associated with the Institute of Industrial Relations the need for the presentation of the field to the future workers of America is also quite prominent.

A definition of terms is probably in order at this time. Industrial relations means many different things to many different people. In this thesis a very inclusive definition is being applied. The use of the terminology industrial relations will embody labor relations, job satisfaction, labor union activities, job evaluation, labor-management problems, and human relations. Perhaps to the seasoned student of industrial relations all of these are explicit by the term itself, but to the neophyte in the field some clarification seemed certainly in order. Before instructing our younger students on the subject we must first be sure of all the facets to be encountered. Partial treatment can be as damaging as true propaganda and educators must constantly

be on guard against such. If propaganda is presented it must be recognized and so treated.

This project, then, has a twofold purpose: first, to indicate that there is a need for the addition of industrial relations in the subject matter of our primary and secondary schools and secondly, to suggest how it might be presented.

CHAPTER II

WHAT HAS BEEN DONE SO FAR

Certainly as our economy becomes more and more industrial the school systems have taken cognizance of this fact. As a result a few schools in a few places have made efforts to include in their courses of study, in some way, the teaching or presentation of material referred to as industrial or labor relations. It must be quickly added that all of these schools have been at the secondary level or as they shall be called here high schools. It must be stated that no information has been found declaring that any primary, or grammar schools have ever included such material. Even though the title of this thesis includes "primary schools," that portion of it does not apply here.

Throughout the United States only a few high schools have prepared effective labor units. These include schools in Minneapolis, Minnesota; Gary, Indiana; Fall River, Massachusetts; Portland, Oregon; Clayton, Missouri; and Topeka, Kansas.¹

These programs have been carried on usually between the social studies teachers and the school librarians.

However, in most schools, if a form of industrial relations is taught, it

¹Margaret W. Dagen, "They Learn About Labor Management Relations," Progressive Education, XXVI (1948), 40-43.

is introduced in the twelfth year and usually is found in an elective course such as economics or careers. As a result only a few students take this elective, not including, of course, those students that leave school before reaching the senior year. It is then evident that very few high school pupils are exposed to any form of industrial relations. Those reaching the status of senior, although having the choice of selection as to an elective course, are in most instances wary of new and previously unfronted experiences and may be "frightened" by a course entitled Economics. To them it is a strange new ogre to be reserved for the very erudite pre-collegian. Consequently, our high school graduates are leaving school with very little, if any, knowledge of the work-a-day world that most of them will enter almost immediately.

Chicago high schools have touched upon the union-management problem and some of the other industrial relations questions in one of their courses which every graduate must take. This course is Civics and is required of all seniors. Here again we see that those students leaving school before the twelfth year are not exposed to this information. Another shortcoming is including this type of material in a Civics class, which already has a vast amount of subject matter to cover. The study of the Federal Constitution, the role of each citizen in government, elections, lobbying, international affairs, to mention only a few, leaves very little time for the study and discussion of any of the forms of industrial or labor relations in the civics class.

In the other large industrial areas, only quite recently have high schools given more than passing attention to the subject of industrial relations in any of the broad terms included in this study.

In most high schools where industrial relations is presented, the social

studies teacher is given the responsibility for its presentation. However, the social studies text books are for the most part inadequate. According to Bradley, they are restricted to a historical survey of the labor movement and/or of legislative regulation of management and union practices.² As a result, it appears that high school administrators and boards of education are reluctant and cautious concerning the presentation of material in which the available text books are seemingly not adequate.

It must be stated, however, that generally speaking high schools throughout the United States are becoming more aware of the need for the inclusion of industrial relations in their curriculum and steps are being taken to some day offer a course of study in the field. The changing of curricula, courses of study, and educational ideas is exceedingly slow and is a time consuming project. Given more assistance and encouragement, most schools may be started on the path to teaching industrial relations to their respective students and thus fill this void in the educational process.

²Philip Bradley, "Labor Management Relations in the Social Studies," Social Education, (May 1950), 203.

CHAPTER III

WHERE IS THE NEED?

Our society is growing each day, each hour, into a more highly industrialized one. Migrations from rural to urban areas, increased industrial output, greater foreign export of industrial goods, increasing number of industrial organizations, increasing profit and gain of existing industrial companies and corporations, and fast increasing union membership all are evidence of the trend in which our society is now involved.

Union membership has continually increased since 1900. The period from 1900 to 1904 saw union membership at 2,073,000. By 1951 it had grown to between fourteen and fifteen millions. Of all workers eligible for union membership about 50 per cent actually belong to labor unions.¹

All citizens and all the working force are personally and intrinsically a part of this trend. Likewise, all of the future working forces will be involved--the grammar school and high school students of today. In order for them to enter into their vocational fields intelligently and successfully, they must be carefully and thoroughly prepared. This preparation must, for the most part, be provided by the schools which they are required to attend.

¹Arthur Kornhauser, R. Dubin, and Arthur Ross, Industrial Conflict, McGraw-Hill, (New York, 1951), p. 508.

