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90 ルンペン・プロレタリア

浮浪的無産者のこと。資本主義社會の貧民、浮浪者であつて、彼等は資本主義制度に不可避的に隨伴する失業によつて、長い間、生産から離れている間に勞働の能力を失い、極度の貧困のために自棄に陷り、遂に浮浪の群に投じて乞食となる。彼らもはじめは勞働の意慾をもつていたが、その機會を與えられず、轉落した人々である。長期の失業は貧窮と餓死と墮落と犯罪の源である。資本主義社會の大都會にはどこでもこれらの人々が貧民窟を形成している。

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組合教室

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File #1013

Preparation of Film Strips

Film strips, or slide films, afford one of the best and least expensive forms of visual education used by labor unions and employers in the United States and Great Britain.

There are two types of usage of the film strip.

The first is the simple film strip accompanied by a script. As the film strip is run through the machine, the man or woman operating the machine reads the appropriate section of the script. This is good in one way, for it permits flexibility of presentation and use of persons with local accents.

The second is the simple film strip which instead of a script to be read has a script recorded on a phonograph record. As the record is played, a tiny bell at the end of each frame informs the operator to turn the strip to the next frame. This has the advantage of clear and uniform presentation of the message, and further permits use of music and other sound affects. However, in a country where local dialects are common, the sound film strip has the disadvantage of uniform language dialect.

The simple film strip is easy to prepare, cheap t reproduce, requires only a small amount of film, and reproduction of scripts is also inexpensive. An entire machine with strip and scripts can be carried from factory to factory by an operator, and can be effectively used for groups of from 50 to 150 to 250 persons at a time.

The film strip with recorded platters is more expensive and involves amplifying equipment.

Principles

Any person with a reasonable amount of common sense can prepare a film strip.

But in the writing of the script, which should precede the designing of the film strip, infinite care and patience should be exercised. The film strip should contain but one central idea ...one idea and no more. After deciding the idea, the next step is to work out a presentation, or write a script. The script should be developed in such fashion that each separate thought to be expressed, each fact to be presented, is accomplished in not more than forty words or thirty kanji. Each frame is then shown only for a few seconds. If shown for too long, the audience loses interest in the picture, and the film is harmed by overexposure to the heat of the machine.

The idea to be expressed should be developed over a number of frames (individual pictures) which usually run from 40 to 55 frames. Too few frames do not give an interesting strip. Too many may prove boring. A film strip of 50 frames, with 30 seconds per frame, allows a film strip of 20 to 25 minutes, which is about as long as interest can be held.

Now in the development of the idea, a few principles will be of aid. One is the principle of clarity of thought. Pick pictures or cartoons which aptly illustrate the subject matter. If charts are included, they should be so simple that a worker can look at them and grasp their meaning in a few seconds. The script which goes with charts should carefully repeat what is said on the screen. This is the principle of repetition.

A second principle is that of example. A principle is enunciated. A picture illustrates the picture. The next frame repeats the principle, putting on the screen a word-by-word statement. The operator reads the principle. Then this is followed by four or five frames which illustrate the principle.

The third principle may be called the principle of humor. If a film strip is made from a series of pictures, they may be quite uninteresting. But if clever cartoons are used, with humourous characters, the interest of the audience is kept at a high pitch.

The principle of identification is also valuable in the presentation of an idea. Thus, a film-strip maker may decide upon a funny little character, called Sato San. He designs a cartoon film strip which weaves the idea through a series

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of actions in which Sato San is the leading actor. The audience identifies itself with Sato San, and through such identification accepts more readily the basic ideas.

At the end of the film strip, use one or two frames to summarize the central theme of the strip. Do not be afraid of repetition. It aids in leaving the audience with something to think about. Something definite and real which will lead to later discussion.

Presentation

The technique of presentation is just as important as the film strip itself. Before the film strip is shown, the chairman of the education committee gives a short description of the film strips. He points out important matters to be watched for.

The film strip is shown.

After the strip has been shown, a question and answer period should be held. Ask several questions about key ideas. Answer questions from the audience. Thus the showing of the film strip may take 2 minutes for the introduction, 20 minutes to show the film strip, and then a question-and-answer period of say 15 more minutes. If good questions are asked, and if intelligent answers are made, every person who has seen the film strip will leave the room with a clear idea of the matter.

Script Writing

In writing the script, after you have decided what you want to write about, sit down and begin to break down the idea into a series of parts. See where you can work in illustrations. See where you can work in references to current labor legislation or the new constitution.

Then divide it up into a series of short sentences which have real continuity. Consider an example.

We want to prepare a film strip on parliamentary procedure. After jotting down a few ideas, we finally decide that we will limit the first film strip to a discussion of the idea of parliamentary procedure and its use in local union meetings.

So we jot down a few notes.

1. The union meeting is provided for the rank-and-file to meet, suggest ideas, debate action, and make decisions.

2. But if all meet and start talking at once, confusion results.

3. Therefore some type of procedure is needed to keep order and provide an opportunity for all to voice their opinions in an orderly manner.

4. Traffic control is quite similar. The policeman and the red-and-green lights regulate the control of traffic in an orderly manner. The chairman acts as the regulator.

5. But the chairman may not permit people to speak as they want. He may be a dictator.

6. Therefore the union adopts an order of business, called an agenda, which prescribes what will be discussed and when.

And so forth. Then, after writing up this basic outline, I again sit down and begin to break it down into simple statements, called frames.

Frame 1. The union meeting is held regularly in order that the men, women and youth members of the union may come together and discuss their problems, make decisions as to action and policy.
Frame 2. This is a basic democratic process. It is an implementation of the right of free speech and open exchange of opinion and conviction on the part of a free people.
Frame 3. It is guaranteed by our union constitution....
Frame 4. Just as it is guaranteed by our new national constitution.

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Frame 5. But the meeting cannot be a free and open discussion without rules, for then disorder would prevail...
Frame 6. Members may all start to tall at once, and perhaps arguments may lead to physical conflict...
Frame 7. Therefore some procedure must be adopted in order to give all a chance to tal at the proper time in an orderly manner.
Frame 8. Throughout the history of democracy, men and women in democratic associations have employed democratic procedures.
Frame 9. Developed through centuries of democratic development in European countries...
Frame 10. Written down in precise form by the Englishmen, Roberts...
Frame 11. And used from day to day in the English Parliament.
Frame 12. American Congress.
Frame 13. Japanese Diet.
Frame 14. And Local union meetings.
Frame 15. You see, control of a meeting is very much like bicycle and automobile traffic at a road intersection...
Frame 16. If everyone tried to speed across the intersection at the same time, people would be hurt or killed...
Frame 17. Therefore the people through their government give to the policeman the duty to regulate traffic...
Frame 18. One group passes on a green light, others must stop on the red light...
Frame 19. When someone wants to make a turn, he signals to the policeman...
Frame 20. Then the policeman recognizes him and waves him on, then he moves.
Frame 21. Everyone has the right of movement...
Frame 22. But the policeman regulates that right in the interests of the bicyclists, motorists, and persons on foot.
Frame 23. The Chairman of the local union serves the same purpose.
Frame 24. He is not an arbitrary dictator giving orders to the rank-and-file.
Frame 25. Rather, he is the man who turns on the red and green lights. He regulates the discussion of the rank-and-file. But he himself, as Chairman, is silent...
Frame 26. Both Chairman and rank-and-file members are regulated by a series of rules, parliamentary procedure.
Frame 27. They must conduct their meeting according to the rules.
Frame 28. The union, in its by-laws, establishes an order of business, called an agenda. This outlines the order in which union business is to be discussed. It cannot be violated by either chairman or union members...
Frame 29. The agenda is hung up at the front of the union meeting hall so that everyone is thoroughly familiar with it...
Frame 30. .....

and so on through the remainder of the script.

Having written the script, next I must decide how to illustrate it. Looking over it, I make a series of notes as follows:

Frame 1. Picture of a group of persons in a meeting.
Frame 2. A person in the center is addressing everyone.
Frame 3. A picture of the Union constitution.
Frame 4. Picture of the Japanese Constitution.
Frame 5. Picture of a disorderly meeting.
Frame 6. Two members are punching each other.
Frame 7. Members seated around a table as if in deep thought. One person is making notes. Another is thumbing through a book.
Frame 8. Picture of very old-type persons, sitting around holding a discussion by a camp-fire.
Frame 9. Picture of an Elizabethan chamber with be-wigged men discussing...
Frame 10. Sketch of the Englishman Roberts...he holds his book.
Frame 11. Picture of the English Parliament.
Frame 12. Picture of the American Capital.
Frame 13. Picture of the Japanese Diet Building.
Frame 14. Picture of a local union meeting.
Frame 15. Picture of a road intersection with traffic passing.
Frame 16. Picture of a traffic jam, with angry people on all sides...
Frame 17. Picture of a traffic policeman.
Frame 18. Picture of one group stopped for the light, as others pass...
Frame 19. Motorist signals to policeman to make a left turn.
Frame 20. Policeman is waving the motorist on.

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Frame 21. Picture of a road intersection with traffic moving.
Frame 22. Picture of the policeman with arm raised as if making a signal.
Frame 23. Picture of a Chairman facing a large group of members.
Frame 24. Picture of a huge man, a dictator, shouting at the workers.
Frame 25. Picture of the Chairman wielding the gavel.
Frame 26. Picture of union publication, "How to Run a Union Meeting..."
Frame 27. Chairman pointing to the rules and apparently reading from them.
Frame 28. List of items on an agenda.
Frame 29. Picture of union meeting with agenda hung up facing the members.

"Well done," we say to ourselves as we complete the job. "Now to get on with the task."

We go over the series of ideas. They all seem to be good. We take the script and the series of pictures to be presented to several friends, ask them to read it carefully, criticize it, and make further suggestions. After agreement is reached, we find a friend who can make good illustrations, both pen and ink and water colours.

"Ah so," we say to ourselves, "Many of these illustrations can be done in ink, some in water colours, some with pictures..."

So we go to the Ginza one fine day and with a photographer friend get pictures of the traffic scenes, the policeman, and so forth. We visit the Diet and take a fine picture of the beautiful building. We take a few pictures at the next union meeting in order to fill out the pictures of the union meeting, the Chairman, two members in disorder, and so forth. The remainder of the pictures are made as pen and ink sketches, or water color drawings.