Students today are taught to understand and practice the principles contained in the United States Constitution. Why? Because, the laws and rules of the Constitution are part of the world to which they will be an intricate part after leaving school. A better understanding of the law will make for a better adjusted existence, and may eliminate the need for "finding out the hard way" and suffering the consequences of prison sentences or law suits. Students are taught the various aspects of health and safety. Why? To better prepare them for the conditions they will encounter on their own, after leaving school. They are told the symptoms of cancer because as they grow older they are more likely to develop the malady than at the school age. America's youth are taught the characteristics, traits, and desirabilities of good leaders. Why? The students, as the citizens of the future, must assume the leadership responsibilities of their generation.

Many more examples could be elaborated upon, but they would serve only to add length to this project.

It can be seen that our schools of today are attempting to prepare their alumni for a bright and glorious future--success is preached, and happiness is championed. But do our schools, primary and secondary, provide the complete facilities for the student to be fully prepared when facing the real world? This can be answered adamantly and positively in the negative. The schools are not providing the necessary education in the field of industrial relations. This fact can be determined by merely referring to the curricula of the various schools throughout this area.

Statistically, six out of every seven high school pupils will go directly from high school into gainful employment as workers or managers; one in every

three students will join a union.² Almost 60 per cent of the workers under union agreement were covered by union shop or hiring hall arrangements.³

From these startling facts we can see that approximately 85 per cent of all high school students will not go to college, but will enter the labor force. Similarly, 33 per cent will become union members. These figures dramatically indicate the need for educating these people in school before they enter the working world.

How does the need for the increased teaching of industrial relations exhibit itself? To answer this it is best to divide the reply in two parts: first, how could such training make a person happier and better adjusted on the job, and secondly, how could college students be better prepared to enter an almost entirely new field.

On talking to a union official the writer was informed that most of the new workers have little conception of the union structure, procedure, policy, or activities. As a result the unions are spending great sums to educate the worker on the very basic policies of the organization. Such basic concepts as the purpose of unions and the union methods of operation should not be learned after one is a member of the union, but should be a part of the member's store of knowledge before entering the situation where union membership is required or strongly suggested. Not only will the employee feel more secure in his knowledge and position, but he will be able to do his part at once in building

²Ralph E. McCoy, "Labor Management Relations and High School Pupils," University of Illinois Library School, XV (Champaign, Oct. 1950), 12P.

³Ibid, Kornhauser et al, p. 508.

and maintaining better union-management relationship, and he will be less likely to create the furor and dissension often pronounced in the industrial society of today. Similarly, if the student should enter the management side of the picture immediately on leaving school he will have the necessary training to appreciate the union (or workers') viewpoint as well as that of management and the public interest. This advanced training might save the company considerable time, embarrassment, and money. Many good and loyal employees have been lost due to inconsiderate and/or uninformed management persons.

It must also be recognized here that students, particularly the older ones, may be able to influence their parents and friends who are involved in the vocational world. By instructing these students in the various industrial relations problems that exist, they can discuss more intelligently and help to clarify the numerous issues outside of the schoolroom. An educated public, whether it be employers, employees, or students, is more likely to settle existing differences than is a public composed of narrow, uneducated persons following blind prejudices.

Secondly, and certainly not as important but still a valid reason for primary and secondary coverage of industrial relations is from the point of view of the college student. Many colleges and universities offer courses in labor problems, industrial relations, personnel management, trade union history, and the like. Since many of the high school graduates have not been introduced to the subject, they simply do not take the courses offered in this field. Therefore, it is highly possible that even the college graduate has not acquired any knowledge of the industrial relations field. Yet, most of these people will ultimately be in management positions and be required to direct and supervise

the 85 per-cent of the former high school students mentioned before. Many people consider these new college graduates in the same vein as the "G I's" consider the "ninety-day wonders" of World War II.

It must also be noted that if the college student does elect or is required to take courses in industrial relations, he is faced with an entirely new field for which his high school had not prepared him. As a result, he suffers from uncertainty which in some cases grows into disinterest and boredom.

Still another reason for offering early in school a course in labor relations is the fact that a fairly large number of students go only as far as the eighth grade. Still another group stay for only a year or two of high school.

Therefore it is necessary to provide these students with the necessary materials before they leave school and enter the labor force.

It has been the purpose of the foregoing discussion to point out the need for the inclusion of industrial relations in our precollege level schools. It is the duty of the schools to provide their students with all equipment, both physical and mental, that will assist them in making their lives happier and more successful.

CHAPTER IV

PREPARATION OF TEACHERS

Most teachers are quite unfamiliar with the industrial relations field. The history teacher will have approached the subject through the industrial revolution, the guild systems, slavery in the southern United States, and other history of our industrial development in the past. The economics teacher will deal with such concepts as labor and capital, and the eternal triangle of wages, prices, and profits.¹ Teachers of modern American problems will be familiar with the issues of strikes, wages, price stabilization, the Taft-Hartley Act, guaranteed annual wages, etc. However, very few grammar school and high school teachers are equipped to present a well integrated course or unit in industrial relations in which various issues in the relationship between labor and management are discussed in the light of their historical development and within a philosophical framework.²

It must be realized that the formation and teaching of a very concise yet inclusive unit in this field is extremely difficult. This being the case, the teacher's own training likewise poses a grave problem.