All of the photographs are enlarged so as to be uniform size, say 8 x 10". All of the sketches or water colour drawings are made of the same size. A title frame is designed, a proper end frame is made, and we are then ready to take the set to a photographer, where he photographs the entire set on one continuous strip. This is a matter of only an hour or so. The next day you have a negative print of the finished film strip, and are then ready to make copies for your own union, and can also sell copies to other local unions.

And by selling prints of your film strip with the prepared script, you can not only recover the money spent in the initial project, but may accumulate additional funds with which to finance a series of film strips.

Film strips are especially of use in explaining the operation of the Labor Relations Committee, in showing the operation of grievance machinery and the shop steward system, in explaining political action techniques ... and a hundred and one other things. New ones can be made so cheaply that any local union or national union can maintain a veritable stream of new educational film strips.

Everyday throughout Japan kami shibai men and women pound their wooden clappers together to show simple stories to the children. How much more important for democracy that unions prepare and show educational film strips, which are really kami shibai on film, to the trade union rank-and-file!

In America, local unions as well as national unions make their own film strips. It is very inexpensive, especially if there is a union member who loves to work with camera and photographs. It requires common sense and a good imagination, but the work is very simple. Your first film strip may not be very good, but as you do two or three such strips, you will develop the art of film strip making, which because of its inexpensive nature is a peoples' art.

American Experience

During the spring of 1941, the United Auto Workers, CIO, had been conducting a mighty campaign to unionize the plants of the Ford Motor Company, and by April of 1941 it was obvious that the plant would be organized very soon. At that time, workers with grievances had no recourse. If they did not like their job, they were free to quit. If they had a foreman friend, they could complain to the foreman, but the foreman did not have to settle the problem. If they did not have a foreman friend, they just forgot about the grievance.

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In the sprawling Rouge Plant of the Ford Motor Company at Detroit, over 75,000 workers would soon be members of the UAW. They would begin to use the shop steward system for handling grievances. The union had to prepare for one of the quickest and mightiest education problems in its history. The Education Department had stewards' manuals prepared for the shop stewards soon to be elected. But they had to educate the rank-and-file as to how the system worked. Therefore the Education Department prepared a special cartoon film strip, complete with a phonograph script, which explained in detail the shop steward system, grievance machinery, and its use in the settlement of grievances.

In May of 1947 the Ford Motor Company and the UAW had a contest of strength. A giant strike paralyzed the plants of the company. A week later the company capitulated, and the UAW was on the road to success. A month later a National Labor Relations Board election was held to determine the desires of the workers, and the UAW - CIO was approved by the majority of the workers. The contract was shortly signed, and it included the entire shop steward system.

Education Department members and volunteer workers were ready, equipped with sample grievance forms, steward handbooks, and the talking film strip machines. Stores were rented near the Ford Plant, for during the early Summer of 1941 practically every worker in the Ford Plant at Detroit attended a meeting, heard a short lecture on the shop steward, and then saw and heard the film strip on the system. Day and night the workers attended the film strip showings. Workers leaving the plant at midnight stopped in the early hours of the morning, on their way home to bed, to see the film strip.

Within three months, the tens of thousands of Ford workers had been educated as to how to use the grievance machinery. The new shop stewards were elected, and by September 1941 the Ford Plant grievance machinery was functioning effectively and actively in settling the thousands of grievances of the workers.

The Garment Workers' Union, AFL, has made extensive use of the film strip, as have many other major unions in the United States and Great Britain. When the U. S. Department of Labor set up its Workers' Education Extension Service, one of the primary projects was the manufacture of film strips to be used by the unions of America in the education of their workers. During the long years of the war hundreds of workers who had never worked in a factory received quick and rapid training through use of talking film strips.

Thus within the past ten years, the film strip in America and Great Britain has won a valuable place in both the education of trade union members and the training of new workers.

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File #1015

The Educational Program of the Textile Workers Union of America, CIO

THE MATERIAL IN THIS ARTICLE IS BEING DISTRIBUTED TO EDUCATIONAL DIRECTORS AND OTHERS INTERESTED IN LABOR EDUCATION WITHOUT EDITORIAL COMMENT OR DEPARTMENT ENDORSEMENT. IT IS PRESENTED FOR YOUR INFORMATION AND IN THE INTEREST OF STIMULATING NEW IDEAS AND DISCUSSION IN THE FIELD.

UNITED STATES DEPARTMENT OF LABOR
Division of Labor Standards
May 1946

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* * * * * *

The material in this bulletin is taken from the Report of the TWUA Executive Council to the Fourth Biennial Convention of the Union, Atlantic City, New Jersey, April 24-25, 1946. For further information on this program consult -

Lawrence Rogin, Director
Education Department
Textile Workers Union of America
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New York 3, New York

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THE EDUCATIONAL PROGRAM OF TWUA-CIO, 1946

Excerpts from the Executive Council Report

At the time of the 1943 convention, the TWUA education department was about a year old and still in an experimental stage. During the last three years the program has developed so that it now fills an important role in the life of the Union. There is hardly a section of the Union but has been reached by an activity of the department, especially its publications and training institutes.

The core of the department's work has been its efforts to aid the more effective functioning of the local unions by helping the local union leadership to obtain a better understanding of its problems in TWUA and in the labor movement at large. With this work as a base, we have also tried to reach out to the general membership, where it was possible, with programs of mass education and recreation.

1. Full-time Institutes

Probably the most effective training technique used has been the full-time, one-week, intensive institutes which have been conducted every summer since the education department has been established. We had three of these in 1942 and three in 1943. With the growth of the union and the increasing effectiveness of the institutes, it became necessary to increase the number to four in 1944, and five in 1945. In 1945 we reached more than 200 active TWUA members, most of them local union officers or stewards. Two of the institutes were in New England, one each for the Middle Atlantic, Midwest, and Southern regions.

As we gained more experience and were able to use more of our own staff as instructors, the quality of the training improved so that we now feel that the institutes are aiding greatly in the training of local union leadership.

Two experiments in advanced training institutes were conducted. One was with the Southern TWUA staff, during the late summer of 1943. Though the group was too large for the most effective work, and its interests too varied, the experiment had a worthwhile effect. On a much smaller scale, a group of local union business agents and presidents were brought together for a week in February 1946. When the results of their training have been evaluated, it will be decided whether or not to continue advanced work.

2. Local Training Institutes

There has been an even greater expansion in the training of local union officers and active members as the result of the increasing number of instances in which education staff representatives have gone into local communities. These local institutes

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have been of varying lengths, sometimes for a week or two, sometimes for a week-end, sometimes for a day. A mere list of the places where we have been for the longer period gives some notion of the scope of this work. They have included Danville, Va; New Bedford, Fall River, Ludlow, Holyoke, and Plymouth, Mass.; Providence and West Warwick, R.I.; Lewiston and Biddeford, Maine; Nashville and Memphis, Tenn.; Rome, Georgia; New Orleans, La.; the North Texas Joint Board; Amsterdam and Utica, N. Y.; Gaffney, S.C.; New Brunswick, Passaic and Paterson, N. J.; Wilkes-Barre and Hazleton, Pa; and Nashua, N. H. An even larger number of places have had the services of the educational department for the shorter periods.

We have learned that training institutes in the field can be extremely effective if they are properly prepared for and if they are arranged at a psychological time. This is particularly true just after a shop has been organized and just after the first contract has been signed. The shorter institutes are particularly useful in analyzing contract terms for stewards and officers and instructing them in the handling of grievances. The demand for all types of institute training is far greater than the education department has been able to fill, indicating the value placed upon this work by staff and local union membership.

3. The Southern Program

Special mention must be made of the southern education program. Since the last convention there has been at least one full-time union education department representative in the South.

As a result of this concentration of effort it has been possible to service a number of southern textile centers somewhat more fully than would have otherwise been possible. These have included Columbia, S. C.; Danville, Va.; Gadsden, Ala.; Durham, N. C.; and Front Royal, Va. In each of these situations the education department representative was stationed for about three months to help develop a total union education and recreation program as well as to conduct officer and steward training. The program was of an experimental nature and was watched carefully with that in mind. While much good was immediately accomplished, the long run effects or this effort were not as great as had been hoped because of the difficulty in finding local leadership to carry on the program in the communities after the national education department representatives had left.

In addition to this type of work, southern education staff representatives have also conducted steward and officer training in many situations.

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4. Local Union Programs

For its full influence to be felt, union education work must be carried on continuously in the communities in which the workers live. For this reason the national education department has encouraged local unions and joint boards whose finances permit to employ full-time workers who could carry on education work, as well as do local publicity and public relations for the union. There are now five situations where such activity is conducted: Fall River, Mass; the New York Joint Board; the Passaic Joint Board, N. J.; the Central Jersey Joint Board; and Cumberland, Md.

To the extent that it has been possible, the national education department has assisted these local situations and others where there have been calls for help. It has been found, however, that it is almost impossible for a local union or joint board to carry on a continuing education program unless there is someone who can give the time to the job and be responsible for it.

5. Publications

The education department publications program has been considerably expanded, with a response from the local unions indicating that a real need is being met. "Rule for Union Meetings," and "So You're A Steward," the first two pamphlets of the department, have been reprinted several times. Three new educational pamphlets have been issued "Your Union, A Story in Pictures," TWUA, How It Works," and "TWUA, It's Your Union." There have also been two leaflets, "Your Union and Its Funds" and "Your Union Has Done A Big Job." Both of these were made available free to the local unions and distributed widely.

In addition to printed pamphlets and leaflets, a great deal of mimeographed material has been made available to the staff and local unions. This included a series of "Local Union Activities Bulletins," a pamphlet "Union Action on the Consumer Front," a pamphlet on "Joint Boards," and film guides. We also handled the editing and printing of the "TWUA National Office Bulletin," which was sporadically issued to locals and staff. While "Half A Million Forgotten People," the pamphlet dramatizing WLB cotton wage case, was a joint project of a number of national office departments, the editing, printing, and distribution were handled by the education department. We have also assisted other national office departments in miscellaneous printing jobs.

As a part of our service to local unions, the education department assisted in the preparation of a number of pamphlets for them. These included "The Philadelphia Story," for the Philadelphia Joint Board, and "The Viscose Story" and the Viscose Steward's Manual. A steward's manual for American Woolen locals is now in preparation. The cost of printing and distributing these pamphlets is borne by the local unions involved.

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6. Cooperation with Public Agencies

Realizing that our own efforts could only partially meet the education needs of the union, the TWUA education department has cooperated in a number of attempts to develop workers education programs through public agencies. We worked closely with the University of North Carolina and Rhode Island State College and were successful in both instances in helping to get programs under way. The TWUA 1945 Southern training institute on the University of North Carolina campus was the first effort of this kind anywhere in the South. We are now working with the newly established New York State School of Industrial and Labor Relations at Cornell University.

We have also obtained help from the Division of Labor Standards of the United States Department of Labor, and, briefly, from the Training Within Industry Program of the War Manpower Commission. At present we are cooperating with a number of other unions in the effort to establish a Labor Extension Service in the United States Department of Labor similar to the agricultural extension program.

7. In Conclusion

This brief review of education department activities during the past three years can touch on only part of the work of the department. We have continued to urge the use of movies by the local unions and have taken pictures of our own activities. We have assisted in a number of local radio broadcasts and made an unsuccessful effort to encourage a number of our stronger locals to establish FM radio stations. The Book and Pamphlet Club continues to go out each month, with its subscription list still rising. While the war continued, the department spent much of its time promoting local union war activities. The current strike wave was responsible for calls upon the education staff. Representatives have been active in both the Southern and New England areas. The specialized ability of the staff showed itself to good advantage in these situations. All of these were factors in helping to provide a well-rounded education program for the members of the Textile Workers Union of America.

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File #1016

LABOR EDUCATION

News

United States Department of Labor
DIVISION OF LABOR STANDARDS

MAY 1947

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 043

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Clara M. Beyer, *Associate Director*
DIVISION OF LABOR STANDARDS
U. S. DEPARTMENT OF LABOR
Washington 25, D. C.

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TWO ARTICLES ON UNION TRAINING PROGRAMS

The following articles are reproduced in this issue of Labor Education News as representative examples of education programs which individual unions have undertaken. Rather than describe these programs ourselves, we are offering them in the words of those responsible for them. The first, "Training of Local Financial Officers," appeared in the April, 1947, issue of the News Letter of the Workers' Education Bureau of America, official education agency of the American Federation of Labor. The second, "Training for Union Service," appeared in the March-April, 1947 issue of Labor and Nation. The latter is somewhat reduced to conserve space.

****

I. Training of Local Financial Officers

by George W. Brooks, Director of Research and Education, International Brotherhood of Pulp, Sulphite & Paper Mill Workers, AFofL

The Department of Research and Education was established by the Union's International Convention in October, 1944, and was staffed in the spring of 1945. One of its first projects was the establishment of an Officer Training Program, of which the training of financial officers, described below, is one part.

The training of financial officers in some 70-odd local unions throughout the South illustrates the educational work of this International Union in several of its aspects. The training was undertaken in response to a specific and expressed need by the International staff men and the local unions themselves; it was marked by a large degree of experimentation and flexibility; and it was a program fully integrated into the normal operations of the Union at all levels of its organization.

Many of the Southern locals were relatively new, relatively small, and scattered geographically. They had few members trained and experienced in maintaining local finances. They asked for some program of training that would enable them, as a practical matter, to carry out their financial functions.

New Forms

Following the Zone Conference and after consultation with the International President-Secretary, John P. Burke, a new set of financial forms and routines was worked out jointly by the Department of Research and Education and the International Treasurer*. The conception of the system was, above all other things, characterized by a basic simplicity, The various forms were integrated in such a way as to permit the officers to check their performance at each stage and to give a full and clear account of the local's finances.

*Frank S. Barnes, who functions as a part of the Research and Education staff in addition to carrying his official responsibilities as International Treasurer.

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The principal objective in developing the new forms and routines was to simplify the jobs of the Financial Secretary, Treasurer, and Trustees within the framework of the International Constitution and By-Laws. The forms and procedures were frankly experimental in their first stages. They were tested in use in the Department and were checked with International staff men and with officers in a number of local unions. At the same time detailed instructions were written for the use of the forms.

Training Classes

The revised forms were not put into actual use until training classes were completed for the officers of each local union which elected to use the new system. The International Executive Board had meanwhile approved the adoption of the forms by any local which wished to do so.

Conferences were arranged in three Southern cities. Each local adopting the new forms sent its financial officers to one of the conferences, to attend classes conducted by the Department.

The class work consisted of actual entry work on the forms. Using a set of printed exercises, each officer attending the classes actually carried out the use of the several forms from one step to another, through the entire process. Forms were checked and corrected, difficult entries were illustrated, and other steps were taken to insure that each officer left the classes with as full an understanding of the new system as possible.

The Follow-Up

1. BY CORRESPONDENCE. Anticipating that a number of difficulties would face the local unions in their first actual use of the forms, the International President-Secretary arranged for the Department to review incoming forms for several months. All money transactions as well as the official review of the forms continued to be performed by the President-Secretary's Office during the training period; the Department provided an additional review in order to test the effectiveness of the training program.

2. BY FIELD VISITS. For those local unions having special difficulties, the Department provided field service. Some of the work was done by International staff men and some by the International Treasurer himself

3. BY VOLUNTEER CORPS. Some assistance was given to local union by officers of other locals who had volunteered for this work at the training classes.

4. BY SPECIAL FINANCIAL REPRESENTATIVE. For the small number of local unions requiring more concentrated training than others, the Department employed a special staff member to work directly with the local unions for a period varying from one to six months. This person helped the officers keep their books and at the same time trained them in the use of the forms. When this special training job was completed, and the local officers able to carry their own load, the Departmental representative was withdrawn

5. MANUAL OF INSTRUCTIONS. As experience was accumulated in the use of the several forms, the Department was able to modify and amend the written instructions and finally to prepare a bound Manual of Forms and Instructions. Each financial officer in the local unions using the new system was provided with a Manual.

The content of the forms and reports and the basic requirements of the financial system were determined either by the International Constitution and By-Laws or the International staff men. The decision to adopt the forms was a local union decision, based on the approval of the International Executive Board.

The important things about the financial training program, in the mind of the Department, are that it arose directly in response to an expressed need (felt by and expressed by the local unions and International staff men), that it was conducted on an experimental and flexible basis, and that it was integrated

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fully into the operations of the International and local unions. The program was not something separate and apart from these operations. Rather, it was a technical research and education service provided to the several levels of the organization to deal with a specific set of problems. The value derives from this relationship.

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II. Training for Union Service

by Larry Rogin and Joseph Glazer,
Education Department, Textile
Workers Union of America, CIO

In 1946 the Education Department of the Textile Workers Union of America (CIO) conducted six one-week training institutes for local union leaders throughout the country, reaching approximately 275 workers.

The one-week resident training institute is regarded by the TWUA Education Department as its most effective work. We print this report as a full and detailed picture of exactly how such training institutes are run by one great union. Other organizations, we are confident, will find this information helpful.

A. Aims of the Training Institute

Obviously, a one-week training period will not make an expert negotiator or an ace organizer out of a shop steward. So we don't attempt to do that kind of job. Our objective is more modest.

This is what we do attempt to do:

(1) WE TRY TO IMPROVE THE TOOLS THE SHOP STEWARD OR UNION OFFICER USES IN HIS EVERYDAY UNION JOB.

(2) WE TRY TO MAKE THE STUDENT UNDERSTAND HOW THE INTERNATIONAL UNION WORKS.

(3) WE TRY TO TAKE THE BLINDERS OFF HIS EYES SO HE SEES MORE THAN HIS OWN UNION AS THE BEGINNING AND END OF ALL THINGS UNION.

(4) ONE OF OUR MOST IMPORTANT OBJECTIVES IS TO BUILD UNION ENTHUSIASM AND LOYALTY.

B. Recruitment of Institute Students

Several months before an institute takes place, letters and circulars are sent to all local unions in that area announcing the institute and urging them to select students. At the same time letters and circulars are sent to all staff people in the area urging them to follow up the letter sent to the locals.

Each student fills out a questionnaire in advance of the institute. This gives us information about the mill, the job he does in the mill and the union, and what phase of union education he is interested in. This kind of information helps us know what points to emphasize in our program.

Who goes to these schools? Primarily shop stewards and local union officers and executive board members. All students are full-time workers in the shops.

How are they selected? This depends on the local or joint board which is sending them. In many cases the students are elected at a regular union meeting. In some cases the membership gives the executive board the power to choose the students. One large joint board set up a special committee of top union officers who screened applicants for the school, and chose those they thought were best qualified, and who would get the most out of the school.

The problem of getting students who will really get something out of the week's instruction--and the problem of eliminating those students who come along just for the ride--has not been completely solved, and probably never will be. In the TWUA set-up the local union or joint board pays the major share of the school expense and thus the decision of who goes to school must be made

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on the local level. In any event, we feel it would be unhealthy for the choice to be made on the national level. Fortunately, we have been successful in getting a high percentage of serious students anxious to learn and with the capacity to do so.

Since we have not yet planned any "advanced" institutes, we try to prevent repeaters--students who come back year after year.

We try to keep the institute to about 40 to 50 students--then we can split them up into two sections of 20 to 25 each. We feel this is about the best number with which to do a really effective teaching job.

C. Where to Hold the Institute

The location of an institute plays a large role in its chances of success.

The place should have an educational atmosphere which is friendly to labor, clean and comfortable lodging, physical surroundings which make informal recreation easy, and plenty of good food. TWUA has found these in labor schools, church conference grounds, colleges and state universities, and at a resort owned by one of our joint boards.

Food is perhaps the most important of the above considerations. No matter how good the classrooms and teachers, we have never found a hungry institute that was a successful one.

For educational purposes the best institute is run at an isolated spot where the students are closely associated with one another. This isolation builds a strong feeling of solidarity, and gives those who attend a better opportunity to learn from one another. When the institute is held in or near a large city, there is a tendency to scatter to the bars and movies during the free hours, rather than to participate in the valuable informal discussion which takes.

Recently TWUA has held an increasing number of institutes at colleges and universities which are developing labor education programs. Attendance at a university has a strong appeal to the average worker which helps to open his mind to new ideas. The physical facilities also lend themselves to an institute program, and the university faculty forms a reservoir of speakers on a variety of topics. Cooperation with the university provides good public relation for the union and for the university as well.