¹Ralph E. McCoy and Ralph A. Brown, "The Social Studies Teacher and Industrial Relations," University of Illinois Bulletin, XXII (May 1954), 1.

²Ibid., 3.

A more detailed discussion of the grammar school's role in the field will be found in Chapter V, but here must be included the training required of grammar school teachers if they are to present the industrial relations field to their students. Since in the grammar school the suggested coverage will be quite elementary and limited mostly to definitions of terms, the teachers will not be required to have an extremely broad knowledge of the subject.

College students who plan to go into the teaching field are required to take a course of study appropriately titled "Education." In this course of study they are instructed in how to teach such subjects as arithmetic, science, English, physical education, and social studies. They, too, familiarize themselves with the subject matter by actually taking courses in the subjects they plan to teach--for example, the taking of algebra in preparation for the teaching of arithmetic.

It is here proposed that the colleges and universities include in their curricula a course or courses in industrial relations. However, this should either be a required course in itself or a basic part of a required course. If the course is only an elective, then we shall have the same problem mentioned before: the student may choose not to take the course because it is unfamiliar to him or because his girl friend is taking "business machines" and he wants to be with her.

By establishing an industrial relations course as a requirement, each future teacher is made a potential teacher of the subject and can do a more valuable job of presenting it. The colleges and universities may declare that their schedules and curricula are already much too crowded and that time will not permit the presentation of a new field. To them we can just point out that

the educational needs are constantly changing and accommodations must be made for progress in a dynamic society. If they do not anticipate and prepare for the growing needs then we shall be forced to let time bring its changes on the administration of school curricula programming.

A teacher who is actively teaching labor relations or the teacher who will some day enter into its teaching may wish to do graduate work in the field. Two universities, Loyola of Chicago and Cornell, offer master degrees in the field of industrial relations. The University of Illinois, Michigan State University, Princeton University, and Stanford University offer courses in industrial and labor relations in addition to related fields.

There is no set or determined approach as to procedure in the acquisition by a teacher of the background and essential knowledge of the industrial relations field. Consequently, only suggestions, advice, or assistance can be proffered. The technique by which this author feels that an uninformed teacher can gain the necessary background and perspective to the field of industrial relations is by entering into a rather extensive and fairly discriminating reading program. It is hurriedly recognized that no single book or even a dozen books will furnish the problems and possible solutions that are inherent in this field. As a result many and varied publications must be consulted to include all aspects of industrial relations. This program is not only necessary for the teacher who has not had college training in labor or industrial relations but should be considered an equally important aid in supplementing the new teacher's college training. Listed here then are numerous books and articles which appear to the author to be relevant and necessary for a teacher to have read before setting out to instruct and educate others in the field.

These books and articles are arranged according to the particular aspect of industrial relations they represent.

1. General and historical background

(a) The Proper Study of Mankind. Here is given a rather historical review of labor and management's disagreement throughout the years. On the matter of labor and management's failure to cooperate in the using of the machine Chase says:

Explanations of the failure of labor and management to cooperate in using the machine have been loud and dogmatic. Spokesmen for the workers have said that the bosses exploited them shamelessly, piling up fabulous profits while men starved. The bosses, angry at this charge, have said that workers are inefficient, lazy, ignorant, unreliable, and easily misled by agitators, mostly foreign.³

(b) Labor Story; A Popular History of American Labor. This is an authoritative book on labor history.⁴

(c) Short History of the American Labor Movement. Here is an excellent presentation of the subject, written so that all readers should be able to comprehend the material.⁵

(d) Movements for Economic Reform. This book discusses the various ideas and philosophies of economic reform from an historical viewpoint. The author relates past events with present-day policies and programs.⁶

³Stuart Chase, The Proper Study of Mankind, Harper (New York, 1928).

⁴Aleine Austin, The Labor Story; A Popular History of American Labor, Coward-McCann (New York, 1949).

⁵Mary Beard, Short History of the American Labor Movement (New York, 1924).

⁶Phillip Taft, Movements for Economic Reform (New York, 1950).

2. Labor Problems and the labor movement

(a) The Dynamics of Industrial Democracy. Here is the labor movement as viewed in terms of the aims and satisfactions of the individual workers. The authors write:

Workers organize into labor unions not alone for economic motives but also for equally compelling psychological and social ones so that they can participate in making the decisions that vitally affect them in their work and community life.⁷

(b) "Why I am in the Labor Movement." In this pamphlet fifteen labor unionists express their personal philosophies of unions in America and discuss the labor movement in respect to the unions.⁸

(c) Labor and Industrial Relations. This text aims to develop an adequate economics of industrial relations through a realistic general analysis of all aspects of union and management behavior. It considers alternatives facing unions and management in making adjustments in their relationships.⁹

3. Unions

(a) Labor Unions in Action. Union organization is examined by an insider.

(b) House of Labor. This is the result of some fifty contributors from within the labor movement. It emphasizes the relatively little known union

⁷Golden and Ruttenberg, The Dynamics of Industrial Democracy, Harper (New York, 1942).

⁸National Planning Association, "Why I am in the Labor Movement," (by) 15 labor leaders, The Association, Special Report, No. 20 (Washington, 1949).

⁹Richard Lester, Labor and Industrial Relations (New York, 1951).

¹⁰Jack Barbash, Labor Unions in Action: A Study of the Mainsprings of Unionism (New York, 1948).

activities in various fields such as politics, education, etc.¹¹

(c) American Labor Unions. This describes union structure, problems, etc. It is a complete coverage of all aspects of unions.¹²

4. Management and its views

(a) Trends in Industrial Psychology. This contains one chapter devoted to the evolutionary stages in the development of management.¹³

(b) Industrial Management in Transition. Management evolution is described from point of view of such men as Taylor, Gantt, Gilbreth, Cook, and Emerson.¹⁴

(c) Can Labor and Management Work Together? This is a study of labor and management as "Partners in Production."¹⁵

5. Social Relations

(a) Resolving Social Conflicts. A Psychological approach to existing conflicts within the industrial framework. The author, a social psychologist, has influenced such institutions as the Massachusetts Institute of Technology and the University of Michigan.¹⁶

¹¹J. B. S. Hardman, etc., The House of Labor, Internal Operations of American Unions, Prentice-Hall (New York, 1951).

¹²Florence Peterson, American Labor Unions; What They Are and How They Work, Harper (New York, 1952).

¹³Brent Baxter, "Employee Management Relations," Trends in Industrial Psychology, University of Pittsburgh Press (Pittsburgh, 1949), 115-114.

¹⁴George Filipetti, Industrial Management in Transition (Chicago, 1953).

¹⁵"Can Labor and Management Work Together?" Public Affairs Pamphlet, No. 151 (1949).

¹⁶Kurt Lewin, Resolving Social Conflicts, Selected Papers on Group Dynamics, Harper (New York, 1948).

(b) Elton Mayo study at the Hawthorne Plant. This is truly a fine piece of work done by psychologists at the Western Electric plant. It was ascertained that workers are affected by outside influences and factors. After this study and others, management began to regard the worker for the first time as a human being and not only as a "tool" of production. No teacher or future teacher should neglect this particular study of Mayo in his preparations for the adequate presentation of the field of industrial relations or allied fields.

(c) Toward Worker Security. Publication relating the needs for management to provide adequate services for the workers.¹⁷

(d) Human Relations in Industry. A good description of how human considerations must be included when surveying the labor relations field.¹⁸

(e) Beyond Collective Bargaining. As quoted from the Princeton University list of bibliographies on Industrial relations:

Written by an executive who has encouraged and participated in collective bargaining for many years, this book develops the concept that while many labor agreements include recognition of the mutual interest of employees and employers, none of them has directly created the will to work efficiently and cooperatively. To create dynamic cooperation, the employer must show confidence in the employees' leaders and share with them and the employees, his ideas, his hopes, his plans and his problems.¹⁹

6. Collective bargaining

(a) How Collective Bargaining Works. Here is a view of the collective

¹⁷"Toward Worker Security," Chamber of Commerce Publication (Washington, 1949).

¹⁸Burleigh B. Gardner, Human Relations in Industry (Homewood, Ill., 1955).

¹⁹Alexander R. Heron, Beyond Collective Bargaining (Stanford, Cal., 1948).

bargaining process as it operates in several different industries and with different types of unions.²⁰

(b) Your Stake in Collective Bargaining. A good summary of collective bargaining discussed in easy to comprehend terms and language.²¹

(c) Committee on the Causes of Industrial Peace Under Collective Bargaining. A group of case studies showing how collective bargaining has fostered peaceful industrial relations in several industries.²²

7. Labor law and legislation

(a) Federal Labor Laws and Agencies. A summary of the federal labor laws.²³

(b) Labor Yearbook. Annual report of the Secretary of Labor dealing with government regulation and investigation.²⁴

8. Personnel Administration

Personnel Administration. As quoted from the Princeton University Bibliography on Industrial Relations:

In its approach to the subject as a whole as well as in its emphasis on particular areas, the text illustrates the changing content and methods of personnel administration. It presents personnel administration as a

²⁰"How Collective Bargaining Works; A Survey of Experience in Leading American Industries," Twentieth Century Fund, Labor Committee, The Fund (New York, 1942).

²¹T. R. Carskodon, S. T. Williamson, "Your Stake in Collective Bargaining," Public Affairs Committee, Pamphlet 117 (New York, 1946).

²²Clinton S. Golden, Causes of Industrial Peace Under Collective Bargaining (New York, 1955).