D. Program of the Institute

The program is developed by the Education Department in consultation with the union officers, and other staff members of the union.

The complete program for each institute is planned well in advance. We have not found it profitable to come to an institute and ask the students what they want to study. We are flexible enough, however, to meet any special demands which may be raised.

The following courses are usually offered:

MAKING YOUR UNION WORK: Discussion of problems faced by a local union seeking to function effectively; how to get members to be more active in the union; getting the union committees to function properly; making the union a force in the community.

COLLECTIVE BARGAINING: How to settle grievances; duties of a shop steward; putting the contract to work; work-load and time study problems; arbitration.

LABOR HISTORY: We emphasize the struggle to build a labor movement in this country.

TEXTILE UNIONISM: This covers the history of unionism in the industry, the problems faced by the industry and the union, how TWUA works and how dues are spent.

LABOR ECONOMICS: We discuss the operation of our economy and how to make it work better; can we have full employment AND freedom?; the role of wages, prices, profits, purchasing power, production. One day is spent on international affairs.

PUBLIC SPEAKING: How to talk effectively at local meetings, union conferences, conventions. A major part of the course is devoted to practice speaking.

PARLIAMENTARY LAW: How to use parliamentary law to make union meetings

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more efficient and more democratic.

Seven courses are listed above. Usually the program has room for five courses (plus one voluntary course), so one of these seven is usually eliminated or two or them are combined.

The daily schedule is:

7:15 Breakfast
8:00 Collective Bargaining
9:00 Labor Economics
10:00 Making Your Union Work
11:00 Textile Unionism and Labor History
12:30 Lunch
1:30 Public Speaking
2:30 to 5:00 Free time, recreation, swimming
5:00 Parliamentary Law (voluntary)
6:00 Supper
7:15 to 9:00 Evening Program--singing, speakers, movies followed by dancing, recreation, games.

AFTERNOON & EVENINGS: The recreation programs for the afternoon and evening are organized under the direction of a staff member. The 7:15 to 9:00 PM program is obligatory. This usually consists of the singing of labor songs, a guest speaker followed by discussion, and a short movie. Sometimes a longer documentary movie takes the place of the speaker. A definite attempt is made to integrate the speeches into the general program. The school runs from Sunday evening through Friday evening. There are five full days of instruction.

E. Institute Teaching Methods

Many different teaching techniques are used during the institute--but the basic method is classroom instruction. However, the teaching is completely informal and the discussion technique is used throughout.

We have made some use of workshops. For example: In collective bargaining, mock grievance and arbitration hearings are conducted. Mock union meetings, and congressional hearings are used to get practice in parliamentary law and public speaking. Mock union committee meetings are held in "Making Your Union Work."

At most institutes we have a newspaper workshop where a group of students turn out a mimeographed newspaper, which they write and put together themselves (advised by a staff member).

The town-hall type of forum is used to discuss controversial topics like "Should Labor Start a Third Party." Movies are used regularly at all institutes, usually as part of the evening program. Students are not encouraged to take notes in class because it is difficult for an inexperienced note-taker to do so and concentrate on the discussion at the same time. In lieu of notes, many pamphlets are distributed, which contain much of the material discussed in class.

On Friday night (graduation night) the students usually put on a variety show of skits, songs and imitations which they have rehearsed during the week under the supervision of a staff member.

Because the program is such a full one, there is no formal "homework" or outside class assignment except for the workshops (rehearsing with mock committees, newspaper work, preparing speeches, rehearsing for the show).

For the most part, teaching is done by the TWUA national Education Department staff, assisted by local TWUA Education Directors. We believe the most effective job can be done by an instructor who knows the union, the problems of the union and the kind of workers he is teaching.

Staff members of other TWUA departments are called on to teach special phases of some of the courses. For example: the Research Director or one of his staff teaches work-load and time-study problems in the collective bargaining courses.

We try to get at least one "outside" instructor for each institute, to lend some variety and broadness to the program. We have successfully used instructors from the U. S. Department of Labor, other unions, or from labor schools such as the University of Wisconsin School for Workers. While we have occasionally used regular college instructors, there are not many who are effective teachers of workers.

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For an institute of 40 students, the staff would consist of 4 or 5 full time instructors (including the director).

F. How the Institutes are Financed

The average cost per student is about $95 for the week. This includes food, board, tuition, fare and lost wages. The international union contributes $15 per student; the local union pays the rest.

Occasionally, workers come to school during their vacation week. This saves the local union the expense of lost wages.

However, the Education Department emphasizes that the institute is not a vacation school, where you can learn something while on vacation, but a training school where you are expected to participate in a solid program of seven hours a day of classes, guest speakers, discussion and work-shops. The institute is usually a lot of fun but it is not a vacation.

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LABOR EDUCATION NEWS REPORTS

These news reports are offered to help acquaint those working in the field of labor education with activities in other localities. Many unions and schools have asked the Department of Labor what others are doing in their labor education programs. We hope that this exchange of information will be useful.

NEW PROGRAMS

WISCONSIN PLANS MORE INSTITUTES

Madison--The University of Wisconsin's School for Workers has announced the extension of its annual series of summer institutes from 10 to 14 weeks. Institutes will be conducted from June 8 to September 13.

All workers, union or non-union, are invited to the General Institute and a record of 17 union institutes have been scheduled. Affiliation with a union is required for these but no other requirement is imposed. In explanation, the School for Workers says, "No educational qualifications are required -- except that workers be old enough in years to understand the significance of present events and young enough in mind to learn from the experience of others."

A new Workers' Education Training Course will be held from June 22 to August 2. This is designed to aid in the development of workers education teachers and directors. From July 6 to July 19, three special institutes will be held concurrently--the General Institute, Industrial Relations Institute for Church Leaders and the Labor Co-Op Institute.

In addition to the Union Business Representatives Institute, open to business agents of all unions, special institutes will be conducted for the following unions: State County and Municipal Employees, AFL; Textile Workers, CIO; Hosiery Workers, CIO; Retail, Wholesale and Department Store Employees, CIO; Steelworkers, CIO; Auto Workers, AFL; International Ladies' Garment Workers, AFL; Teachers, AFL; and Meat Cutters, AFL.

HUMAN RELATIONS AT ROOSEVELT

Chicago--The Labor Education Division of Roosevelt College sponsored a workshop on "Psychology in Union Administration and Collective Bargaining" on May 2 and 3.

The program, arranged by the Division's Director, Frank McCulloch, in cooperation with a special planning committee of scientists, labor leaders and educators was dedicated to the attainment of"a fuller understanding of the psychological factors that make for better internal union relationships and improved union relations with management."

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This was the first such program undertaken by the Labor Education Division.

The topics discussed were: "Survey of labor problems requiring resources of psychology," "Resources of psychology, psychiatry and cultural anthropology for the handling of union problems," "Union leader; administrator and politician," "Union problems in handling grievances," "Psychological problems in a strike," "Problems of group relations in unions" and "Educational implications of workshop findings."

CLOTHING WORKERS TRAIN CHAIRMEN

Philadelphia--The Educational Department of the Amalgamated Clothing Workers of America, CIO, in cooperation with the union's Philadelphia Joint Board, has instituted a series of shop chairman training classes for local union officers. Classes for union locals of shirtworkers, cotton garment workers and coatmakers were among the original group, started early this year.

Philadelphia ACWA Educational Director Sara Fredgant organized the classes, in cooperation with Alice Hanson, long-time Philadelphia workers education teacher, and National ACWA Education Director Robert A. Levin.

The eight session courses included discussion of ACWA history and structure, duties of a shop chairman and parliamentary procedure. The classes were led by local and national union staff personnel, Miss Hanson, and local Philadelphia teachers. Plans are under way to extend this course program to ACWA joint boards in other sections of the country.

TEACHER TRAINING IN KENTUCKY

Louisville--The Kentucky Federation of Labor's Department of Research and Education held its first Teacher Training Seminar on April 18. Sessions dealing with methods of teaching four subjects most popular with Kentucky labor students -- labor economics, collective bargaining, labor history and labor legislation -- were conducted by experienced teachers in these fields for business agents, union representatives and others who would be teaching these subjects themselves or who would be responsible for securing teachers for local union educational programs. The seminar also participated in a luncheon meeting where Ernest Schwarztrauber, Director of the University of Wisconsin School for Workers discussed what makes a good workers education teacher.

ILWU EXPANDS EDUCATION

San Francisco--The annual convention of the International Longshoremen's and Warehousemen's Union, CIO, voted last month to divide its Department of Research and Education and create separate departments for each subject. Dr. Lincoln Fairley has been director of the combined departments and will continue to be research director. A new education director will be named for the union's ex-

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panded educational activities.

FIRST NATIONAL CIO
EDUCATION CONFERENCE

Columbus--Five hundred CIO education committeemen attended the first annual CIO National Education Conference in March. The purpose of the conference was to train teachers for local education programs.

Sessions dealt with such subjects as organization of summer school courses, methods to use in developing pamphlet material; use of motion pictures, film strips and other visual aids; development of interesting agendas for union meetings; and specific problems on working with other community groups.

The sessions were under the direction of Kermit Eby, CIO education director and George Guernsey, assistant director.

D. C. UNIONS
DISCUSS EDUCATION

Washington, D.C.--"Can the District of Columbia Have a Labor Education Program?" was the subject at the first annual spring conference of the newly-organized Washington Workers' Education Committee, which was held on Saturday, May 24, at George Washington University.

The conference chairman was Hilda Smith, chairman of the Committee for the Extension of Labor Education and founder of the Bryn Mawr and Hudson Shore labor schools. Those leading discussions were N. Arnold Tolles, chairman of the economics department, American University, and Esther Peterson, legislative representative of the Amalgamated Clothing Workers of America. Co-sponsors of the conference were AF of L, CIO and unaffiliated unions, George Washington and American universities and the District of Columbia Public Library.

WESTERN BUTCHERS
PLAN PROGRAM

San Francisco--An education program for the three far Western States--California, Oregon and Washington--was developed at a recent meeting of the Tri-State Education Committee of the Amalgamated Meat Cutters and Butcher Workmen of North America, AF of L.

The committee agreed to emphasize education for local leaders as the first step in a program which will eventually include education of the rank-and-file members and education of members of the community. The committee members are: Joseph Y. Henderson, Washington; J.D. McDonald, Oregon; and Michael Elkins, California.