²³U. S. Bureau of Labor Standards, Federal Labor Laws and Agencies, U. S. Government Printing, No. 123 (Washington, 1950).

²⁴Charles C. Killingsworth, State Labor Relation Acts; A Study of Public Policy, University of Chicago Printing (Chicago, 1948).

basic management function, suggests the importance of the impact of unionism on personnel management, the value of "situational thinking" for both line and staff in handling personnel relations, and the importance of the recognition of the interaction of individual goals and teamwork.²⁵

In addition to the publications listed before, these magazines also furnish valuable information: Fortune, Business Week, and the New York Times Magazine. The Monthly Labor review provides excellent material on the conditions of labor etc. and should be on every teacher's reading list. To gain information on the unions, the A.F.L.-C.I.O. publications are further suggested.

Journals and editions from the U. S. Department of Labor should be watched and consulted when the material seems appropriate to the subject matter presented by the teacher. Union publications and pamphlets should be investigated in order to learn as thoroughly as possible the union point of view. Attention should be paid to the fact that the union publications are definitely slanted and present, usually, only one side of the picture. In addition to the books, pamphlets, and periodicals listed reference should be made from time to time to such periodic listings of articles written in the field of industrial relations by such organizations as the Institute of Labor and Industrial Relations at the University of Illinois which publishes Labor Management Relations.²⁶ The University of Illinois also publishes a selected bibliography called "History

²⁵Paul Pigors and Charles A. Myers, Personnel Administration (New York, 1951).

²⁶Labor-Management Relations, Institute of Labor and Industrial Relations, University of Illinois (1948). (Published four times each year.)

of Labor and Unionism in the United States."²⁷ This publication provides an extremely fine listing of more than one thousand books, articles, and periodical reference to material in the industrial relations field.

It is also suggested here that each teacher or future teacher makes arrangements to personally interview at least one union representative. If at all possible, a visit with an official of a local union and also one with an official of the American Federation of Labor-Congress of Industrial Organization would be of untold benefit to the teacher. From these interviews could be gained a first hand realization of the problems, aims, and organization of the American unions.

The program presented here to prepare teachers for assignments in the teaching of industrial relations may be considered by some to be entirely too laborious and prolonged. However, in order to provide competent and proficient teachers we must insist on an adequate and somewhat thorough training program. By the same token that a music teacher, generally, is not qualified to teach arithmetic because of lack of training in that field, neither is any untrained educator capable of properly presenting the industrial relations curriculum because of lack of training in that field. The teacher is the classroom teacher and his influence over the students is unbelievably strong. To allow an untrained, unprepared, and incompetent person to teach a subject is no worse a crime than requesting that a psychiatrist remove a diseased appendix. In one case a person's life is at stake, but in the other a nation's future might well be hanging in the balance.

²⁷History of Labor and Unionism in the United States. Institute of Labor and Industrial Relations, University of Illinois, Bibliographical Contributions.

CHAPTER V

SUGGESTED SYLLABUS

In the preceding chapter suggestions were made for preparing the teacher of industrial relations in primary and secondary schools. It is time now to go one step further (the final step) and suggest what the teacher should present, how it is to be presented, and where it should be presented. The "where" is concerned with, at what level of the educational process (primary and/or secondary) the material is to be introduced and what subject headings shall include the material on industrial relations.

It is at this juncture that this writer is prepared to take the rather "revolutionary" position of stating that the teachings in industrial relations should have their beginnings in the primary or grammar school. Numerous individuals have maintained quite adamantly that the grammar school is too early to acquaint a child with this field.

It is the purpose here, first, to state the writer's convictions as to why and what should be taught on the grammar school level and secondly, what the high school curriculum should include in the way of industrial relations.

As stated earlier in this thesis, the schools are responsible for informing their pupils of the conditions that exist in the world in which they live. If such a statement is accepted then this information should extend to all people who are at the age level of realizing the occurrences in the world about them.

This definitely includes those children who are very much involved in societal and community affairs, namely, the eighth grade grammar school student. The usual age for eighth grade students is fourteen years, an age where the mind is quite capable of discerning right from wrong, good from bad, and significant from insignificant. The eighth grade child is certainly aware of strike violence, job layoffs, the various union names, wages and salaries, safe or unsafe factory conditions, etc. How is his awareness aroused? By his own father's involvement in union disputes, and wage complaints; by radio, television, and newspaper coverage of the industrial field. When the newspaper headlines tell of strike violence at an industrial plant is it not normal for any reader to ask "Why?"

Common questions from the eighth grade class of which this writer is the teacher are: "Why must a man join a union?" "What ARE unions?" "Does the government permit men to strike?" and myriads of others along the same line. Are we to refuse to answer these questions? Are we to say wait until you are in high school or college for the answers. Are we to tell them not to read the newspapers, not to watch television, not to listen to the radio, and leave the dinner table when their fathers begin to talk about their jobs, or their unions, or their salaries, or their management problems? We must not permit these children to remain ignorant or uninformed. Breuckner, expertly and poignantly had these words to say of this matter, "The work of the school must be significantly integrated with life in the community. Children must be taught to share early in the responsible thinking and doing connected with their own affairs."¹

¹Leo J. Breuckner, The Changing Elementary School, University of Minnesota, Inor Publishing Co. (New York, 1939), pp. 306-307.

The belief that a grammar school child is too young or immature for at least the basic rudiments of the study of industrial relations is indeed a shallow one. The best refutation of it might well be a few examples. Recently the Illinois State Legislature passed a law which makes it mandatory to teach in grammar school not only the United States Constitution, the Illinois State Constitution, proper etiquette and respect for the flag of the United States, but also the theory of the Australian ballot. Grammar school students cannot vote. Yet they are expected to know the qualifications for the office of President of the United States. Eighth grade students are instructed on the proper endorsements of bank checks. Yet--a minor cannot legally endorse a check. Grammar school students are carefully counselled on their future high school course of study so as to better prepare them for the future. This future includes job choice and satisfaction and the other facets of a vocation--all part of industrial relations!

On the grammar school level there is little choice as to the course within which industrial relations is taught. Choices might be social studies per se, history, civics, or perhaps government. It is here suggested that the course be included in history. By teaching this field in history you are limiting the subject to the industrial relations developments which have been manifested chiefly in the last one hundred years or so. Consequently, this would fall within the subject matter covered by the eighth grade.

The subject matter to follow is now used by the grammar school which employs this writer.² Much credit for this suggested syllabus must be given to

²Palos Heights Elementary School, District #128, Palos Heights, Illinois.

Wilder, Ludlum, and Brown, for their text is by far the finest and most descriptive this author has been able to discover.³ Because of its clarity, simplicity, and style of presentation this book has been instituted as a history text in the eighth grade school system mentioned above. That which follows is part of that which is presented to the eighth grade in this school.

Suggested Syllabus for the Grammar School and Simplified Discussion.

History of labor, etc.

Brief discussion of the industrial revolution, new idea of division of labor, the depression, and other historical concepts.

Monopoly and trusts

When one person or company controls an industry or business the result is a monopoly. When a group of corporations with common interests has a monopoly it is called a trust. The subsequent advantages and disadvantages of monopolies can be discussed if interest is shown.

Innovation of piecework

Instead of an individual making the complete or entire good he simply produces only one particular segment of the article. As a result each person becomes a fast, well functioning expert at his individual task.

History and causes of the formation of labor unions

The factors of poor health or safety conditions, long hours, low wages, frequent discharges by the owners, and questions of vacations caused the workers

³Howard B. Wilder, Robert P. Ludlum, and Harriet McCune Brown, This is America's Story, Houghton Mifflin Co. (Boston, 1954), pp. 453-464.

to become dissatisfied. Consequently, the workers dwelled more and more on the idea of being united. This led to the formation of labor unions.

Knights of Labor

This was the first large union open to all workers of all races. After a slow start this movement spread rapidly and gained many benefits for the workers. However, because of unwise leadership and difficulty in obtaining the cooperation of many different kinds of people in many different kinds of occupations, the Knights of Labor weakened and disappeared. However, this was the beginning.

The American Federation of Labor

A brilliant man named Samuel Gompers was responsible for the formation of this now largest of all unions. He felt that workers should be organized into groups determined by their trade or craft. As a result groups of carpenters, hatmakers, plumbers, etc. formed unions of their own--called nationals and internationals. These were unions of skilled workers. The American Federation of Labor is usually referred to as the A. F. L.

Congress of Industrial Organizations

About forty years after the A.F.L. was formed another union began to take shape. Since the A.F.L. was composed of skilled workers there were great numbers of unskilled workers who had no union affiliation. This new union, commonly called the C.I.O., was established for unskilled or industrial (usually factory) workers. John L. Lewis was the very powerful and influential person behind the formation of this union. Today John L. Lewis is president of the exceedingly strong United Mine Workers (U.M.W.) union.

Collective Bargaining

When union leaders representing the workers ask management for such things as higher wages, shorter hours, longer vacations, etc., many times the employer refuses the union requests. Consequently, the company (employer) and union officials meet and attempt to reach a satisfactory written agreement. This process of discussion and exchanging of views on the part of the union and the company is called collective bargaining.

Arbitration

When the union and the employer cannot agree on the proper method of carrying out the agreement, the union may take its demands before an impartial person or a board of fair-minded men. This board studies all aspects of the question or questions involved and tries to reach a decision on the points concerned. The union and employer representatives have agreed to accept this decision. Such a method of settling disputes is called arbitration.

Strike

A strike is a temporary stoppage of work for specific reasons, entered into with the expectation that work will be resumed. If, after bargaining, no decision is reached the workers may take further action by voting to go out on a strike. A strike is a refusal of workers to go to work. Such a weapon is usually quite strong, for the employer can only make money when his men are working and turning out goods. Strikes usually cause great hardships to the workers due to loss of wages. An extended strike may result in a worker losing several months' pay benefits. Occasionally great violence accompanies strikes. Buildings are burned, people are killed or injured, and unrest is prevalent.