The committee's detailed plans, prepared for circulation by the Research Department of the Western Federation of Butchers, were approved by a Federation Conference attended by delegates from the 11 Western States.

FTA SPONSORS
WESTERN SCHOOL

San Francisco--The Food Tobacco and Agricultural Workers' Union, CIO, which voted to expand its education program by

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convention action this year, sponsored a one-week "FTA West Coast Leadership School" in April at Pacific Grove on the Monterey Peninsula.

Twenty students from nine FTA locals from San Diego to Seattle attended the institute, according to Connie Anderson, FTA education director.

Each session was followed by a workshop discussion. There were sessions on "Wages and Profits," "Contracts," "Steward Training," political action and organization. Additionally, there were demonstration showings of mimeograph operation and education films.

NEW EDUCATION DEPT. FOR FLORIDA

St. Petersburg--A recommendation by the Florida State Federation of Labor's Committee on Education to finance a labor education program this year was unanimously adopted by the Federation's annual convention in March.

The committee recommended that the State Federation initiate an education program similar to that of the Kentucky State Federation and finance it by a $10,000 budget to be secured by voluntary contributions from affiliated unions.

This action was an outgrowth of a full day's convention session on labor education, addressed by Edward H. Weyler, secretary of the Kentucky Federation; John D. Connors, director of the AF of L's Workers' Education Bureau; R.A. DuVall, Director of the Kentucky education program; and Frank McCallister, director of the Georgia Workers' Education Service.

PORTERS ATTEND EDUCATION SESSION

New Orleans--An education conference dealing with the problems of collective bargaining, labor economics and the civil rights of Negro workers was held recently by the Brotherhood of Sleeping Car Porters.

Following the key-note remarks of the brotherhood's president, A. Philip Randolph, the delegates heard addresses on "The Roads to Industrial Peace--Labor-Management Cooperation Through Collective Bargaining or Compulsory Arbitration," by Rev. Vincent J. O'Connell, chairman of the Catholic Committee of the South; "Labor and the Coming Economic Crisis," by Boris Shiskin, AF of L economist; and "Civil Rights of the Negro Worker," by Dr. George Snowden of Dillard University. Following these addresses, and others, there was a discussion period.

NEW ORLEANS AF OF L BEGINS INSTITUTES

New Orleans--The first labor education program sponsored by the New Orleans Central Trades and Labor Council, AF of L, was held in March on the campus of Dillard University. It It was a two-day institute for business agents and is expected to develop into a continuing education program which eventually will include training for rank-and-file members.

Over 90 business agents attended the four sessions, planned by a committee under the direction of Robert L. Soule, secretary of the council, and Dr.

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George Snowden, AF of L co-ordinator.

The institute was divided into four parts: 1. A discussion on labor education; 2. labor legislation, both national and state, with addresses by E. Paul Barker, regional NLRB attorney, and E.H. Williams, president of the Louisiana State Federation of Labor, followed by a forum discussion; 3. an address on contract negotiations by D.R. Hunt, commissioner of conciliation, U.S. Department of Labor; and 4. an address on grievance procedures by W.H. Roberts, also a conciliation commissioner.

GUILD PLANS NEW PROGRAM

Chicago--A special education committee has been appointed by President Milton Murray of the American Newspaper Guild, CIO, to prepare a series of hand-books on union public relations. A.L. "Pete" Swim, director of publicity for the CIO Southern Organizing Drive and a veteran Guildsman, was named chairman.

The committee was established by the Guild's executive board in session at Chicago. The committee will prepare manuals for general distribution on union public relations, union journalism and related subjects.

NEW IAM DIRECTOR

Washington, D.C.--A new post of education director has been established by the executive council of the International Association of Machinists (unaffiliated). Tom Tippett, veteran in the field of labor education, has been appointed to the post.

Plans are being formulated for the IAM's education program and will be announced shortly.

INNOVATION AT RUTGERS

New York--The Seventeenth Annual Rutgers Institute of Labor, to be called "Labor's Stake in World Security," will be held on the Rutgers campus June 9 to 12, the Workers' Education Bureau has announced.

The Labor Institute this year will become a Labor-Management Institute, for one day. On that day, June 10, three management representatives will join the AF of L delegates to discuss the steward-foreman relationship and to debate the question, "Should Industry-wide Collective Bargaining Be Extended or Curtailed."

NEW PEOPLES' SCHOOL IN SOUTH

Atlanta--The Georgia Workers' Education Service has expanded its program to include a People's School, open to any adult in the community--union members and unaffiliated alike. Over-capacity school enrollment forced GWES to discontinue applications when 208 students had been registered.

The People's School supplements the GWES program of aid to unions' educational classes and other programs. Courses for the Winter Term of the People's School (February 10 to March 31) included classes in "Collective Bargain-

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ing", "Georgia Trends," "Economics" and "Effective Speaking." The Spring Term, April 7 through May 29, includes courses in "Labor in America", "The South Today", "The Literary Scene", "America in World Politics" and beginning and advanced sections in "Effective Speaking."

The school is under the direction of Frank McCallister, GWES director. A circulating library, free for the use of People's School students, is available at GWES headquarters.

New programs sponsored jointly by GWES and the following unions are:

Savannah--Southern Telephone Workers' weekly classes in "Collective Bargaining" and "How to Run a Union Meeting;" the Savannah Trades and Labor Assembly, two additional weekly classes in "Public Speaking" and "Parliamentary Law." The State County and Municipal Employees, AF of L classes in "Public Speaking and Demeanor"; "Citizenship Training" and "How to Function in a Union Meeting."

Classes in "How to Make Our Union Click" in the following cities: Moultrie, Thomasville, Americus, Cordele, Cedartown, Lafayette.

Atlanta--CIO United Auto Workers' ladies auxiliaries, "Home Nursing" class; AF of L Laundry Workers', "Stewards' Refresher Course." Amalgamated Clothing Workers on "Current Events."

LEADERSHIP TRAINING BY WESTCHESTER GROUP

Bronxville, N.Y.--The Labor Education Committee of Westchester County, sponsored by the AF of L, CIO and Railroad Brotherhoods, this month completed a six-week "Labor Leadership Seminar" at Sarah Lawrence College. The seminar dealt primarily with labor legislation.

BUSINESS AGENTS GO TO SCHOOL

San Francisco--The San Francisco Central Labor Council, AF of L, has approved a plan for a series of semi-monthly sessions for its more than 200 business agents. The sessions will be held in the day-time so as to avoid voluntary attendance.

Plans were made by a committee from the council and the State Federation, meeting with representatives of the three universities in the area interested in industrial relations studies -- the University of California, University of San Francisco and Stanford University. Each agreed to assist the council with teachers.

A meeting of the business agents approved committee plans and voted to recommend such an education program to the full council. It is hoped that the program, once started, will develop into a full-sized labor school for officers and rank and file members.

CIO PACKINGHOUSE LEADERSHIP INSTITUTE

Chicago--The United Packinghouse Workers of America, CIO, sponsored a Leadership Training Institute on the campus of the University of Chicago from May 12 to May 17.

The general topics for discussion were "History of Unionism in the Packing Industry," "Wage Structure and Economics of the Packing Industry," "Contracts, Grievance Procedure and Stewardship," "Race Relations and Minority Groups," "Legislative and Community Action," and "The UPWA 'Education in Action' Program."

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COMING EVENTS

FULL YEAR AT HUDSON SHORE

West Park, N. Y.--The Hudson Shore Labor School's annual summer session will be held from June 14 to August 9 both for students who can stay all eight weeks and with two-week courses running consecutively for those who cannot.

With this summer school, Hudson Shore winds up its first full year of operation. Heretofore, the school has been operated on a part-time basis.

TWUA PLANS FOUR REGIONAL INSTITUTES

New York--The Textile Workers' Union of America, CIO, has announced four regional summer institutes to be held this summer.

The courses will be "Building a Strong Union," "Labor Legislation," "Public Speaking and Parliamentary Law," "How Collective Bargaining Works," "Labor Economics," and "The Labor Movement and the TWUA."

In New England, there will be institutes at Springfield College, Springfield, Mass., from July 20 to 26; and at Rhode Island State College, Kingston, R. I., from July 27 to August 2.

In the South, there will be institutes at the University of North Carolina, Chapel Hill, N. C., July 13 to 19; Methodist Conference Ground, Lake Junaluska, N. C., Sept. 7 to 20.

In the Middle Atlantic States there will be an institute at Hudson Shore Labor School, August 10 to 23.

And in the Midwest, there will be one from June 22 to July 4 at the University of Wisconsin, Madison, Wisconsin.

SECOND YEAR AT FDR-CIO CENTER

Port Huron, Mich.--The FDR-CIO Labor Center is enrolling CIO students for its second summer beginning July 20. Classes will be held continuously for six weeks with a new session every week.

The school is jointly administered by the staffs of the Michigan State CIO Council, the CIO United Auto Workers' Department of Research and Education and the University of Michigan's Workers' Educational Service.

STATE FEDERATION SUMMER SCHOOL

Richmond, Ky.--The second annual Kentucky Federation of Labor, AFL, resident summer school will be conducted July 20 to August 3 at Eastern State Teachers College, by the staff of the Kentucky Federation's Department of Research and Education from Louisville.

STEELWORKERS PLAN UNIVERSITY INSTITUTES

Pittsburgh--The United Steelworkers of America, CIO, will conduct summer schools and institutes at eight colleges and universities this year. These include Antioch College, the Universities of California, Illinois, Indiana, Michigan, New Hampshire, Pennsylvania State College, and the University of Wisconsin. For a number of those institutions this is the first labor education program ever conducted on their campuses.

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HAVE YOU SEEN?

1. Our latest publications

COLLECTIVE BARGAINING - A suggested course outline based on the provisions normally found in the collective agreement - wages and hours, technical methods of wage determination, seniority, union security, health benefit plans, grievance procedure, arbitration. Designed for stewards or bargaining committeemen. Includes annotated bibliography, questions for discussion and teaching methods. 13pp. Free.

UNION GOVERNMENT AND ADMINISTRATION - A suggested course outline dealing with the structure and functions of the local union, the international union and the AFL and CIO. Also suggested problems in administering union affairs and handling people. Includes bibliography of illustrative union pamphlets, questions for discussion, and teaching methods. 17pp. Free.