Blacklists

If a worker is considered by the company to be a trouble-maker or the like, the company might put his name on the blacklist. As a result other companies will not hire the man. This is a device used by companies to better control their workers. This procedure is now illegal.

Lockout

A company can shut down its factories so that no one can go to work, in the event of labor difficulties. Of course there are no wages paid to the non-workers and as a result many times the workers agree to go back to their jobs.

Pickets and picket lines

If a union feels it has been dealt with unfairly by a company it may order men to march around a factory or store urging other workers or even customers not to enter. These people are called pickets and a group of them is called a picket line. Violence often accompanies the formation of picket lines. The numbers and activities of pickets are often limited by the courts.

Closed shop

When employers hire only workers who are union members it is said to be a closed shop. This type of shop is now illegal.

Union shop

When employers hire non-union workers but require them to join the union within a specified period of time it is said to be a union shop.

Open shop

A factory that hires union or non-union members or a factory that has no union is termed an open shop.

Federal government regulation and laws

The federal government has attempted to control both management (employer) and labor (workers). The Sherman Anti-Trust Act of 1890 which outlawed monopolies, etc. and the Clayton Act of 1914 which further suppressed monopolies are laws to control management. In 1887 the Interstate Commerce Act was passed to regulate utilities and exports between different states.

An act passed in 1937 called the National Labor Relations Act (Wagner Act) stated that workers should have the right to organize into unions and to bargain collectively with employers.

The Wages and Hours Law was passed to regulate the hours of work and the minimum wages to be paid.

In 1947 the Taft-Hartley Act was passed to limit certain management and union activities.

State Labor Laws

Not only the federal government but the states passed labor legislation. Some of these were: (1) A limit to the number of hours a woman and child could work. (2) Laws to protect workers from harmful or dangerous working conditions. (3) Passage of employer's liability or workmen's compensation laws. These laws held the employer responsible for injuries to the workers suffered while on the job. Under these laws the employer is required to pay the worker for injuries suffered on the job. (4) Minimum wage laws which fixed the lowest wages that could be paid to any worker.

It can readily be seen that the preceding topics are only identified or defined in very simple language. On the grammar school level it is proposed

that only a brief, preliminary effort be made to acquaint the student with the field of industrial relations. It is to be expected that the individual teacher will arrange or rearrange the material in a fashion which is in keeping with school policy and his own lesson plans.

High School Syllabus

On the high school level it is expected that all subject matter is presented in a much more concentrated and prolonged fashion. This will then apply to the industrial relations unit.

Rather than make a listing of materials to be used, as was done in the grammar school syllabus section, the suggested high school syllabus will follow a different pattern. The main problem involved in the high school program is when and under what subject heading the industrial relations material is to be taught. It is assumed that each high school, each department, and each teacher will, with guidance and consultation, develop a method or course of study of its own and that this method of presentation will vary according to geographical location, school policy, and, of course, the time element involved. Furthermore at the high school level it is assumed that a more detailed study of the material will be made. Therefore it should first be determined "when" in the course of a four-year program the high school student should receive the material under discussion.

School statistics indicate that only about 50 per cent of high school students actually graduate. Statistics also indicate that a great proportion of that other 50 per cent go only for a period of two years. These facts lead to only one conclusion--that industrial relations should be included in the curricula before the third year. If this is not done approximately one half of all

the high school students will not have gained any knowledge of the field before they enter the labor force. First, then, in formulating the high school curriculum it must be said that the course of study of industrial relations is to be taught in the first two years.

Another salient factor to consider is whether the subject should be an "elective" or "required" one. In the first instance it is quite likely that many, many students will be deterred from taking the course because of its newness to them or because of already overcrowded (both social and academic) schedules. To make it possible for many students to bypass the subject would be to defeat the purpose of giving all future workers some background in the labor relations field.

Therefore, in formulating our high school program, it must be explicit that the field of industrial relations is to be a required subject so as to include the entire school population.

The point must be made that it probably is not practical for industrial relations to be taught as a separate course in high school for an entire semester. As a result it must be included in the subject matter of another subject. Which of the high school subjects is to include the labor or industrial relations material? The possibilities are history, civics, economics, or social studies.

United States History

The history course is one logical place for the inclusion of the industrial relations program. In the normal course of study the labor situation is naturally considered. It is then quite feasible to put the needed emphasis on industrial relations. When studied from an historical viewpoint the student can gain

an excellent perspective of the subject matter. It will also be possible to compare labor's history with its present condition, accomplishments, etc.

Civics

Another likely spot for the presentation of industrial relations is in the civics class. The civics class is concerned with the institutions affecting our government, its legislation, and the effect on the people. Therefore unions, collective bargaining, lobbying groups, and labor unrest are studied. Due to the study of both federal and state constitutions and other aspects of our government, the civics teacher may not be able to devote enough time to the subject of labor or industrial relations.

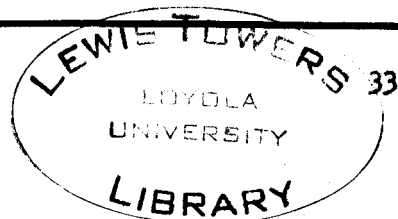
Economics

Quite obviously in the economic field labor and its problems are thoroughly considered. Labor's effects on the economy are covered in the economics class and consequently most of the aspects of the industrial field are taken into consideration. It must be noted that few schools offer a separate course in economics and those that do designate it as a senior elective. These facts make economics practically impossible as the course that should include the subject of industrial relations.

Social Studies

Since social studies include all of the aspects of our society it is a rather likely place to find industrial relations taught. In the study of individual and group interaction within a society, labor relation takes a prominent position. The subjects of unions, strikes, wages, etc. provide good material for the social studies class. Since most high schools offer such a subject to sophomores and freshmen, it would be an easy matter to have this curriculum

include material on industrial relations.



Labor Problems or Industrial Relations

The possibility of introducing a course with the title of industrial relations still remains. Some school systems may decide to offer a course in the field. This alternative seems unlikely at this time and perhaps should not be resorted to until the field of industrial relations has been tested out as a unit in one of the courses mentioned above.

There are two ways in which the high school goes far beyond the grammar school in the teaching of industrial relations. These are the use of films and film strips and the presentation of selected speakers or lecturers. Many agencies, unions, and companies produce many fine films concerned with their particular interests. Some suggestions are:

- (1) Local 100: This is a straight-forward, interesting story of how the discharge of a worker leads to the formation of a union and to a contract. Along the line the film provides a look-in on the first organizing meeting as organizer and workers measure one another; a taste of coming victory as more and more cards are signed and an election asked for; the "cooling of heels" outside the boss's office waiting for the first contract negotiations; and all the familiar incidents in any local's history.⁴
- (2) With These Hands: Tells the story of the International Ladies Garment Workers' Union as seen through the eyes of Alexander Brody, cloak operator, and the role he, as a rank-and-filer, played in his union from the days of struggle in 1909, onward to the present, when we see him retired on his

⁴Films available through American Federation of Labor, Workers Education Bureau, 724 Ninth St., N.W., Washington 1, D.C.

union pension. Brody remembers tragic and climactic events such as the bitter strike for recognition, the terrible Traingle Waist fire, and the 1926 struggle to resist communist domination of the union. This is one of the best labor films and can be used effectively with all groups.⁵

(3) International Confederation of Free Trade Unions: This film shows the history and development of this international organization.⁶

(4) Labor in the News: This is a film strip indicating the things that unions do for their members. Here are found arguments against the Wagner Act and Taft-Hartley Act. Excellent for high school use.⁷

To obtain competent speakers the teacher should contact any of the local unions in the area. If their schedule permits, the union representative is usually quite happy at being able to talk to a high school group. By having several different unions represented it is possible to gain insight into most of the problems facing the unions today in the United States.

Further speakers might include representatives from the United States Department of Labor, the Social Security Board, and so on. At least one speaker should be a representative of management so as to leave no stone unturned in the gaining of the facts from all parties concerned.

In addition to films, film strips, and speakers, the high school course should include the reading of the magazines previously listed, the study of newspaper articles, and on occasion fiction books written with the industrial

⁵Ibid.

⁶Ibid.

⁷Ibid.

theme prevalent.

Although flexible, the school programs for the teaching of industrial relations should be guided toward one goal--that of presenting a clear and complete unit concerning industrial relations. Since all school systems are so varied in their educational philosophies, it is impossible to present a rigid syllabus or curriculum. However, a start has been made. By constant trial, improvement, and advancement the program for the teaching of industrial relations in primary and secondary schools can be as definite and important as in the teaching of the other subjects.

CHAPTER VI

SUMMARY AND CONCLUSION

In the preceding sections it was the writer's purpose to outline a program for the introduction or incorporation of labor relations material in our grammar and high school curricula. First it was shown that need actually exists for this material to be a part of our school curriculum. Then it was pointed out where, in our educational system, is the proper place to actually teach industrial relations. Suggestions were also made as to what should be presented to the students in the way of subject matter for this field.

As one endeavors to do research on the subject of this thesis it is immediately apparent that there is a great scarcity of such material. Even though this makes research considerably more difficult, it points out the need for further research and investigation. With this fact in mind, the writer feels that this beginning effort does serve a definite purpose. But it must be followed by other such efforts. Then the ideas and thoughts originating herein will have accomplished their purpose.

It is hoped that the reader has become aware of the increasing urgency of the need for industrial relations to be a part of our basic school program.

The colleges are responsible for the proper preparation of the teacher; the society is responsible for the maintenance of the industrial system, but the primary and secondary schools are responsible for the formation of well

informed and happy citizens. Our hope for the future is that these schools will begin to realize this urgent need and respond in a manner which will help to relieve our society of one of its most profound burdens--the misunderstandings and strifes within industry.

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