SHOP STEWARD TRAINING - A suggested course outline dealing with the steward's job as union representative, grievance negotiation, and labor legislation. Includes bibliography of illustrative union pamphlets and teaching methods. Free.

FEDERAL LABOR LAWS AND AGENCIES (Bulletin No. 79) - A guide for shop stewards and supervisors, summarizing the major provisions and administrative procedures of Federal legislation in the fields of labor-management relations, wages and hours, social security, employment, job training, and labor information and services. 78pp. 20¢. (Free in limited quantities.)

ARBITRATION OF GRIEVANCES (Bulletin No. 82) - A hand-book on how grievance arbitration works, with a detailed description of how to process a case. Appendix contains sample provisions on grievance arbitration from union agreements. Prepared by William E. Simkin and Van Dusen Kennedy. 40pp. 15¢. (Free in limited quantities.)

GUIDE TO INDUSTRIAL ACCIDENT PREVENTION THROUGH A JOINT LABOR-MANAGEMENT SAFETY COMMITTEE (Bulletin No. 86) - Suggested procedures for organizing a plant labor-management safety committee and suggestions for its successful operation. Multilith. 11pp. Free.

WORKERS' SAVINGS AND INCOME IN 1945 - A leaflet based on the Department of Agriculture Survey of Liquid Asset Holdings. Analyzes the extent and distribution of savings among the nation's wage earners. 4pp. Free. Limited supply.

All above publications available from
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U. S. Department of Labor
Washington 25, D.C.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 043

2. Other government publications:

GUARANTEED WAGES - Final report to the President by the Advisory Board of the Office of War Mobilization and Reconversion, prepared under the direction of Murray Latimer. Analyzes economic and collective bargaining aspects of annual wage plans, with references to pertinent legislation. Includes nine case histories of existing plans, among them the Proctor and Gamble, Hormel & Co. and Nunn-Bush Shoe Co. plans. 473pp. $2.00.

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

UNION HEALTH AND WELFARE PLANS (Bulletin No. 900, Bureau of Labor Statistics, U. S. Department of Labor) - Reprint of a February 1947 Monthly Labor Review article. Traces the development and present status of collective bargaining health and welfare plans, and trade union welfare programs. Includes sample clauses and bibliography. 24pp. 10¢.

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

SETTLED PEACEFULLY - A folder describing the work of the U. S. Conciliation Service and its record in settling some 13,000 industrial disputes during 1946. 6pp. Free.

U. S. Conciliation Service, U. S. Department of Labor, Washington 25, D.C.

INSURANCE FOR WORKERS AND THEIR FAMILIES (I.S.C. 35) - New edition of the pamphlet explaining federal old-age and survivors' insurance, revised to include 1946 amendments to the law. 21pp. Free.

Labor Information Division, U. S. Social Security Administration, Washington 25, D. C.

MIGRANT LABOR...A HUMAN PROBLEM - Illustrated report and recommendations of the Federal Interagency Committee on Migrant Labor. Includes suggestions in the area of legislation, recruitment and placement, education and public action. 58pp. 30¢. (Free in limited quantities.)

Retraining and Reemployment Administration, U. S. Department of Labor, Washington 25, D. C.

ELEVENTH ANNUAL REPORT OF THE NATIONAL LABOR RELATIONS BOARD - An account of the disposition of NLRB cases for the year ending June 30, 1946. 198pp. 35¢.

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 OK3

WHY DO WE HAVE A SOCIAL SECURITY LAW? (EM 5 GI Roundtable) - One of the pamphlets and discussion mannuals prepared during the war for the United States Armed Forces Institute, and now released for public distribution. 33pp. 15¢.

Superintendent of Documents, U. S. Government Printing Office, Washington, 25 D. C.

3. University publications:

"THE WISCONSIN IDEA" IN WORKERS EDUCATION - Reprint of three recent articles by E. E. Schwarztrauber, Director of the School for Workers: Industrial Relations vs. Workers Education, The University of Wisconsin School for Workers and The Aim of Workers Education. 19pp. No price listed.

University of Wisconsin School for Workers, 1214 W. Johnson Street, Madison 5, Wisconsin

REFERENCE BOOK - Dictionary of labor terms compiled jointly by students and instructors in the Gonzaga Labor-Management and Forum Classes. Also includes an analysis of important labor laws, with court decisions cited. 58pp. 25¢.

Industrial Relations Institute, Gonzaga University, Spokane 11, Washington

WORKERS EDUCATION: A CHALLENGE TO NEGRO COLLEGES - Reprint of an article by Thomas E. Posey from the winter 1947 issue The Journal of Negro Education. 4pp. No price listed.

Available from the author, Department of Economics, West Virginia State College, Institute, West Virginia

A UNION MANUAL FOR JOB EVALUATION (Tentative title) - Prepared by William Gomberg, Director Management Engineering Department, International Ladies' Garment Workers' Union AFL. $1.

Available in one month from Labor Education Division, Roosevelt College, 231 South Wells Street, Chicago, Illinois

JOBS IN INDUSTRIAL RELATIONS - A description of some of the principal industrial relations jobs in labor and business organizations. 57pp. 15¢.

Industrial Relations Center, University of Minnesota, Minneapolis, Minnesota

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4. Union publications

WHAT EVERY VETERAN SHOUD KNOW ABOUT LABOR - Reprint from the December 1946 American Federationist. 12pp. No price listed.

AFL Committee on Veterans, 901 Massachusetts Avenue, N.W., Washington 1,D.C.

HEALTH...BENEFIT PLANS BY COLLECTIVE BARGAINING - Types of plans and how to set them up, with sample collective bargaining clauses. 11pp. No price listed.

AFL Research and Information Service, 901 Massachusetts Avenue, N.W., Washington 1, D. C.

WHAT IS THE LAW - A guide to State civil rights statutes and FEPC legislation, with procedures for processing court cases. 24pp. 15¢.

National CIO Committee to Abolish Discrimination, 718 Jackson Place, N.W. Washington 6, D. C.

SHOULD LABOR HAVE A DIRECT SHARE IN MANAGEMENT? - An analysis of the function of union-management cooperation, with reference to particular industries and wartime experience. Includes bibliography. 31pp. 15¢.

CIO Department of Research and Education, 718 Jackson Place, N.W., Washington 6, D. C.

THE BIGGEST BARGAIN OF YOUR LIFE... - A leaflet showing pictorially how UAW dues are spent. 8pp. Free.

United Automobile Workers CIO, 28 W. Warren, Detroit 1, Michigan

FACTS BEHIND THE FOG - Questions and answers on existing labor legislation and proposed changes. 23pp. 5¢.

United Automobile Workers CIO, 28 W. Warren, Detroit 1, Michigan

STEWARDS' AND COMMITTEEMEN'S POCKET GUIDE (Revised edition) - A looseleaf stewards' manual, including summaries of important labor laws. 80pp. 75¢.

United Automobile Workers CIO, 28 W. Warren, Detroit 1, Michigan

HOW TO OPERATE YOUR LOCAL UNION - A guide to the orderly conduct of a union meeting. 18pp. No price listed.

International Chemical Workers Union AFL, 605 First Central Tower Building, Akron 8, Ohio

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WELCOME TO YOUR UNION - A brief guide for new members with referances to union achievements and functioning. 9pp. No price listed.

Amalgamated Clothing Workers of America, 15 Union Square, New York 3, N.Y.

UE FIGHTS FOR A BETTER AMERICA! - A pictorial account of UE collective bargaining negotiations since the end of the war. 80pp. No price listed.

United Electrical, Radio and Machine Workers of America CIO, 11 East 51st Street, New York 22, N. Y.

....AND THE PURSUIT OF HAPPINESS - A pictorial pamphlet illustrating the growth of the ILGWU and the opportunities it provides its members for study and recreation. 30pp. No price listed.

International Ladies' Garment Workers' Union AFL, 1710 Broadway, New York 19, N. Y.

OUR HAT'S IN THE RING... - The story of the union label with suggestions to locals on how to organize a promotional campaign. 12pp. Free.

United Hatters, Cap and Millinery Workers International Union AFL, 245 Fifth Avenue, New York 16, N. Y.

PARLIAMENTARY LAW CHART - Includes also a directory of Federal and State labor department officials. Free.

Kentucky State Federation of Labor, 412 Washington Building, Louisville 2, Kentucky

HUMAN RELATIONS IN INDUSTRY - Reprint of a speech by Harvey W. Brown before the American Public Relations Association. 13pp. No price listed.

International Association of Machinists, 9th Street and Mt. Vernon Place, N.W., Washington 1, D. C.

DELEGATE'S HANDBOOK (Revised edition) - Manual for ship delegates (shop stewards) covering grievance procedure, organizing and educational activities. Includes digests of important maritime laws. 39pp. No price listed.

National Union of Marine Cooks and Stewards CIO, 86 Commercial Street, San Francisco 11, California

DELEGATES INSTRUCTIONS - Manual for ship delegates (shop stewards). 48pp. No price listed.

Pacific Coast Marine Fireman, Oilers, Watertenders and Wipers Association, 58 Commercial Street, San Francisco 11, California

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 OK3

BUILDING NMU - An illustrated handbook on the history of the union and its structure and operation. Includes suggestions for educational committeemen. 72pp. No price listed.

National Maritime Union of America CIO, 346 West 17th Street, New York 11, N. Y.

AN EDUCATIONAL PROGRAM IN YOUR LOCAL UNION? - How to set up a program, with specific reference to courses offered at Pennsylvania State College. 7pp. No price listed.

United Steelworkers of America CIO, 1500 Commonwealth Building, Pittsburgh 13, Pennsylvania

THE TIME IS NOW - TWUA INSTITUTES - An illustrated leaflet describing the TWUA summer institutes to be held this year. Free.

Textile Workers Union of America CIO, 15 Union Square, New York 3, N.Y.

NATIONAL COLLECTIVE BARGAINING - Reprint of an article by Solomon Barkin from the November 1946 Personnel Journal. A general discussion of industry wide and national bargaining, including reference to the experience of particular industries. 11pp. No price listed.

Textile Workers Union of America CIO, 15 Union Square, New York 3, N. Y.

SHOP STEWARD'S MANUAL - Illustrated handbook on the handling of grievances. 53pp. 20¢.

Workers Education Bureau of America AFL, 1440 Broadway, New York 18, N.Y.

5. Other non-government publications

PRIMER OF LABOR RELATIONS - Guide to the basic decisions governing the National Labor Relations Act, with sections on company unions, inter-union disputes, union rights and responsibilities, conciliation and arbitration, etc. Prepared primarily for management. 94pp. $1.00.

Bureau of National Affairs, 20th and N Streets N.W., Washington 7, D. C.

MARGIN FOR LIVING - Folder urging the 40-hour minimum workweek, particularly as it applies to young workers. 8pp. Free.

National Child Labor Committee, 419 Fourth Avenue, New York 16, N.Y.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 OK3

MANUAL FOR LABOR DISPUTES, by Leonard J. Smith - A detailed analysis of the factors involved in successful collective bargaining, including the settlement of grievances, rulings of the National Labor Relations Board, etc. Prepared primarily for management. 41pp. $1.00.

Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, N. Y.

LABOR AND THE LAW (May 19, 1946); DO WE NEED NEW LABOR LEGISLATION? (December 15, 1946): LABOR, CONGRESS AND THE SUPREME COURT (March 30, 1947) - Three round table discussions on subjects of current interest. Bibliographies included. 10¢ each.

University of Chicago Round Table, Chicago, Illinois

COLLECTIVE BARGAINING: HOW TO MAKE IT MORE EFFECTIVE - A statement on national policy of the Committee for Economic Development, giving its views on how to achieve industrial peace. 24pp. Free.

Committee for Economic Development, 285 Madison Avenue, New York 17, N. Y.

THE O'DWYER PLAN FOR INDUSTRIAL PEACE - An explanation of what New York City is doing to help solve labor disputes in the area.

Mr. Thomas J. Shanahan, President, Federation Bank and Trust Company, 8th Avenue and 34th Street, New York, N. Y.

ANNUAL WAGE AND EMPLOYMENT GUARANTEE PLANS - An analysis of existing plans and how they work, with suggestions. 55pp. No price listed.

National Industrial Conference Board, 247 Park Avenue, New York 19, N.Y.

STRIKES AND DEMOCRATIC GOVERNMENT - Report of the Twentieth Century Fund's Labor Committee, which discusses the public's stake in peaceful industrial relations. Includes suggestions in the areas of in-plant procedures and legislation. 31pp. 25¢.

Twentieth Century Fund, 330 West 42nd Street, New York 18, N. Y.

6. Film strips

THE U. S. DEPARTMENT OF LABOR - The history of the Department and how it functions today. 15 minutes recorded sound accompaniment $3.50.

Workers Educational Service, University of Michigan, 60 Farnsworth Avenue, Detroit 1, Michigan

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 OK3

YOUR STAKE IN COLLECTIVE BARGAINING - How the public benefits from successful industrial relations. 15 minutes written text $2.50.

Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N.Y.

HOW TO HANDLE GRIEVANCES - How the shop steward operates in the plant. 15 minutes recorded sound accompaniment $3.50.

Workers Educational Service, University of Michigan, 60 Farnsworth Avenue, Detroit 1, Michigan

EDUCATION FOR LIVING - An experiment in labor education in a southern state. 20 minutes recorded sound accompaniment $2.50.

Georgia Workers Education Service, 353 South Courtland Street, N. E., Atlanta 3, Georgia

ARE THESE OUR CHILDREN? - Child labor as it has existed in the past, and what has been done to improve conditions. 15 minutes recorded sound accompaniment $3.50.

Workers Educational Service, University of Michigan, 60 Farnsworth Avenue, Detroit 1, Michigan

ECONOMICS FOR EVERYBODY - The interdependence of modern economic life and the role the government plays. For use with pamphlet "How the Wheels Go Round." 15 minutes written text $3.00.

League of Women Voters, 726 Jackson Place, N.W., Washington 6, D. C.

7. "How-to-do it" aids

HERE'S HOW ITS DONE - A popular education guide with tips on the use of discussion groups, films, community organizations, speakers' bureaus, press and radio to put across a program. 74pp. $1.00.

Program Information Exchange, 816 21st Street, N. W., Washington 6, D. C.

WORDS TO REMEMBLR - A handbook on preparing copy for the printer, used in the University of Chicago Industrial Relations Center's class in union papers. 16pp. Free.

Parish Press, Inc., 151 West 25th Street, New York 1, N. Y.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

RADIO: HOW, WHEN AND WHY TO USE IT 50¢.
BULLETINS - HOW TO MAKE THEM MORE EFFECTIVE 50¢.
EXHIBITS - HOW TO PLAN AND MAKE THEM 60¢.
PLANNING YOUR MEETING 50¢.
WORKING WITH NEWSPAPERS 75¢.

National Publicity Council, 130 East 22nd Street, New York 10, N. Y.

GUIDE FOR DISCUSSION LEADERS (EM 1 GI Roundtable) - One of the pamphlets and discussion manuals prepared during the war for the United States Armed Forces Institute, and now released for public distribution. 38pp. 15¢.

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

File #1017

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Economic and Scientific Section

AG 004.06 (26 April 1948) ESS/LA

APO 500
26 April 1948

SUBJECT: Labor Education Activities of Japanese Government on Prefectural Level.

TO: Military Government Team Labor Officers

1. The Labor Ministry sent detailed instructions concerning the Prefectural Labor Education Advisory Committee to every Governor in Japan, with copies to Chief, Labor Administration Section 20 April 1948 (inclosure 1). It should be noted that this communication deals with the strictly advisory nature of the Committee. In a few reported instances, the Kencho has permitted left wingers to dominate the work of the Labor Administration Section. Inclosure 2 is the original letter of the Labor Ministry on the same subject.

2. Inclosure 3 outlines activities of the Labor Administration Section in every Ken for coming months of May, June, and July. Instructions are concerned with local use of film strips, local labor summer schools sponsored by the Kencho, new pamphlet material, posters, and a drive to introduce current labor literature into local labor unions. Education for employers is encouraged. As nearly all of pamphlets mentioned in par. c inclosure 3, have been sent to Military Government, reproduction of this material should be encouraged as soon as possible. Program on local level can be expedited if local Military Government will interview Chief, Labor Administration Section, and encourage concrete planning and intensified activities during coming months.

3. The Labor Ministry is holding a Labor Education Training School in Tokyo 24 to 29 May 1948, inclusive. The Ministry advises that it will invite 2 or 3 persons from local Labor Administration Section, and one representative from local Labor Relations Committee staff. It is important that persons selected be men or women primarily engaged in labor education work.

W. F. MARQUAT
Major General, U. S. Army
Chief, Economic and Scientific Section

3 Incls
1. Ltr, Labor Ministry To Each Pref. Gov. dtd 20 Apr 48.
2. Ltr, Labor Ministry To Each Gov. dtd 18 Aug 47.
3. Ltr, Labor Ministry To Each Director of Pref. Gov. Labor Section, dtd 20 Apr 48.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

20 April 1948

To each Prefectural Governor:

Director of the Labor Administration
Bureau, Labor Ministry

Subject: The function and Management of the Labor Education Advisory Committee for the Workers.

We have already received reports from 33 prefectures concerning the establishment of the Labor Education Advisory Committee for the Workers. But there still some prefectures which have not yet established the Labor Education Advisory Committee, and in some prefectures there are some committees whose function and management are doing differently from the fundamental principles instructed by the Labor Ministry. It should be pointed out that the Labor Education Advisory Committee are advisory in nature. They are to meet from time to time in order to make suggestions and criticism, but the responsibility for worker's education supported by Government funds will remain with the Governor and under him with the local labor administration section chief. If there are any Labor Education Advisory Committees, which are doing other than the above principles, they should be amended. You should take some appropriate measures. The prefectures which have no Labor Education Advisory Committee shall establish it as soon as possible according to those principles.

Inclosure 1

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

Labor Instruction No. 412

18 August 1947

Director of the Labor Administration
Bureau, Labor Ministry.

To: Each Governor

Subject: The Establishment of the Labor Education Advisory Committee for the Workers.

Considering the importance of labor education at present, the Labor Education Advisory Committee shall be established according to the principles stated in the attached sheet.

You should establish in your prefecture the Prefectural Labor Education Advisory Committee for the workers and should see to the smooth and effective administration of labor education, respecting democratically the opinions of all concerned.

The members of the committee, who should be the learned and expects, shall be selected respecting the opinions of the workers, and one or two employer representatives shall be also added so that the employers' opinion be considered.

Principles of the Establishment of Labor Education Advisory Committee for the Workers.

It is most necessary to execute labor education widely and thoroughly to all the workers, for the sound development of labor movement. The Labor Education Advisory Committee for the workers shall be established according to the following principles.

1. Structure:

a. Members: There will be 14 members, 7 of whom shall be recommended by the labor unions concerned, 7 of whom shall be appointed by the Welfare Minister from among the learned and experts.

b. Chairman: There will be a chairman. The Welfare Minister shall be the chairman. The chairman shall control the business.

c. Standing committeemen: The Committee shall have several standing committeemen. They shall be elected from among the members. The standing committeemen shall always help the chairman and take charge of the business.

2. Matters to be discussed: The committee shall discuss the matters asked by the Welfare Minister concerning the policy of labor education, and shall answer them.

Besides, the committee shall make representation to the Welfare Minister concerning education for the workers.

3. Management:

a. Calling: The committee shall be called by the chairman.

b. Decision: Decision shall be made by the majority. The opinions of the minority can be added if the members request it or in case the chairman deems it necessary.

c. Statement of opinions: Government officials concerned can attend the meeting and state their opinion. Other details necessary for the management of the committee shall be decided by the Welfare Minister after consulting the committee.

Inclosure 2

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 OK3

20 April 1948

Director of Labor Administration
Bureau, Labor Ministry.

SUBJECT: Strong Enforcement of Labor Education.

TO: Each Director of Prefectural Government Labor Section.

For the sound development of labor union movement, many activities have already been taken by competent authorities to encourage the sound and voluntary educational activities of labor unions and other organizations; and many good results and effects have been gained.

To gain more results and effects, you should see to the strong enforecement of labor education according to each of your real circumstances and taking your budgets and personnels into consideration.

At the operation of educational activities, you should ask the opinion of the Labor Education Advisory Committee and respect the independence of labor unions and other organizations. The following is a series of suggestions of activities to be carried on in each prefecture by the labor administration section.

1. Expansion of film strip and other visual aid programs.

You have already undertaken the showing of film strips and kamishibai, and made use of several film strips sent by the Labor Ministry. You should see to make a program for May, June and July that contemplates the showing of film strips in public places, schools, factories etc. of at least one showing a day. Emphasis should be placed in the showing of "Proper Union movement", "Our Democratic Labor Union" and "Take of Trade Union Law".

If possible, get the cooperation of local theatre operators in showing such film-strips before or after movie shows. For the education of small unions, Kamishibai is very effective, and the Labor Ministry is going to distribute some kamishibais to participated in by rank-and-file members with a special prize to be given to the best kamishibai prepared and fabricated by a trade unionist. Kamishibai subjects may be picked from among the pamphlets published by ESS, GHQ, SCAP.

2. Lecture Meetings and Labor Summer Schools.

a. Lecture Meetings: Make use of public places such as primary schools for off-time hours. Lecture meetings will deal with (1) collective bargaining, (2) democratic trade unionism, (3) mediation, conciliation and arbitration, (4) labor relations committees and labor disputes; and (5) labor agreement. Each meeting should schedule a brief but simple speech followed by questions and answers. You may invite M.G. speakers to open the meetings.

b. Labor Summer Schools: The labor summer schools are to be held in 10 blocs from July to September, sponsored by the Labor Ministry and the Prefectural Governments. If no Labor Ministry Summer School is to be held in the Prefecture, the Prefectural Government should plan for a few week-end summer schools for rank-and-file members based on the materials as shown in sports and other recreation should be combined not to make the public tired.

3. Distribution and recommendation of materials for labor education.

a. You will be provided in a few weeks with the following labor education pamphlets published by ESS, SCAP. Each prefectural government may reproduce these pamphlets in sufficient quantity for distribution of al least one copy to every local union. Expenditure for printing can be recovered by printing sufficient to permit sale at actual expense. (5), (6), and (7) can be printed as a unit.

(1) Democratic Trade Unionism (2nd edition).

(2) The Struggle for Democratic Unionisms.

Inclosure 3

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

(3) Organization and structure of Trade Union Movements.

(4) Top Union Organization and Structure.

(5) Principles of Collective Bargaining.

(6) Grievance Machinery and the Shop Steward System.

(7) Building Industrial Democracy through Sound Labor Contracts.

(8) The purpose and Means of Workers' Education.

(9) The Management and Structure of Your Local Union.

(10) The Conduct of Union Meetings.

b. Posters:

(1) The series of 9 posters recently issued by the Central Relations Committee have been already sent to each local relations committee. You should make liaison with the local labor relations committee and should see to put those posters in every major railroad station in the prefecture over a period of weeks during May and June.

(2) Make use of labor day for a poster which emphasizes the importance of labor education.

(3) Make sure that a poster is put in every important railroad station in the prefecture inviting workers and the general public to listen to the labor hour, Tuesday 2000 to 2030.

c. Each lecture meeting a summer school should be adorned with appropriate charts and other educational materials such as books and pamphlets for sale.

d. Each local union should be provided with a list of film strips, kamishibais and labor books recently issued.

e. Each prefecture should assemble a minimum of 20 or 30 labor books and pamphlets and have a worker's education staff visit every local union in the prefecture with this set and try to encourage each local union to purchase on entire set. The cooperation of Military Government can be sought.

4. Education of the employers.

Much emphasis should be also put for the education of the employers. Each prefectural government should encourage an employer labor education school to be held by employers' association.

ESS pamphlets noted above, (5), (6) and (7) with recent Labor Ministry publications. Especially the provisions of American union contracts, with emphasis on grievance machinery should be discussed.

5. Others:

Prefectural Government should encourage positively each local union in the prefecture to establish an education committee with the purpose of promoting the workers' education.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

20 April 1948

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 Ok3

File #1018

THE ROLE OF EMPLOYERS' ASSOCIATIONS IN EMPLOYER EDUCATION

This morning I was asked to talk on the role of Employers' Associations in Employer Education - first let us veer from this subject and take up a few points which are most important in the long neglected program of Employer Education. This talk will concern small business, which, I believe concerns the majority of you - small business is the world's most important business - in America 98% of the business is done on a small scale.

The number one problem of small business is management. More failures are due to lack of skill in running the business than to any other single cause. Building a successful business is a complicated process. The businessman must know something of buying, selling, production, display, bookkeeping, cost accounting, advertising and many other things. Most businessmen begin their ventures because they have interest or skill in one major phase, usually production or selling. They tend to underrate or ignore the others.

Thus, a man who has been a successful salesman for a going concern may decide that he can do better for himself. He may overlook the fact that shrewd buying is necessary as well as shrewd selling or that cost accounting is needed to recognize profitable products and customers. Similarly, a man who has been a production head in a porcelain plant may know how to make a better or cheaper kind of dinnerware, but his knowledge of other phases of business may be limited. How to choose markets, how to meet, sell and service customers, how to advertise effectively may be beyond his experience.

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Almost any new enterpriser runs into unexpected demands and situations. Prefecture and Shi authorities may require licenses that he did not realize he had to have; and he may need to meet health, safety and sanitary regulations that he did not know existed. The government may require records and reports that take more time than he can spare and more knowledge than he possesses.

As a first step in broadening his knowledge a basunessman needs some way of drawing on the experience of others. When difficulties arise, he needs a chance to talk them over with fellow businessmen. He needs to be able to get the research information that is being gathered for almost every kind of business, and the guidance of experts in such matters as cost accounting, merchandising, and the like. He has a right to expect information to be in understandble layman's langauge. The small businessman needs constantly to be learning, if he is to gain a sufficient grasp of the skill demanded to run a business successfully.

Organized effort is needed in every community to mobilize business, educational and professional resources, to improve general levels of business efficiency and promote high employment. Chambers of Commerce, Employers' Associations and other community groups might cooperate in bringing together businessmen in clinics, discussion forums, industrial councils or committees to give direct help to businessmen in improving their management methods. They might well give direct help to businessmen in improving their management methods. They might well give particular attention to enterprisers who are just starting their businesses. Some friendly hints from fellow members of the same community might save costly mistakes. Sponsoring

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organizations would not only be carrying on a worthwhile service in such activities, but would increase membership and interest in their own organization as well.

In any such effort, orgniazations of many types can and should participate, but it is highly important that in each community some one organization take the lead in getting it started. In Chiba Ken this could well be your Employers' Association.

Management counselling agencies might well make an effort to devise counselling services suited to and within the financial means of the small enterprises. Employer Associations, Chambers of Commerce or other business organizations often may be helpful in working out such programs. Expert advice in some of the technical problems of management often is beyond the means of the smaller or medium-size firms. Rare indeed is the small business that can afford a full-time accountant, much less a consulting engineer, industrial designer, market analyst, advertising manager, management counsel or other specialist. Often it may be possible, however, to hire a qualified person or firm on a part-time or consulting basis for a specific problem. The larger management firms say that they cannot afford to offer their services at rates the smaller enterprises could pay. Yet the need remains and it warrants experimentation on both sides. Several small concerns might consider how to share the time of a specialist in any of these fields, and specialists should examine closely the services needed by smaller concerns.

Universities, colleges and middle schools could profitably give increased attention in their curricula to training for careers in small business. Courses and activities dealing with specific needs of

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smaller enterprises should be made available through night classes or extension services for those unable to attend regular school sessions. This would be a commendable program on which Chiba Employers' Association could initiate action - you are near Tokyo and the large universities.

The resourcefulness that can be acquired through a good general education -- learning how to think and how to find information- is the best asset that can be provided the potential small businessman. Your colleges and middle schools have much to contribute to the Japanese business system in this way. They can also do much more than has been done in the past toward equipping able young men to go into business for themselves. They can provide instruction in specific skills and can assist in developing new horizons for small business through research and study projects.

Local businessmen would benifit immediately and directly from overall management courses of the short, intensive type. Educational institutions might also put more emphasis on the preparation and publication of training and operating manuals to assist businessmen seeking expert guidance on some specialized subject, such as tax reports, inventory controls or other aspects of running a business. There is need also for adaptation of the regular school cirricula to provide better general business training for those unable to go beyond middle school and those who can spend only one or two years in college.

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Another phase of education employers must have is that dealing with trade unionism - your workers are the union members, but you have to know as much about a trade union and its function as the workers - it is of vital conern to you.

cThe most important point to be expressed here is that of your attitude toward the union which will determine its attitude toward your You must, in the new Japan, recognize the union and learn to bargain with the union - this bargaining cannot be taken lightly - it has to be done in good faith.

You employers are urgently in need of education and information concerning labor contracts - I doubt that any one of you now have a good labor contract with the union in your company. A good labor contract is difficult to secure - there is a big chance for error - study labor contracts - there are a number of volumes which have been printed within the past two years that are available to your. A good labor contract solves a multitude of your problems.

First of all you must want a good contract. Let me give you a perfect example of fear of a written contract:

In Yamanashi-ken a milling company was shut-down because of a dispute over dismissals of employees. They had what could hardly be called a labor contract - it was a short, vague, meaningless piece of paper signed by management and labor. The dispute was settled, the strike ended, but now new contract drawn up - only the immediate cy issue was settled. In a conference with the representatives of the union and management I offered to help them write

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a good contract to secure the uninterupted operation of the plant for at least a year, the usual term of a contract. The union was eager to see this done, but management made some feeble excuse for putting it off a little longer. Management, uneducated as to contracts was afraid to sign an agreement with the union, afraid to commit themselves, afraid to secure the operation of the plant for their own benefit - as far as I know there is still no contract in that company - future disputes are inevitable, possibly a strike will result - all caused because of the lack of education on the part of management.

In ending let us put aside the things that should be done and concentrate on what you can do immediately toward employer education -

I have four books with me - all in Japanese, all available to you through the Prefectural Labor Section at a small fee. These are only four of the hundreds of books available to you. You will learn only by concentrated study - get these books, and others, study them. Organize yourselfs into study groups - if five or ten of you live near each other meet nightly or at least frequently and discuss new information and problems. Go after this education yourselves - work at it - the old saying still goes IF YOU WANT ANYTHING DONE DO IT YOURSELF.....